



YOUR WEBINAR WILL BEGIN SHORTLY

Audio test may occur during this period





MEMBERS! PENNY FOR YOUR THOUGHTS?

SCAN THE QR CODE AND TELL US YOUR THOUGHTS WITH OUR MEMBERSHIP SURVEY!

RAISE YOUR VIRTUAL HAND IF YOU CAN HEAR ME

(audio test)





ACKNOWLEDGMENT OF COUNTRY



**YOUR WEBINAR WILL
BEGIN SHORTLY**



Implementing the Rules of Evidence: Issues and how to avoid them

Coleen Rivas



ABOUT: COLEEN RIVAS

Coleen has over 23 years of experience in the VET sector. She has owned and managed various RTOs and is an experienced instructional designer and VET professional.

Coleen is passionate about quality vocational education and the delivery of best practice competency assessment and provides professional development programs and learning and assessment resources to the VET sector.

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WEBINAR OVERVIEW

01

Unpacking the
Rules of Evidence

02

The quality of
assessment
evidence

03

Common issues
with assessment

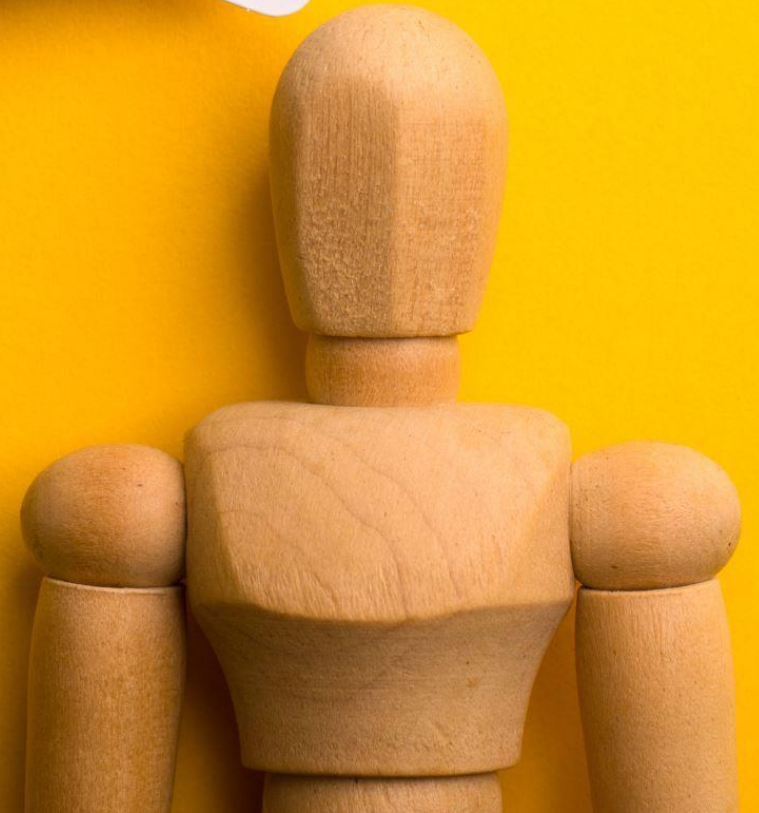
04

Implementing the
rules in your daily
practice

question...

WHAT ARE YOU HOPING TO
TAKEAWAY FROM THIS WEBINAR?

Please type your response in the chat window



Rules of evidence memory tip

V

Validity

A

Authenticity

C

Currency

S

Sufficiency

RTO STANDARDS



**Standards for
RTOs 2015**



**Standards for
NVR RTOs (From
1 July 2025)**

The assessment system ensures assessment is conducted in a way that is fair and appropriate and enables accurate assessment judgement of VET student competency.

An NVR registered training organisation demonstrates:

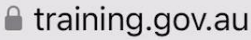
- (a) the assessment system facilitates assessment which must be conducted in accordance with the following principles:
 - (i) fairness – assessment accommodates the needs of the VET student, including implementing reasonable adjustments where appropriate and enabling reassessment where necessary;
 - (ii) flexibility – assessment is appropriate to the context, training product and VET student, and assesses the VET student's skills and knowledge that are relevant to the training product, regardless of how or where the VET student has acquired those skills or that knowledge;
 - (iii) validity – assessment includes practical application components that enable the VET student to demonstrate the relevant skills and knowledge in a practical setting; and
 - (iv) reliability – assessment evidence is interpreted consistently by assessors and the outcomes of assessment are comparable irrespective of which assessor is conducting the assessment.
- (b) assessors make individual assessment judgements that are justified based on the following rules of evidence:
 - (i) validity – assessment evidence is adequate, such that the assessor can be reasonably assured that the VET student possesses the skills and knowledge described in the training product;
 - (ii) sufficiency – the quality, quantity and relevance of the assessment evidence enables the assessor to make an informed judgement of the VET student's competency in the skills and knowledge described in the training product;
 - (iii) authenticity – the assessor is assured that a VET student's assessment evidence is the original and genuine work of that VET student; and
 - (iv) currency – the assessment evidence presented to the assessor documents and demonstrates the VET student's current skills and knowledge.



STANDARD 1.4

VALIDITY

Assessment evidence is adequate, such that the assessor can be reasonably assured that the VET student possesses the skills and knowledge described in the training product.



Unit of competency

☐ no Show history

BSBOPS301 Maintain business resources

Usage recommendation Current

19/Oct/2020 ⓘ

Release 1 Current 19/Oct/2020

 Download

Unit details ▾

Unit of competency

IN PLAIN ENGLISH

The assessment evidence must cover every:

- Element
- Performance Criteria
- Foundation Skill
- Performance Evidence requirement
- Knowledge Evidence requirement

And that assessment was conducted according to the Assessment Conditions requirements.

AUTHENTICITY

The assessor is assured that a VET student's assessment evidence is the original and genuine work of that VET student; and

IN PLAIN ENGLISH

The assessment evidence presented must be the students own work.

That means:

- It wasn't copied
- It wasn't plagiarised or generated by AI
- The learner wasn't prompted or helped by anyone else
- The evidence isn't based on a product or item that was created by a group of people
- The evidence has not been doctored or changed



CURRENCY

The assessment evidence presented to the assessor documents and demonstrates the VET student's current skills and knowledge.

SUFFICIENCY

The quality, quantity and relevance of the assessment evidence enables the assessor to make an informed judgement of the VET student's competency in the skills and knowledge described in the training product

WHAT DOES QUALITY ASSESSMENT EVIDENCE LOOK LIKE?

- It demonstrates consistent performance, over time and in a variety of contexts and situations
- It shows that the learner understands what they are doing and why they are doing it
- It is based on what the assessor has actually seen and reviewed

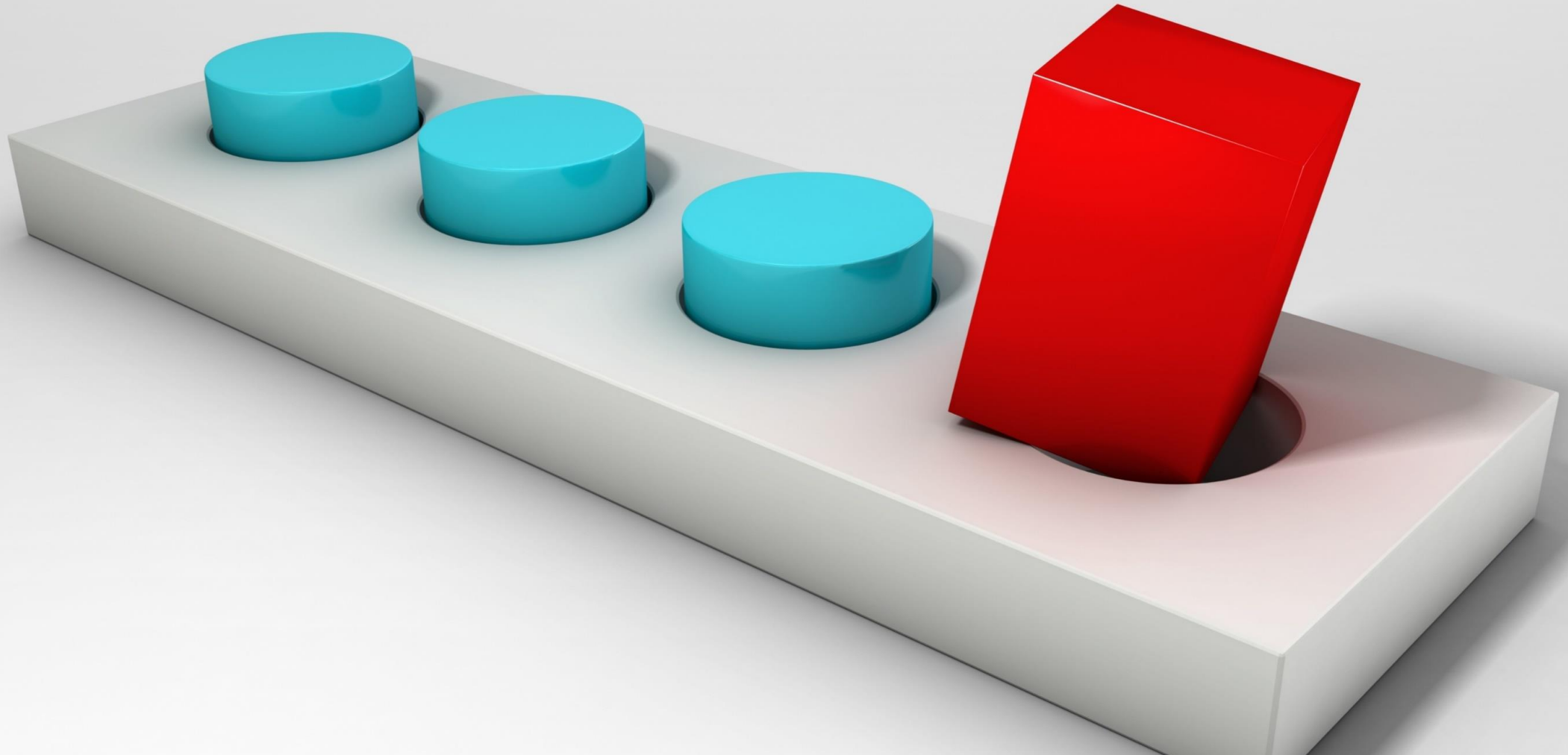




How much
is

ENOUGH

ASSESSMENT EVIDENCE NEEDS TO BE RELEVANT





COMMON ISSUES WITH ASSESSMENT



VALIDITY



SUFFICIENCY

KE - Key provisions of customer service legislation and consumer law

- Name two (2) legislation that relate to customer service 
- What is the purpose of consumer law? 
- Outline the right consumers have if a product or service does not meet the standards of the ACL consumer guarantees 

SOLUTION?

Revise the question so that it 'hits' on the KE requirement

Nearly....but another question required

The “roll it all into one question” technique

KE example:

- key areas of diversity and their characteristics, including:
 - culture, race, ethnicity
 - disability
 - religious or spiritual beliefs
 - gender, including transgender
 - intersex
 - generational
 - sexual orientation/sexual identity - lesbian, gay, bisexual, heterosexual

Describe key areas of diversity



Consider each of the following areas of diversity. Provide a brief description of the characteristics of each diversity area.

Area of diversity	Characteristics
a) Cultural / ethnic diversity	
b) Racial diversity	
c) Disability	
d) Religious diversity	
e) Sex diversity (including intersex)	
f) Gender diversity	

Ignoring the 'organisational' policies and procedures requirement

KE: Organisational policies and procedures relating to customer service, including complaints handling

- List 3 things that should be included in a complaint's procedure 
- Describe **your** workplace procedure for receiving customer complaints. Identify any documents that need to be completed and how complaints are managed. 

A man with a beard and a woman with curly hair are interacting at a service counter. The man is on the left, smiling and looking at the woman. The woman is on the right, seen from the back, looking at a tablet on the counter. The background features shelves with books and a mirror reflecting the woman's face.

Not assessing Foundation Skills

PC 2.2 Establish and maintain rapport with customers

“Describe a strategy to establish and rapport with a customer”

Issues:

- Student answer will demonstrate they *know* a strategy. It is assessing knowledge not skill.
- No practical application – the evidence won't show a learner 'doing' or 'performing'

SOLUTION?

Ensure the skill is assessed elsewhere in its practical application – the student 'doing' the task.

1.1 Identify and clarify customer needs and expectations

Jane

Jane has made an email enquiry about home contents insurance. She has heard positive things about your business and wants to know what insurance product you would recommend to her.

- List 3 questions you would ask Jane to find out more about what she needs from the products. 
- Describe the active listening techniques that you would use to verbally check your understanding of Jane's needs. 
- Scenario used as the basis of a task where the student composes an email response to Jane to gather more information about Jane's insurance needs. 



**Assessment
tools that only
assess
performance
on one
occasion and
one context**

Only assessing part of a requirement

Obtain, interpret, and confirm work requirements

Identify and clarify customer needs and expectations

Sort, recycle, and dispose of waste according to organisational procedures

Identify and report signs of additional or unmet needs of the person and refer in accordance with organisation and confidentiality requirements

**There must be evidence
that the learner has
demonstrated each verb
(doing word) within
each criteria**

Incomplete assessment submissions

- Questions not answered in full, for example, a question that requires the student to list or describe 3 items, but only 1-2 have been covered in the student response
- Incomplete projects or portfolios that do not contain all of the required information or work
- Third-party reports that do not confirm the learner has performed satisfactorily in all areas
- Direct assessment like workplace observations or role plays where the student didn't perform every part of the task satisfactorily
- Checklists or assessment documents where the assessor has not provided comments or information about what was observed, or the context of the task.

incorrect



JUST PLAIN UNSATISFACTORY

CONDUCTING ALL THE ASSESSMENT TASKS AT THE ONE TIME



UNAUTHORISED OR UNCHECKED CHANGES TO ASSESSMENT TOOLS





AUTHENTICITY

PLAGIARISM

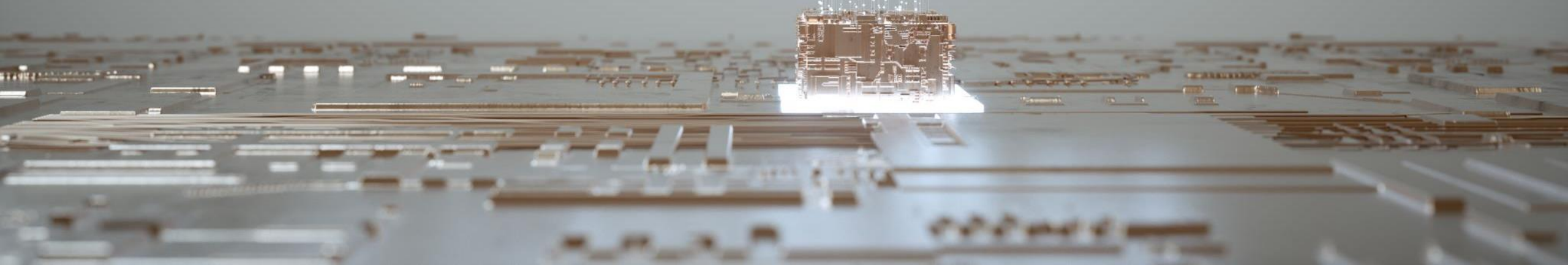
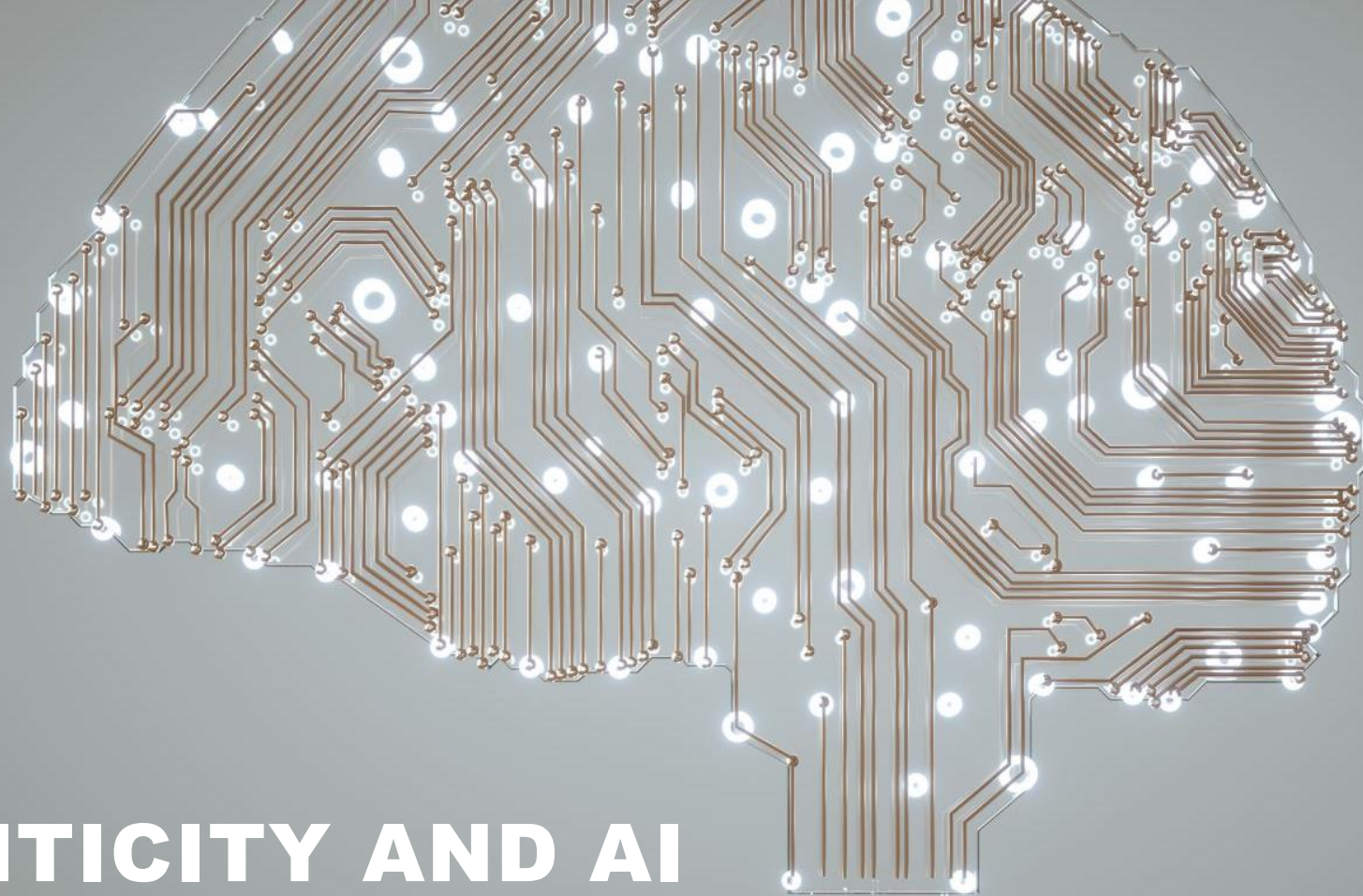
- Students getting help or assistance from friends or family to complete assessment tasks
- Student's copying text from learner guides, handouts or other learning materials
- Student's copying work from other students
- Students having other people complete their assessment tasks
- Student's copying work from the internet or other sources
- **Students using AI**



A person is seen from the side, sitting at a wooden desk and working on a laptop. The desk is cluttered with various items: a glass vase with white flowers, a small potted succulent, a metal pen holder with pens, and a glass of water. The background is a blurred office environment with large windows. The text "COMMERCIAL CHEATING SERVICES" is overlaid in the center of the image.

COMMERCIAL CHEATING SERVICES

AUTHENTICITY AND AI



IDENTIFYING PLAGIARISM

- Use AI and plagiarism detectors
- Look out for:
 - Changes in the tone or style of the learner's work
 - Changes in handwriting styles
 - Identical or near-identical responses from different students in a class or group
 - Responses that are word for word from textbooks or learning materials
 - Responses that are identical to the marking guide



DIRECT EVIDENCE COLLECTION

Focusing more on direct evidence will minimise opportunities for students to plagiarize or use AI to create content.

For example:

- Verbal or oral assessment of knowledge
- Practical tasks where students need to apply knowledge and skill
- Supervising the completion of tasks



COMMON ISSUES WITH GROUP ASSESSMENT



- Difficulties identifying who contributed what to the final outcome.
- Prompting or helping between group members
- Group work may not generate enough individual evidence to confirm competency.
- Often used inappropriately - for example putting people into groups to complete tasks that should be completed individually.



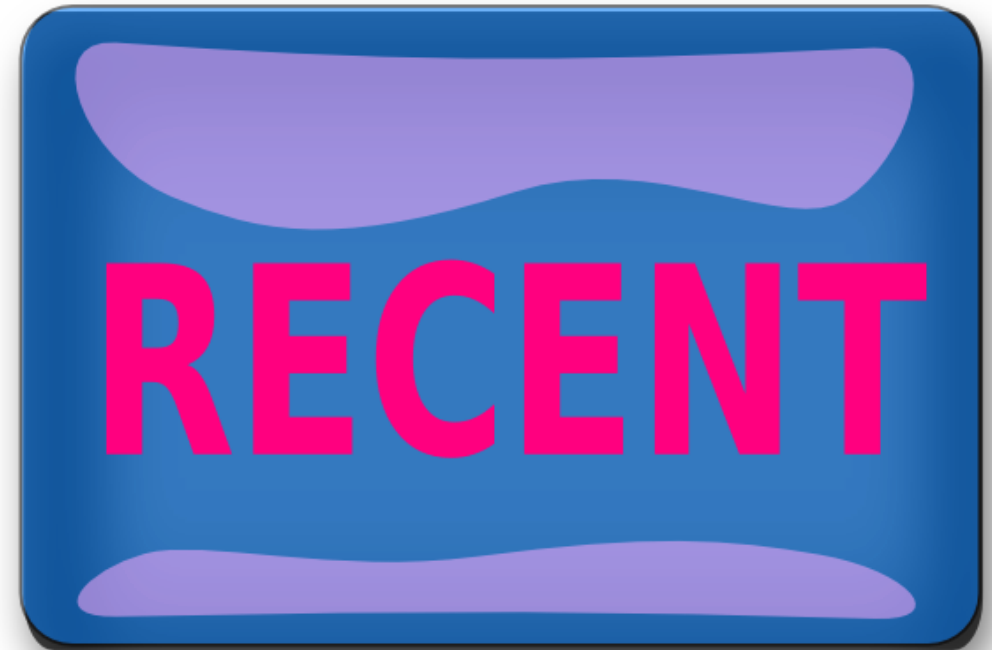
NOT VERIFYING THIRD PARTY EVIDENCE



CURRENCY

CURRENCY ISSUES

- Currency is a particular risk with RPL
- Candidates may submit old workplace documents, certificates, or reports that do not reflect their current competency
- Candidates may be able to demonstrate their ability to perform a task, but using outdated techniques, methods or tools.



ALWAYS ENSURE THE EVIDENCE GATHERED IS RECENT!

Your RTO may have a policy about how recent evidence must be.



IMPLEMENTING THE RULES INTO DAILY PRACTICE

VALIDITY – Does the evidence match the unit of competency requirements?



Check that the evidence you have collected covers every **element, performance criteria, foundation skill, and all performance and knowledge evidence requirements.**

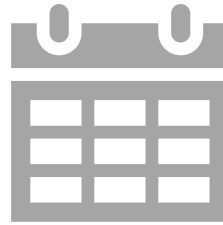


Check the assessment tools before you use them so you are confident they will gather evidence required.

SUFFICIENCY – Is there enough quantity and quality evidence to make a sound judgment?



Collect evidence from multiple sources (e.g., supervisor reports, direct observations, portfolios, work samples).



Ensure students **demonstrate skills over multiple occasions** rather than relying on a single performance.



Ask **follow-up questions** or **require additional evidence** if submissions are **incomplete** or unclear.

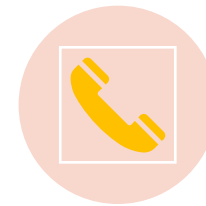
AUTHENTICITY – Is the evidence genuinely the sole work of the student?



Use **direct assessment** wherever possible..



Implement **plagiarism detection methods** for written tasks and verify sources of workplace evidence.



Verify third party reports



For group work, **ensure individual contributions are assessed.**



Have students **sign declarations of authenticity** for submitted work.



Verify that the person you are assessing is the person who will be issued the credential

CURRENCY – Is the evidence something the student produced recently?



Ensure workplace **evidence is from current or recent work activities** (e.g., within the last 12-24 months).



Request **dated documentation** or **verify recency of workplace evidence** with supervisors.



Assess practical skills in a real or simulated environment to confirm they meet current industry standards.

WHAT WE'VE COVERED

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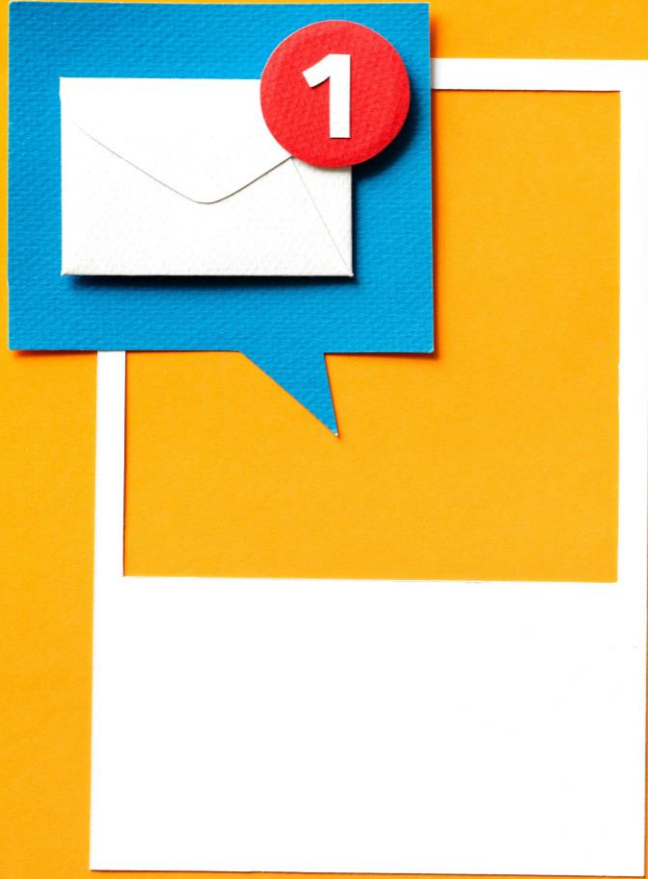
Common issues
with assessment

04

Implementing the
rules in your daily
practice

The background of the image is a solid black field. It is densely populated with numerous question marks and exclamation points. These symbols are rendered in a variety of colors, including shades of blue, green, yellow, and purple. The symbols have a hand-drawn, chalk-like texture, with some appearing slightly blurred or overlapping. They are scattered across the entire frame, creating a pattern that suggests a state of inquiry or confusion.

ANY QUESTIONS?



WHAT HAPPENS NOW?

WITHIN 48 HOURS, YOU WILL RECEIVE AN EMAIL INCLUDING:

- A Statement of Attendance
- A link to event feedback survey
- Access to the WMV recording of the webinar
- PDF copy of the PowerPoint
- PDF transcript of Chat Q&A
- Additional supporting resources

UPCOMING EVENTS

Inclusive Learning in VET:
Effective Learning Support
Plans

2 April: Webinar

Video content mastery:
Creating content that goes
from 'skip it' to 'can't miss it'

7 April: Webinar

Unpacking Qualification
Packaging Rules
7 May: Webinar

Learning and Teaching:
Autism Spectrum Disorder

12 May: Webinar

AI-Masing! Redesigning
Assessment for Authenticity
and Academic Integrity

15 May: Webinar

Developing your student's
digital literacy skills in a
digitally disrupted world
28 April: Members Lunch
Webinar



COMPLIANCE CHATS

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THANK YOU FOR YOUR COMPANY

We really hope you enjoyed engaging with Coleen 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.



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