

# 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.

## 1.2 Resource quality assurance processes

Aspire's resources are developed with rigorous quality assurance (QA) practices in place.

The QA process includes four components that support VET sector requirements:

1. Independent external QA of Aspire resources is carried out by QA consultants who are not employed or subcontracted by Aspire for resource development and have no other involvement or interest in the operations of Aspire. These QA consultants have vocational competencies and current industry skills relevant to the unit and/or current knowledge and skills in vocational teaching and learning. QA consultants also hold either:
  - TAE40110 Certificate IV in Training and Assessment (or its successor)
  - a diploma or higher level qualification in adult education.
2. Aspire engages with relevant industry bodies to ensure its resources meet industry needs (as identified in each individual unit of competency). This involves networking on an ongoing basis with industry networks, peak bodies and/or employers, and obtaining their feedback on resource content and assessments.
3. Resources are also reviewed by various training organisations and learner groups prior to release, to obtain and address feedback concerning resource usability.
4. Aspire uses external writers and/or subject matter experts who have relevant qualifications to an appropriate level in the subject area of the unit and current knowledge and skills in vocational teaching and learning.

## 3.2 Learning mapping

*TAEDES402 Use training packages and accredited courses to meet client needs, Release 2*

Unit of competency	Content	Activities
<b>Element 1: Select appropriate training package or accredited course</b>	<b>Topic 1: Select the appropriate training package or accredited course</b>	n/a
1.1 Confirm the training and/or assessment needs of the client	1A Confirm the client's training and assessment needs	1
1.2 Identify and source training packages, qualifications and/or accredited courses that could satisfy client needs	1B Identify and source appropriate training packages and accredited courses	2
1.3 Use training products in line with vocational education and training (VET) sector requirements, and the training and assessment organisation's quality assurance policies and procedures	1C Use training products that meet VET sector and quality assurance guidelines <ul style="list-style-type: none"><li>• Meet VQF/AQTF requirements</li><li>• Identifying quality training resources</li></ul>	3
<b>Element 2: Analyse and interpret the qualifications framework</b>	<b>Topic 2: Analyse and interpret the qualifications framework</b>	n/a
2.1 Read and interpret the qualification framework, and packaging rules of the identified qualification	2A Interpret qualification rules and determine licensing requirements <ul style="list-style-type: none"><li>• Packaging rules</li><li>• Qualification Description</li></ul>	4

### 3.3 Solutions – general guidance

Activities within Aspire's learner guides are designed for formative assessment only; that is, for the purpose of determining how well a learner is progressing in their learning. These activities are not designed for use in summative (final) assessments.

The solutions to activities presented in section 3.4 should serve as a reliable guide to the type of information that should be included in the learner's response.

The answers provided by the learner will vary due to a number of factors, including the:

- learner's own experiences
- learner's workplace experiences
- training situations and strategies presented by the trainer
- interpretation of the activity by the learner/trainer
- type of organisation, work practices, processes and systems encountered by the learner.

The nature and variety of the tasks presented means that, in some cases, there will be numerous correct responses and the solutions provided cannot cater for all contexts and eventualities.

In general terms:

- For questions with a single answer, Aspire has provided the correct answer.
- For questions that do not have a single answer, it is understood that answers will vary within certain parameters.
- For questions where the candidate has to list a certain number of items, Aspire has provided a more comprehensive listing from which candidate responses may be drawn. However, this list may not in all cases be definitive, and trainers should account for other possible correct responses.
- For activities that involve responding to a case study, Aspire has provided an example of how the learner may respond. Depending on the question, the terminology used will indicate either what the learner should have included in their response, or may have included. However, trainers should take into account different phrasing used by the learner, or different responses that may be equally correct.
- For activities that take place in the workplace or involve workplace documentation, Aspire can only provide an example response. Trainers should consider whether the learner has achieved the intent of the activity, taking into account the learner's workplace context.
- For activities that involve writing reports or completing documentation provided, Aspire can only provide an example response. Trainers should again consider whether the learner's response is appropriate to the task within the context of the learner's training and/or workplace.

## Section 4: Assessment

### 4.1 Assessment approach

Assessment is all about collecting evidence and making decisions as to whether or not a learner (an assessment candidate) has achieved competency. Assessment confirms that the candidate can perform to the expected workplace standard, as outlined in the units of competency.

This section contains marking guidance for the assessment tasks in the corresponding Aspire Assessment and RPL resource.

It is an important responsibility of trainers and assessors to complete the assessment records themselves. If the candidate has not supplied sufficient information, the assessor may add the candidate's verbal responses to the questions and report and annotate the portfolio evidence provided. The assessor can give the candidate guidance and prompt to elicit further explanation where required.

All assessment activities should be undertaken in conjunction with your training organisation's relevant course training and assessment strategy, policies and procedures.

## Assessor responsibilities

As an assessor, you need to ensure that you are completely familiar with the unit of competency you are assessing, where it fits within the course structure being delivered and where it fits within the relevant national training package.

Each assessor must be competent for the functions they perform. The new Standards for RTOs (2015) have determined that assessors must:

- have vocational competencies at least to the level being assessed
- have current industry skills directly relevant to the assessment being undertaken
- have current knowledge and skills in vocational training and learning that informs their assessment

Assessors must also meet one of the following requirements:

- hold a qualification in TAE50111/TAE50116 Diploma of Vocational Education and Training
- hold a qualification in TAE50211/TAE50216 Diploma of Training Design and Development
- be able to demonstrate equivalence of competencies
- hold a higher level qualification in adult education.

It is both your responsibility as an assessor and your training organisation's responsibility to ensure that your qualifications are up to date and you have the knowledge required to assess in the unit areas you are assessing.

## Identifying your candidates

When planning and confirming the assessment approach, it is important to consider the variety of candidates and their different backgrounds. For example, candidates may:

- come from different organisations
- come from a range of educational backgrounds
- be experienced trainers and/or assessors
- be an Aboriginal or Torres Strait Islander person
- not speak English as their first language
- have disabilities
- have limited literacy and numeracy capabilities
- not have undertaken assessment for a long time.

## Assessment overview

The assessment provided in Aspire's Assessment and RPL resource includes an overview that is laid out as follows (or similar):

To demonstrate your competency using this assessment you must successfully complete the following assessment tasks.

<b>All candidates must complete the following tasks</b>	<ul style="list-style-type: none"><li>• Part A – Portfolio of evidence You will collate and submit evidence (documents, photographs, videos or logbooks, etc.) that will assist your assessor in determining your competency.</li><li>• Part B – Questions You will demonstrate a sound knowledge of the unit requirements in your responses.</li><li>• Part C – Observation* Your work performance will be documented while being observed by an assessor or a third party observer.</li></ul>
<b>RPL candidates only</b>	RPL candidates are required to submit evidence to validate and verify their previous experience and qualifications. This may be in addition to, or instead of, the specific evidence requirements outlined in Part A. Evidence requirements should be discussed with your assessor or RTO.

\* 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.

## 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>	



## 4.3 Assessment mapping

*TAEDES402 Use training packages and accredited courses to meet client needs, Release 2*

Unit of competency	Part A – Portfolio of evidence	Part B – Questions
<b>Element 1: Select appropriate training package or accredited course</b>		
1.1 Confirm the training and/or assessment needs of the client	P2	Q1
1.2 Identify and source training packages, qualifications and/or accredited courses that could satisfy client needs	P2	Q2
1.3 Use training products in line with vocational education and training (VET) sector requirements, and the training and assessment organisation's quality assurance policies and procedures	P2, P4	Q6, Q7
<b>Element 2: Analyse and interpret the qualifications framework</b>		
2.1 Read and interpret the qualification framework, and packaging rules of the identified qualification	P2	Q8
2.2 Review and determine applicable licensing requirements and prerequisites	P5, P7	Q16
2.3 Determine suitable electives that meet client needs and job roles	P1	Q17
<b>Element 3: Analyse and interpret units of competency and accredited modules</b>		
3.1 Select skill set, individual unit or accredited module to meet client needs and document reasons for selection	P1, P2	Q18, Q19

Assessment tasks:	Satisfactorily completed
Part A – Portfolio of evidence	<input type="checkbox"/>
Part B – Questions	<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>
	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Valid  <input type="checkbox"/> Current         </div> <div> <input type="checkbox"/> Sufficient  <input type="checkbox"/> Authentic         </div> </div>
<b>Final result:</b>	
<b>Result date:</b>	
<b>Assessor signature:</b>	

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).

## Section 5: Forms and templates

Supplied with this trainer's and assessor's guide are a number of templates that can be adapted by trainers or learners.

- Course selection
- Skills analysis questionnaire
- Training needs analysis questionnaire

Also supplied are a number of forms that can be adapted by assessors:

- Validation plan – this sets out the requirements for assessment validation.
- Assessment validation report: assessment tool – this is designed to be used when developing assessment tools so they can be trialled with participants to ensure they meet all assessment requirements. Alternatively it can be used after assessment has taken place to consider the validity of assessment practices and judgments.
- Assessment validation report: assessment judgment – this is designed to be used in moderation sessions where assessment evidence and judgments are made. It includes an action plan and a checklist for the validation materials that need to be retained as evidence of validation processes.
- Trainer/assessor capability record – this is designed to be used as a record of evidence of the qualifications and industry currency of trainers and assessors, mapped to each unit they deliver and assess.

## Section 6: Discussion topics

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

### Topic 1

- If every client is different, how can you determine the needs of a publicly enrolled group of learners?
- Training packages may be developed with industry consultation, but how can they keep pace with industries that change rapidly such as IT and communications?
- Some training providers are allowed to deliver non-accredited courses with seemingly no regulatory requirements for quality assurance. Isn't that unfair to RTOs?

### Topic 2

- Is it possible to include units from different training packages in a set public course?
- Licensing requirements often differ between states and territories. Why do you think this is the case?
- 'Electives should be removed from packaging rules. A qualification should be the same no matter what the workplace context.' What would you say to this person?

### Topic 3

- What if the unit I selected only covers part of a work task, or covers more than is required? Won't I be creating an invalid training program? How might you approach these two situations?
- Units at the same AQF level can be straightforward or complicated. Why is this, and how does it affect the trainer's ability to link a unit or module in a qualification?
- It is easier to select units without input from the client because they usually don't understand how units can be linked or applied in the workplace.

### Topic 4

- There is a risk of creating invalid training and assessment by over-contextualising a unit. How could you avoid this happening?
- What if I don't know much about the client and can't find out any more until the training takes place? How can I effectively contextualise the training?
- 'I don't need advice from the training package developer to effectively contextualise my training and assessment.' What would you say to this person?