

Clustering: For you and your students

Paul Pellier



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PAUL PELLIER

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Paul is an energetic and engaging public speaker and a highly experienced VET professional having held roles such as Quality Manager for a large national RTO. He is passionate about high quality, modern, flexible education and loves to share ideas and connect with others to build a first-class Australian VET sector.

Paul is the founder and Managing Director of Accellier Education, an RTO with over a decade of service to and success in Australia's VET sector including the delivery of the Certificate IV in Training and Assessment.

Accellier education provides a variety of services to a range of industries, government and defence sectors.

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Student Centered



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SESSION OVERVIEW

Key components of clustered assessment

The benefits and challenges of clustering

What are the risks of clustering?

How to ensure the rigour of assessment is retained

The important role of mapping tools

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QUESTIONS AND ANSWERS
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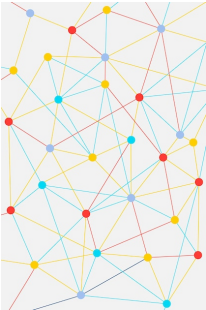
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QUESTION...

Type your response in the chat window

If you are NOT currently clustering units, why not?

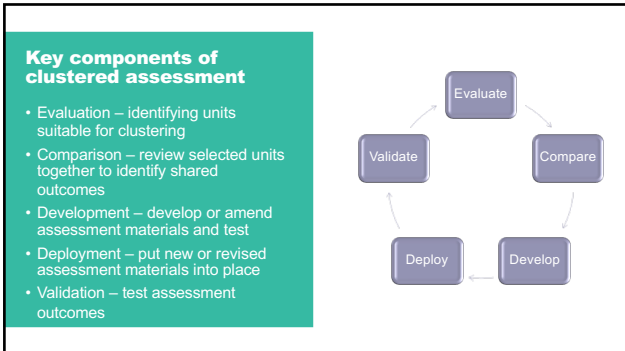


What is 'clustering of assessment'?

- 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



Example  

Search Reports Resources More

Qualification details

PSP301116 - Certificate III in Government (Release 1)

Summary

Usage recommendation: **Current**

Mapping: **Current**

Supersedes and is equivalent to PSP301112 - Certificate III in Government

Release Status: **Current**

Three core units from PSP301116 - 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
1. Apply ethical standards. 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 responses.	1. Recognise and value individual differences. 1.1 Identify diversity of workgroup and the benefits this provides the organisation. 1.2 Acknowledge and use each person's individual strengths for the benefit of workplace activities. 1.3 Recognise diversity and individuality. 1.4 Identify and value aspects of diversity that enhance the workplace environment.	1. Plan and deliver. 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 requirements of the situation.
2. Deal with ethical problems. 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.	2. Work with diversity. 2.1 Develop a range of communication styles and strategies that 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.	2. Receive and give instructions and directions. 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.

Sourced from [training.gov.au](#)

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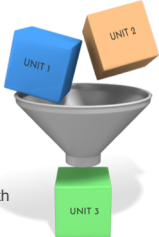

Performance & Knowledge Evidence		
PERFORMER	PERFORMER	PERFORMER
Follow the values and principles of public service	Work effectively with diversity	Use effective communication strategies
Performance Evidence - applying objective and impartial evaluation of conflicting responsibilities - providing written advice and not requiring accuracy of - creating legislation and not without electronically or - creating communication to suit different audiences	Performance Evidence - using communication styles to suit different audiences - demonstrating respect and inclusiveness to people - creating and reading documents, including not codes of conduct, and applying them to work practices	Performance Evidence - using and in interpersonal exchange of information with some - creating meaning, applying 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 - procedures 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 requirements - conflict resolution techniques - meeting formats and requirements

Sourced from: RSE Training Package

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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


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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


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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.



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Example – three auditing units		
OSBAUD011 – Initiate quality audit	OSBAUD012 – Lead quality audit	OSBAUD013 – Report on quality audit
1. Assess quality audit scope and objectives 2. Communicate with auditee 3. Prepare resources for quality audit 4. Develop and submit quality audit plan 5. Prepare audit team 6. Review auditee documentation 7. Prepare audit documentation	Elements 1. Lead entry meeting 2. Identify and gather evidence 3. Manage audit team resources 4. Lead exit meeting 5. Lead team members in performance improvement Performance Evidence • 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 the findings • assisting team members to 'continuously improve their' performance. Knowledge 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.	1. Prepare to report audit results 2. Prepare final audit report 3. Agree on follow up process with auditee Performance Evidence • 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 • 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)

OSBAUD011 – Initiate quality audit	OSBAUD012 – Lead quality audit	OSBAUD013 – Report on quality audit
1. Assess quality audit scope and objectives 2. Communicate with auditee 3. Prepare resources for quality audit 4. Develop and submit quality audit plan 5. Prepare audit team 6. Review auditee documentation 7. Prepare audit documentation	Elements 1. Lead entry meeting 2. Identify and gather evidence 3. Manage audit team resources 4. Lead exit meeting 5. Lead team members in performance improvement	1. Prepare to report audit results 2. Prepare final audit report 3. Agree on follow up process with auditee

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

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Example – three auditing units (mapping)

BSA/ISO 9001 is a quality system	BSA/ISO 9001 is a performance system	BSA/ISO 9001 is a product system	
Knowledge Evidence			Audit Plan (AP) x2 Audit Report (AR) x2 Observation Checklist (OC) x2 Theory Assessment (TA) x3
auditing codes of practice and ethics	requirements of auditing standards	requirements of auditing regulations	TA 1 O 4, 8, 9 TA2 Q 7, 8, 9, 13 AP 1, 2 OC 1, 2
requirements of auditing regulations and standards	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, 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 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...

- Key components of clustered assessment
- The benefits and challenges of clustering
- What are the risks of clustering?
- How to ensure the rigour of assessment is retained
- The important role of mapping tools

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ANY QUESTIONS?
