

# Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

## 1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

VET sector requirement	Aspire's approach
<b>Australian Qualifications Framework</b> The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework. You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.	Aspire's learning resources have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: <a href="http://www.aqf.edu.au">www.aqf.edu.au</a> .
<b>Volume of learning</b> When developing training and assessment strategies for this unit and the qualification for which it is relevant, you and your training organisation must take into account the volume of learning requirements as defined by the Australian Qualifications Framework. An explanation of volume of learning can be accessed at: <a href="http://www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf">www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf</a>	Aspire ensures that each unit of competency is covered completely and in depth in both the learning content and the assessment. This approach will help you meet volume of learning requirements as you develop your training and assessment strategies.

## 3.2 Learning mapping

*TAEASS403 Participate in assessment validation*, Release 1

Unit of competency	Content	Activities
Element 1: <b>Prepare for validation</b>	<b>Topic 1: Prepare for validation</b>	<b>n/a</b>
1.1 Discuss and confirm the purpose, context and scope of the validation process within relevant assessment system policies and procedures	1A Discuss and confirm the approach to validation	1
1.2 Arrange materials for validation activities	1B Arrange materials for validation activities	2
1.3 Check all documents used in the validation process for accuracy and version control	1C Check documents used in the validation process for accuracy and version control	3
1.4 Analyse relevant units of competency and agree on the evidence needed to demonstrate competence	1D Analyse relevant units of competency and agree on the evidence needed to demonstrate competence	4
Element 2: <b>Participate in the validation of assessment tools</b>	<b>Topic 2: Participate in the validation of assessment tools</b>	<b>n/a</b>
2.1 Demonstrate active and appropriate participation in validation sessions and activities using agreed communication methods and modes	2A Participate actively in validation sessions and activities using appropriate communication	5
2.2 Apply principles of assessment and rules of evidence during validation sessions and activities	2B Apply principles of assessment and rules of evidence	6
2.3 Check that context and conditions of assessment include clear instructions for assessor and candidate and relate directly to the assessment conditions of the relevant unit	2C Check that assessment instruments conform to requirements	7

## How to use the assessment plan

Once assessment tasks and options have been discussed with the candidate, they should be documented in the assessment plan. An example of the assessment plan is provided here.

This confirms that:

- the candidate is fully aware of the expectations of the assessment process
- the candidate has been engaged in negotiating an assessment plan that best fits their particular needs and situation
- the candidate is ready to proceed with the assessment
- the arrangements for the assessments to occur have been agreed.

<b>Date, time and place for assessments</b>	
<b>Candidate name</b>	
<b>Candidate contact and email</b>	
<b>Assessor name</b>	
<b>Assessor contact and email</b>	
<b>Date, time and place for assessments</b>	
<b>Unit(s) of competency</b>	
<b>Assessment tasks</b>	<b>Part A – Portfolio Evidence</b>
	<b>Part B – Questions</b>
	<b>Part C – Observation*</b>
<b>RPL Assessment</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Method of submission</b>	
<b>Candidate to supply</b>	
<b>Assessor to supply</b>	
<b>Special consideration</b>	

<b>Ready for assessment declaration</b>	<p>I confirm that the purpose and procedures of this assessment have been clearly explained to me. I have been consulted about any special needs I might have in relation to the assessment process. The criteria to be used for this assessment have been discussed with me, as have the consequences and possible outcomes of the assessment.</p> <p>I have accessed and understand general assessment information as provided by my training organisation.</p> <p>I have been given fair notice of the date, time, venue and other arrangements for this assessment. I have completed a self-assessment of my performance of the skills and knowledge for this unit and confirm that I am ready for assessment.</p>
<b>Candidate signature</b>	
<b>Date</b>	

\* Please note that Part C is only included where the Assessment requirements for the unit of competency specify aspects of performance evidence that are observable and must be demonstrated.

## 4.3 Assessment mapping

*TAEASS403 Participate in assessment validation, Release 1*

Unit of competency	Part A – Portfolio of evidence	Part B – Questions	Part C – Observation
<b>Element 1: Prepare for validation</b>			
1.1 Discuss and confirm the purpose, context and scope of the validation process within relevant assessment system policies and procedures		Q1, Q2, Q3	
1.2 Arrange materials for validation activities	P1, P2, P3	Q5	
1.3 Check all documents used in the validation process for accuracy and version control	P1, P2, P3	Q7	
1.4 Analyse relevant units of competency and agree on the evidence needed to demonstrate competence		Q8	O2
<b>Element 2: Participate in the validation of assessment tools</b>			
2.1 Demonstrate active and appropriate participation in validation sessions and activities using agreed communication methods and modes		Q13	O3
2.2 Apply principles of assessment and rules of evidence during validation sessions and activities	P5, P8, P11	Q14, Q15	
2.3 Check that context and conditions of assessment include clear instructions for assessor and candidate and relate directly to the assessment conditions of the relevant unit	P5, P8, P11	Q16	

candidate's response is appropriate to the task within the context of the candidate's training and/or workplace.

## Solutions to the assessment tasks

### Part A – Portfolio of evidence

<b>Instructions to the assessor (relates to all candidates, including RPL)</b>	<p>Please refer to the assessment task as outlined in the Aspire Assessment and RPL resource.</p> <p>The candidate will collate and submit evidence (documents, photographs, videos or logbooks, etc.) that you will use to determine their competency.</p> <p>You need to use your judgment to decide if the candidate's evidence is satisfactory against the criteria listed in the Assessment evidence: Portfolio checklist provided.</p> <p>The checklist provides the candidate with criteria on which their evidence will be judged. You can use this checklist to record and confirm the evidence supplied to you and determine whether it meets the rules of evidence.</p> <p>The format for the portfolio of evidence should be discussed with the candidate in the Assessment Plan. You may require evidence to be submitted via hard copy or by electronic means.</p> <p>The candidate should remove references to personal, financial or commercially sensitive information before it is submitted as evidence. Evidence submitted as assessment will be retained by the assessor/RTO for a period of time. Original copies of official certificates must be sighted and authenticated by the assessor and returned to the candidate.</p> <p>You may undertake an interview with the candidate to discuss the evidence they have presented. At the interview, you may ask questions to clarify the depth of their knowledge. You may direct candidates to undertake gap training where necessary.</p>
<b>Reasonable adjustment</b>	<p>The format for the portfolio can be negotiated with the candidate as there are many different types and formats suitable as portfolio evidence.</p>
<b>Feedback/unsatisfactory outcomes</b>	<p>All portfolio criteria items must be satisfactorily demonstrated by the candidate.</p> <p>Where a portfolio item is judged to be incomplete or unsatisfactory, you may provide the candidate with feedback on how the evidence can be improved or provide examples of additional evidence that would be suitable. Usually, the candidate would only be required to focus on the portfolio items that were not satisfactory in the submission.</p> <p>The portfolio item(s) may be re-submitted at your discretion and must be in line with the training organisation's assessment policies and procedures.</p>

## Third-party observation report

<b>Purpose</b>	The candidate's work performance will be documented using a third-party report completed by a relevant supervisor.
<b>Instructions to the candidate</b>	Please provide the following third-party report to your relevant workplace representative to be completed.
<b>Instructions to the third-party observer</b>	<p>Thank you for taking the time to undertake a third-party report for the candidate, who is undertaking a nationally recognised course. Evidence is often collected by a qualified assessor. However, third parties – other people such as supervisors, trainers or other team members – can report what they see or hear to the assessor. Evidence collected in this manner is called third-party evidence.</p> <p>As part of the candidate's assessment for this unit, we are seeking evidence to support a judgment about the candidate's competence. As part of the process of gathering evidence, we are seeking reports from a supervisor and/or other people who work closely with the candidate. This report will be used to validate the skills and experience of the candidate, in different contexts and with repeated performance of skills over time.</p> <p>Use the following checklist to judge and record your observations of the candidate in workplace situations. Record your observations of the candidate's performance directly onto the checklist. You may record your observations during and/or after periods of workplace observation.</p> <p>The checklist has a series of items related to the unit of competency that form the evidence criteria.</p> <p>The checklist provides the opportunity for you to record that you have had the opportunity to observe the candidate applying these skills and knowledge. All items on the checklist must be observed in order for the assessor receiving this third-party report to record a satisfactory performance.</p> <p>You need to meet the following conditions:</p> <ul style="list-style-type: none"> <li>• The necessary materials and resources must be provided to the candidate, and any concerns or questions the candidate has must be clarified or answered before the observation commences.</li> <li>• The period of observation should be over a work period sufficient to observe all the skills outlined in the checklist provided and to ensure that the candidate's performance is captured in full. This must be negotiated and agreed to by workplace colleagues to minimise interruptions to the everyday activities and functions of the workplace environment, as well as to the observation being undertaken.</li> <li>• The candidate must complete the observation task unassisted by the observer or other personnel.</li> </ul>
<b>Resources required</b>	<p>The following materials are required for this observation to be undertaken:</p> <ul style="list-style-type: none"> <li>• Texts and tasks usually found in the workplace</li> <li>• Units of competency and other materials used in validation sessions</li> </ul>
<b>Name of third party</b>	
<b>Phone number</b>	

<b>Contact email</b>			
<b>Candidate name</b>			
<b>Date</b>			
<b>Relationship to candidate</b>	Please outline your relationship, role and experience of the candidate's performance:		
<b>Observation task</b>	The candidate should demonstrate skills in participating in an assessment validation process.		
<b>Task context</b>	Outline the specific details of the environment and context for this candidate. This may include specific location, equipment selected/used, specific product/service demonstrated or specific customer/client characteristics.		
<b>In my direct experience with the candidate, the candidate has consistently performed to the required work standard and has repeatedly over time demonstrated:</b>		<b>Satisfactory</b>	<b>Unsatisfactory</b>
O1	Identifying, confirming and taking responsibility for adherence to policies and procedures		
Supervisor comments:			
O2	Analysing relevant units of competency and agreeing on the evidence needed to demonstrate competence		



## 4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the candidate, the assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the assessment tasks are completed and marked. An example is provided here.

### Record of outcome

Training organisation name:		
Candidate name:		
Unit code and title:	TAEASS403 Participate in assessment validation, Release 1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	Part A – Portfolio of evidence	<input type="checkbox"/>
	Part B – Questions	<input type="checkbox"/>
	Part C – Observation	<input type="checkbox"/>
	<b>RPL candidates only – RPL documentation:</b> <ul style="list-style-type: none"><li>• Trainer/assessor capability record</li><li>• Professional résumé</li><li>• Position description of current role</li></ul>	<input type="checkbox"/>

<b>Declaration:</b>	<p>In completing this assessment, I confirm that the candidate has demonstrated all unit outcomes through consistent and repeated application of skills and knowledge with competent performance demonstrated in multiple instances over a period of time.</p> <p>Evidence collected has been confirmed as:</p> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Valid</td> <td><input type="checkbox"/> Sufficient</td> </tr> <tr> <td><input type="checkbox"/> Current</td> <td><input type="checkbox"/> Authentic</td> </tr> </table>	<input type="checkbox"/> Valid	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Current	<input type="checkbox"/> Authentic
<input type="checkbox"/> Valid	<input type="checkbox"/> Sufficient				
<input type="checkbox"/> Current	<input type="checkbox"/> Authentic				
<b>Final result:</b>	<div style="border: 1px solid black; height: 20px;"></div>				
<b>Result date:</b>	<div style="border: 1px solid black; height: 20px;"></div>				
<b>Assessor signature:</b>	<div style="border: 1px solid black; height: 20px;"></div>				

Once this final record is complete, the candidate has officially completed the unit of competency.

## Final result codes

Assessors are reminded that they should be entering one of the following final result codes in full on the record of outcome:

<b>Competent</b>	The unit has been completed by the candidate through training & assessment.
<b>Recognition of prior learning – granted</b>	The unit has been completed by the candidate by applying for, and achieving recognition of prior learning (RPL).
<b>Recognition of prior learning – not granted</b>	The candidate attempted assessment in the unit through RPL application but the assessment was deemed not satisfactory to meet unit requirements.
<b>Withdrawn</b>	The candidate withdrew from the unit after commencing the unit – this may be after satisfactorily completing one or more assessment tasks, but not all assessment tasks required.
<b>Not competent</b>	The candidate attempted full assessment in the unit (all assessment tasks) and, after multiple attempts to complete the assessment tasks satisfactorily, is to be deemed not competent (fail) as a final unit result.

## Section 6: Discussion topics

The following discussion topics may be used to generate discussion and debate about the learning content.

### Topic 1

- Assessment validation is more about satisfying the requirements of audit processes than about improving the quality of assessment.
- Are online community of practice useful for promoting quality in assessment processes?
- Discuss the role of learners and assessment candidates in assessment validation activities. What contribution could this group of stakeholders make to assessment quality? Is it reasonable for RTO managers to expect assessors to arrange for learners and candidates to participate in validation activities?

### Topic 2

- What methods can be used to encourage assessors to contribute assessment tools to the validation process?
- What ground rules do you believe should be established for validation meetings or sessions?
- What strategies have you found effective in validation meetings or sessions for resolving conflict or disagreement amongst panel members?

### Topic 3

- Validation activities should only include internal RTO staff members to protect the privacy and security of commercially sensitive RTO information.
- What do you think is the most effective way of reaching consensus in validation sessions or meetings?
- Discuss with your fellow learners the support that you receive from your workplace to improve your assessment practice. (Try to agree on a specific set of recommendations that could be given to managers in an RTO regarding the types of professional development opportunities that should be available to assessors.)

## Section 7: Glossary of VET terminology

The following glossary is taken from the Standards for Registered Training Organisations (RTOs) 2015.

**Access and equity** means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

**Accredited short course** means a course accredited by the VET Regulator in accordance with the Standards for VET Accredited Courses that leads to an AQF statement of attainment.

**AQF certification documentation** is the set of official documents that confirms that an AQF qualification or statement of attainment has been issued to an individual.

**AQF qualification** means an AQF qualification type endorsed in a training package or accredited in a VET accredited course.

**Assessment** means the process of collecting evidence and making judgments on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

**Assessment system** is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment and the Rules of Evidence.

**Assessors** are persons who assess a learner's competence.

**Audit** means an audit or compliance audit undertaken by the VET Regulator.

**Australian Qualifications Framework (AQF)** means the framework for regulated qualifications in the Australian education and training system, as agreed by the Commonwealth, State and Territory ministerial council with responsibility for higher education.

**Authenticated VET transcript** has the meaning given in the *Student Identifiers Act 2014*.

**Client** means a learner, enterprise or organisation that uses or purchases the services provided by an RTO.

**Code** means the unique identifier for units of competency, skill sets, VET accredited courses, modules, AQF qualifications or training packages as required by the Standards for Training Packages and Standards for VET Accredited Courses.