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  **Training Accreditation Council**
WESTERN AUSTRALIA

TAC Education Workshop

2 November 2016

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WESTERN AUSTRALIA

Welcome

Stephanie Trestail

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Introduction

Morena Stanley

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Housekeeping

- **Agenda**
- **Amenities**
- **Emergency procedures**
- **Mobile Phones**
- **Breaks**



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Amount of Training

Dr Russell Docking

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Hello



Who am I?
Who are you?

- Trainers and/or Assessors
- RTO Managers
- Compliance Managers
- Other



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This session's topics

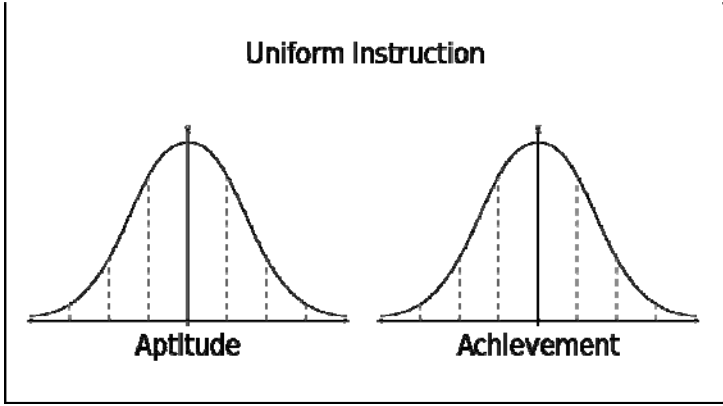
- What is the 'amount of training'?
- Why should we specify this?
- How can we calculate the amount of training?
- What might effect the amount of training?
- Can we change the amount of training?
- How do we use the amount of training?
- What evidence will an auditor need to see?

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Time-served education and training

Uniform Instruction



Aptitude **Achievement**



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Is the idea of an 'amount of training' inconsistent with CBT?

	Amount of Training	Outcome
Traditional Education & Training	Fixed	Variable
Competency-based Training		



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Is the idea of an 'amount of training' inconsistent with CBT?

	Amount of Training	Outcome
Traditional Education & Training	Fixed	Variable
Competency-based Training		Fixed

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Is the idea of an 'amount of training' inconsistent with CBT?

	Amount of Training	Outcome
Traditional Education & Training	Fixed	Variable
Competency-based Training	Variable	Fixed



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Where does the 'amount of training' idea come from?

The RTO's training and assessment strategies and practices must have regard to the **amount of training** required for the learner to gain the competencies specified in the relevant training package or VET accredited course. The **amount of training will vary** depending on the existing skills and knowledge of the learner, the mode of delivery and include any work placement arrangements. (Standard 1 Context)

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Where does the 'amount of training' idea come from?

In general terms there is a requirement that the RTO provides sufficient trainers and assessors, education and support services, accessible learning resources and facilities and equipment (1.3), and an **amount of training** sufficient 'to enable each learner to meet the requirements of each unit of competency or module in which they are enrolled' (Clause 1.1)

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What kinds of problems could specifying the amount of training address?

- The continual shrinkage of course time
- Unreasonable learner expectations
- Unreasonable demands on learners
- Inflexibility of trainers

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What is the amount of training for a qualification?

Time the learner's mind is engaged in acquiring the units of a qualification or skill set.

This is not the same as:

- Volume of learning**
- Course duration**
- Nominal hours**
- Contact hours**



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How can you estimate time on task?

Estimate the **time** that a **typical learner's mind** is wholly engaged on set learning activities or tasks that are managed and expected by the trainer and assessor to enable the learner to achieve the course outcomes.

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Some ways it could be useful to estimate the amount of training

- The level of commitment expected of the learner.
- Balancing learner study, work, and recreation.
- Not setting too onerous requirements.
- Not setting too lenient requirements.
- Understanding the impact of alternative modes.
- Understanding the impact of learner needs.
- Demonstrating the credibility of delivery.

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Thought activity 1

Why might some courses require more or less of an amount of training?

Be prepared to share your ideas with the workshop





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Some reasons that the amount of training might vary

- The complexity of the units of competency
- Industry requirements
- The modes of delivery
- Assessment strategies
- Learner characteristics
- Clustering of units
- Number of units


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Thought activity 2

What learning activities might contribute to an estimate of the amount of training?

Be prepared to share your ideas with the workshop



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How can the amount of training be calculated?

Estimate the time involved in:

Formal contact

Prescribed preparation	Prescribed follow-up
Workshop, laboratory	Structured workplace
Projects and assignments	
Assessment preparation	Assessments

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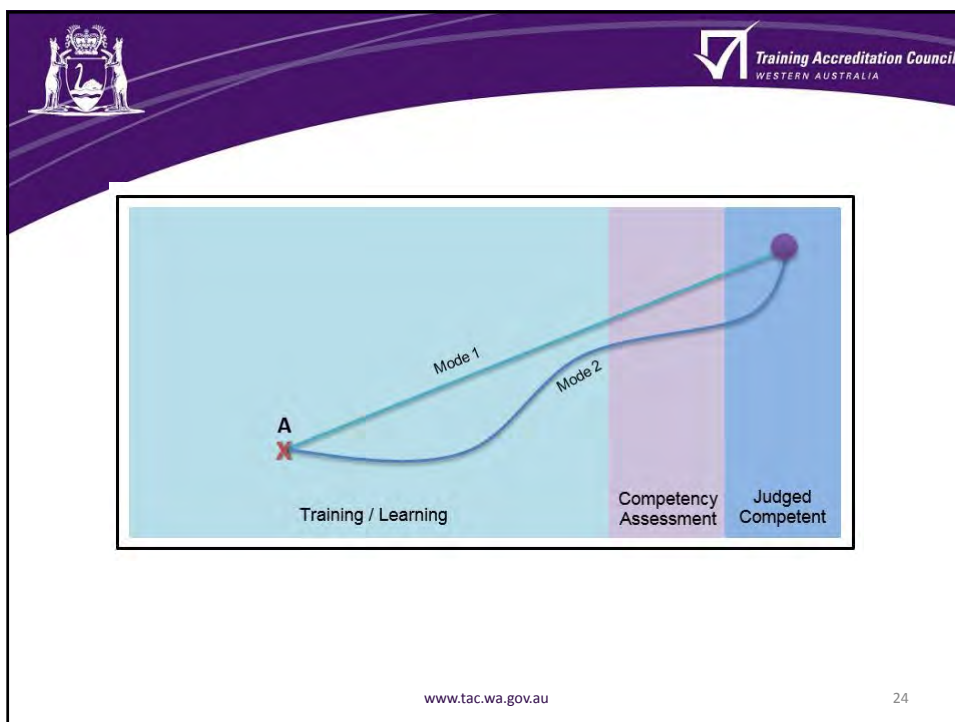
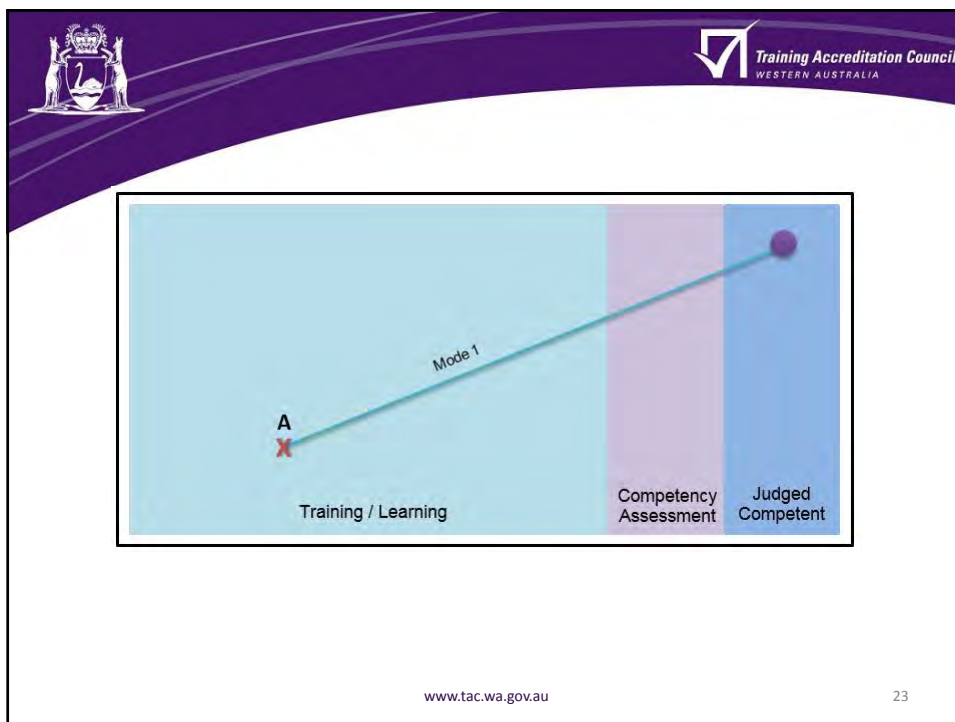



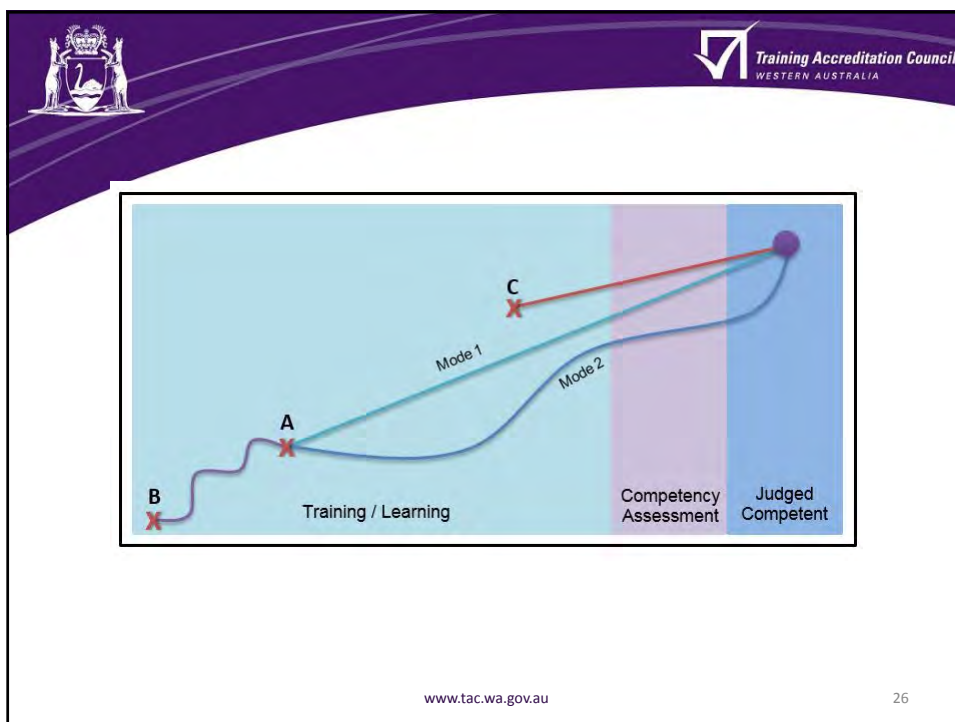
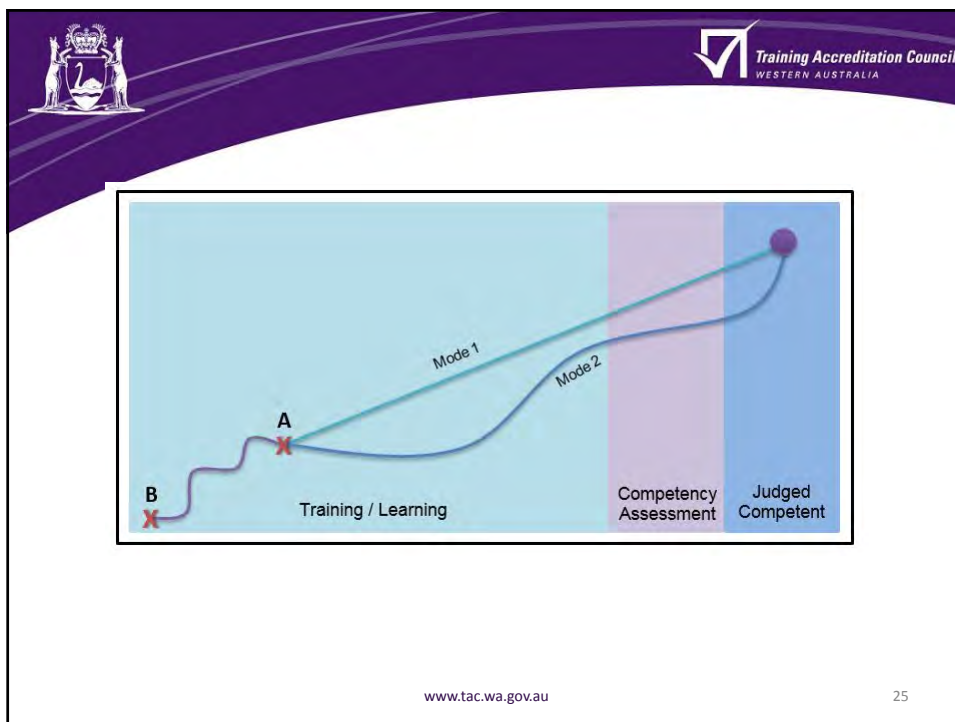
What variations from the amount of training might be expected?

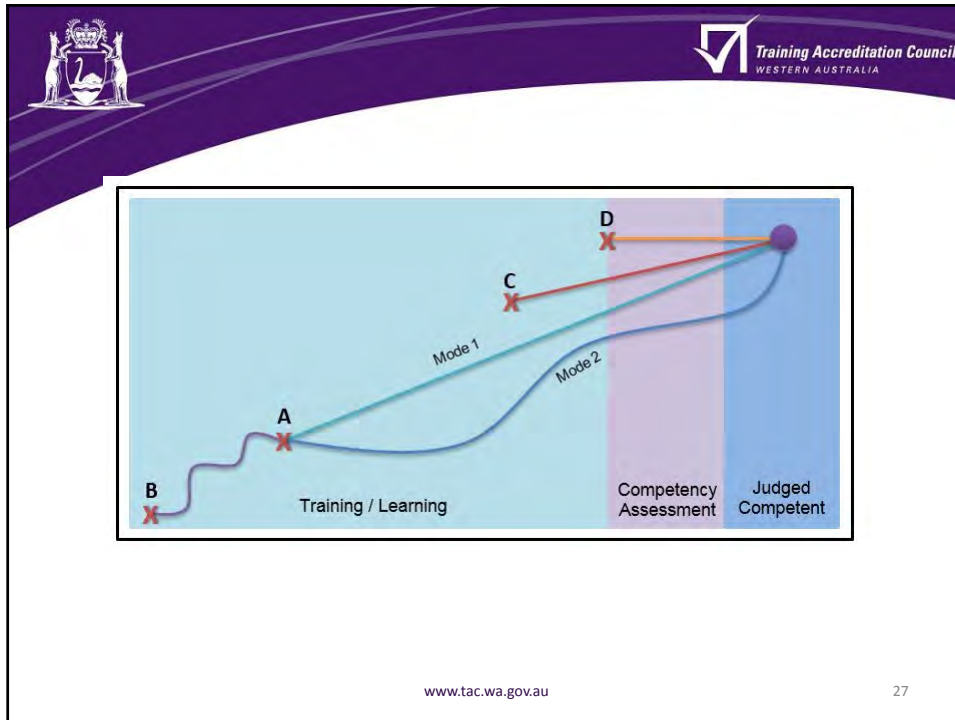
We can think of a unit of competency as a target or destination.

The learner's task is to travel from their starting point to their competency destination.

The RTO's task is to guide and enable the learner's progress. 22









Thought activity 3

Estimating the amount of training

Be prepared to share your ideas with the work

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Is the amount of training set in stone?

No

You will probably adjust the amount of training once you know your cohort of learners.

You may also vary the amount of training when you adjust modes, resources, and strategies after course evaluation, assessment validation and industry feedback.

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How can the amount of training be communicated?

The amount of training is useful for learners, employers, trainers and assessors, and auditors.

You can include information about the amount of training in course information brochures, unit delivery and assessment plans, course delivery and assessment strategies.

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What evidence will an auditor need to see?

The auditor will want to see how you determined a credible amount of training, and how you estimated variations.

The auditor will also want to see how you have adjusted the amount of training in response to feedback.

Finally, the auditor will want to see how you have informed the participants of the amount of training.


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Useful References

TAC Fact Sheets and Guides:

- **TAC Fact Sheet – Amount of Training**
- **TAC Users' Guide**





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Any Questions?





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Assessment

Claire Werner

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Agenda

- Assessment – on the same page.
- What do the regulatory standards say about assessment?
- Challenges in assessment practice:
 - Understanding the unit requirements;
 - Assessing the application of knowledge and skill;
 - Depth and Complexity;
 - Reasonable Adjustment.
- What can we do to improve assessment practice?

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Assessment



Assessment is....

..the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

Source: Standards for RTOs

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What the regulatory standards say

The RTO implements an assessment system that ensures that assessment (including recognition of prior learning):

- complies with the assessment requirements of the relevant training package or VET accredited course; and
- is conducted in accordance with the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2.

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Challenges in Assessment Practice

Understanding the unit requirements

ELEMENT	PERFORMANCE CRITERIA
<p><i>Elements define the essential outcomes.</i></p> <p>1. Follow safe work practices</p>	<p><i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i></p> <p>1.1 Follow workplace policies and procedures for safe work practices K1, 2, 5. P3</p> <p>1.2 Identify existing and potential hazards in the workplace, report them to designated persons, and record them according to workplace procedures</p> <p>1.3 Follow workplace emergency procedures</p>

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Challenges in Assessment Practice

In your groups review the assessment items that have been provided on Assessment Worksheet.

Determine whether the assessment items comply with clause 1.8, and describe the reason for your decision.

If you decide the assessment item does not meet requirements, determine what changes would need to be made for the item to be compliant with clause 1.8.

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How do we improve our Practice



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Questions!



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Assessment Validation

Michaela Tarpley

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Workshop Outline



Assessment Validation

- What is Assessment Validation
- The requirements of the Standards
- Shedding light on the Assessment Validation Process
- Practical Activity



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The Definition of Validation



The Standards define Validation as the process for:

- checking the assessment tools
- reviewing a statistically valid sample of the assessment judgements
- making recommendations for future improvements



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What does it all mean?

Assessment validation should answer the following questions:

- Are the RTO's assessment practices "Fit for Purpose"? (Quality Assurance)
- Has the RTO implemented its assessment practices consistently? (Quality Review)




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"Fit for Purpose" Quality Assurance Evaluation

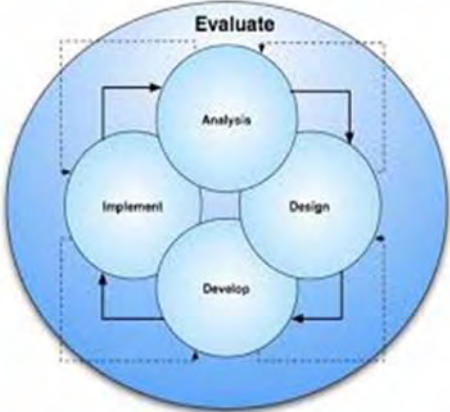
- Do the assessment practices meet the requirements of the training package and the Principles of Assessment and Rules of Evidence?
- Are training and assessment strategies and practices systematically evaluated?
- This addresses the requirements of Clauses 1.8 & 2.2





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Evaluation Instructional Design Process




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“Quality Review”

- Are assessment judgements being consistently applied?
- This addresses the requirements of Clauses 1.9, 1.10 & 1.11




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Shedding light on the Assessment Validation Process



Assessment validation ensures:

- assessors are familiar with the outcomes being assessed
- assessors reach accurate and consistent decisions that inform assessment outcomes



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Shedding light on the Assessment Validation Process


It also ensures:

- Rules of Evidence have been met
- Competency decisions are made in accordance with the Principles of Assessment
- Outcomes are used to inform continuous improvement of assessment.



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The Requirements

RTOs are now required to:

- develop and implement a comprehensive plan for the ongoing systematic validation of assessment that includes all training products on the RTO's scope of delivery
- (Clause 1.9)




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The Requirements

Assessment Validation involves reviewing a statistically valid sample of the assessments for each Unit of Competency




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The Requirements

RTOs are to:

- validate the assessment practices and judgements for each training product at least once every five years with at least 50% of products to be validated within the first three years of each five year cycle
- (Clause 1.10)




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The Requirements

RTOs are to:

- ensure that validation is conducted by one or more suitably qualified persons who are not directly involved in delivery and / or assessment of the training product being validated.
- (Clause 1.11)




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TAC Fact Sheet - Assessment Validation



TAC has published a Fact Sheet

- They distinguish between Pre- Use and During Use Validation (Evaluation) and Post Use Review (Validation)
- Includes key features that should be considered in selecting an assessment validation sample



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At Audit



The Auditor will expect to see evidence of :

- A plan for ongoing systematic validation of assessment that meets the requirements of Clauses 1.9 & 1.10
- A documented sampling process
- How the RTO ensures the validation team meets the requirements of Clause 1.11



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At Audit

Auditors will want to see an example of a completed assessment validation process that demonstrates:

- assessors are familiar with the outcomes being assessed
- assessors reach accurate and consistent decisions that inform assessment outcomes
- potential improvements to assessment practices are identified and acted upon



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Any Questions?



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Practical Activity



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Conducting Assessment Evaluation and Validation



The purpose of any assessment evaluation and validation activity is to answer the questions:

- Are the RTO's assessment practices "Fit for Purpose"? (Quality Assurance)
- Has the RTO implemented its assessment practices consistently? (Quality Review)




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Practical Activity



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Was our evaluation and validation process effective?

Did the assessment validation process identify whether:

- the assessment system was “fit for purpose”
- assessors reach accurate and consistent decisions that inform assessment outcomes
- potential improvements to assessment practices and how they are to be acted upon



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What do I see at Audit?

What are the most common non-compliances?



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Thank You





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Any Questions?



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Closing

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