

vision for the future



COMPLIANCE

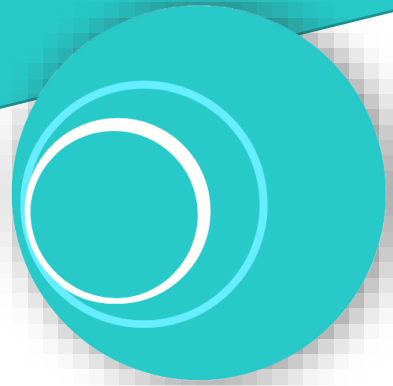
Welcome to VET: Intro to the Standards Part 2 of 2

Michelle Charlton



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

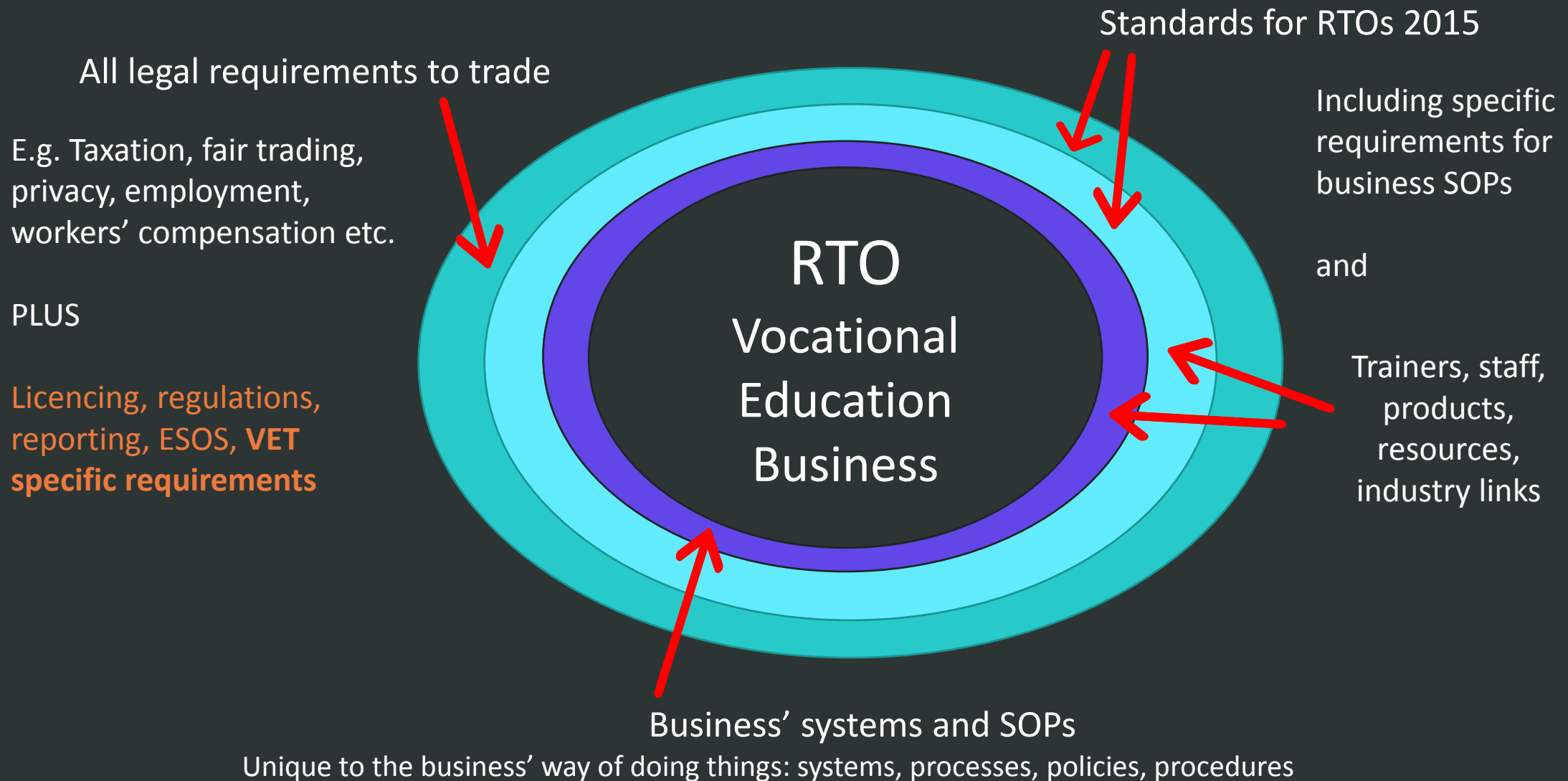
- TAS
 - Industry engagement
- Trainer/assessor credentials and currency
- Assessment [tools]
- Validation
- Transition arrangements

“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

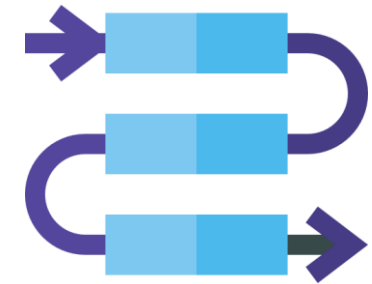


Standard 1

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)

Main operational considerations out of Standard 1



Training and Assessment Strategy (TAS)

Living document

Should:

Outline what the RTO says it will do in relation to each instance of delivery

- 'Each instance': could be same qualification, but different delivery modes > different TAS

Include information about product, people, processes



Training and Assessment Strategy (TAS)

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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

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



PLUS
Vocational competencies

Trainer / Assessor Credentials

If you are training/assessing:

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- **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

Cert IV TAE



Diploma of VET

OR

Diploma of
Training Design
and Development

OR

Higher level
qualification in
adult education

Item 7

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

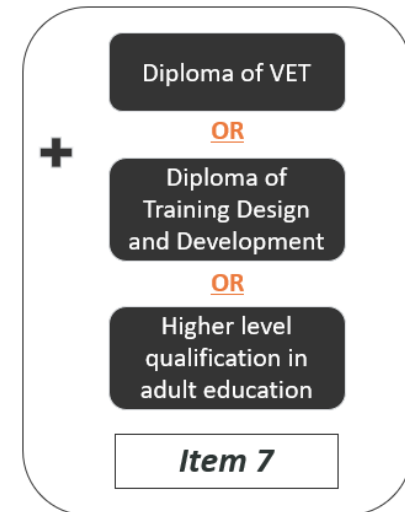
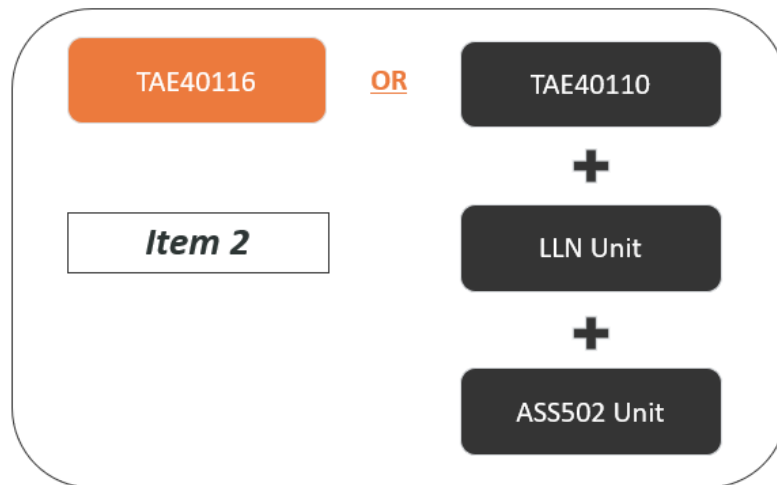
Trainer / Assessor Credentials

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

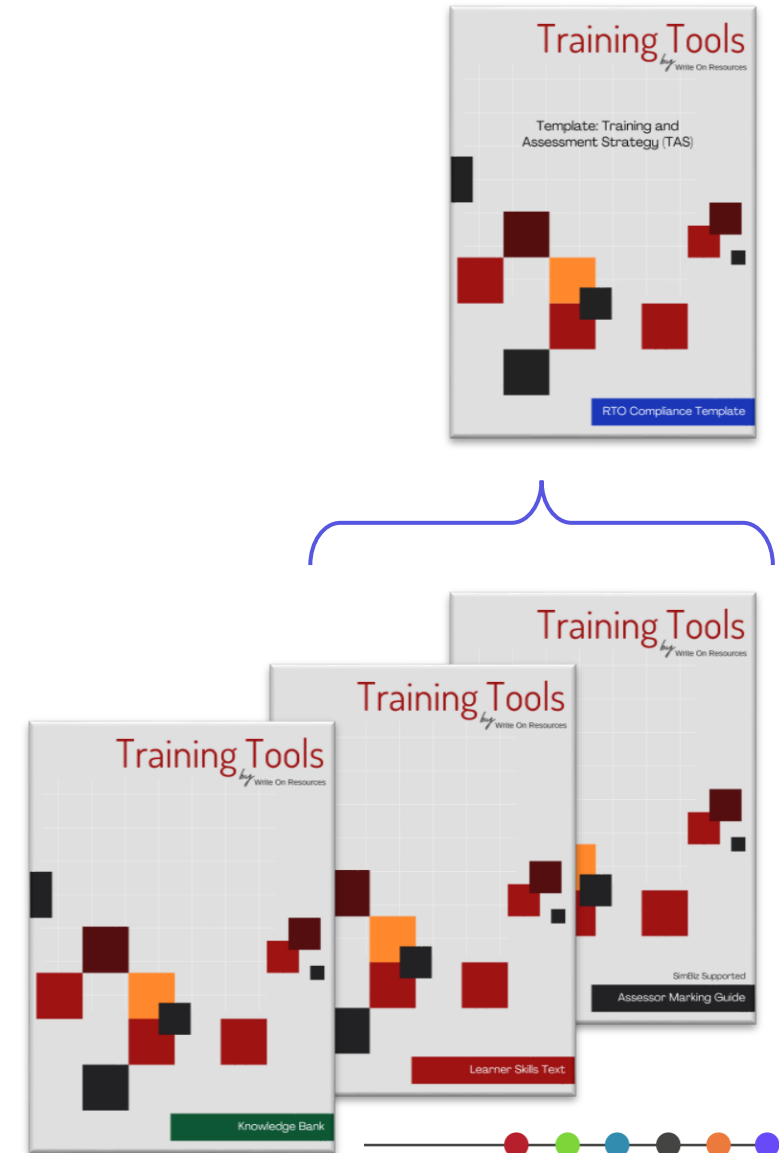
- Conducted by...
- Principles of Assessment

Outcomes

- Rules of Evidence
- Validated

System

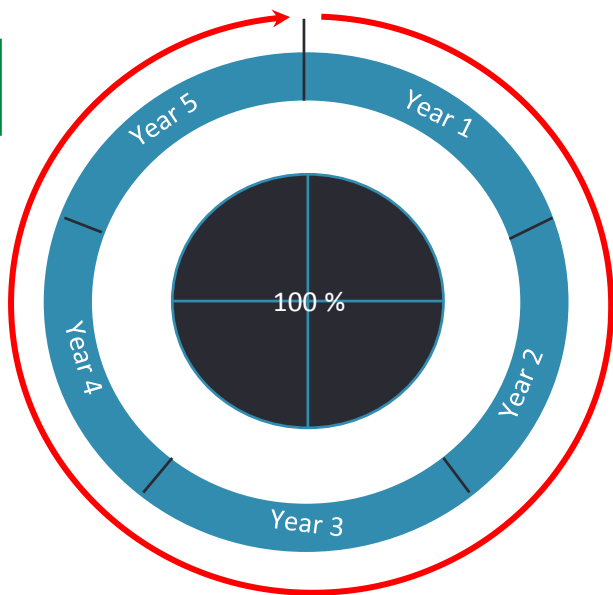
- Validated



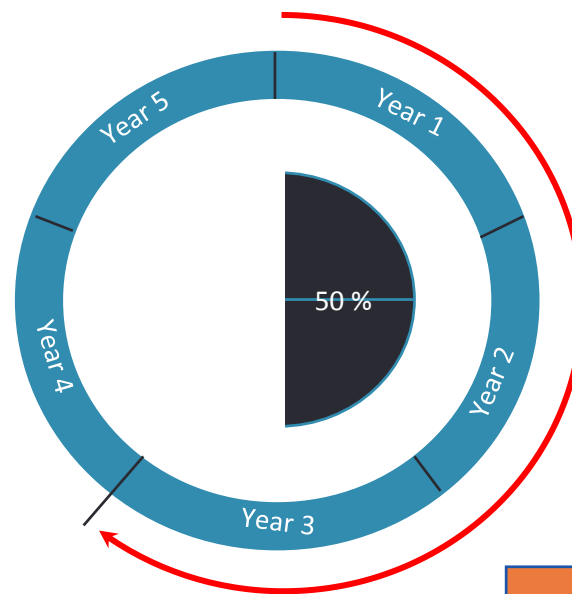
Validation of practices and judgements

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

Low



High



Medium



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.

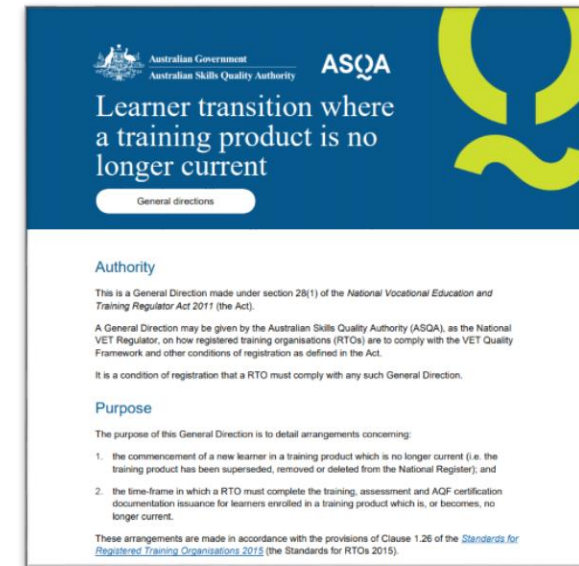
Transition Arrangements

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

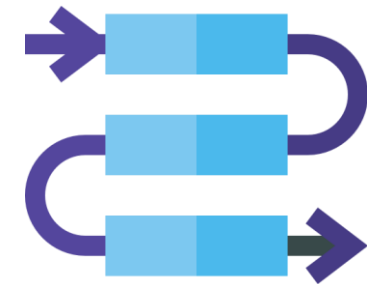


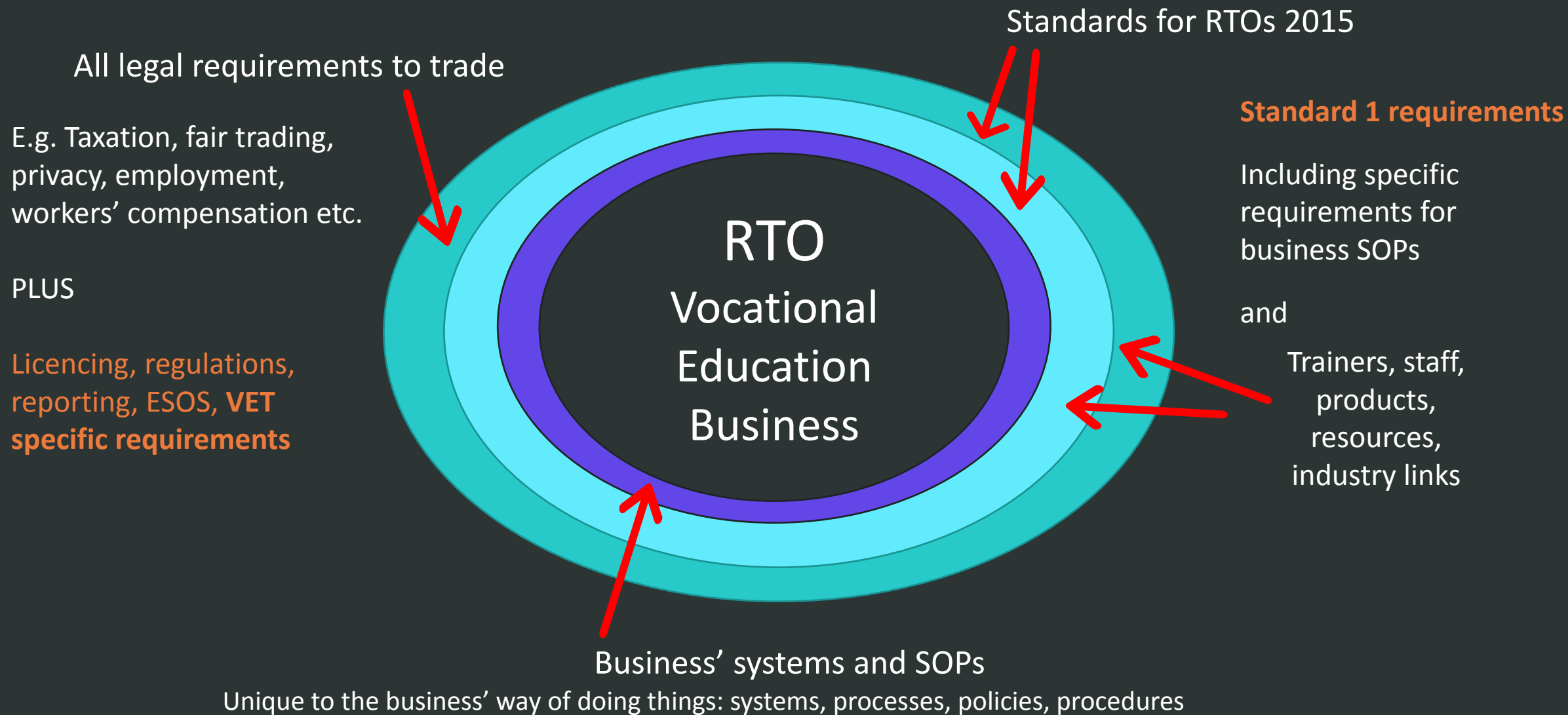
Standard 1

Big Standard with wide scope

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

Greatest number of variables – especially **people**







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

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.



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COMING UP **NEXT:**

2.00 - 3.00PM



vision for the future

GOVERNMENT / REGULATOR

ASQA Session 2

ASQA Representative

TRAINING & STUDENT ENGAGEMENT 1

**Cognitive Load Theory:
Principles for
application in the
classroom and
virtual environment**

Tony Kirton

COMPLIANCE

**How to Rectify
Non-Compliances
Following an Audit**

Kevin Ekendahl

VET IN SCHOOLS

**How to Ensure that Your
VET in Schools,
Schoolbased
Apprenticeship and
Traineeship Delivery
is Audit Ready**

Simon Cochaud

TRAINING & STUDENT ENGAGEMENT 2

**Principles of Adult
Learning for the Future**

Chemène Sinson