

vision for the future

COMPLIANCE

**Welcome to VET:
Intro to the Standards
Part 2 of 2**

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NATIONAL VET CONFERENCE
GOLD COAST 2021
#2021NVC

**Welcome to VET
Introduction to the Standards
– Part 2**

*Michelle Charlton
Specialised VET Services*

*9 September 2021
Velg Training National VET Conference*




Overview

Brief recap of doing business as a VET business

Variables within Standard 1

- People
- Product
- Processes of an RTO

Operational considerations out of Standard 1

- TAS
 - Industry engagement
- Trainer/assessor credentials and currency
- Assessment [tools]
- Validation
- Transition arrangements

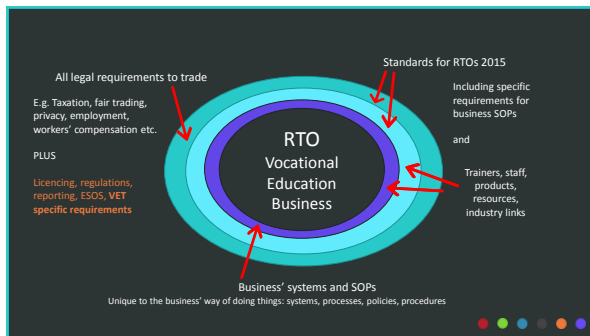


“I think I’ll do a course”

In VET, this thought triggers the first interaction a student may have with an RTO.

And so begins the exposure to compliance requirements for any organisation offering nationally accredited training and assessment in Australia.





Standard 1

In part 2 'Training and Assessment'

The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses

Clauses 1.1 – 1.20; 1.22 – 1.27



Standard 1

Big Standard with wide scope

RTO's: Product, processes, people >> resources

Greatest number of variables – especially **people**



People



People - *resources*

Requirements for:

Sufficient people *to deliver* the training and assessment
(1.3a)

Sufficient *support services* (where this means people) to meet the needs of specific learner group
(1.3b)

Industry representatives to provide input to training and assessment strategies and practices
(1.11, 1.13)



People - *credentials*

Outlines:

Who can be involved in *validation* of assessment practices and judgements

(1.11)
(Schedule 1)

Who can be involved in *specific instances delivery of training and/or assessment*

(1.13 / 1.14 / 1.15 / 1.17 / 1.18 / 1.22 / 1.23 / 1.24)
(Schedule 1)

People – *currency & PD*

Requirements for training and/or assessment staff to stay viable in terms of each profession:

1) VET Trainer and Assessor
(1.13c / 1.16)

2) Industry area
(1.13a / 1.13b)

Also applies to validation of assessment practices and judgments
(1.11)

Product

Overarching 'What'

Training and assessment strategies (TAS) and practices

TAS - Overarching, living document that outlines **how** a particular course will be delivered, to **who**, by **whom**, in **which** locations, using **what** resources, **how** long it will take and **what** will comprise the programme (i.e. **which** units)

Practices

Must align with the TAS

Outcomes

Of the above must meet requirements of the training package / VET accredited course



Materials

Resources and facilities to enable the required learning
(1.3b, 1.3c, 1.3d)

Tools that can be used in a quality assessment system that:

- Meet requirements of the training package or VET accredited course (1.8a)
- Allow for the Principles of Assessment and Rules of Evidence to be met (1.8b)
- Are valid (1.10) (1.25)



Processes



Business systems and ways of doing things

Ensure training and assessment:

Is delivered according to requirements, according to what the RTO says it will do in its TAS, and through a system that meets all requirements, including Principles of Assessment and Rules of Evidence
(1.1, 1.4, 1.8)

Duration is calculated according to variables including who the learner cohort is, existing KSAs, course delivery mode and course content
(1.2)

Is deemed to be relevant by industry and there is a system in place to confirm this
(1.5, 1.6)

Is delivered only by people with the appropriate credentials to train and assess others and where allowable, supervises trainers yet to be fully credentialled
(1.13, 1.17, 1.20, 1.22, 1.23, 1.24)



Business systems and ways of doing things

Support learners:

Ways to evaluate learner support needs and provide access to various support services
(1.7)

Recognise that learners may come with past experience and credentials and where valid, this may preclude the learner from having to repeat the learning
(1.12)



Business systems and ways of doing things

Products are valid:

Plans for routine, continual checks on whether training and assessment is yielding the results required and that the RTO says it will yield
(1.9, 1.10)

(For TAE providers) **Systems and products** are independently confirmed
(1.25)

Products are current:

Plans to transition away from replaced or deleted training products within a set timeframe; understanding of when an 'old' unit needs to be continued
(1.26, 1.27)



[illegible][illegible]

Operations Essentials
Fac Template

TRAINING TOOLS

20

Training and Assessment Strategy (TAS)

Contents	
1. Objectives	1
2. Assessment	2
3. Training Programme Information	3
4. Training Programme Objectives	4
5. Training Programme Content	5
6. Training Programme Delivery	6
7. Training Programme Evaluation	7
8. Training Programme Review	8
9. Training Programme Monitoring	9
10. Training Programme Reporting	10
11. Training Programme Review	11
12. Training Programme Review	12
13. Training Programme Review	13
14. Training Programme Review	14
15. Training Programme Review	15
16. Training Programme Review	16
17. Training Programme Review	17
18. Training Programme Review	18
19. Training Programme Review	19
20. Training Programme Review	20
21. Training Programme Review	21
22. Training Programme Review	22
23. Training Programme Review	23
24. Training Programme Review	24
25. Training Programme Review	25
26. Training Programme Review	26
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28. Training Programme Review	28
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51. Training Programme Review	51
52. Training Programme Review	52
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112. Training Programme Review	112
113. Training Programme Review	113
114. Training Programme Review	114
115. Training Programme Review	115
116. Training Programme Review	116
117. Training Programme Review	117
118. Training Programme Review	118
119. Training Programme Review	119
120. Training Programme Review	120
121. Training Programme Review	121
122. Training Programme Review	122
123. Training Programme Review	123

Page 20 of 20

Operations Essentials
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TRAINING TOOLS

21

2020 Training and Assessment Strategy (TAS)

1. Objectives	1
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10. Training Programme Reporting	10
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12. Training Programme Review	12
13. Training Programme Review	13
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113. Training Programme Review	113
114. Training Programme Review	114
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116. Training Programme Review	116
117. Training Programme Review	117
118. Training Programme Review	118
119. Training Programme Review	119
120. Training Programme Review	120
121. Training Programme Review	121
122. Training Programme Review	122
123. Training Programme Review	123

Page 21 of 20

Trainer / Assessor Credentials

In relation to what is being delivered and assessed, documented evidence of:

- What credentials trainer/assessor holds
- What vocational competencies trainer/assessor has
- Currency of vocational practice/industry skills
- Currency of knowledge and skills in vocational training and learning
- Ongoing professional development activities relevant to VET and industry area

Supervision arrangements (if necessary)



Trainer / Assessor Credentials

If you are training/assessing:

Non-TAE training package products

- **Hold** Item 2

OR

- **Hold** Item 3
Clause 1.14

PLUS

- **Have** vocational competencies in whatever trade qualification you deliver
Most cases, ok to demonstrate equivalence
Clause 1.13

TAE training package products

Train/assess Cert IV TAE

- **Hold** the qualification **PLUS** Item 7
Clause 1.22, 1.23

Train/assess TAE Diplomas

- **Hold** the qualification or higher
Clause 1.22

Hold vocational competencies -
Equivalence not ok

Items are from Schedule 1 of the Standards for RTOs 2015
Note: this slide does not address supervision requirements

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PLUS
Vocational competencies

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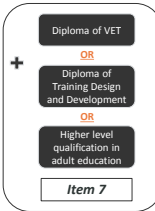
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Hold vocational competencies -
Equivalence not ok

Cert IV TAE



Items are from Schedule 1 of the Standards for RTOs 2015
Note: This slide does not address supervision requirements

Trainer / Assessor Credentials

Supervision arrangements (if necessary) - non-TAE products

Plan for level of supervision to be in place

- Requirements, conditions, restrictions, accountability of supervisor
- Must not determine assessment outcomes

Credentials required:

Item 6 + vocational competencies + current industry skills

Enterprise Trainer –
Presenting Skill Set

OR

Enterprise Trainer –
Mentoring Skill Set

OR

Enterprise Trainer and
Assessor Skill Set

Item 6

Trainer / Assessor Credentials

Supervision arrangements (if necessary) - TAE Cert IV or assessor skill set

- Must work under supervision of someone who **holds** Item 7 credential
- Must not determine assessment outcomes
- Must **hold** Item 2

Credentials required:

Item 2



Assessment

Product

- Tools
- Mapping
- Evidence

Process

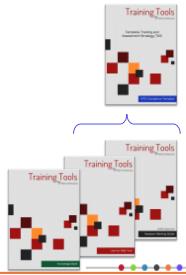
- Conducted by...
- Principles of Assessment

Outcomes

- Rules of Evidence
- Validated

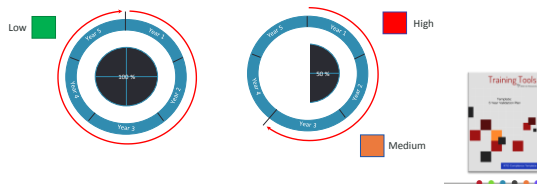
System

- Validated



Validation of practices and judgements

Requirement for a *plan* | Requirement for *action* | Risk-based



Validation of practices and judgements

Action on the plan

What must be included – which products

- Sampling calculations

Who can be involved

- Specific credentials
- Industry experts

What to do with the results

- Documented and acted upon



Validation of system, tools, processes, outcomes

Special requirement for RTOs delivering training and assessment (TAE) qualifications

Independent validation required

Glossary

In these Standards, unless the contrary intention appears:

Independent validation means, for the purposes of Clause 1.25, that the validation is carried out by a validator or validators who:

- a) are not employed or subcontracted by the RTO to provide training and assessment; and
- b) have no other involvement or interest in the operations of the RTO.

Transition Arrangements

What is to happen when a training product is updated or deleted

- Materials
- Marketing
- Communications with students

Timeframes to finish off students already enrolled or move them into the new version of the qualification

Cannot issue AQF certification documentation past the deadline



Transition Arrangements

Equivalence

Implications for trainer / assessor credentials

Implications for scope of registration

Currency

Implications for what can be advertised as a course available for enrolment

- RTOs cannot advertise anything not on scope
- RTOs must apply to have non-equivalent qualifications added to scope



Summary

Standard 1

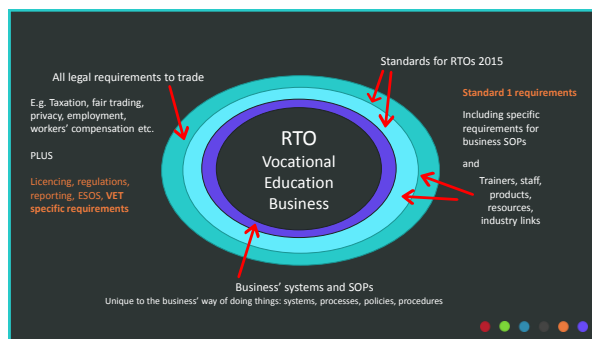
Big Standard with wide scope

RTO's: Product, processes, people >> resources

Greatest number of variables – especially **people**

MAIN BUSINESS







Our Presenter – Michelle Charlton

As the Principal of her organisation, **Michelle** works with her team to provide specialised VET and RTO support services including:

- Writing and resource development
- Assessment review
- Assessment validation
- QA review services
- Professional Development information and activities



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Michelle is an experienced presenter and facilitator, a qualified trainer and assessor, and has industry qualifications and experience in project management, leadership and management, training and education, and business operations.

She holds tertiary qualifications in Psychology, Adult and Vocational Education, and Training and Development.



COMING UP NEXT:

2.00 - 3.00PM

vision for the future

GOVERNMENT / REGULATOR	TRAINING & STUDENT ENGAGEMENT 1	COMPLIANCE	VET IN SCHOOLS	TRAINING & STUDENT ENGAGEMENT 2
ASQA Session 2 ASQA Representative	Cognitive Load Theory: Principles for application in the classroom and virtual environment Tony Kirton	How to Rectify Non-Compliances Following an Audit Kevin Ekendahl	How to Ensure that Your VET in Schools, Schoolbased Apprenticeship and Traineeship Delivery is Audit Ready Simon Cochaud	Principles of Adult Learning for the Future Chermine Sinson
