

Australian Skills Quality Authority

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Community Colleges Australia
Conference

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Australian Government
Australian Skills Quality Authority

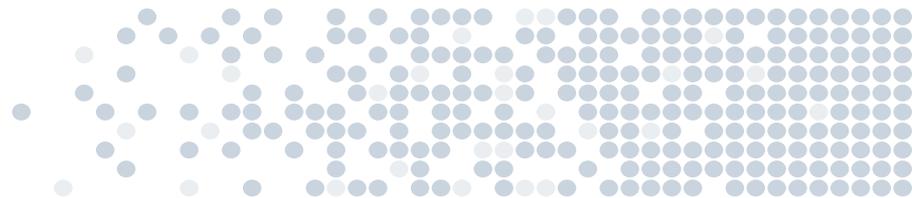
The Australian Skills Quality Authority (ASQA)

- established on 1 July 2011 by *the National Vocational Education and Training Regulator Act 2011*
- ASQA regulates training courses and providers to ensure nationally approved quality standards are met
- ASQA regulates course owners, approximately 4100 registered training providers (RTOs) and approximately 600 providers registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) across Australia and has a presence in each state and territory
- ASQA regulates approx 4000 of the over 4800 training providers across Australia

The Australian Skills Quality Authority (ASQA)

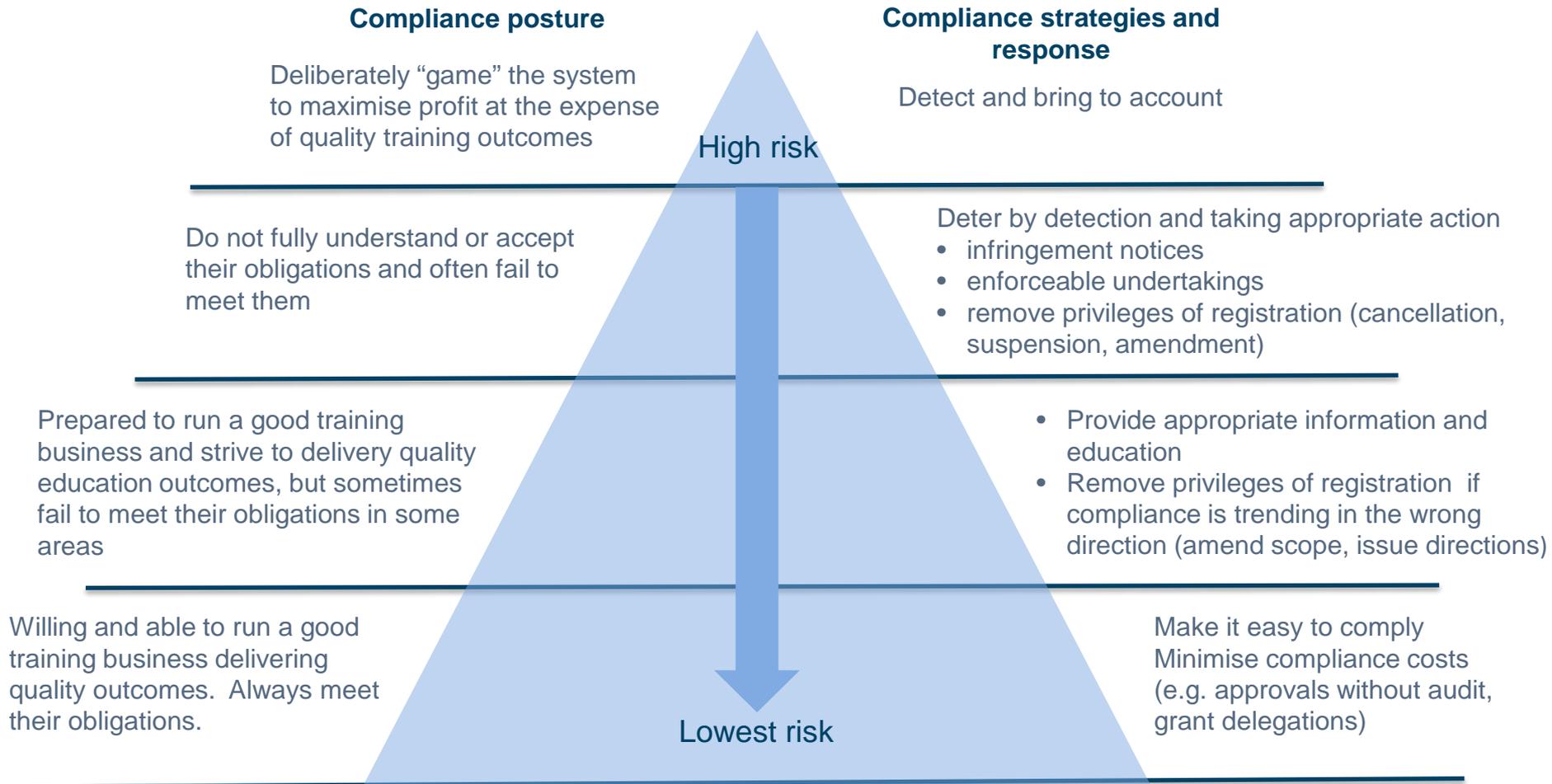
Our mission

- Effective regulation by ASQA contributes to students, employers, industry, government and the community having full confidence in the quality of training and assessment delivered by Australia's vocational education and training and English language providers.



The big picture

ASQA's model of cooperative compliance



The regulatory model

Key features

- robust framework of legislation and standards
- balanced and responsive to risk
- risk focused
- industry engagement
- rigorous audit methodology
- enforcement
- fairness and transparency
- promotion of informed choice by consumers
- accountability
- national regulation

The Australian Skills Quality Authority (ASQA)

Address emerging quality concerns

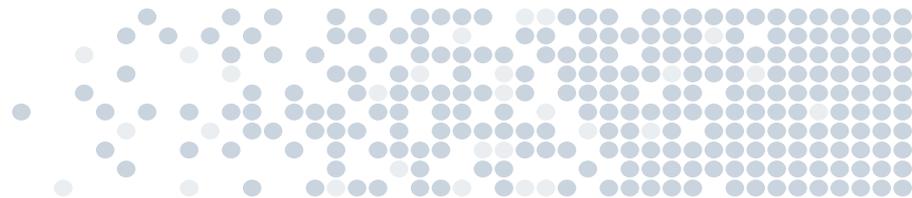
Three Strategic Industry Reviews completed July 2013 including:

- the entry-level occupational health and safety training required to work on construction sites in Australia, commonly known as the 'White Card'
- the aged and community care sector
- inappropriate advertising practices and marketing by RTOs



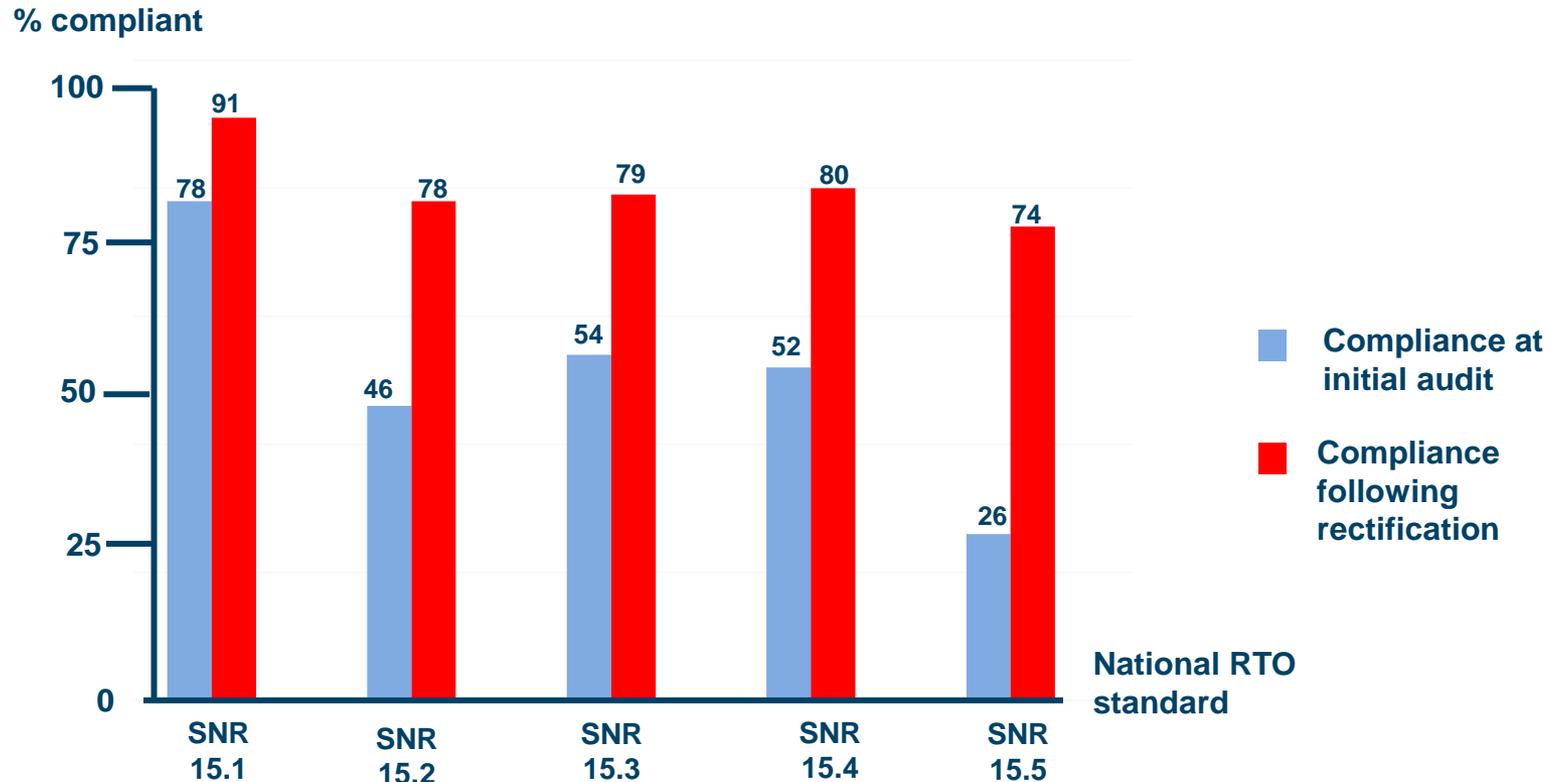
ASQA's audit approach

- systematic
- rigorous
- evidence based
- fair, open and transparent
- **focus on compliance against relevant standards**



Compliance with Standard 15 – Quality training and assessment

Audits of existing RTOs 1 July 2012 – 30 June 2013



SNR 15.1 Continuous improvement of training and assessment

SNR 15.2 Training meets requirements of Training Package

SNR 15.3 Required staff, facilities, equipment and materials

SNR 15.4 Qualified and competent trainers and assessors

SNR 15.5 Assessment done properly

Assessment issues in VET

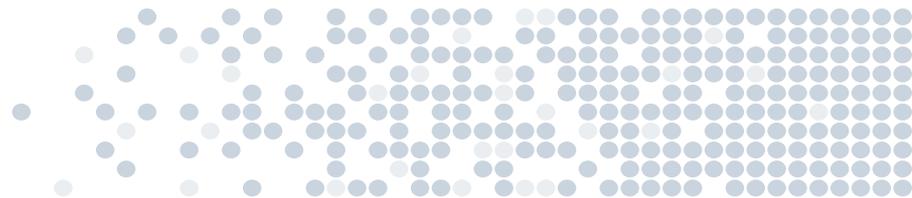
Research findings: NCVET 2013 (Halliday-Wynes & Misko)

- trainers and assessors lack the skills and expertise to conduct valid assessments
- RTOs not providing repeated practice needed to demonstrate competence
- lack of work placements
- inadequate rigour in assessment process
- unclear role for industry/employers
- lack of systematic validation and moderation

Quality assessment

Among other things assessment must:

- meet the requirements of the relevant training package or accredited course
- be conducted in accordance with the principles of assessment (fair, flexible, valid, reliable) and the rules of evidence (validity, sufficiency, authenticity, currency), and
- meet workplace and where relevant, regulatory requirements



Definition of assessment

Assessment as defined in the Standards

- the process of collecting evidence and making judgements on whether competency has been achieved
- to confirm that an individual can perform to the standard expected in the workplace
- as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of a VET accredited course

Requirements for assessment tools

Definition of 'Assessment tool' from ASQA's General direction: *Retention requirements for completed student assessment items*

Assessment tools include the following components:

- the **context** and **conditions** of assessment
- the **tasks** to be administered to the student
- an **outline of the evidence to be gathered** from the candidate and **evidence criteria** used to judge the quality of performance (ie the assessment decision-making rules)

This term also takes in the **administration, recording and reporting requirements**, and may address a cluster of competencies as applicable for holistic assessment.

Principles of assessment

Four principles of assessment: (Standard 15.5)

Validity - the evidence must prove that the individual has the required skills and knowledge as specified in the relevant unit of competency

Reliability - other assessors would make the same decision on the evidence

Fairness - consider the individual candidate's needs and characteristics. Fully inform the candidate about the assessment process

Flexibility - assessments draw on a range of methods appropriate to the context, the competency and the candidate's situation

Rules of evidence

Four rules of evidence: (Standard 15.5)

Validity

- the evidence **must cover all the requirements in the unit of competency** (elements, performance criteria, dimensions of competency, musts, critical evidence, essential skills and knowledge)

Sufficiency

- there must be **enough appropriate evidence** to make a decision about competency. Requires **evidence over a period of time** and in **different situations**. (Could use a combination of different assessment methods to make sure sufficient.)

Rules of evidence continued

Authenticity

- is the evidence the **candidate's own work**?

Currency

- the age of the evidence is relevant here. Is it from the recent past?

More information about ASQA's audit process

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