



1

---

---

---

---

---

---

---

---



## Developing Quality Clustered Assessment

David Garner



3

---

---

---

---

---

---

---

---



### 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.

velgtraining.com

Phone: 0411 045 136  
Email: dg@consultdg.com.au  
Website: consultdg.com.au

Educate • Inspire • Empower

4

---

---

---

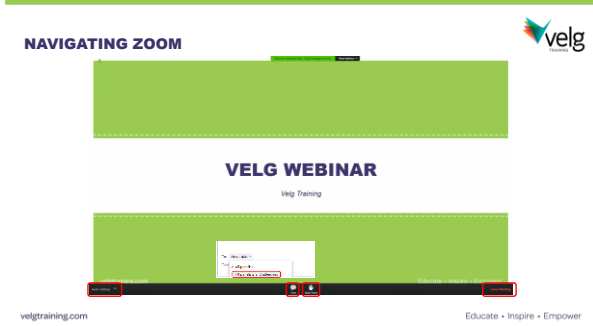
---

---

---

---

---



5

---

---

---

---

---

---

---

---



6

---

---

---

---

---

---

---

---

**POLL...**



7

---

---

---

---

---

---

---

---

**WEBINAR OVERVIEW**

velgtraining.com

Educate • Inspire • Empower

8

---

---

---

---

---

---

---

---

**QUESTION...**

Please type your response in the chat window

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

velgtraining.com

Educate • Inspire • Empower

9

---

---

---

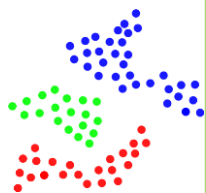
---

---

---

---

---

**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

velgtraining.com

Educate • Inspire • Empower

10

---

---

---

---

---

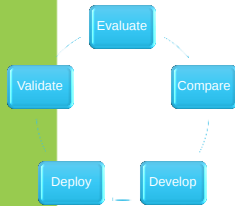
---

---

---

### 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



velgtraining.com

Educate • Inspire • Empower

11

---

---

---

---

---

---

---

---

### Example



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

velgtraining.com

Educate • Inspire • Empower

12

---

---

---

---

---

---

---

---

### Elements & Performance Criteria



| Unit: PSPETH001                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Unit: PSPGEN015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Unit: PSPGEN019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1. Uphold the values and principles of public service</b></p> <p>1.1 Apply ethical standards</p> <p>1.2 Review interpretation of ethical values and principles with senior staff to ensure accuracy.</p> <p>1.3 Apply ethical standards when preparing verbal interactions and reports.</p> <p>1.4 Use public resources ethically, ensuring conflicts of interest are declared, addressed and documented.</p> <p>1.5 Apply ethical standards in all relationships with the public, suppliers and business contacts.</p> <p>2. Deal with ethical problems</p> <p>2.1 Resolve ethical problems or refer as required.</p> <p>2.2 Document all decision-making processes used and record outcomes.</p> <p>2.3 Implement preventative strategies.</p> <p>2.4 Report unethical conduct.</p> | <p><b>2. Work effectively with diversity</b></p> <p>2.1 Recognise and value individual differences</p> <p>2.2 Identify diversity of workplace and the benefits this provides the organisation.</p> <p>2.3 Encourage and use each person's individuality and knowledge for the benefit of workplace activities.</p> <p>2.4 Identify and value aspects of diversity which enhance the workplace environment for all.</p> <p>2.5 Develop a range of communication skills that recognise, respect and reflect the diversity of the workplace.</p> <p>2.6 Comply with the requirements of legislation relating to workplace diversity through personal conduct in the workplace.</p> <p>2.7 Seek feedback from clients and the workplace to continuously improve personal effectiveness in working with diversity.</p> | <p><b>3. Use workplace communication strategies</b></p> <p>3.1 Respond to enquiries</p> <p>3.2 Provide responses to enquiries from staff, the public and other clients or refer the matter.</p> <p>3.3 Use appropriate techniques and select language and style to address the specific needs of the speaker.</p> <p>3.4 Resolve conflict in a confidential manner or refer difficult situations to others.</p> <p>3.5 Ensure content and method of communication complies with public sector legislation, the organisational code of conduct and ethics standards.</p> <p>3.6 Receive and give instructions and directions</p> <p>3.7 Receive, clarify, assess and act upon directions.</p> <p>3.8 Ensure instructions and directions are conveyed clearly and confirm those with the recipient.</p> <p>3.9 Provide feedback.</p> |

Sourced from [PSP Training Package](#)

velgtraining.com

Educate • Inspire • Empower

13

---

---

---

---

---

---

---

---

[illegible]

14

## 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



velgtraining.com Educate • Inspire • Empower

15

## 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



The illustration shows a grey funnel on a white surface. Three 3D rectangular blocks are positioned around the funnel. A blue block labeled 'UNIT 1' is on the left, an orange block labeled 'UNIT 2' is on the right, and a green block labeled 'UNIT 3' is at the bottom, directly in front of the funnel's opening. The blocks appear to be falling into or have just fallen into the funnel.

16

### 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.



veltraining.com

Educate • Inspire • Empower

17

### Example – three auditing units

| BSQAUD001 - Initiate quality audits                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | BSQAUD002 - Lead quality audits                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | BSQAUD003 - Report on quality audits                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Assess quality audit scope and objectives</li> <li>2. Communicate with auditee</li> <li>3. Prepare resources for quality audit</li> <li>4. Develop and submit quality audit plan</li> <li>5. Prepare audit team</li> <li>6. Prepare audit documentation</li> </ol>                                                                                                                                                                                                                                                                                             | <ol style="list-style-type: none"> <li>1. Lead entry meeting</li> <li>2. Identify and gather evidence</li> <li>3. Manage audit team resources</li> <li>4. Lead exit meeting</li> <li>5. Lead team members in performance improvement</li> </ol>                                                                                                                                                                                                                                                                                                                                                         | <ol style="list-style-type: none"> <li>1. Prepare to report audit results</li> <li>2. Prepare final audit report</li> <li>3. Agree on follow up process with auditee</li> </ol>                                                                                                                                                                                                                                                                                                               |
| <p><b>Performance Evidence</b></p> <ul style="list-style-type: none"> <li>prepare documented audit plans for auditees on at least two different occasions, including:               <ul style="list-style-type: none"> <li>scope and objectives of the audit</li> <li>prepared audit methods and techniques to be used</li> <li>identified resources and audit plan</li> </ul> </li> <li>in the course of the audit, the candidate must:               <ul style="list-style-type: none"> <li>use knowledge relating to quality auditing in communications</li> </ul> </li> </ul>                        | <p><b>Performance Evidence</b></p> <ul style="list-style-type: none"> <li>lead a quality audit team on at least two occasions, including:               <ul style="list-style-type: none"> <li>leading entry and exit meetings</li> <li>identifying all objectives, techniques and relevant information and comparing they have been included in the audit plan</li> <li>organising the resources gathering evidence to team members, ensuring the resources are relevant to the nature of the change</li> <li>supporting team members to continuously improve their performance</li> </ul> </li> </ul> | <p><b>Performance Evidence</b></p> <ul style="list-style-type: none"> <li>prepare audit results and produce a finished audit report containing detailed evidence, according to specified organisational requirements or at least two different occasions, in the course of the audit, the candidate must:               <ul style="list-style-type: none"> <li>prepare follow-up actions with/without stakeholders</li> <li>use knowledge relating to quality auditing</li> </ul> </li> </ul> |
| <p><b>Knowledge Evidence</b></p> <ul style="list-style-type: none"> <li>auditing order of practice and other</li> <li>auditing methods and techniques, including audit plans and value adding activities</li> <li>requirements of auditing equipment and resources</li> <li>current audit practices</li> <li>quality auditing principles, techniques and systems</li> <li>requirements of organisational and audit style related protocols for</li> <li>requirements of auditing</li> <li>the factors of auditing, required for quality auditing activities described in performance evidence</li> </ul> | <p><b>Knowledge Evidence</b></p> <ul style="list-style-type: none"> <li>quality auditing principles, methods and techniques</li> <li>requirements of auditing resources</li> <li>the factors of auditing, required for producing quality auditing results and reports</li> <li>for meeting a quality audit team</li> <li>strategies to develop performance improvement in audit team members</li> </ul>                                                                                                                                                                                                 | <p><b>Knowledge Evidence</b></p> <ul style="list-style-type: none"> <li>quality auditing principles, methods and techniques</li> <li>requirements of auditing equipment</li> <li>the factors of auditing, required for producing quality auditing results and reports</li> <li>according to organisational requirements</li> <li>production of corrective action requirements</li> </ul>                                                                                                      |

veltraining.com

Educate • Inspire • Empower

18

### Example – three auditing units (Elements)

| BSQAUD001 - Initiate quality audits                                                                                                                                                                                                                                                                                                                  | BSQAUD002 - Lead quality audits                                                                                                                                                                                                                 | BSQAUD003 - Report on quality audits                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Assess quality audit scope and objectives</li> <li>2. Communicate with auditee</li> <li>3. Prepare resources for quality audit</li> <li>4. Develop and submit quality audit plan</li> <li>5. Prepare audit team</li> <li>6. Prepare audit documentation</li> <li>7. Prepare audit documentation</li> </ol> | <ol style="list-style-type: none"> <li>1. Lead entry meeting</li> <li>2. Identify and gather evidence</li> <li>3. Manage audit team resources</li> <li>4. Lead exit meeting</li> <li>5. Lead team members in performance improvement</li> </ol> | <ol style="list-style-type: none"> <li>1. Prepare to report audit results</li> <li>2. Prepare final audit report</li> <li>3. Agree on follow up process with auditee</li> </ol> |

- 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

veltraining.com

Educate • Inspire • Empower

19

### Example – three auditing units (performance)

| BSRAN001 – Initial quality audits                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | BSRAN002 – Lead quality audits                                                                                                                                                                                                                                                                                                                                                                                                                                                         | BSRAN003 – Report on quality audits                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| produce documented audit plans for auditees on <b>all audit units</b> including: <ul style="list-style-type: none"> <li>scope and objectives of the audit</li> <li>proposed audit methods and techniques to be used</li> <li>required resources and audit plan</li> <li>allocation of identified audit team member responsibilities</li> </ul> In the course of the above, the candidate must: <ul style="list-style-type: none"> <li><b>use terminology relating to quality auditing</b> in communications</li> </ul> | lead a quality audit team in <b>all audit units</b> including: <ul style="list-style-type: none"> <li>leading entry and exit meetings</li> <li>clarifying all objectives, schedule and relevant information and confirming they have been included in the audit plan</li> <li>managing the information gathering process by team members, and finding, synthesising and reporting of the findings</li> <li>assisting team members to continuously improve their performance</li> </ul> | interpret audit results and produce a detailed audit report containing <b>relevant analysis</b> , according to specified organisational requirements on <b>lead level</b> (relevant to the course of the above, the candidate must: <ul style="list-style-type: none"> <li>negotiate follow up actions with relevant stakeholders</li> <li><b>use terminology relating to quality auditing</b></li> </ul> |

- 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

veltraining.com

Educate • Inspire • Empower

20

### Example – three auditing units (knowledge)

| BSRAN001 – Initial quality audits                                                                                                                                                                                                                                                                                                                                                                                               | BSRAN002 – Lead quality audits                                                                                                                                                                                                                                                          | BSRAN003 – Report on quality audits                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li><b>quality auditing principles, methods and techniques</b></li> <li><b>requirements of auditing requirements and standards</b></li> <li><b>quality auditing principles, methods and techniques</b></li> <li><b>requirements of auditing requirements and standards</b></li> <li><b>any knowledge of auditing requirements and standards</b> described in performance evidence</li> </ul> | <ul style="list-style-type: none"> <li><b>quality auditing principles, methods and techniques</b></li> <li><b>requirements of auditing requirements and standards</b></li> <li><b>any knowledge of auditing requirements and standards</b> described in performance evidence</li> </ul> | <ul style="list-style-type: none"> <li><b>quality auditing principles, methods and techniques</b></li> <li><b>requirements of auditing requirements and standards</b></li> <li><b>any knowledge of auditing requirements and standards</b> described in performance evidence</li> </ul> |

- When we consider the knowledge evidence requirements, however, we can see there are significant commonalities
- There is significant opportunity for reducing repetition here

veltraining.com

Educate • Inspire • Empower

21

### 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 the delivery and assessment (Oct 2015) 2022

veltraining.com

22

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                     |                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|
| <p>Unit 1 – What is the unit of competency?</p> <p><b>To cluster or not to cluster?</b></p> <p>This decision to cluster for delivery and/or assessment will be made based on a number of considerations that relate to the needs of the cluster, the needs of the workplace, the needs of the RTO and the characteristics of the unit of competency. In determining whether clustering is appropriate, RTOs should consider the answers to the following questions:</p> |                                     |                          |
| <b>Qualifiers</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Yes                                 | No                       |
| Considerations of the unit of competency                                                                                                                                                                                                                                                                                                                                                                                                                                |                                     |                          |
| Do the units in your proposed cluster have common knowledge and/or skills and/or performance requirements?                                                                                                                                                                                                                                                                                                                                                              | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Are they at the same Australian Qualifications Framework (AQF) level?                                                                                                                                                                                                                                                                                                                                                                                                   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Do they have common application to tasks?                                                                                                                                                                                                                                                                                                                                                                                                                               | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>Students</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                     |                          |
| Does the student need to be competent in all the units or could it be better if they completed an individual unit?                                                                                                                                                                                                                                                                                                                                                      | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 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?                                                                                                                                                                                                                                                                                   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>RTO</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                     |                          |
| Does the training package allow for these units to be grouped into a cluster?                                                                                                                                                                                                                                                                                                                                                                                           | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| If the cluster is going to contribute to a qualification, will it meet the qualification packaging rules?                                                                                                                                                                                                                                                                                                                                                               | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Does the RTO have staff who are vocationally competent in the cluster?                                                                                                                                                                                                                                                                                                                                                                                                  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Is the RTO able to effectively facilitate a clustered learning program or assessment process?                                                                                                                                                                                                                                                                                                                                                                           | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>Workplace</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                     |                          |
| Do the units reflect the typical tasks for this workplace?                                                                                                                                                                                                                                                                                                                                                                                                              | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Does the workplace require all the units or would it be better to offer individual units?                                                                                                                                                                                                                                                                                                                                                                               | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Does the workplace have staff who are vocationally competent in the cluster and able to help students in the workplace?                                                                                                                                                                                                                                                                                                                                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Does the workplace have access to all the equipment and facilities required to deliver and assess the cluster in the workplace?                                                                                                                                                                                                                                                                                                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p>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 units highlighted in the checklist need to be recognised to ensure the cluster is suitable for delivery and that valid, reliable judgements of competence are made.</p>                                                                                 |                                     |                          |

10

© Copyright of Vel Training and Assessment 2021

### Example – three auditing units (mapping)

| PROPOSED 1a: Theory auditing units                                                                    | PROPOSED 1b: Core practice auditing units                                                             | PROPOSED 1c: Special practice auditing units                                                                                    |                                                                                                                  |
|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
|                                                                                                       | <b>Knowledge Evidence</b>                                                                             |                                                                                                                                 |                                                                                                                  |
| auditing codes of practice and ethics                                                                 | requirements of auditing standards                                                                    | requirements of auditing regulations                                                                                            | Audit Theory (AT) 101<br>Audit Report (AR) 102<br>Consolidated Evidence (CE) 102<br>Theory Assessment (TA) 1 & 2 |
| requirements of auditing regulations and standards                                                    |                                                                                                       |                                                                                                                                 | TA 1, 2, 4, 6, 9, 10<br>TA2 Q 7, 8, 9, 13<br>AR 1, 2<br>CE 1, 2                                                  |
|                                                                                                       | strategies to develop performance improvement in audit team members                                   |                                                                                                                                 | TA 2, 3, 10, 11, 12, 13<br>CE 1, 2                                                                               |
|                                                                                                       |                                                                                                       | presentation of corrective action requirements                                                                                  | AR 1, 2<br>CE 1, 2                                                                                               |
| auditing methods and techniques, including audit plans and value adding activities                    | quality auditing principles, methods and techniques                                                   | quality auditing principles, methods and techniques                                                                             | —                                                                                                                |
| quality auditing principles, techniques and systems                                                   |                                                                                                       |                                                                                                                                 |                                                                                                                  |
| current audit practices                                                                               |                                                                                                       |                                                                                                                                 |                                                                                                                  |
| requirements of organisational and audit style manual                                                 |                                                                                                       |                                                                                                                                 |                                                                                                                  |
| key features of technology required for quality auditing activities described in performance evidence | key features of technology required for quality auditing activities for building a quality audit team | key features of technology required for producing quality auditing results and reports according to organisational requirements |                                                                                                                  |

velgtraining.com

Educate • Inspire • Empower

23

---

---

---

---

---

---

---

---

---

---

### WHAT WE HAVE COVERED...



velgtraining.com

Educate • Inspire • Empower

24

---

---

---

---

---

---

---

---

---

---

### ANY QUESTIONS?



velgtraining.com

Educate • Inspire • Empower

25

---

---

---

---

---

---

---

---

---

---

## WHAT HAPPENS NOW?

### WITHIN 48 HOURS, YOU WILL RECEIVE AN EMAIL INCLUDING:

1. A Statement of Attendance
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



velgtraining.com

Educate • Inspire • Empower

26

## UPCOMING EVENTS

### Webinars Coming Soon...

29 January: **Webinar (90mins)**

[Let's Talk About Administration](#)

3 February: **Webinar**

[Validating Your Online Assessment Tools and Processes](#)

velgtraining.com

Educate • Inspire • Empower

27

## CONTACT US

Velg Training  
1/52 Jeffcott Street  
Wavell Heights QLD 4012  
P 07 3866 0888  
E [webinar@velgtraining.com](mailto:webinar@velgtraining.com)  
W [velgtraining.com](http://velgtraining.com)

velgtraining.com

Educate • Inspire • Empower

28



**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.

[velgtraining.com](http://velgtraining.com)

Phone: 0411 045 136  
Email: [dg@consultdg.com.au](mailto:dg@consultdg.com.au)  
Website: [consultdg.com.au](http://consultdg.com.au)

Educate • Inspire • Empower

---

---

---

---

---

---

---

---