

# Community Colleges Conference

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Australian Government

Australian Skills Quality Authority

## About this session

- Training and assessment
  - Trainer compliances: 1.13 – 1.16
- Validation
- Student-Centred Audit Approach

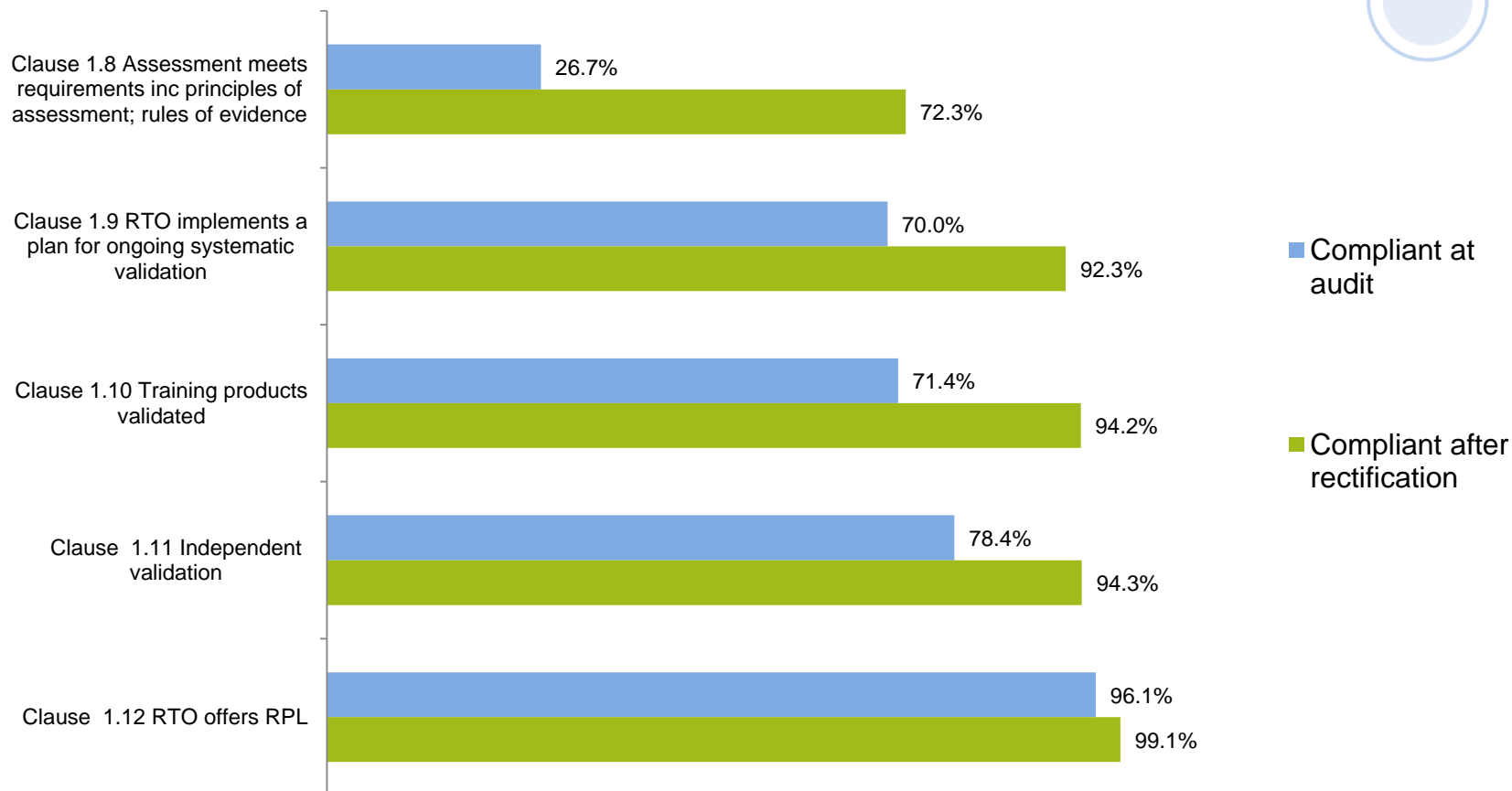


# Training and assessment



# Overview

## Levels of compliance with assessment standards (year to June 2016)



# What is meant by assessment?

## Assessment terms defined

### According to the Standards for Registered Training Organisations 2015:

- **Assessment means** the process of collecting evidence and making judgements on whether competency has been achieved.
- **An assessment system** is a coordinated set of documented policies and procedures based on the Principles of Assessment and the Rules of Evidence.
- **An assessment tool includes**—context and conditions of assessment, tasks to be administered to the student, an outline of the evidence to be gathered from the candidate and evidence criteria used to judge the quality of performance.

# Training and assessment—Standard one (Clauses 1.13 – 1.16)

What this Standard means for your RTO

**Trainers and assessors must hold one or more of:**

- *Certificate IV in Training and Assessment*
- A qualification in adult education at a diploma or higher level

**Anyone who provides assessment only (i.e. does not deliver training) must hold one or more of:**

- *Assessor Skill Set*
- *Certificate IV in Training and Assessment, and*
- a qualification in adult education at a diploma or higher level

# Training and assessment—Standard one (Clause 1.13)

Meeting training and assessment requirements

**RTO's training and assessment must be delivered only by persons who have:**

- Vocational competencies at least to the level being delivered and assessed
- Current industry skills directly relevant to the training and assessment being provided, and
- Current knowledge and skills in vocational training and learning that informs their training and assessment

# Training and assessment—Standard one (Clauses 1.14 & 1.15)

## Delivering raining and assessment

- RTO training and or assessment must be delivered only by persons who have an AQF qualification or the following unit of competency:
  1. *TAE40110 Certificate IV in Training and Assessment* or its successor, (*TAE40116 after 1 April 2019*) or
  2. Diploma or higher level qualification in adult education



# Training and assessment—Standard one (Clause 1.16)

What this Standard means for your RTO

- RTOs must ensure that all trainers and assessors undertake professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment.

# Assessment validation

## Validation—*Standards for RTOs 2015:*

- “**Validation** is the quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET accredited courses are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.”
- Described in clauses 1.9, 1.10, 1.11

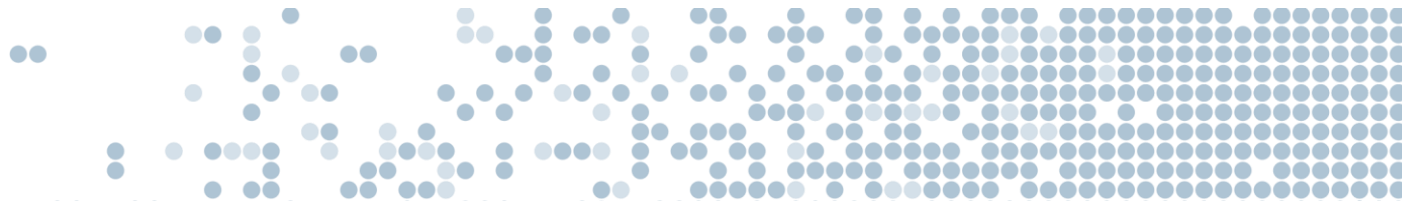
## Assessment practices—compliance

### Common non-compliances observed

- Sampling is not valid, doesn't reflect the risk to quality
- Not retaining sufficient assessment evidence to be able to validate assessment judgements
- Lack of rigour and independence in validation
- Not being thorough
- The assessment tools used are not retained
- No evidence the recommended changes were implemented

! ASQA is finding many RTOs have not yet commenced **implementing** their validation plan: all RTOs should have validated at least 50% of products by April 2018

# Student centred-audit approach



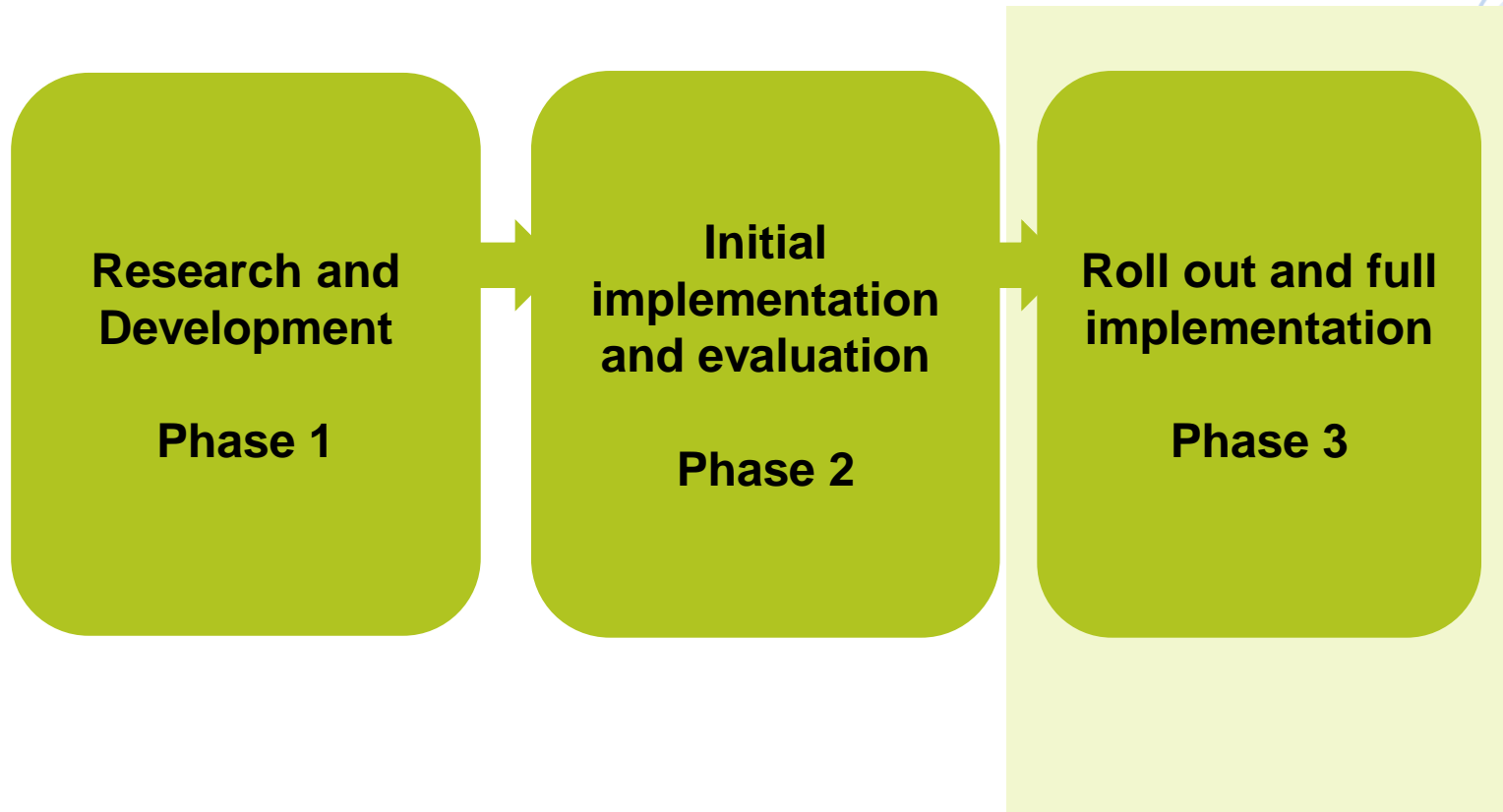
# Development of the student-centred approach

Why is ASQA changing its approach?

This is one of a series of changes in the approach to VET regulation, driven by:

- a rapidly changing environment—increased complexity, new risks
- changing profile and behaviour of providers in some areas
- risks to public confidence in the VET sector
- the need to focus regulation on student outcomes rather than inputs, outputs and processes
- bringing the audit process into line with ASQA's larger risk-based approach

# Development of the student-centred audit approach



# During your site visit

Your audit will follow the student experience

Marketing and  
recruitment

Enrolment

Support and  
progression

Training and  
assessment

Completion



## Examples of RTO practices/behaviours

The RTO's marketing practices provide accurate and factual information to allow prospective students to make informed decisions

The RTO ensures students have the existing skills, knowledge and experience required to successfully undertake the course

Students' needs are assessed by the RTO and the RTO provides appropriate support services to enable student progression

Trainers assigned to deliver training are qualified.  
The amount of training and mode of delivery is consistent with requirements

Only students assessed as meeting course or Training Package requirements are issued with AQF certificates

## Primary Standards for RTOs 2015

4.1, 2.3, 2.4

5.1, 5.2, 5.3, 7.3

1.7

1.1, 1.2, 1.3, 1.8,  
1.13-1.18,  
1.20, 8.2

3.1, 3.3



## Thank you

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