

The Magic Unfolds (Extract)

Trainer Resource Manual 3

# The Magic Unfolds

It is all about outcomes



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The Magic Unfolds (Extract)



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## Introduction

In *15 Magic Words* you prepared for your real work in vocational training: the delivery of programs that will enable change in individuals and workplaces to promote a more productive, flexible and adaptive workforce. In *Making Magic Happen* you prepared to become a facilitator of the magic that takes place in the workplace, over a distance or the classroom.

The whole focus on standards for Registered Training Organisations is on the standards for assessments. Half of this is achieved through good instructional design.

The rest is through:

- validating products
- conducting assessments
- reviewing systems and outcomes
- implementing systems, monitoring and evaluating Continuous Quality Improvements

When we deliver the TAE40110 Certificate IV in Training and Assessment, matters concerning unpacking of training packages and conducting assessments are front and centre. The rationale for this is that if you don't know where you are going, you will probably never get there.

In terms of how we actually develop and implement delivery and assessment strategies it the events come in this order:

- instructional design
- program delivery
- assessment systems
- system and program evaluation
- continuous quality improvements

This is why this volumes looks at validation, conducting assessments and quality reviews at the end of the process.

It is true that in delivery you will probably look at Recognition of Current Competencies and Recognition of Prior Learning while conducting Training Needs Analyses and designing programs. They are part of the assessment system so they are largely included in this volume.

In designing this series of manuals, I tried to be logical in terms of the sequence of how things fit at the 'chalk face' and the 'coal face'. In reality, the whole is a bit like a smorgasbord where everything is on the table and you pick and choose between dishes to get what you want.

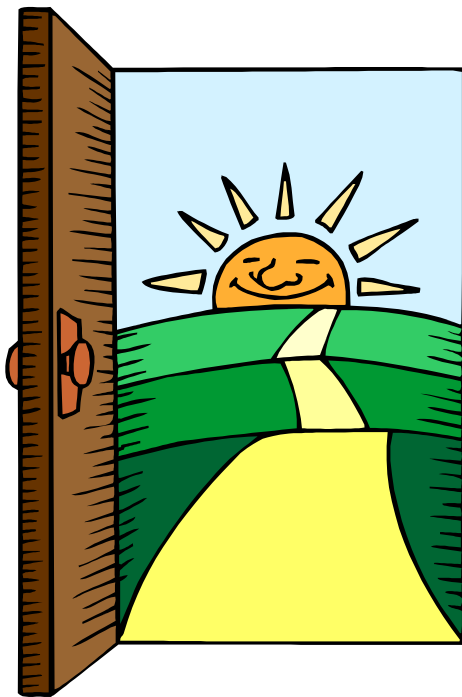
I am counting on you to be smart and use the contents pages until such time as I take pity and produce a linking matrix as a road map.

This will happen as I totally redesign my TAE40110 program around these three volumes integrated into a sequence to fit the holistic assessment model I use for the entire program.

Please be patient, I am dancing as fast as I can.

### Follow the yellow brick road to success!

You might not have a killer pair of red sparkly shoes or a feisty little dog, but you can follow our journey to develop unique and quality products that others will envy and auditors will praise!



Towards the end of the journey

Now you have set foot on the road, you will:

Adjust your pack (prepare to be flexible)

Adapt your journey if you need to

Check your progress:

Go over your plans (self-evaluation)

Check them again with others (validation)

Talk to those who walk with you (feedback)

See if there are better ways to get there (learning and monitoring as you go)

Check to see if your clients are achieving their goals too (assessment, moderation and feedback),

At your destination:

Look back over your journey (review)

Improve upon your plans for the next phase (Continuous Quality Improvement)

Show off your brag book to others (on your CV or an e-portfolio)

Reward yourself by looking for a new journey to take

The skills for your backpack:

Research

Analysis

Planning

Organising

Implementing

Monitoring

Evaluating

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### Topic Three: Critical acclaim (cont.)

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- The legal and organisational requirement for validation

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- Validation is not just an 'end process'

- Evaluation and review of the training program

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**Topic One: The nature of the beast**



## How the industry is structured

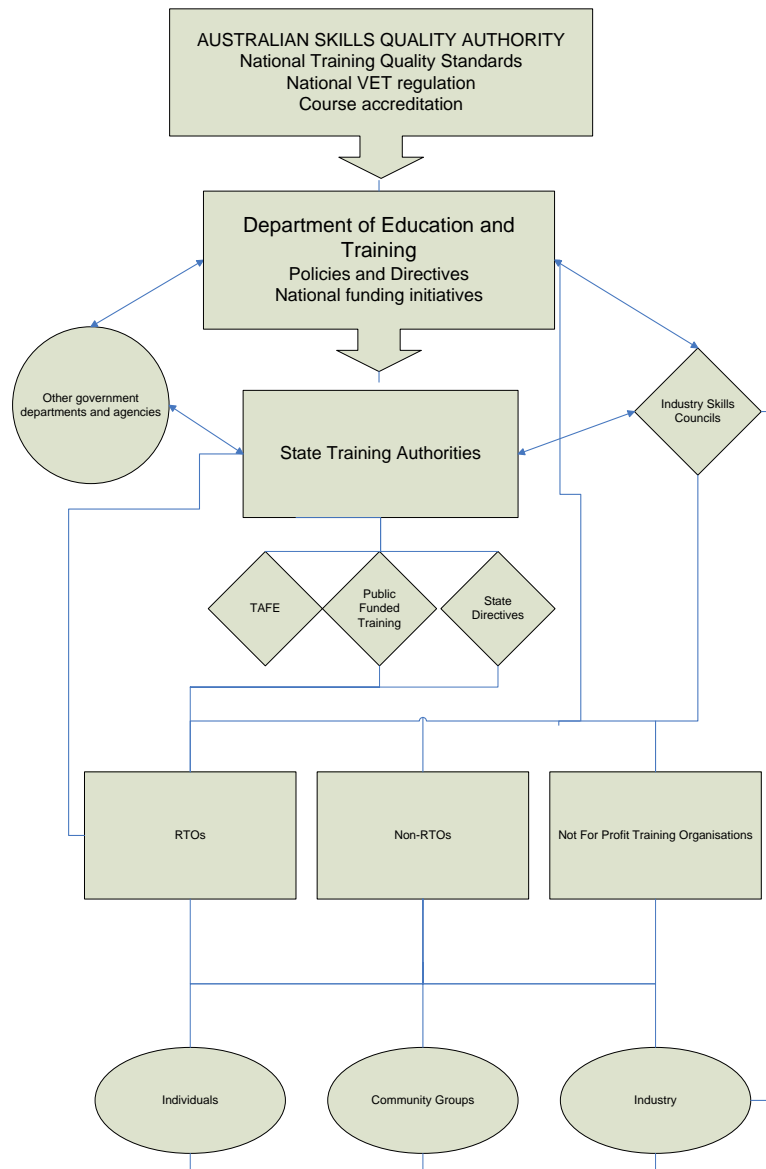
Vocational Education and Training is an ever evolving (some would say revolving) beast. Government departments and agencies change often and every new government brings in major changes in who does what and who answers to whom.

Although this topic could easily be inserted into *15 Magic Words*, I decided that it should become the introduction to the final volume so that you can verify benchmarks when you review your outcomes.

It is essential to realise that the information given here is just a snapshot of where things are at the current time and that changes may bring major policies into play that will affect how you:

- conduct and validate assessment
- maintain your professional development
- develop simple assessment and training systems
- manage continuous quality improvements (CQI)
- comply with record keeping and reporting obligations

This is a very simple relationship chart showing who is who at the present moment.



*Adapted and updated from information formerly published by DETE, QLD.*



## Accessing training information

Currency in the information that forms the basis of your craft is the foundation for everything you do. The onus is on you to continually research professional information.

Find out what professional development activities are being run in your State and Region, particularly the low cost or free workshops run by Industry Skills Councils or State Training/Registration Authorities

Get yourself on the mailing lists for Training Packages at Work to find out about reviews and research projects

Make it a habit to trawl through the key web sites on at least a weekly basis to see what is new and what you can become involved with.

Consider joining professional associations such as VETIG, VELG, AHRI and AITD to benefit from the experiences of other workplace trainers

Access as many webinars and go to as many seminars and conferences as you can afford to build national and international networks

Join LinkedIn VET leaders group

The following sites are of primary interest nationally and should be visited regularly

<a href="http://www.asqa.gov.au">www.asqa.gov.au</a>	Australian Skills Quality Authority
<a href="http://www.education.gov.au">www.education.gov.au</a>	Federal education and training department
<a href="http://www.training.gov.au">www.training.gov.au</a>	Training Packages/accredited course information/RTO information
<a href="http://www.flexiblelearning.net.au">www.flexiblelearning.net.au</a>	Flexible delivery and e-Learning source
<a href="http://www.ncver.edu.au">www.ncver.edu.au</a>	National research centre for VET issues
<a href="http://www.aqf.edu.au">www.aqf.edu.au</a>	Australian Qualifications Framework

Every industry has a Skills Council, follow the link from <https://training.gov.au/Link>

Until recently it has been the Skills Councils who have been responsible for developing and updating Training Packages. There are now proposals to open up development by tender. Interesting times lay ahead.

You should also subscribe to Skills@ Work which can be read online at:  
<http://www.industry.gov.au/skills/Publications>

or you can subscribe by emailing [skillsatwork@industry.gov.au](mailto:skillsatwork@industry.gov.au)

You will also need to make up a 'must view' list of the following:

- State or Territory training authority
- Sources of Federal and State legislation
- Workers compensation
- Work health and safety authorities
- Industry licensing authorities (if this applies to you)
- Australian and International Standards [www.saiglobal.com](http://www.saiglobal.com)

The vocational education and training (VET) Quality Framework (VQF) is aimed at achieving greater national consistency in the way providers are registered and monitored and in how standards in the vocational education and training (VET) sector are enforced.

The VET Quality Framework comprises:

- the Standards for Registered Training Organisations, 2015
- the Fit and Proper Person Requirements
- the Financial Viability Risk Assessment Requirements
- the Data Provision Requirements, and
- the Australian Qualifications Framework.

ASQA

## The role of ASQA

As the national regulator for the vocational education and training (VET) sector, the Australian Skills Quality Authority (ASQA) seeks to make sure that the sector's quality is maintained through the effective regulation of:

- vocational education and training providers
- accredited vocational education and training courses, and
- Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) providers including those delivering English Language Intensive Courses to Overseas Students (ELICOS).

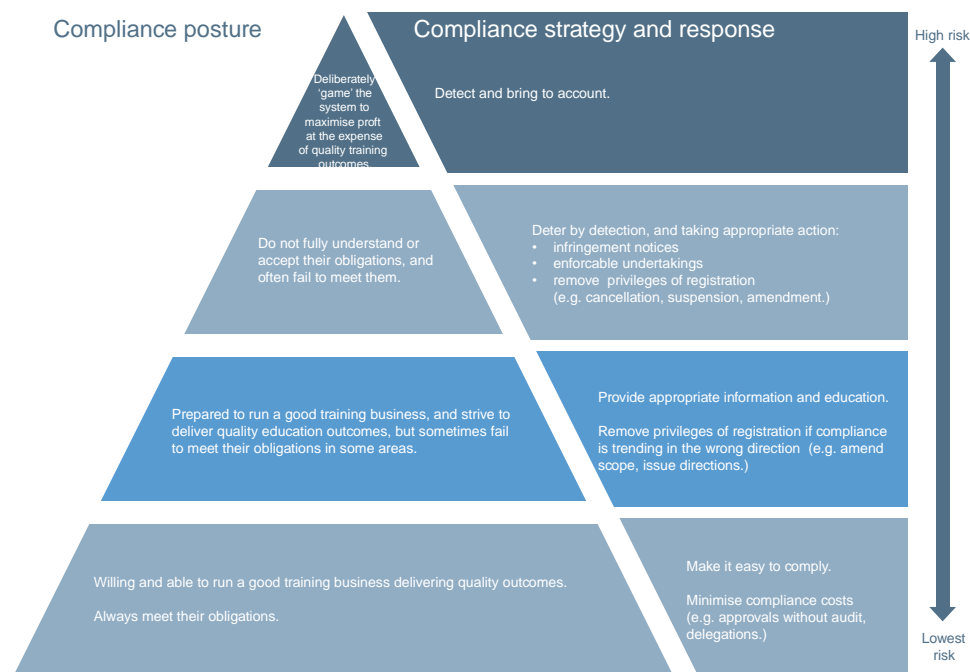
Australia is fortunate to have a world-leading vocational education and training system. This crucial sector provides training in the skills Australians need for employment, and injects billions of dollars of export income into the economy each year.

ASQA makes sure that the quality and reputation of Australia's VET system is maintained through effective national regulation.

[www.asqa.gov.au](http://www.asqa.gov.au)

How regulation is maintained:

- risk management of RTOs (and TAFEs) through the Standards for Registered Training Organisations 2015
- auditing training organisations before initial registration or re-registration
- increasingly providing information and guidelines to assist organisations to engage in quality improvements
- accrediting enterprise and industry qualifications that fall outside of the Training Package system
- acting on complaints from students, industry and providers



ASQA, Image from [www.asqa.gov.au](http://www.asqa.gov.au)

Although much of the above compliance posture is directed at organisation level, responsibilities for maintaining compliance can extend down to trainer and assessor level.

## Topic Two: Staging the big finale



At the end of the performance, the applause for achievement goes, not to you, but to your learner or assessment candidate.

You can only measure your success by their outcomes.

In order to get those outcomes, you have to set the stage and be a good stage manager.

How you measure their success:

- provide assessment pathways that are flexible, fair, valid and ultimately use reliable yardsticks
- ensure that assessment decisions are made objectively and according to the specifications in the marking guide
- provide opportunities to establish competence by varied means, such as RPL, challenge testing and formative and summative tools
- ensure that the assessment is moderated where required, and especially in areas where there is room for reasonable doubt

## The principles of vocational assessment

The concepts behind planning and writing effective assessment activities is something many people find difficult to grasp. We spend a long time on this because **“If you don’t know where you are going, you will probably never get there”**. I say this because all vocational training is outcomes based and the outcomes are measured by the assessments.

Assessment is the process of collecting **evidence** that the learner can DO something, KNOWS something or knows how to APPLY concepts. In competency based assessments this process can be summarised in the **Fifteen Magic Words**:

**“What do they have to do to prove to me that they can do it?”**

Competency-based assessment had its roots in military training where it is critical to establish that military personnel master certain tasks to the point where they can perform them in a variety of contexts, almost as ‘second nature’, much as an experienced driver can operate a car. This allows the personnel to keep their ‘heads up’ readiness to assess a situation as it is developing and provide an immediate response. Their lives depend upon it.

Think about this for a moment. You drive from home to work or from place to place and when you get there you have no memory of changing gears, operating indicators or checking your mirrors. However, you do these things almost instinctively, allowing your mind to concentrate on what is most important: assessing the traffic flow; identifying and avoiding hazards and registering journey landmarks. Your life depends upon this process.

Traditional and academic assessment may be:

- **Norm referenced** (competitive) where the results of all students in a group are compared and ranked, as with many knowledge based courses where grades are assigned to designate different levels of pass
- **Criterion referenced** (outcomes based) where the work of an individual is marked against a rubric or checklist of criteria and a pass/fail grade is assigned according to how closely the work of the student matches the criteria for assessment

In competency based assessment, as there is no such thing as 50% competent or a competitive grade judged against a Bell Curve. The judgement criteria could also be subjective. What we require is methodologies which are objective and can be repeated with reliability.

Changing the focus from “the objectives of training (content)” to “what is to be assessed” (outcomes) has created an environment where the measurement is of the individuals performance against benchmarks (standards).

Note: The word criterion is Latin. It is a singular word. The plural is *criteria*.

Competency based assessment is:

- **Work-focussed**, not knowledge focussed, and must demonstrate how knowledge is applied, not how much someone knows
- **Criterion referenced** in that it describes the outcome of training and assessment in terms of what people can do on the job and the performance level required
- **Standards-based** in that it is designed to assess the work performance against an agreed set of outcomes that are nationally endorsed, industry endorsed or enterprise endorsed
- **Evidence based** in that the learners must **prove** that they can perform the work to the set standards and that the assessor must collect indisputable and valid evidence of this
- **Participatory** in that the learners may be consulted in planning and contextualisation be actively involved in making decisions about their readiness to be assessed

### The purposes of assessment

Assessments are used for many different purposes, and the context of both learning and assessment will determine where, how and with whom an assessment event will take place.

Purpose	Application	Conducted through
Recognise current existing competence of learner(s)	Skills audit Training needs analysis Recognition of Current Competencies Diagnostic assessments	Observation of performance on the job Challenge testing Auditing against standards or outcome based checklists Assessment of workplace documents, portfolios or other secondary evidence Assessment through third party reports such as references and performance appraisals
Determine if competence has been achieved following the learning process	Formative and summative assessments	Observation of real or simulated workplace performance Production of workplace documents Written or oral questioning to confirm underpinning knowledge comprehension Workbased projects Research reports Third party reports from employers, supervisors or managers
Establish learner's progress towards achievement of competence	Formative assessments	Observation of real or simulated workplace performance Production of workplace documents Written or oral questioning to confirm underpinning knowledge comprehension Workbased projects Research reports Third party reports from employers, supervisors or managers
Determine LLN needs of learners	Diagnostic assessments Monitoring of quality of formative assessments	Self-tests based on workplace documents Diagnostic tests based on workplace documents Monitoring of work performance Third party reports from employers, supervisors or managers
Certify competence through a Statement of Attainment	Competency-based assessment against all components of a Unit of Competency	Full range of assessment types and assessment methods may be applied including: Workbased projects Practical skills assessments On-job assessments Off-job (simulated) assessments Knowledge based assessments Employability skills assessments
Establish progress towards a qualification	Academic statements of results against modules or curriculum Statements of Attainment against Units Training record books Recognition of Prior Learning Recognition of Current Competencies	Full range of assessment types and assessment methods may be applied including: Workbased projects Practical skills assessments On-job assessments Off-job (simulated) assessments Knowledge based assessments Employability skills assessments

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Purpose	Application	Conducted through
Determine training gaps of learners	Skills audit Training needs analysis Recognition of Current Competencies Diagnostic assessments	Observation of performance on the job Challenge testing Auditing against standards or outcome based checklists Assessment of workplace documents, portfolios or other secondary evidence Assessment through third party reports such as references and performance appraisals
Measure work performance	Performance appraisals Skills testing Quality assurance procedures	Performance appraisals related to current competencies and work performance levels (self-assessed and/or third party) Observation of work performance Quality assurance audits (self or by third party)
Classify employees against industrial or enterprise awards	Performance appraisals Skills audits Quality assurance procedures	Skills audits related to IR classifications and industry standards Performance appraisals related to current competencies and work performance levels (self-assessed and/or third party) Observation of work performance Quality assurance audits (self or by third party)
Assess employee for support of career plans	Performance appraisals Skills audits Quality assurance procedures	Skills audits related to IR classifications, industry standards and duty statement criteria Performance appraisals related to current competencies and work performance levels (self-assessed and/or third party) Observation of work performance Quality assurance audits (self or by third party)
Meet organisational needs for changes to work environment or processes	Skills audit Training needs analysis Recognition of Current Competencies Diagnostic assessments	Observation of performance on the job Challenge testing Auditing against standards or outcome based checklists Assessment of workplace documents, portfolios or other secondary evidence Assessment through third party reports such as references and performance appraisals
Requirements to operate specialist equipment or perform specialist skills	Operator proficiency tests Specialist knowledge testing	Software and hardware operational tests/examinations Keyboard and shorthand tests
Regulatory or legislative requirements	Building and construction 'tickets' Boiler operator/maintenance 'tickets' Wharfies 'tickets' etc. Driver's licence testing Heavy vehicle licences Specialist equipment licence testing Safety and manual handling skills	Construction site safety tests Tests against Australian or International Standards Specialist skills testing: infection control, food safety, navigation; piloting; crane and hoists etc. Licence testing: boats; vehicles; boilers etc.