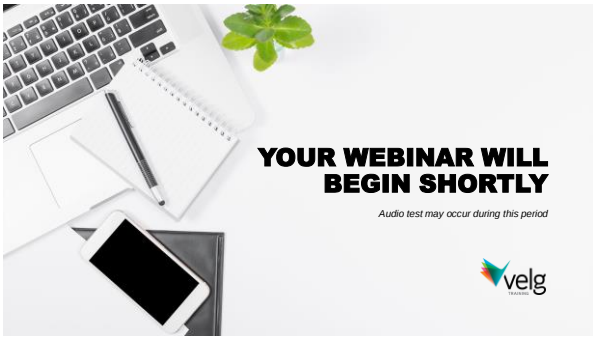




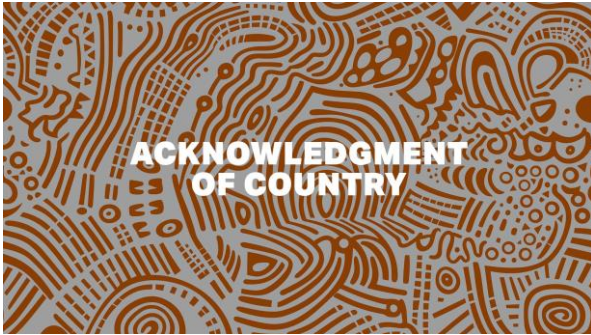
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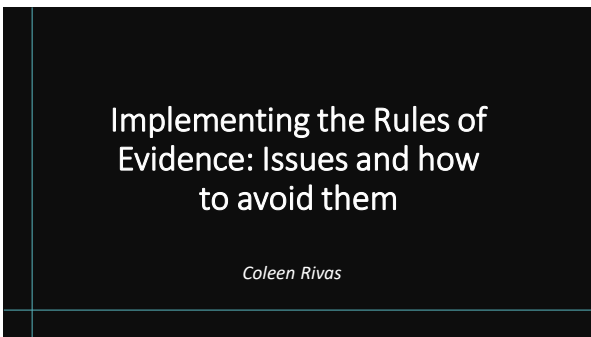
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ABOUT: COLEEN RIVAS

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

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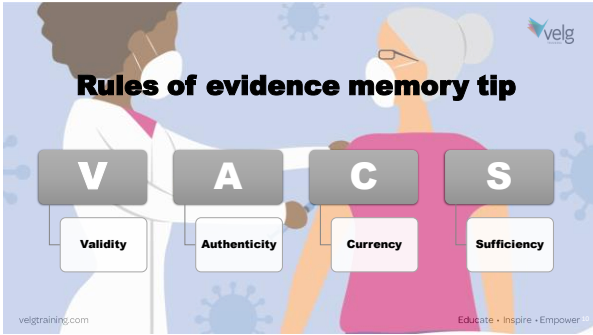
question...

WHAT ARE YOU HOPING TO TAKEAWAY FROM THIS WEBINAR?

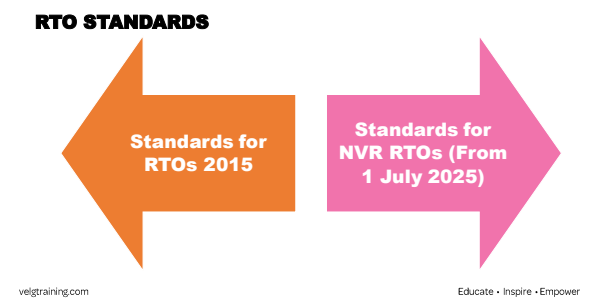
Please type your response in the chat window



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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

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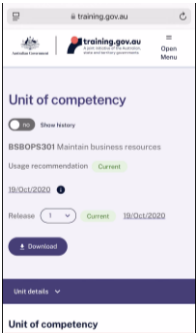
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VALIDITY

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.

Standard 1.4 – Outcome Standards - Standards for NVR Registered Training Organisations 2025

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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.

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AUTHENTICITY

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

Standard 1.4 – Outcome Standards - Standards for NVR Registered Training Organisations 2025

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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



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CURRENCY

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

Standard 1.4 – Outcome Standards - Standards for NVR Registered Training Organisations 2025

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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

Standard 1.4 – Outcome Standards - Standards for NVR Registered Training Organisations 2025

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WHAT DOES QUALITY ASSESSMENT EVIDENCE LOOK LIKE?



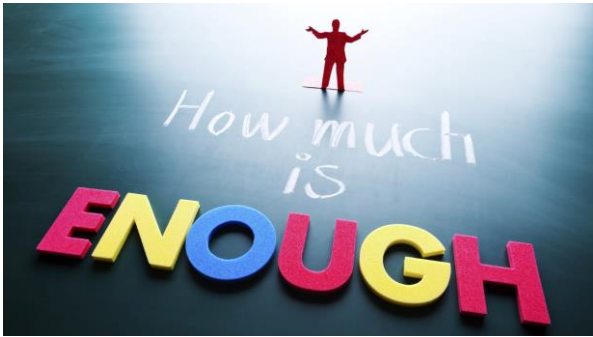
- It demonstrates consistent performance, over time and in a variety of contexts and situations
- It shows that the learner understands what they are doing and why they are doing it
- It is based on what the assessor has actually seen and reviewed



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ASSESSMENT EVIDENCE NEEDS TO BE RELEVANT



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VALIDITY



SUFFICIENCY

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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

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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



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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	

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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. 

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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.

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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.

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

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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



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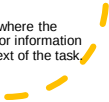
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Incomplete assessment submissions

- 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



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**CONDUCTING ALL THE ASSESSMENT
TASKS AT THE ONE TIME**



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AUTHENTICITY

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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**



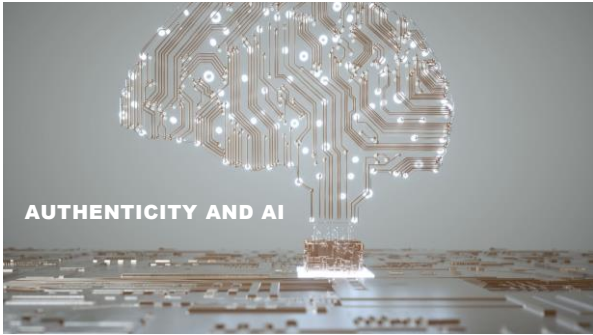
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IDENTIFYING PLAGIARISM

- 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



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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



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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.

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GROUP ASSESSMENT TIPS



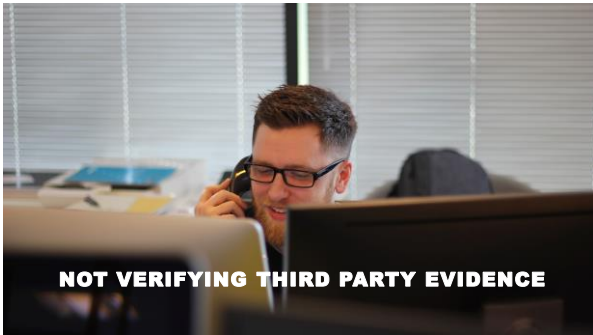
- Only implement if you have the ability to assess the individual performance of every student.
- Do not use for knowledge tests or other assessment tools designed to be completed individually.
- Only use to demonstrate skills that would be performed in a team or group environment in the real world.
- Assess the performance of the individual regardless of the team outcome.



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NOT VERIFYING THIRD PARTY EVIDENCE

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CURRENCY

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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.

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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.

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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.

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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

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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.

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WHAT WE'VE COVERED



01

Unpacking the Rules of Evidence

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The quality of assessment evidence

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Common issues with assessment

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Implementing the rules in your daily practice

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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

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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

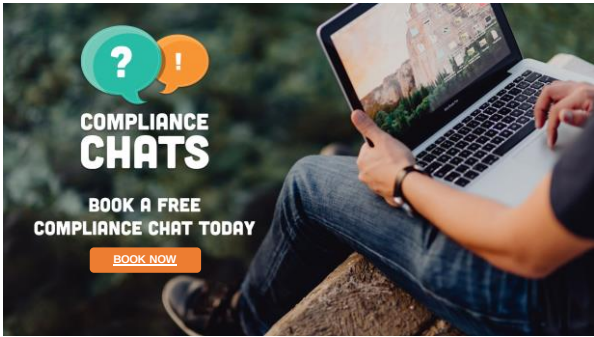
AI-Masking! Redesigning
Assessment for Authenticity
and Academic Integrity
15 May: Webinar

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

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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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