



YOUR WEBINAR WILL BEGIN SHORTLY

audio tests may occur during this period

Developing Quality Clustered Assessment

David Garner



ABOUT: David Garner

David is the Principal Consultant at [consult dg] and provides advice, development and research to the VET Sector. He has worked in a variety of compliance related roles for over 15 years.

Most recently, as the General Manager Regulatory Operations for the Australian Skills Quality Authority, David was responsible for implementing ASQA's regulatory strategy nationally, including monitoring compliance of providers and intending providers against the VET Quality and ESOS Framework.

David was previously Director, Training Quality, in the Queensland Department of Education and Training. Prior to joining the Queensland department in 2005, David worked in and managed training providers for many years. David has been active in sports administration for over 30 years and sat for many years on the board of the Queensland Fitness, Sport and Recreation Skills Alliance.

Phone: 0411 045 136

Email: dg@consultdg.com.au

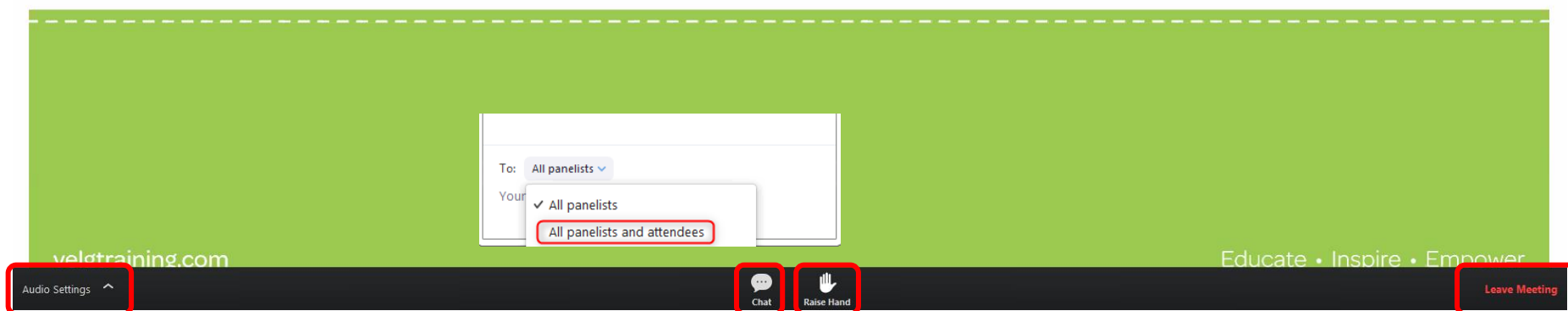
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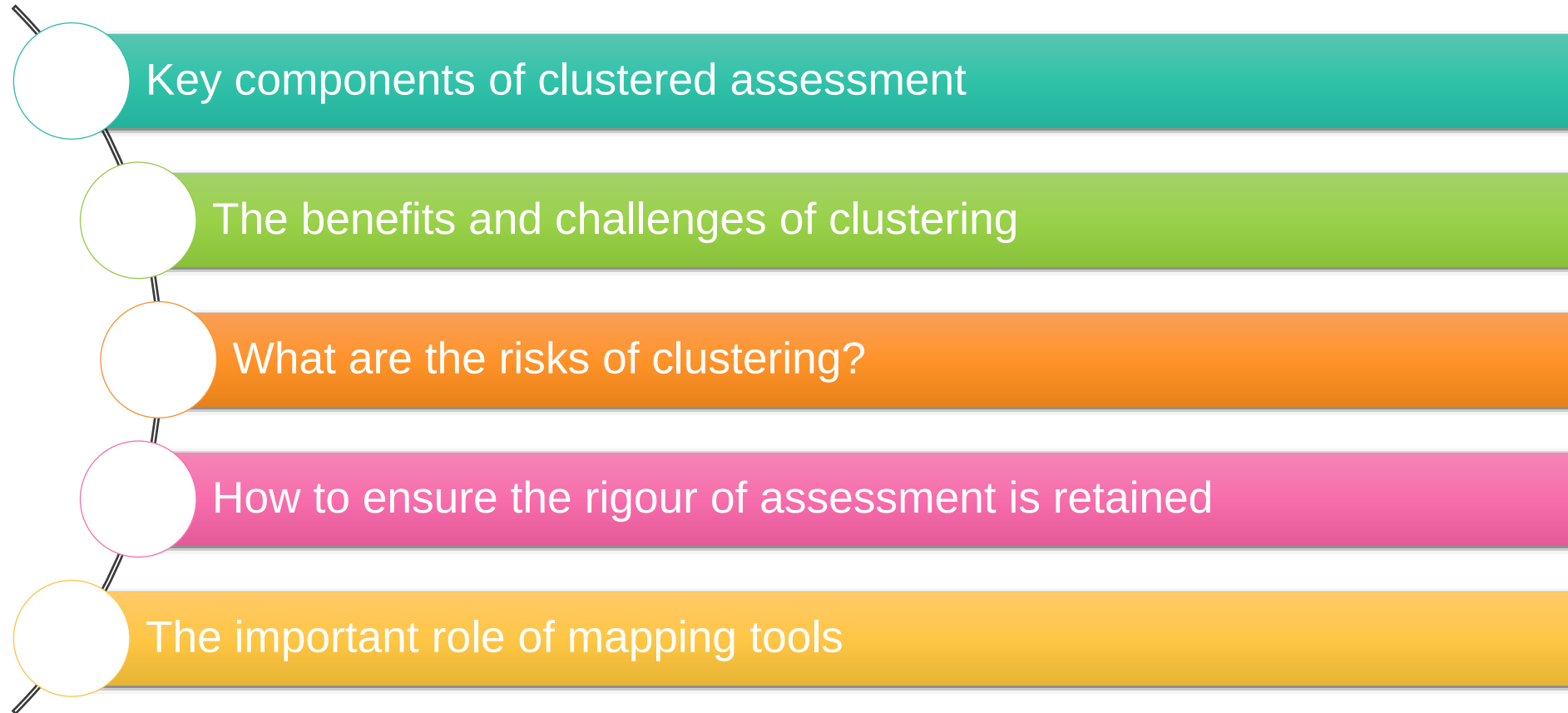
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POLL...

WHO'S ONLINE TODAY?

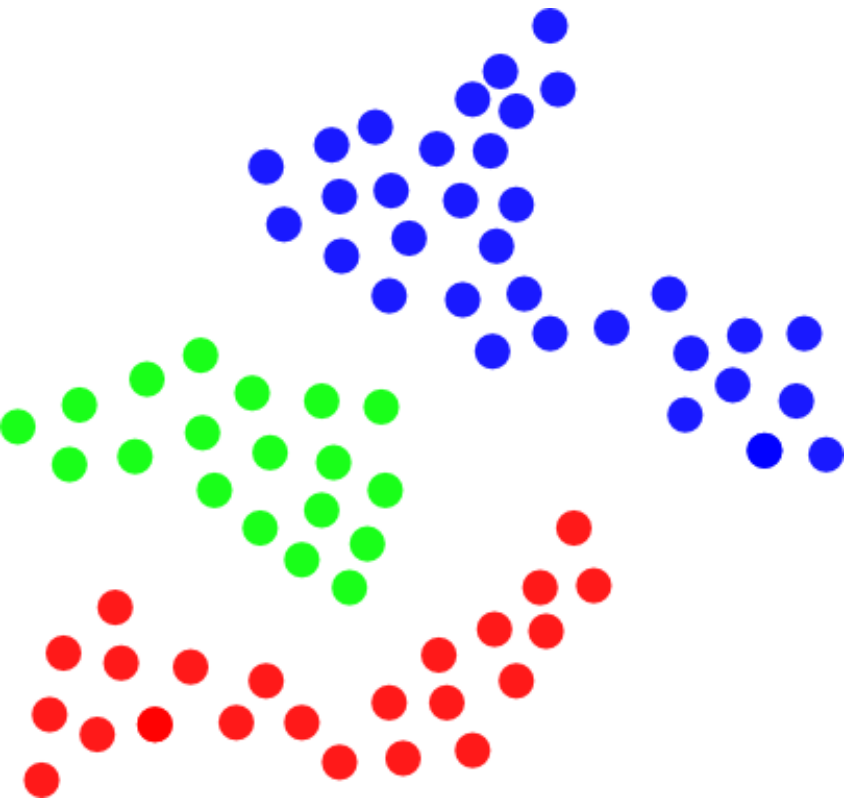
WEBINAR OVERVIEW



QUESTION...

Please type your response in the chat window

**If you are NOT
currently clustering
units, why not?**



What is ‘clustering of assessment’?

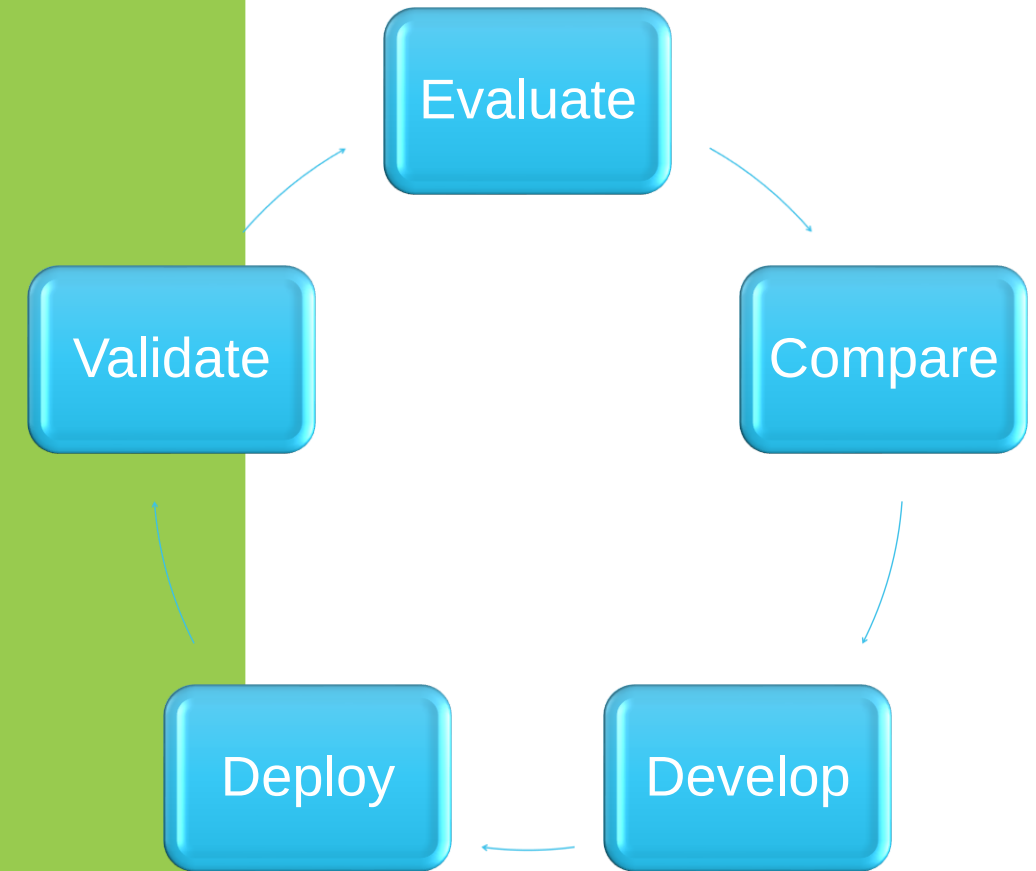
- A process that groups units of competency together for learning and/or assessment in a logical manner aligning to workplace tasks

Why do we do this?

- Reduce duplication
- Better replicate workplace practice
- Address co-requisites

Key components of clustered assessment

- Evaluation – identifying units suitable for clustering
- Comparison – review selected units together to identify shared outcomes
- Development – develop or amend assessment materials and test
- Deployment – put new or revised assessment materials into place
- Validation – test assessment outcomes



Example



Home > Training > PSP30116

Qualification details

PSP30116 - Certificate III in Government

Summary

Usage recommendation: **Current**

Mapping: **Mapping**

Supersedes and is equivalent to:
in Government

Release Status: **Current**

Three core units from PSP30116 - Certificate III in Government:

- PSPETH001 Uphold the values and principles of public service
- PSPGEN015 Work effectively with diversity
- PSPGEN019 Use workplace communication strategies

Elements & Performance Criteria

PSPETH001 Uphold the values and principles of public service	PSPGEN015 Work effectively with diversity	PSPGEN019 Use workplace communication strategies
<i>1. Apply ethical standards</i> 1.1 Review interpretation of ethical values and principles with senior staff to ensure accuracy. 1.2 Apply ethical standards when preparing verbal and written advice and reports. 1.3 Use public resources ethically, ensuring conflicts of interest are declared, addressed and documented. 1.4 Apply ethical standards in all relationships with the public, suppliers and business contacts.	<i>1. Recognise and value individual differences</i> 1.1 Identify diversity of workgroup and the benefits this provides the organisation. 1.2 Acknowledge and use each person's individuality and strengths for the benefit of workplace activities, stakeholder relationships and outcomes. 1.3 Identify and value aspects of diversity which enhance the workplace environment for all.	<i>1. Respond to enquiries</i> 1.1 Provide responses to enquiries from staff, the public and other clients or refer the matter. 1.2 Use active listening techniques and adapt language and style to address the specific needs of the speaker. 1.3 Resolve conflict in a confidential manner or refer difficult situations to others. 1.4 Ensure content and method of communication complies with public sector legislation, the organisational code of conduct and ethics standards.
<i>2. Deal with ethical problems</i> 2.1 Resolve ethical problems or refer as required. 2.2 Document all decision-making processes used and record outcomes. 2.3 Implement preventative strategies. 2.4 Report unethical conduct.	<i>2. Work effectively with diverse clients and colleagues</i> 2.1 Develop a range of communication styles used to respect and reflect the diversity of the workplace. 2.2 Comply with the requirements of legislation relating to workplace diversity through personal conduct in the workplace. 2.3 Seek feedback from clients and the workgroup to continuously improve personal effectiveness in working with diversity.	<i>2. Receive and give instructions and directions</i> 2.1 Receive, clarify, assess and act upon directions. 2.2 Ensure instructions and directions are conveyed clearly and confirm these with the recipient. 2.3 Provide feedback. <i>* Two further elements not included here</i>

Sourced from [PSP Training Package](#)

Performance & Knowledge Evidence

PSPETH001 Uphold the values and principles of public service	PSPGEN015 Work effectively with diversity	PSPGEN019 Use workplace communication strategies
Performance Evidence ▪ applying objective and impartial evaluation of conflicting requirements ▪ preparing written advice and reports requiring accuracy of expression ▪ accessing legislation and codes of ethics electronically or in hard copy ▪ tailoring communication to suit different audiences	Performance Evidence ▪ using communication styles to suit different audiences and purposes ▪ demonstrating respect and inclusiveness to people from diverse backgrounds ▪ accessing and reading documents, including legislation and codes of conduct, and applying them to work practices	Performance Evidence ▪ taking part in interpersonal exchanges of information, with some awareness of different registers and strategies for interaction ▪ clarifying meaning, exploring issues and problem solving or referral ▪ using information presented in graphic, diagrammatic, or visual form ▪ using telephones, answering machines/voicemail, computers with audio, presentation software and other communications technology
Knowledge Evidence ▪ fundamental ethical principles, including at least one of: ▪ justice ▪ respect for persons ▪ procedural fairness ▪ confidentiality ▪ responsible care ▪ values of public sector office ▪ natural justice/procedural fairness ▪ ethical decision making/problem solving models, organisational codes and procedures and how to access these ▪ procedures for declaring conflicts of interest ▪ protocols for reporting fraud, corruption and maladministration	Knowledge Evidence ▪ cultural diversity, including issues of racism, harassment and victimisation ▪ the benefits of workplace diversity ▪ organisational policies and procedures	Knowledge Evidence ▪ principles of effective communication, including presentations ▪ knowledge of organisational processes, hierarchy and formal communication channels ▪ conflict resolution techniques ▪ meeting formats and requirements

Sourced from [PSP Training Package](#)

The benefits and challenges of clustering

- Clustering can reduce duplication, saving time and effort for:
 - Learner
 - RTO
 - Employer
- However, it does present some challenges by increasing complexity of assessment processes and may not fit well with some funding models



What are the risks of clustering?

- Done with care, there is little risk associated with clustering, but there can sometimes be issues with:
 - Learners who do not complete the whole cluster before exiting may not gain recognition for the work they have done
 - Public funding models often work on payment as single units are completed, meaning payment may be delayed
 - Documentation of the clustered approach needs to be done well, to ensure validation and audit processes can follow the learner's progress



How to ensure the rigour of assessment is retained (the important role of mapping tools)

- Clustering can introduce some complexity in assessment processes, but this can be reduced by:
 - Clearly documenting the cluster and where each component of each unit is assessed
 - This doesn't have to be a complicated exercise - a well-designed mapping tool or similar will provide a range of benefits
 - Keeping accurate records of learner progress to ensure accuracy
 - Again, not complicated – some SMSs may not allow partial results for a unit, so 'off line' records may be needed.



Example – three auditing units

BSBAUD511 - Initiate quality audits	BSBAUD512 - Lead quality audits	BSBAUD513 - Report on quality audits
Elements		
1. Assess quality audit scope and objectives	1. Lead entry meeting	1. Prepare to report audit results
2. Communicate with auditee	2. Identify and gather evidence	2. Prepare final audit report
3. Prepare resources for quality audit	3. Manage audit team resources	3. Agree on follow up process with auditee
4. Develop and submit quality audit plan	4. Lead exit meeting	
5. Prepare audit team	5. Lead team members in performance improvement	
6. Review auditee documentation		
7. Prepare audit documentation		
Performance Evidence		
produce documented audit plans for auditees on at least two different occasions, including: - scope and objectives of the audit - proposed audit methods and techniques to be used - required resources and audit plan - allocation of individual audit team member responsibilities. In the course of the above, the candidate must: - use terminology relating to quality auditing in communications.	- lead a quality audit team on at least two occasions, including: - leading entry and exit meetings - identifying all objectives, schedules and relevant information and confirming they have been included in the audit plan - managing the information gathering process by team members, and analysing, synthesising and reporting of the findings - assisting team members to continuously improve their performance.	interpret audit results and produce a detailed audit report containing detailed analysis according to specified organisational requirements on at least two different occasions. In the course of the above, the candidate must: - negotiate follow-up actions with relevant stakeholders - use terminology relating to quality auditing.
Knowledge Evidence		
- auditing codes of practice and ethics - auditing methods and techniques, including audit plans and value adding activities - requirements of auditing regulations and standards - current audit practices - quality auditing principles, techniques and systems - requirements of organisational and audit style manual protocols for written communications - key features of technology required for quality auditing activities described in performance evidence.	- quality auditing principles, methods and techniques - requirements of auditing standards - key features of technology required for quality auditing activities for leading a quality audit team - strategies to develop performance improvement in audit team members.	- quality auditing principles, methods and techniques - requirements of auditing regulations - key features of technology required for producing quality auditing results and reports according to organisational requirements - presentation of corrective action requirements.

Example – three auditing units (Elements)

BSBAUD511 - Initiate quality audits	BSBAUD512 - Lead quality audits	BSBAUD513 - Report on quality audits
Elements		
1. Assess quality audit scope and objectives	1. Lead entry meeting	1. Prepare to report audit results
2. Communicate with auditee	2. Identify and gather evidence	2. Prepare final audit report
3. Prepare resources for quality audit	3. Manage audit team resources	3. Agree on follow up process with auditee
4. Develop and submit quality audit plan	4. Lead exit meeting	
5. Prepare audit team	5. Lead team members in performance improvement	
6. Review auditee documentation		
7. Prepare audit documentation		

- We can see that, while there are no significant common components, the three units follow a logical sequence, encompassing plan an audit, conduct an audit and report on an audit
- There is an obvious logical sequence to the units and it makes sense to deliver them sequentially

Example – three auditing units (performance)

BSBAUD511 - Initiate quality audits	BSBAUD512 - Lead quality audits	BSBAUD513 - Report on quality audits
Performance Evidence		
produce documented audit plans for auditees on at least two different occasions, including: ▪ scope and objectives of the audit ▪ proposed audit methods and techniques to be used ▪ required resources and audit plan ▪ allocation of individual audit team member responsibilities. In the course of the above, the candidate must: ▪ use terminology relating to quality auditing in communications.	lead a quality audit team on at least two occasions, including: ▪ leading entry and exit meetings ▪ identifying all objectives, schedules and relevant information and confirming they have been included in the audit plan ▪ managing the information gathering process by team members, and analysing, synthesising and reporting of the findings ▪ assisting team members to continuously improve their performance.	interpret audit results and produce a detailed audit report containing detailed analysis according to specified organisational requirements on at least two different occasions. In the course of the above, the candidate must: ▪ negotiate follow-up actions with relevant stakeholders ▪ use terminology relating to quality auditing.

- When we consider the performance evidence requirements, we can see there are a small number of common components
- There is little opportunity for reducing repetition here

Example – three auditing units (knowledge)

BSBAUD511 - Initiate quality audits	BSBAUD512 - Lead quality audits	BSBAUD513 - Report on quality audits
Knowledge Evidence		
- auditing codes of practice and ethics - auditing methods and techniques, including audit plans and value adding activities - requirements of auditing regulations and standards - current audit practices - quality auditing principles, techniques and systems - requirements of organisational and audit style manual protocols for written communications - key features of technology required for quality auditing activities described in performance evidence.	- quality auditing principles, methods and techniques - requirements of auditing standards - key features of technology required for quality auditing activities for leading a quality audit team - strategies to develop performance improvement in audit team members.	- quality auditing principles, methods and techniques - requirements of auditing regulations - key features of technology required for producing quality auditing results and reports according to organisational requirements - presentation of corrective action requirements.

- When we consider the knowledge evidence requirements, however, we can see there are significant commonalties (yellow highlight = exact match, green = similar match)
- There is significant opportunity for reducing repetition here

Example – three auditing units

- Using the checklist provided, are these units suitable for clustering?

Sourced from [Clustering units of competency: A guide to how to cluster for delivery and assessment \(2nd edn\) 2012](#)

To cluster or not to cluster?

The decision to cluster for delivery and/or assessment will be made based on a number of considerations that relate to the needs of the student, the needs of the workplace, the needs of the RTO and the characteristics of the units of competency. In determining whether clustering is appropriate, RTOs should consider the answers to the following questions.

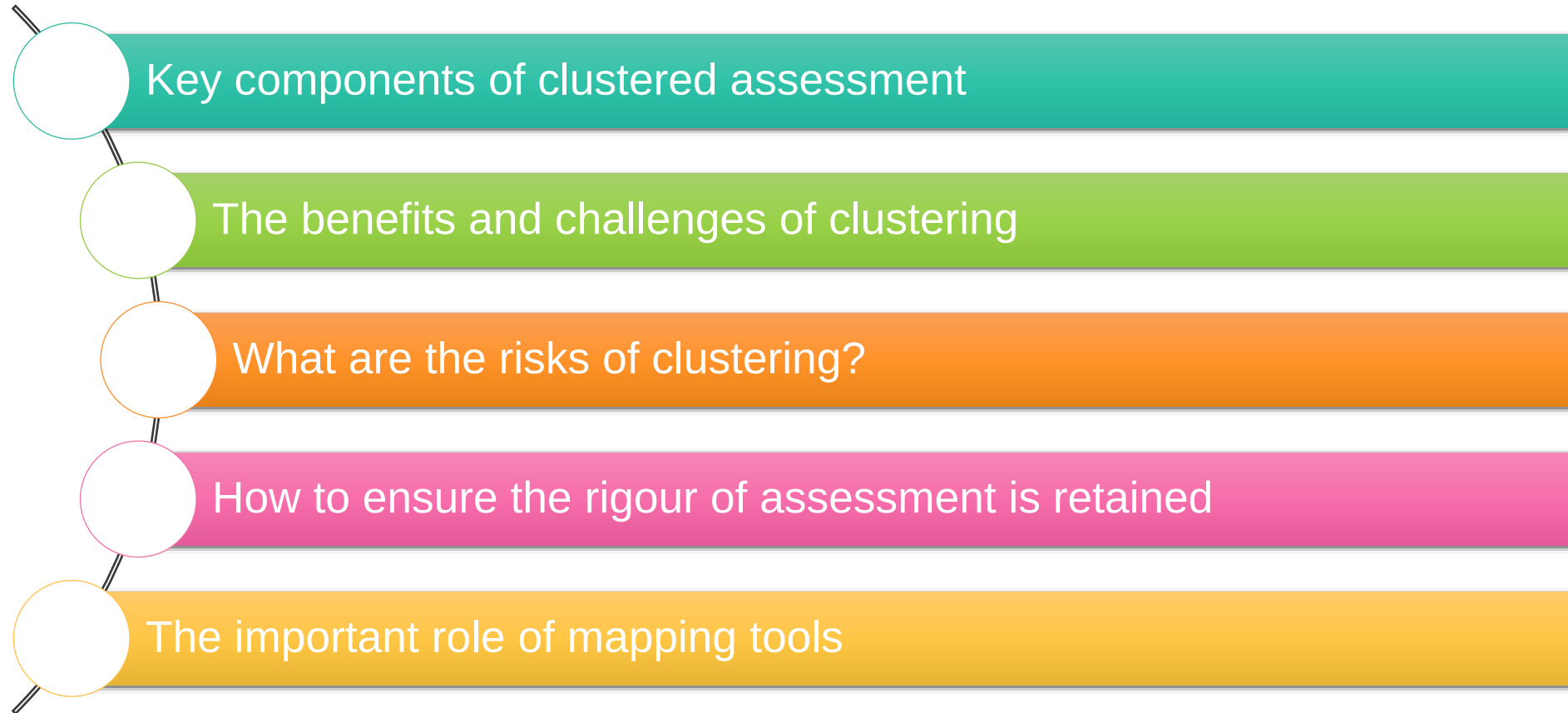
Questions	Yes	No
Characteristics of the units of competency		
Do the units in your proposed cluster have common knowledge and/or skills and/or performance requirements?	☒	☐
Are they at the same Australian Qualifications Framework (AQF) level?	☒	☐
Do they have common application in tasks?	☒	☐
Student		
Does the student need to be competent in all the units or would it be better if he/she completed an individual unit?	☒	☐
Does the student already have competence in some of the knowledge and skills in the cluster? If so, can this be recognised within a clustered learning program or assessment process?	☐	☐
RTO		
Does the training package allow for these units to be grouped into a cluster?	☒	☐
If the cluster is going to contribute to a qualification, will it meet the qualification packaging rules?	☒	☐
Does the RTO have staff who are vocationally competent in the cluster?	☒	☐
Is the RTO able to effectively timetable a clustered learning program or assessment process?	☒	☐
Workplace		
Do the units reflect the typical tasks for this workplace?	☐	☐
Does the workplace require all the units or would it be better to offer individual units?	☐	☐
Does the workplace have staff who are vocationally competent in the cluster and able to help students in the workplace?	☐	☐
Does the workplace have access to all the equipment and facilities required to deliver and assess the cluster in the workplace?	☐	☐

If the RTO answers 'no' to any of the questions above, then serious consideration should be given to whether clustering is the appropriate approach. If the RTO decides to proceed with clustering, then the risks highlighted in the checklist need to be managed to ensure that a quality product is offered to the student and that valid, reliable judgements of competence are made.

Example – three auditing units (mapping)

BSBAUD511 - Initiate quality audits	BSBAUD512 - Lead quality audits	BSBAUD513 - Report on quality audits	
Knowledge Evidence			Audit Plan (AP) x2 Audit Report (AR) x2 Observation Checklist (OC) x2 Theory Assessment (TA) x 3
auditing codes of practice and ethics requirements of auditing regulations and standards	requirements of auditing standards	requirements of auditing regulations	TA 1 Q 4, 6, 9 TA2 Q 7, 8, 9, 13 AP 1, 2 OC 1, 2
	strategies to develop performance improvement in audit team members		TA 2 Q 18, 19, 20 OC 1, 2
		presentation of corrective action requirements	AR 1, 2 OC 1, 2
auditing methods and techniques, including audit plans and value adding activities quality auditing principles, techniques and systems current audit practices	quality auditing principles, methods and techniques	quality auditing principles, methods and techniques	...
requirements of organisational and audit style manual protocols for written communications			
key features of technology required for quality auditing activities described in performance evidence	key features of technology required for quality auditing activities for leading a quality audit team	key features of technology required for producing quality auditing results and reports according to organisational requirements	

WHAT WE HAVE COVERED...



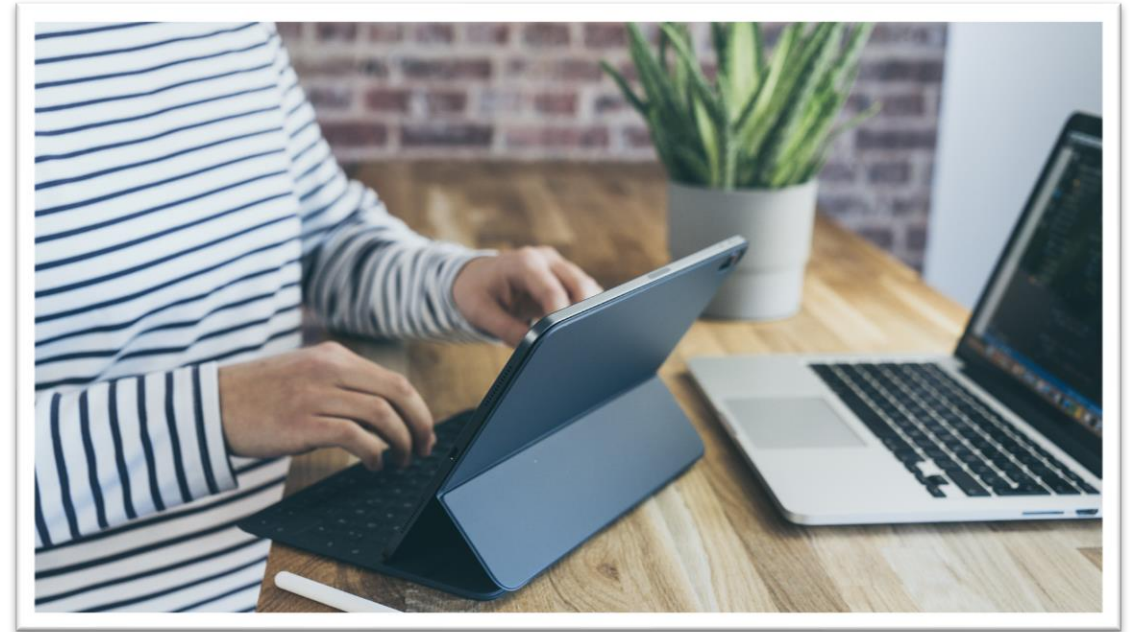
ANY QUESTIONS?



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2. A link to event feedback survey
3. Access to the WMV recording of the webinar for three months
4. PDF copy of the PowerPoint
5. PDF transcript of Chat Q&A
6. Additional supporting resources



UPCOMING EVENTS

Webinars Coming Soon...

29 January: Webinar (90mins)

Let's Talk About Administration

3 February: Webinar

Validating Your Online Assessment Tools and Processes

CONTACT US

Velg Training

1/52 Jeffcott Street

Wavell Heights QLD 4012

P 07 3866 0888

E webinar@velgtraining.com

W velgtraining.com



THANK YOU FOR YOUR COMPANY

We really hope you enjoyed engaging with **David** for your webinar today.

If you have any queries or feedback relating to today's topic, or any general questions regarding your role within the VET sector, do not hesitate to contact the team at Velg Training.

Phone: 0411 045 136

Email: dg@consultdg.com.au

Website: consultdg.com.au