Training & Education (TAE) Training Package

Applying for TAE training products

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Australian Government
Australian Skills Quality Authority

About today's session

- Attendees will be able to ask questions throughout the session and we will answer as many questions as time allows at the end of today's session.

- We cannot answer questions about a particular RTO's compliance or application status.

- We may not have time to answer all questions today, but we will summarise any relevant questions and publish responses in the coming weeks.
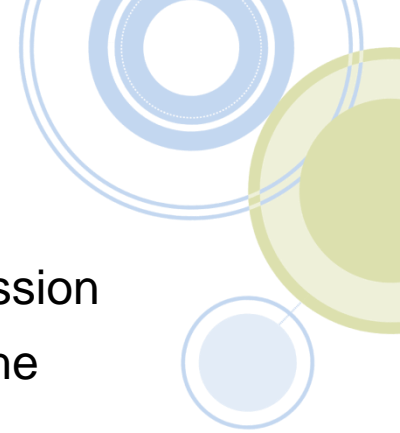
Introduction

Part 1—Overview

- Background

- Evidence requirements

- Application assessment process

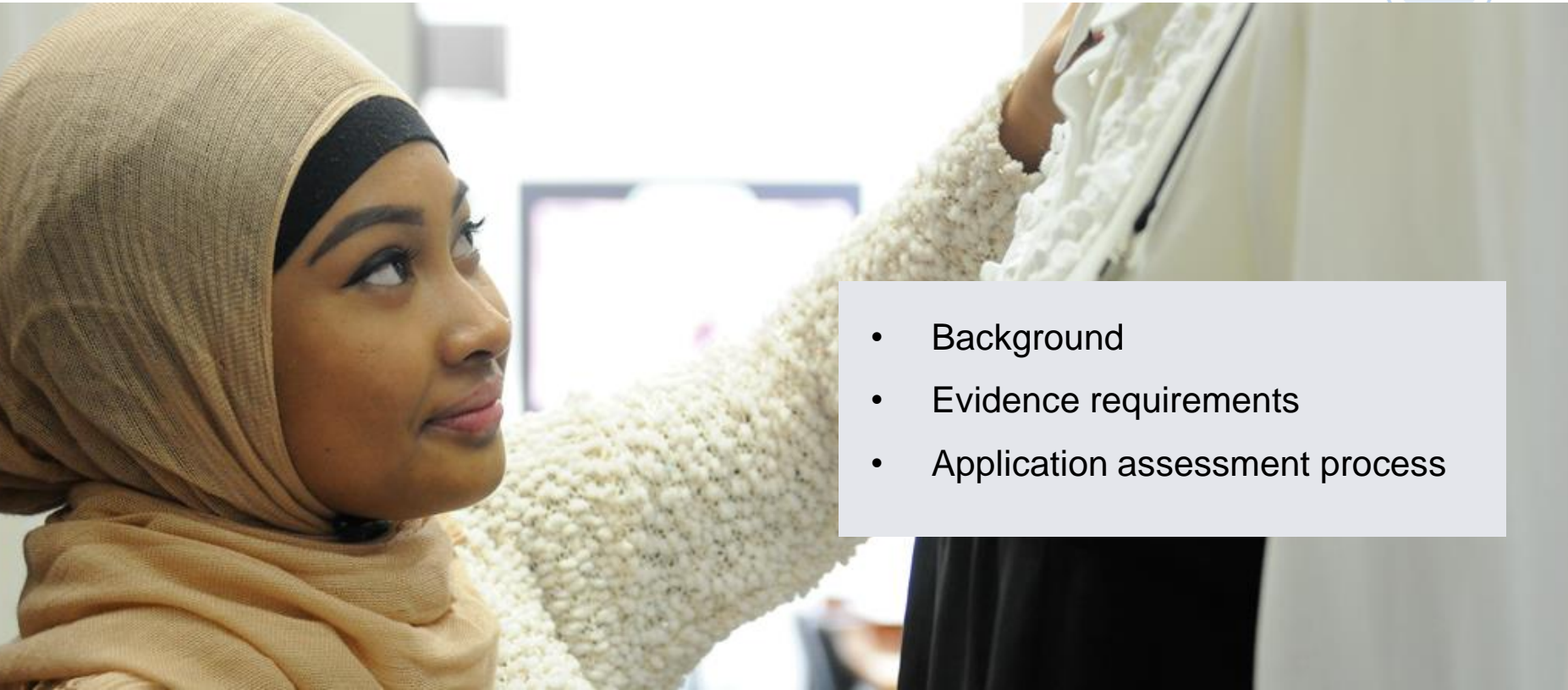**Part 2—Common issues identified in TAE applications**

- Strategies for training and assessment

- Amount of training

- Resources

- Assessment

- Trainers and assessors

- Validation

Part 3—Submitting a quality application

Q & A

Part 1

Overview

- Background
- Evidence requirements
- Application assessment process

Overview

Background

- Importance of vocational education and training

  - Economic prosperity

  - Skilled workforce that meets industry needs

  - Innovation and economic growth

- Rationale for increased evidence requirements:

  - Program delivery in short timeframes

  - Assessment issues are sector wide

  - Trainer and assessor capability to conduct assessment

Overview

TAE Training Package

- The transition period for TAE training products ends on **5 October 2017**

- ASQA undertakes close/detailed review of every application for a TAE product

- ASQA is ensuring only quality providers can deliver and assess these training products

> RTOs wanting to deliver TAE training products after 5 October 2017 are advised to submit applications ASAP

Overview

TAE applications—additional evidence requirements

1. Details of all AQF qualifications/statements of attainment issued in the previous six months
2. Evidence relating to the training and assessment strategies for each TAE product
3. Learning resources, assessment material and tools
4. Evidence of training and assessor skill/knowledge capability
5. Outcomes from independent external validation

Overview

TAE applications - additional evidence requirements

6. Additional evidence for RTOs that have the relevant superseded training product on scope
7. Additional evidence for RTOs seeking to deliver training and assessment qualifications for the first time

Note that the 'additional evidence' required is evidence of **practices and systems** that all RTOs should already have in place

Details of the evidence requirements are available at www.asqa.gov.au

Overview

How ASQA reviews your TAE application

1. Application completeness check (ensuring all evidence requirements are met)

2. Initial review of the application and provider's profile

3. Request for completed student assessment records

4. Evidence assessed for compliance against the standards

5. The audit report is prepared

6. The provider is notified of any con-compliance

Overview

How ASQA reviews your TAE application

7. An opportunity to provide further evidence of compliance

8. Assessment of additional evidence

9. Final audit findings are moderated and the report progresses through a quality assurance process

10. The application is referred to delegate for a decision based on the audit outcome and findings

11. The RTO is advised of the final outcome

Part 2

Common issues identified in TAE applications

- Strategies for training and assessment
- Amount of training
- Resources
- Assessment
- Trainers and assessors
- Validation

Common issues

Strategies for training and assessment

- Insufficient/inaccurate information provided

- Learner cohort not clearly defined

- 'One-size-fits-all' approach

- Resources not defined

  - o Assessment resources

  - o Learning resources

  - o Trainer/assessors

- Amount of training unclear

Common issues

Amount of training

- Lack of understanding of:
    - amount of training
    - volume of learning
    - nominal hours
    - duration
- Amount of training not clearly defined
- Amount of training does not reflect the needs of the learner cohort
- Amount of training reliant on learner self-directed hours

Common issues

Resources

- Learning resources

- Assessment resources

- Trainer/assessors

Common issues

Assessment

1. Practical application of skills and knowledge

2. Lack of assessment criteria

3. Lack of clear instructions

4. Ineffective mapping

5. Issues with third party reports

Common issues

1. Practical application of skills and knowledge

What we are seeing in assessment practice:

- Limited assessment of learner skills

- Knowledge not integrated in practical assessment

- Overuse of document-driven assessment

Assessing people using their knowledge and skills in an 'on-the-job situation' is the key to competency assessment.

Common issues

1. Practical application of skills and knowledge - Example

Assessment of skills:

- Performance Criteria 4.3—*Collect and document feedback from relevant people involved in trialling*

- Foundation Skills—*Oral communication and Interact with others*

Assessment of knowledge:

- Knowledge Evidence requirements:
  - The principles of assessment and how they are applied when developing assessment tools
  - The rules of evidence and how they have been incorporated in the tools developed

Common issues

2. Lack of assessment criteria

What we are seeing in assessment practice:

- 'Tick and flick' records in assessment tools

- Direct cut-and-paste from the unit of competency requirements

- Tasks to be undertaken not defined

- Simulations and role-plays that do not have observation instruments

- Foundation skills not being assessed

Common issues

3. Lack of clear instructions

What we are seeing in assessment practice:

- The task to be performed is not described

- No context or instructions for the candidate and assessor

- Written questions are a reworded version of the unit of competency requirements

Common issues

4. Ineffective mapping

What we are seeing in assessment practice:

- Mapping elements and performance criteria only

- Ineffective mapping

- Over-mapping

Common issues

5. Issues with third-party reports

What we are seeing in assessment practice:

- Third party reports not clearly defined

- Lack of advice on who can be a third party

- Unqualified third parties conducting assessments

- Insufficient third party instructions

Common issues

Trainers and assessors

- Trainers and assessors not addressing:

    - Vocational competency requirements

    - Current industry skill requirements

    - *Standards for RTOs 2015*—trainer and assessor requirements effective 1 January 2017

Common issues

Validation

- Ineffective validation processes

- Insufficient evidence retained

- Validating large numbers of qualifications in one day

- No evidence the validation outcomes were implemented

- Validation not undertaken by an independent validator

Validation

Validation is the quality review of the assessment process.

Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET accredited courses are met.

It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.

Independent validation means, for the purposes of Clause 1.25, that the validation is carried out by a validator or validators who:

- are not employed or subcontracted by the RTO to provide training and assessment, and

- have no other involvement or interest in the operations of the RTO.

Part 3

Submitting a quality application

- Successful applications
- Getting the basics right
- Reminder: Transition ends 5 October 2017

Submitting a quality application

Successful applications

- The RTO:

    o has robust strategies for training and assessment

    o considers the amount of training for each learner cohort

    o allows the learner opportunities to practice tasks in varied contexts

    o allows for demonstration of practical skills and integration of knowledge

Submitting a quality application

Getting the basics right

- Include a list/index of documents submitted with a reference to the evidence required

- Clearly label all documents:

    o Name the document appropriately

    o Reference the **training product** it relates to

- Ensure the file name is not too long

- Make sure that you have only provided the **relevant** documents for the evidence required
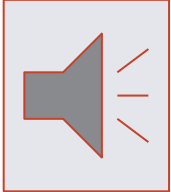
Questions?

Please note, presenters cannot answer questions about a particular RTO's compliance or application status.

We may not have time to answer all questions today.

We will summarise any relevant questions and publish responses in the coming weeks.

Thank you for attending today's webinar

- Reminder: The transition period for TAE training products ends 5 October 2017

- Providers intending to deliver products from the new TAE training package are advised to submit applications ASAP

- Refer to today's presentation when developing your application

- Please direct any questions to the Info Line on **enquiries@asqa.gov.au** / **1300 701 801**