




TRAINING PROVIDERS FORUM 2015

25 - 26 MAY | PERTH CONVENTION AND EXHIBITION CENTRE

Building the workforce to meet the economic and community needs of Western Australia



New standards for training packages. Interpreting assessment requirements from units of competency

Mitch Cleary

Precision Consultancy



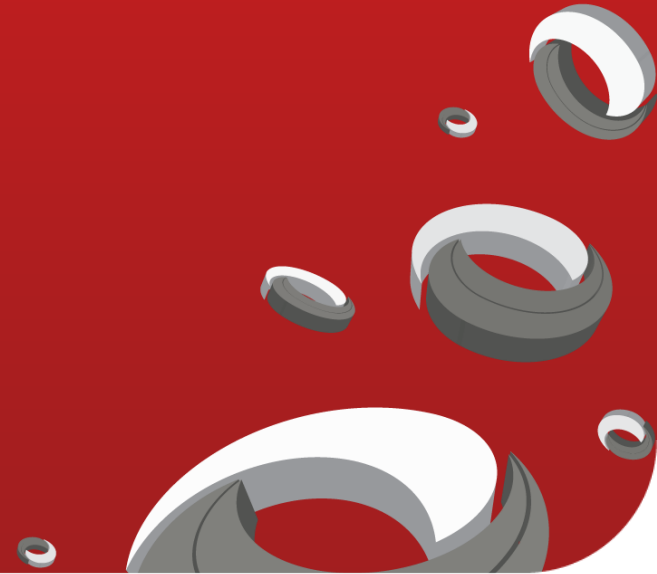
The views and resources presented in this workshop represent the views of the presenter(s) and do not in any way represent the views of VET Regulators.

For further information on the Standards or matters of VET compliance, please consult the '[Standards for Registered Training Organisations \(RTOs\) 2015](#)' or visit the VET Regulator websites;

Training Accreditation Council www.tac.wa.gov.au;
Australian Skills Quality Authority (ASQA) www.asqa.gov.au.

Interpreting Assessment Requirements

Mitch Cleary



Aim for the session

To:

- Gain an understanding of Assessment Requirements and how to interpret them
- Share experiences in interpreting assessment requirements and how to make them work in practice



What are Assessment Requirements

- Part of the Standards for Training Packages
- Training Packages include:
 - Units of competency
 - Assessment requirements (one for each UoC)
 - Qualifications
 - Credit Arrangements
 - Companion Volumes



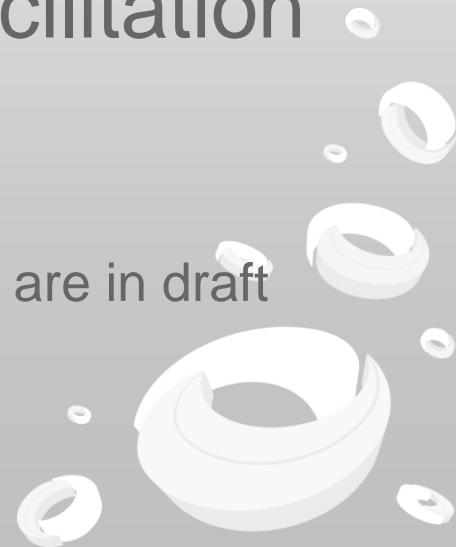
Assessment Requirements Template

TITLE <i>MANDATORY FIELD</i>	Assessment Requirements for [insert Unit of Competency Code and Title]
PERFORMANCE EVIDENCE <i>MANDATORY FIELD</i>	<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.
KNOWLEDGE EVIDENCE <i>MANDATORY FIELD</i>	<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. ■ 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.
ASSESSMENT CONDITIONS <i>MANDATORY FIELD</i>	<ul style="list-style-type: none"> ■ 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. ■ specifies assessor requirements, including any details related to qualifications, experience and industry currency.
LINKS <i>MANDATORY FIELD</i>	Link to Companion Volume Implementation Guide.

Some examples

- CHCCCS023 Support independence and wellbeing (core in Certificate III in Individual Support and Certificate IV in Ageing)
- BSBLDR403 Lead team effectiveness (core in Certificate IV in Leadership and Management)
- TAEDEL502 Provide advanced facilitation practice (core in Diploma of VET)

Note: BSBLDR403 was endorsed earlier this year, others are in draft form and may change before final endorsement



Discussion



Thank you

Contact:

Mitch Cleary

Precision Consultancy

mitch@precisionconsultancy.com.au



NEXT SESSION - Session 5

Tuesday 26th 1:00pm - 2:00pm

MR1	MR2	MR3	MR6	MR7	MR8
The revised regulatory standards	Train like a champion	PowerPointless	Taming the vocational currency beast	Creating opportunities for VETiS students in rural areas	Industry engagement
Claire Werner	Greg Mitchell	Jane Goodfellow	Jason Washington-King	Jodie Fitzsimmons	David Hicks
The Meyvn Group	Major Mitchell Productions	West Coast Institute of Training	Centre for Training Excellence	Department of Education	Engineering and Automotive Training Council (EATC)