

Are the Current Standards for Registered Training Organisations (RTOS) 2015 and Standards for Training Packages 2012 interpreted correctly by the Regulators, RTOs and Consultants.

When RTO's design, develop and use assessment tools and Training and Assessment strategies to meet the requirements of the VET industry, we must comply with the following standards and endorsed documents.

- Standards for Registered Training Organisation (RTOs) 2015 – Standard 1.8 Assessment
- Standards for Training packages 2012 – standards 4,5,6,7
- Australian Qualifications Framework (AQF) - AQF levels summaries and learning outcomes criteria
- TAEASS502 Design and develop assessment tools - Assessment requirements and Unit of Competency
- TAEDES501 Design and develop learning Strategies - Assessment requirements and Unit of Competency

The Current Standards, are consequential of previous standards and frameworks with continuing, revised and new definitions to provided clarity of the standards requirements. This can and is causing confusion in the industry.

My research and experience over the last two years has found that there is a lack of knowledge of the new standards and how they are applied. This is evident when I have been audited externally and when engaging with *some* 'industry consultants' that market themselves as industry experts

The outcomes I have experienced when I have challenged there interpretation, has been varied. Some just refuse to exam there justification, due to lack of understanding of the standards and in some instances pure ignorance. I have been told, just do what they want the regulators what, even if it is opposing the standards (legislative documents) that we as RTOs must comply with. We often hear the statistics, that a massive number of RTO's are not compliant at audit and after rectification.

Could it be that some of those RTO's are compliant but the Auditors are not auditing to the Standards?

So, instead of just complaining about the ongoing issues, I would like to get your feedback on my interpretation of the Standards.

Appendix 1 attached provides previous legislation definitions are provided in the first 3 columns to demonstrate changes over time. The most relevant for Assessment or located in the next 3 Columns. My personal analysis of the changes and application of the current standards are in the last column, in the research outcome provided in the document with an example of my position.

Your feedback would be appreciated. If you would like to provide for everyone to view, please do so below. If you would like to provide your feedback personally, PM me. This is a simple Professional development activity, which you can use for continuing VET practice. Take a Snap shot of your post.

I look forward to receiving your feedback

Regard Joanne

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Final Analysis outcomes

1. The new standards are legislative instruments – RTO's must comply with the standards for RTOS and as a result the standards for training packages, units of competency and assessment requirements.
2. Regulators now have legislative power when auditing RTO's.
3. Significant changes have been implemented in the new standards to provide clear and defined (in most cases) application of the standards particularly, in the use of endorsed training packages documents including
 - a. The Assessment requirements (now written into standard 1.8.) must comply
4. The Definition of Validity (Principles of Assessment) is now concise and clearly defined.

My interpretation

 1. *Broad industry engagement has informed the training package developers to define the performance required in the workplace and the assessment requirements that define the conditions of assessment to ensure that candidate is able to provide the specified evidence of performance and knowledge, for the assessor to make judgement of their competence.*
 2. *These broad Tasks defined in the Elements and performance Criteria allow the candidate to demonstrate their application of the specified skills and knowledge to meet the performance requirements of the workplace.*
 3. *Decision of competence is justified against unit of competency and assessment requirements. This means that you must use both the elements and performance Criteria to make both assessor judgement (marking guide of tasks to perform) and the candidate (candidate checklist of task to perform) must be aware of the standard they need to perform too.*
 4. *The element is the assessable component of the unit of competency (sometimes referred to as the Learning outcome, Observable behaviour)*
 5. *The Performance criteria defines the standard (level) of performance that the candidate must demonstrate to meet the full element outcome (sometimes referred to observable benchmark, benchmark, marking standard)*
 6. *The assessment must incorporate a broad range of skills and knowledge - measured against broad performance defined in the unit of competency*
 7. *The Assessment must ensure the use of both skills and knowledge - when performing practical tasks.*
 8. *The transferable application of performance is maintained when the assessment does not diminish the broad application of skills and knowledge, ensuring that performance of the broadly applied tasks (elements and performance Criteria) are repeatable in similar work environments.*

Practical example to comply with standard 1.8

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

a) **complies with the assessment requirements of the relevant training package or VET accredited course;** and

b) 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

Before we even attempt to comply with the Principles of Assessment and the Rules of Evidence we need to meet the assessment requirements of the unit of competency.

I will provide an example for the unit *TAEASS502 Design and Develop Assessment Tools* as *this is a unit that we are all very familiar with (or will need to be familiar with) as the March 2019 approaches*

Assessment Requirements - TAEASS502 Design and Develop Assessment Tools

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Performance Evidence

The candidate must show evidence of the **ability to complete tasks outlined in the elements and performance criteria of this unit**, (this specifies that the elements and performance criteria are TASKS that need to be completed to ensure the candidate will be able to provide evidence of their ability to perform to the standard required in the workplace.)

including:

- Developing at least three assessment tools that support different assessment methods, and address at least one unit of competency each. Each assessment tool - must include
- the instruments for collecting evidence, reflecting the principles of assessment and the rules of evidence, and related instructions to the assessor/s and candidates
- show how the contextual needs of different environments are addressed
- reporting on the trial and review of each assessment tool, including proposed changes
- **Following the tasks outlined in the elements and performance criteria, develop an assessment tool which include more than one assessment method that cover the entire assessment requirements of a full unit of competency.**
- **Must be repeated twice to meet assessment requirements. (3 tools addressing 3 units of competency.)**
- **Each tools must**
 - **Reflect the principles of assessment (valid)**
 - **Reflect the Rules of Evidence (Valid)**
 - **Include various Assessment instruments to collect performance of skills and knowledge evidence (fair, flexible)**
 - **Include instructions to the candidate for assessment (fair, Flexible, Reliable)**
 - **Include instructions to the assessor to make judgement on assessment(fair, Flexible, reliable)**
 - **Be contextualised or have the option to contextualise to meet the needs of the candidate (reference to workplace terminology) and the environment (reference to situational materials and resources, both human and operational) in which the assessment is to be conducted (Flexible) 'See Contextualised document below'**
 - **Be trailed by stakeholders to ensure assessment tool user friendly and to determine if the outcomes of each trialled tool is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment (reliable)**

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- the principles of assessment and how they are applied when developing assessment tools (provide definition, explain how they are applied in your tool)
- the rules of evidence and how they have been incorporated in the tools developed (provide definition, explain how they are incorporated in your tool)
- **and so on**
- different assessment contexts and their relationship to developing assessment tools
- the dimensions of competency and how they are incorporated in the development of assessment tools
- the contextualisation of units of competency and contextualisation guidelines
- the components of training packages relevant to the development of assessment tools
- different assessment methods, their purposes and uses
- evaluation methods appropriate to the trial and review of assessment tools
- the principles of reasonable adjustment
- workplace health and safety (WHS) responsibilities associated with assessing competence, including:

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- requirements for reporting hazards and incidents
- emergency procedures
- procedures for the use of relevant personal protective equipment
- sources of WHS information

Assessment Conditions

Gather evidence to demonstrate consistent performance (3 tools with similar outcomes that meet the UoC and AR) in conditions that are safe (must have instructions of how this is implemented) and replicate the workplace (environment to replicate performance tasks as it would be conducted in the workplace). Conditions must be typical of those experienced in the training and assessment environment, and include access to relevant organisational policies and procedures in relation to the assessment system. (Must have access to all resources, materials typically available during the assessment so the candidate can successfully complete the task outlined in the unit of competency)

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards. (Assessors must meet the requirements of schedule 1 Must have a minimum of a Diploma of Vocational Educational and Training, Current industry practice in training and assessment within an RTO environment)

TASKS to be completed – contextualised to meet individual needs (trainer and assessor for Qantas)

Elements and performance Criteria

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| <p>Task 1. You are to Determine the focus of (the your) assessment tool by</p> | <p>1.1 Identifying a your target group of candidates, the purposes of the your assessment tool, and the contexts in which the tool will be used (Qantas Training Centre)</p> <p>1.2 Accessing (relevant BSBCMM401 Make a Presentation) benchmarks for assessment and interpret them to establish evidence required to demonstrate competence</p> <p>1.3 Identifying, accessing and interpreting (industry Qantas) presentation requirements and (relevant BSBCMM401 Make a Presentation) contextualisation guidelines</p> <p>1.4 Identifying (other related documentation legislation, standards and SOPs) to inform assessment tool development</p> |
| <p>Task 2. You are to Design (the your) assessment tool by</p> | <p>2.1 Selecting assessment methods that support the collection of defined evidence, taking into account the (context Place, environment) in which the assessment will take place (Qantas training college), and meeting the principles of assessment</p> <p>2.2 Enabling candidates to show or support their claim for recognition of current competency through selected assessment methods</p> <p>2.3 Considering different assessment instruments for the selected assessment methods to generate options for collection of evidence</p> |

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| | 2.4 Considering how the assessment instruments will be administered, addressing Qantas policies and procedures |
| Task 3. You are to Develop (the your) assessment tool by | <p>3.1 Developing specific assessment instruments that support the collection of evidence that meets the rules of evidence</p> <p>3.2 Defining and documenting clear and specific procedures instructing assessor and candidate on the administration and use of assessment instruments</p> <p>3.3 Considering the requirements of assessment system policies and procedures, and address storage and retrieval needs, and review, evaluation and version control procedures as part of this process, addressing Qantas policies and procedures</p> |
| Task 4. You are to Review and trial (the your) assessment tool by | <p>4.1 Checking your draft assessment tools against evaluation criteria and amend as required</p> <p>4.2 Trialling your assessment tools to validate content and applicability</p> <p>4.3 Collecting and documenting feedback from (relevant people Qantas Training team) involved in trialling your tool</p> <p>4.4 Making amendments to the final tool based on the analysis of your feedback</p> <p>4.5 Appropriately formatting, and filing, finalised assessment tool according to Qantas assessment system policies and procedures</p> |

This is an example of contextualising the elements and performance criteria to make it read in a more user friendly way. It tells the candidate what they have to do in the broad context but relevant to their workplace. It does not diminish the outcome that industry set as the standards required in the workplace. I realise this challenges many of you and your previous knowledge. I ask you to refer to mapping document below, a journey through the last 5 plus years of policy change within our industry.

If you agree with my analysis please post publically or if you wish privately.

If you disagree, please provide your justification. I am a lifelong learner, I am open to being corrected.

Thank you for taking time out of your busy schedule

Kind Regards

Joanne Cornelius

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Appendix 1

| Framework / Legislative instrument | The Australian Quality Training Framework (AQTF) and the Users' Guide to the Essential Conditions and Standards for Continuing Registration July 2010 Version | Training Package Development Handbook | Standards for NVR Registered Training Organisations 2012 | Standards for VET Accredited Courses 2012 | Standards for Training Packages 2012 | Standards for Registered Training Organisation (RTOs) 2015 | Analysis – changes from superseded documents |
|--|--|--|---|--|---|---|---|
| Implementation year | July 2010 | 2011 | 2012 | 2012 | 2012 | 2015 | 3 major changes over a 5 year period |
| Type of document | Endorsed Framework (not legislation) | Endorsed Framework (not legislation) | Legislative instrument | Legislative instrument | Endorsed NSSC National Standards | Legislative instrument | Standards are now legislative documents |
| Use | Superseded | | superseded | Current | Current | Current | Nil |
| The standard/s relating to assessment | 1.5 Assessment including Recognition of Prior Learning (RPL): (a) meets the requirements of the relevant Training Package or accredited course (b) is conducted in accordance with the principles of assessment and the rules of (c) meets workplace and, where relevant, regulatory requirements (d) is systematically validated. | 1.5 Assessment including Recognition of Prior Learning (RPL): a) meets the requirements of the relevant Training Package or accredited course b) is conducted in accordance with the principles of assessment and the rules of evidence c) meets workplace and, where relevant, regulatory requirements d) is systematically validated. 4. Assessment Guidelines | 15.5 Assessment including Recognition of Prior Learning (RPL): (a) meets the requirements of the relevant Training Package or VET accredited course; and (b) is conducted in accordance with the principles of assessment and the rules of evidence; and (c) meets workplace and, where relevant, regulatory requirements; and (d) is systematically validated. | 7.10 VET accredited courses specify course assessment strategies, which: (a) are valid, reliable, flexible and fair; (b) support the collection of evidence that is sufficient, valid, authentic and current; (c) are consistent with the assessment requirements in the relevant Training Package(s) where nationally endorsed units of competency are used; (d) ensure that workplace and regulatory requirements, where relevant, are met; and (e) identify and justify any requirements for workplace and/or simulated assessment | Units of Competency Standard 4: Units of competency specify the standards of performance required in the workplace Standard 5: The structure of units of competency complies with the unit of competency template. Assessment Requirements Standard 6: Assessment requirements specify the evidence and required conditions for assessment. Standard 7: Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template. | 1.8. The RTO implements an assessment system that ensures that assessment(including recognition of prior learning): a) complies with the assessment requirements of the relevant training package or VET accredited course; and b) 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 | <u>1. Requires implementation of Assessment system now</u> 2, Validation has been removed to a standalone standard. 3 Still requires to meet training package, principles of Assessment and the Rules of Evidence. <u>NOTE: clearer detail 'complies with the assessment requirements'</u> <u>The word 'complies' replace the word 'meet'.</u> <u>Meet – mandatory levels</u> <u>Complies – with Law</u> |
| The Standards relating to Training and Assessment Strategies | Standard 1.2 Strategies for training and assessment meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry. | All training and assessment strategies meet the requirements of the Training Package or accredited course. All training and assessment strategies are clearly informed by industry consultation and are systematically reviewed. | Strategies for training and assessment meet the requirements of the relevant Training Package or VET accredited course and have been developed through effective consultation with industry. | | | 1.1. The RTO's training and assessment strategies and practices, including the amount of training they provide, are consistent with the requirements of training packages and VET accredited courses and enable each learner to meet the requirements for each unit of competency or | The new standards provide detail as to what a Training and Assessment strategy must contain. <ul style="list-style-type: none"> Consistent with the training packages Enables each learner to meet the requirements of the units of competency Determine and justifies the Amount of training (standard group) - Recognising an individual's prior learning (any |

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| | | | | | | <p>module in which they are enrolled.</p> <p>1.2. For the purposes of Clause 1.1, the RTO determines the amount of training they provide to each learner with regard to:</p> <p>a) the existing skills, knowledge and the experience of the learner;</p> <p>b) the mode of delivery; and</p> <p>c) where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification.</p> | <p>adjustment of standard group)</p> <ul style="list-style-type: none"> • recognises the mode/s of delivery (any adjustment to the standard group amount of training) • defines the units that make up a qualification or part of a qualification (any adjustment of the standard group) |
| Assessment Conditions | | | | | <p>stipulates any mandatory conditions for assessment specifies the conditions under which evidence for assessment must be gathered, including any details of equipment and materials, contingencies, specifications, physical conditions, relationships with team members and supervisor, relationship with client/customer, and timeframe</p> <p>specifies assessor requirements, including any details related to qualifications, experience and industry currency</p> | | <p>Newly introduced. Replace the old assessment guidelines regarding equipment and materials, conditions etc.</p> <p>2. Replaces the Dimensions of competencies contingencies and workplace role as they are now defined in the assessment conditions</p> |
| Assessment guidelines | <p>The endorsed component of a Training Package that underpins assessment and sets out the industry's</p> | <p>An industry framework for assessing competency in the specified industry, industry sector or enterprise.</p> | | | | | <p>Replace by Assessment Requirements.</p> |

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| | approach to valid, reliable, flexible and fair assessment. | Assessments should be valid, reliable, flexible and fair and consistent with the Essential Standards for Registration under the Australian Quality Training Framework (AQTF 2007) | | | | | <p><u>NOTE: they are now assessment Requirements not assessment guidelines.</u></p> <p><u>Guidelines are general non mandatory recommendations, whereas requirements are mandatory and in this case law.</u></p> |
| Assessment requirements | | | are the endorsed component of a Training Package. Assessment requirements set out the industry's approach to valid, reliable, flexible and fair assessment | means the endorsed component of a Training Package. Assessment requirements set out the industry's approach to valid, reliable, flexible and fair assessment | Standard 6: Assessment requirements specify the evidence and required conditions for assessment. Standard 7: Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template. | No Definition within document however the definition and standard is located in the Standards for training packages | <p><u>NOTE: they are now assessment Requirements not assessment guidelines.</u></p> <p><u>Guidelines are general non mandatory recommendations, whereas requirements are mandatory and in this case law.</u></p> |
| Assessment tools | An assessment tool includes the following components: the context and conditions for the assessment, the tasks to be administered to the candidate, an outline of the evidence to be gathered from the candidate and the evidence criteria used to judge the quality of performance (i.e. the assessment decision making rules). It also includes the administration, recording and reporting requirements. | Assessment tools include instructions for use and actual evidence gathering tools such as: <ul style="list-style-type: none"> • evidence plans • observation and demonstration checklists • portfolios • third party reports • questioning • tests • projects • simulations. | | | | No Definition | <p><u>The Unit of Competency and Associated Assessment Requirements TAEASS502 Design and Develop Assessment Tools specifies industries requirements for assessment tools.</u></p> |
| Assessment system | | Assessment must be carried out in accordance with the: - <u>benchmarks for assessment</u> - specific industry requirements [where industry specific requirements are adequately covered by the Training Package Assessment Guidelines Mandatory Text, this dot point should be deleted] - principles of assessment - rules of evidence - assessment requirements set out in the AQTF | | | | is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2. | <p><u>Reference to the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2 is significant as they are now in legislation.</u></p> |
| Authenticity | One of the rules of evidence. To accept evidence as | To accept evidence as authentic, an assessor must | To accept evidence as authentic, an assessor must | | | The assessor is assured that the evidence presented for | No change |

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| | authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work. | be assured that the evidence presented for assessment is the candidate's own work | be assured that the evidence presented for assessment is the candidate's own work. | | | assessment is the learner's own work. | |
| Benchmarks for Assessment | | The endorsed units of competency in this Training Package are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs) | | | | | <i><u>This is significant as TAEASS502 performance criteria 1.2 Access relevant benchmarks for assessment and interpret them to establish evidence required to demonstrate competence – refers to benchmarks. When TAEASS502 was being developed, the developers referred to the Training Package development Handbook. This is what they are referring to when using the term 'benchmarks'.</u></i> |
| Competency | is the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments. | is the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments. | means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments. | means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments | Units of Competency Standard 4: Units of competency specify the standards of performance required in the workplace Standard 5: The structure of units of competency complies with the unit of competency template. | means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments. | <i><u>NOTE – 'the standard of performance required in the workplace' is now specified in standard 4 of the standards for training packages. 'Units of competency specify the standards of performance required in the workplace'</u></i> |
| Contextualisation advise for RTOs | | Advice developers provide to RTOs must be consistent with the following: <ul style="list-style-type: none"> • RTOs must not remove or add to the number and content of elements and performance criteria. • RTOs can include specific industry terminology in the range statement. • Any amendments and additions to the range statement made by RTOs must not diminish the breadth of application of the competency, or reduce its portability. • RTOs may add detail to the evidence guide in areas such as the critical aspects of evidence or required resources and infrastructure—but only where these expand the | | | Within the Companion Volume TAE - RTOs may contextualise units of competency to reflect local skill needs. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, or specific enterprise requirements. Any contextualisation must ensure the integrity of the outcome of the unit of competency is maintained. Industry requirements, as described in training or job specifications, can be used to contextualise a unit of competency | | <i><u>NOTE – 'Industry requirements, as described in training or job specifications, can be used to contextualise a unit of competency'</u></i> <i><u>It does not ask you to rewrite the elements and performance criteria. Replace set words such as 'workplace' to 'McDonalds' to make more relevant to the candidate.</u></i> |

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| | | breadth of the competency and do not limit its use. | | | | | |
| Currency | One of the rules of evidence. In assessment, currency relates to the age of the evidence presented by candidates to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence must be from either the present or the very recent past | In assessment, currency relates to the age of the evidence presented by a candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past | Currency relates to the age of the evidence presented by candidates to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence must be from either the present or the very recent past. | | | The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past. | No Change |
| Dimensions of competency | Dimensions are part of the broad concept of competency, which includes all aspects of work performance as represented by task skills, task management skills, contingency management skills and job/role environment skills. | the four dimensions of competency—task skills, task management skills, contingency management skills, job/ environment skills | | | | | Task - Element - essential outcomes. TASK Management Skills - Performance Criteria 1.3 They specify the required performance in relevant tasks, roles, and skills. Contingency management Skills and Job/role environment - Assessment conditions - +specifies the conditions under which evidence for assessment must be gathered, including any details of equipment and materials, contingencies , specifications, physical conditions, relationships with team members and supervisor, relationship with client/customer, and timeframe. |
| Element | | Elements of a unit of competency must describe actions or outcomes which are demonstrable and assessable. | | | Elements describe the essential outcomes. 1. Elements describe actions or outcomes that are demonstrable and assessable | | <u>Addition of the word 'Essential'</u> <u>NOTE - 'OUTCOMES THAT ARE DEMONSTRABLE AND ASSESSABLE'</u> <u>These words are significant</u> |
| Fairness | One of the principles of assessment. Fairness in assessment requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and | Fairness in assessment requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully | Fairness requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully | | | The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs. | The definition is clear and concise now. NOTE – It is assumed that 'reasonable adjustment' refers to the <i>Disability Standards for Education 2005</i> , 'Reasonable adjustments are actions |

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| | the candidate to ensure that the candidate is fully informed about, understands, is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary | informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary | informed about, understands, and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary. | | | The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary. | taken to enable students with disability to participate in education on the same basis as other students while balancing the interests of all parties.' |
| Flexibility | One of the principles of assessment. To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and, support continuous competency development. | To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and support continuous competency development | Flexible: To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and, support continuous competency development. | | | Assessment is flexible to the individual learner by: <ul style="list-style-type: none"> · reflecting the learner's needs; · assessing competencies held by the learner no matter how or where they have been acquired; and · drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual. | NO Change |
| Foundation Skills | | | | | Describes those language, literacy, numeracy and employment skills that are essential to performance. Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement. Where all foundation skills essential to performance in this unit are explicit in the performance criteria insert: Foundation skills essential to performance are explicit in the performance criteria of this unit of competency | New replacing the Employability Skills <u>NOTE – all foundation skills essential to performance in this unit are explicit in the performance criteria</u> <u>explicit - Stated clearly and in detail, leaving no room for confusion.</u> | |
| KNOWLEDGE EVIDENCE | | | | | <ul style="list-style-type: none"> • specifies what the individual must know in order to safely and effectively perform the work task described in the unit of competency | Replace the required Knowledge The word 'identifies' is replaced with the word 'specifies' | |

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| | | | | | <ul style="list-style-type: none"> relates directly to the performance criteria and/or range of conditions indicates the type and depth of knowledge required to meet the demands of the unit of competency. | | <p>The difference between the words</p> <p>Identify - is to establish someone of something</p> <p>Specify - to state a fact or requirement clearly and precisely.</p> <p>The Knowledge Evidence is in relation to work performance – technical, procedure as opposed to theory research use at higher level education.</p> |
| PERFORMANCE EVIDENCE | | | | | <ul style="list-style-type: none"> specifies the required product and process evidence specifies the frequency and/or volume of product/process evidence specifies the relationship between the product and process evidence and the performance criteria | | <p>Replaces required skills and describes the application of the knowledge to situations where understanding is converted into a workplace outcome.</p> <p>The difference between the two terms is that the new terms specifies Evidence (what, who, when, where) as opposed to how to apply (perform) the skills and knowledge. (this is specified in the unit of competencies elements and performance criteria.) The new terminology explicit in the Standards for Training Packages templates, explicitly and clearly defines each section of the unit of competency and the assessment requirements to remove uncertainty that was evident in previous documents.</p> <p>The Performance Evidence is what the candidate needs to provide as evidence of completing the tasks specified in the Elements and Performance Criteria for the assessor to make judgement of their ability to perform to the standard required in the workplace.</p> |

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| <p>Performance Criteria</p> | | <p>Performance criteria must:</p> <ul style="list-style-type: none"> ♣ clearly relate to the element ♣ specify the required performance in relevant tasks, roles and skills ♣ be expressed as a standard ♣ reflect the applied knowledge that enables competent performance | | | <p>Performance criteria describe the performance needed to demonstrate achievement of the element.</p> <p>1.1 Performance criteria clearly relate to the element.</p> <p>1.2 They are expressed as a standard.</p> <p>1.3 They specify the required performance in relevant tasks, roles, and skills.</p> <p>1.4 They reflect the applied knowledge that enables competent performance</p> | | <p>No change</p> <p>The performance and knowledge evidence makes these 'criteria's' explicit</p> |
| <p>Principles of assessment</p> | <p>To ensure quality outcomes, assessment should be fair, flexible, valid, and reliable. See also: Fairness, Flexibility, Reliability and Validity.</p> | <p>All assessments carried out by RTOs are required to demonstrate compliance with the principles of assessment: - validity - reliability - flexibility - fairness - sufficiency These principles must be addressed in the:</p> <ul style="list-style-type: none"> • design, establishment and management of the assessment system for this Training Package • development of assessment tools, and • the conduct of assessment | <p>Are required to ensure quality outcomes. Assessments should be fair, flexible, valid and reliable</p> | | | <p>Principles of Assessment – table 1.8-1</p> | <p>There is no explain any more on purpose of the principles of assessment. Only a table defining the each principle.</p> |
| <p>Reasonable adjustment</p> | <p>Adjustments that can be made to the way in which evidence of candidate performance can be collected. Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making competent/not yet competent decisions (and/or awarding grades) should not be altered in any way. That is, the standards expected should be the same irrespective of the group and/or individual being assessed; otherwise comparability of standards will be compromised.</p> | <p>An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student's disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment. An education provider is also</p> | <p>means adjustments that can be made to the way in which evidence of candidate performance can be collected. Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making competent/not yet competent decisions (and/or awarding grades) should not be altered in any way. That is, the standards expected should be the same irrespective of the group and/or individual being assessed; otherwise comparability of standards will be compromised.</p> | <p>No Definition</p> | <p>No Definition</p> | <p>No Definition</p> | <p>There is no definition on what reasonable adjustment is, only implied that it relate to the previous use for those with disabilities, Under the <i>Disability Standards for Education 2005</i>,</p> |

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| | | entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship. | | | | | |
| Reliability | One of the principles of assessment. There are five types of reliability: internal consistency; parallel forms; split-half; inter-rater; and, intra rater. In general, reliability is an estimate of how accurate or precise the task is as a measurement instrument. Reliability is concerned with how much error is included in the evidence. | Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results in consistent assessment outcomes. Reliability requires the assessor to have the required competencies in assessment and relevant vocational competencies (or to assess in conjunction with someone who has the vocational competencies). It can only be achieved when assessors share a common interpretation of the assessment requirements of the unit(s) being assessed | There are five types of reliability: internal consistency; parallel forms; split-half; inter-rater; and, intra-rater. In general, reliability is an estimate of how accurate or precise the task is as a measurement instrument. Reliability is concerned with how much error is included in the evidence. | | | Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment. | This relates to evidence presented. What does it look like, Samples answers to question that are explicit, (as it would be present in the workplace) is derived from legislation, standards, policies, procedures, technical data and specification as opposed to 'essays' (authors own argument). Product and or process is produced in frameworks, templates, that inform current industry practice and the specified elements and performance criteria, specifying the standard of performance required in the workplace |
| Required Skills and Knowledge | | Developers need to describe the essential skills and knowledge required for competent performance <ul style="list-style-type: none"> • Knowledge: identifies what a person needs to know to perform the work in an informed and effective manner. • Skills: describes the application of the knowledge to situations where understanding is | | | | | Replaced by performance and knowledge evidence. This has remove the ambiguity of their application. |

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| | | <p>converted into a workplace outcome.</p> <ul style="list-style-type: none"> While knowledge must be expressed, units of competency, their elements or performance criteria should not be entirely knowledge based unless a clear and assessable workplace outcome is described. <p>Knowledge in units of competency:</p> <ul style="list-style-type: none"> should be in context; should only be included if it refers to knowledge actually applied at work; could be referred to in the performance criteria and the range statement | | | | | |
| Rules of evidence | These are closely related to the principles of assessment and provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic and current. | | are closely related to the principles of assessment and provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic and current | | | Rules of Evidence: table 1.8-2 | No definition of the purpose of the Rules of Evidence only now defines the 4 rules. |
| Sufficiency | One of the rules of evidence. Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence | covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills | Sufficiency: Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence | | | The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency. | The new definition is compacted however is missing what it is measured against. It is assumed the Assessment requirements and unit of competency. |

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| | requirements of each unit of competency provide advice on sufficiency. | | requirements of each unit of competency provide advice on sufficiency. | | | | |
| Training and assessment strategy | <p>A framework that guides the learning requirements and the teaching, training and assessment arrangements of a vocational education and training qualification. It is the document that outlines the macro-level requirements of the learning and assessment process, usually at the qualification level.</p> | <p>A 'roadmap' for the delivery and assessment of a qualification (or unit of competency) or accredited course (or unit/module). The strategy, which could be one consolidated document or a range of documents, shows how the requirements of the Training Package or the accredited course are addressed, and should include where relevant:</p> <ul style="list-style-type: none"> • Qualification packaging requirements • Co-requisites and pre-requisites • Entry requirements • Required trainer and assessor competencies • Assessment evidence requirements. <p>The strategy describes the training program and should include:</p> <ul style="list-style-type: none"> • The mode of delivery to be used by the RTO (for example, online, classroom, on-the-job, mixed mode) • The learning approaches or styles that will be used to suit the identified needs of learners • How the needs of groups or individual learners will be met (for example, reasonable adjustment in assessment) • How Recognition of Prior Learning (RPL) will be provided to participants • Advice to assessors about how assessment will be conducted. <p>The training and assessment strategies should accurately describe the assessment methods that relate to the tools used. A strategy should also indicate the</p> | <p>means a framework that guides the learning requirements and the teaching, training and assessment arrangements of a VET qualification. It is the document that outlines the macro-level requirements of the learning and assessment process</p> | | | <p>are the approach of, and method adopted by, an RTO with respect to training and assessment designed to enable learners to meet the requirements of the training package or accredited course</p> | <p>This term is so condense now that is concise. 'training and assessment designed to enable learners to meet the requirements of the training package'</p> <p>It does not expand on what is required in the strategy, as this is defined in the unit TAEDS501 Design and Develop Learning Strategies meeting industry needs.</p> <p>I will point out that the training and assessment strategy is previously defined '. It is the document that outlines the macro-level requirements of the learning and assessment processes.'</p> <p>It is assumed that this is still the same practice.</p> |

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| | | characteristics specific to workplaces, or to candidates, that need to be accommodated in assessment | | | | | |
| Training Package | A nationally endorsed, integrated set of competency standards, assessment guidelines and AQF qualifications for a specific industry, industry sector or enterprise. | Training Packages specify the skills and knowledge required to perform effectively in the workplace. They do not prescribe how an individual should be trained. Trainers and supervisors develop learning strategies - the 'how' - to support an individual learners' needs, abilities and circumstances. | means a nationally endorsed, integrated set of competency standards, assessment requirements, Australian Qualifications Framework qualifications, and credit arrangements for a specific industry, industry sector or enterprise. | is a nationally endorsed, integrated set of competency standards, assessment requirements, Australian Qualifications Framework qualifications, and credit arrangements for a specific industry, industry sector or enterprise | Standard 1: Training Packages consist of the following: 1. NSSC endorsed components: <ul style="list-style-type: none"> units of competency; assessment requirements (associated with each unit of competency); qualifications; and credit arrangements. 2. One or more quality assured companion volumes. The purpose of the Standards for Training Packages is to ensure Training Packages are of high quality and meet the workforce development needs of industry, enterprises and individuals. The Standards for Training Packages apply to the design and development of Training Packages for endorsement consideration by the National Skills Standards Council (NSSC). | means the components of a training package endorsed by the Industry and Skills Council or its delegate in accordance with the Standards for Training Packages. The endorsed components of the Training package are: unit of competency; assessment requirements (associated with each unit of competency); qualifications; and credit arrangements. The endorsed components form part of the requirements that an RTO must meet under these standards. A training package also consists of a non-endorsed, quality assured companion volume/s which contain industry advice to RTOs on different aspects of implementation | The insertion of 'in accordance with the Standards for Training Packages' and 'The endorsed components form part of the requirements that an RTO must meet under these standards' Specifies that RTO's must comply with the standards for Training packages and the endorsed components of the training package, specifically the Unit of competency and the Assessment requirements |
| Units of competency | Specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace. | the specifications of knowledge and skill, and the application of that knowledge and skill to the standard of performance required in the workplace. Units of competency cover a range of functions, relevant to the workplace and appropriate to either an enterprise, industry or cross-industry application. | means the specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace. | means the specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace | means the specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance | means the <u>specification of the standards of performance required in the workplace</u> as defined in a training package. | Due to the separation of the unit of competency and the assessment requirements the new definition clearly defines that the unit of competency <u>specification of the standards of performance required in the workplace</u> . Industry have informed these standards of performance to ensure candidates will be able to apply (demonstrate) their skills and knowledge to the required level (Qualification) |
| Validity – Principles of assessment | One of the rules of evidence and one of the principles of assessment. There are five major types of validity: face, | Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires | There are five major types of validity: face, content, criterion (i.e. predictive and concurrent), construct and | | | Any assessment decision of the RTO is justified, based on the evidence of | The Previous definitions where ambiguous. The new Definition is concise and clearly defined. |

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| | <p>content, criterion (i.e. predictive and concurrent), construct and consequential. In general, validity is concerned with the appropriateness of the inferences, use and consequences that result from the assessment. In simple terms, it is concerned with the extent to which an assessment decision about a candidate (e.g. competent/not yet competent, a grade and/or a mark), based on the evidence of performance by the candidate, is justified. It requires determining conditions that weaken the truthfulness of the decision, exploring alternative explanations for good or poor performance, and feeding them back into the assessment process to reduce errors when making inferences about competence. Unlike reliability, validity is not simply a property of the assessment tool. As such, an assessment tool designed for a particular purpose and target group may not necessarily lead to valid interpretations of performance and assessment decisions if the tool was used for a different purpose and/or target group.</p> | <p>that: (a) assessment against the units of competency must cover the broad range of skills and knowledge that are essential to competent performance (b) assessment of knowledge and skills must be integrated with their practical application (c) judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods). The specific evidence requirements of each unit of competency provide advice on sufficiency</p> | <p>consequential. In general, validity is concerned with the appropriateness of the inferences, use and consequences that result from the assessment. In simple terms, it is concerned with the extent to which an assessment decision about a candidate (e.g. competent/not yet competent, a grade and/or a mark), based on the evidence of performance by the candidate, is justified. It requires determining conditions that weaken the truthfulness of the decision, exploring alternative explanations for good or poor performance, and feeding them back into the assessment process to reduce errors when making inferences about competence. Unlike reliability, validity is not simply a property of the assessment tool. As such, an assessment tool designed for a particular purpose and target group may not necessarily lead to valid interpretations of performance and assessment decisions if the tool was used for a different purpose and/or target group</p> | | | <p>performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> · assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance; · assessment of knowledge and skills is integrated with their practical application; · assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and · judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements. | <ol style="list-style-type: none"> 1. Decision of competence is justified against unit of competency and assessment requirements 2. Broad range of skills and knowledge - measured against broad performance defined in the unit of competency 3. Use of both skills and knowledge when performing practical Tasks 4. Transferable application of performance during assessment – not diminishing the broad application of skills and knowledge to ensure that performance of the expansive tasks are repeatable in similar work environments. |
| <p>Validity – Rules of Evidence</p> | | <p>Valid evidence must relate directly to the requirements of the unit of competency. In ensuring evidence is valid, assessors must ensure that the evidence collected supports demonstration of the outcomes and performance requirements of the unit of competency together with the knowledge and skills necessary for competent performance. Valid evidence must</p> | <p>Validity: see <i>Principles of assessment</i>.</p> | | | <p>The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.</p> | <p>The Previous definitions where ambiguous. The new Definition is concise and clearly defined.</p> <ol style="list-style-type: none"> 1. Assessor is Assured of competence of candidate 2. The competence is measured against the Skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements. |

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| | | encapsulate the breadth and depth of the unit of competency, which will necessitate using a number of different assessment methods | | | | | |
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