



# TAE 'Summit' Validation Meeting

## Discussion of Future Directions for TAE40110 Assessment Tools

### Purpose

The purpose of this 'summit' validation is to obtain feedback from a range of industry stakeholders about ongoing improvement to TAE40110 Assessment tools developed by Blackwater Projects, and on the development of a new assessment tool to support TAELN401A.

### Details of validation meeting

<b>Date</b>	Thursday, 20 December 2012
<b>Location</b>	Australian Institute of Management, NSW & ACT 215 Pacific Highway North Sydney NSW 2060
<b>Attendees</b>	<ul style="list-style-type: none"> <li>• Chemène Sinson – Consultant, Blackwater Projects and TAE resource developer</li> <li>• Karen Lee – VET Administration Manager, Australian Institute of Management</li> <li>• Ann Brady – Consultant, Learning Lines</li> <li>• Su Montgomery-Bowing – VET Manager, Kiama Community College</li> <li>• Andrew Schofield – Principal, ANDSAM Training (independent audit consultant)</li> </ul>
<b>Apologies</b>	<ul style="list-style-type: none"> <li>• Arian Ploeg – RTO Manager, Community Child Care Co-Operative</li> <li>• Marina Chadiloff – Director, Wholistic Learning</li> </ul>
<b>Format</b>	Strategy meeting to discuss recent and future trends in TAE40110, and to identify strategies to ensure that assessment tools remain compliant and meet industry demands

### Validator agreement

Validators agree:

- that all confidential information shared in the meeting remains confidential and is not passed on to others without consent
- to share open, honest and respectful opinions throughout the meeting
- to ensure that everyone has equal opportunity to contribute.

Validator Name	Signature	Date signed
Chemène Sinson		20/12/12
Karen Lee		20.12.12
Ann Brady		20.12.12
Su Bowling		20/12/12
Andrew Schofield		20/12/2012.

## Key outcomes of meeting

Chemène to complete the following by 31 January 2013:	
<b>Strategy for ongoing development and validation</b> of the Blackwater Projects TAE assessment tools	<ol style="list-style-type: none"> <li>1. Develop a revised template for the TAE40110 training and assessment pathway assessment tools—this template will aim to reflect some of the recommendations arising from this meeting, and to address ongoing attempts to make the assessments as user-friendly as possible.</li> <li>2. Seek advice from an independent audit consultant on specific revisions that were not discussed at this meeting. These items highlighted using <b>blue font</b>.</li> <li>3. Develop drafts of revised TAE40110 assessment tools as per outcomes of this meeting (see below) and advice from the independent auditor</li> <li>4. (time permitting) Facilitate a validation of the new drafted assessment tools</li> <li>5. Make final modifications as needed and release for use by RTO clients.</li> </ol>
<b>Key changes to all assessment tools (general)</b>	<ul style="list-style-type: none"> <li>• Review the purpose and structure of the Program Information document and decide whether or not to continue including it in the suite of Blackwater Projects TAE resources. If continued, ensure it contains clear and practical information for TAE program participants (e.g. What they need to do and by when)</li> <li>• Delete third party reference evidence</li> <li>• Review all assessment tools to ensure they meet the requirements for AQF Cert IV level qualification</li> <li>• Update Instructions for Use and Marking Guide document to reflect all changes made to assessment tools.</li> </ul>
<b>Assessment tool for DEL units</b>	<ul style="list-style-type: none"> <li>• Replace third party observations in Projects 2 &amp; 3 with requirement to submit video evidence</li> <li>• Create competency map for all observation checklists in this module and add this map to the competency matrix for this assessment tool.</li> </ul>
<b>RPL Assessment Kits</b>	<ul style="list-style-type: none"> <li>• Keep RPL kit for people without TAA essential as-is (review and update as required)</li> <li>• Change the strategy for the RPL kit for people wanting to update from TAA-TAE to:             <ul style="list-style-type: none"> <li>– Professional history (keep as is)</li> <li>– Current knowledge (keep as is)</li> <li>– Current practice (revise current version to show that all candidates must provide this evidence, and revise template to reflect the draft presented at this meeting).</li> </ul> </li> </ul>
Chemène to complete the following asap, after 31 January 2013	
<b>TAELLN401A</b>	Design and develop training and assessment materials for this unit as a stand-alone program: <ul style="list-style-type: none"> <li>• Duration: two days (may be consecutive)</li> <li>• Formative assessment to occur during training</li> <li>• Summative assessment may begin during training time (TBC) but will occur after the conclusion of training.</li> </ul>

## Detailed record of items discussed

This section lists all items that were originally listed for discussion and contains a detailed record of what was discussed and the outcomes of each discussion item.

Items for discussion were listed by category, in order of priority within each category. There wasn't time to discuss all items.

### All training and assessment pathway tools

**Recommendation: Delete third party reference from all assessment tools and replace with either nothing, or a third party authentication / declaration (behind assessment cover sheet)**

*This recommendation is based on auditing trends and personal dislike of the 3<sup>rd</sup> party reference.*

Discussion:

- Issue is authenticity. This is important.
- From Third Party Reference, definitely remove comments about the performance of the candidate. In their role, do they carry out instruction of small groups, etc? Questionnaires of this type should focus on, "DO they do it", not "HOW WELL do they do it?" Must spoon feed referees a bit.

Outcomes:

- Add to assessment booklet template, name of a credible referee with contact details and info relationship with candidate. To be contacted only if assessor has issue.
- Delete third party report from Training and Assessment pathway tools, but perhaps add info re third party questionnaire to RPL kit.
- Add third party declaration / authentication to assessment booklet template. [Chemène to seek feedback from an independent auditor about whether or not this is needed, or 'over-kill'](#)

### Are RTOs willing to potentially increase the number of training delivery days?

Discussion:

- When delivery of TAELN401A introduced, the number of delivery days will need to increase by about two days.
- The current combination of core and elective units can be delivered in 10 non-consecutive days, with time and support between training days to complete assessments, but this 'generic' strategy is not suitable for all RTO clients. Chemène shared experiences where she has modified (added to) the training delivery days to address client needs; attendees shared similar stories; agreed that each RTO must decide the best number of training days for their clients.

Outcomes:

- In the 'standard' Blackwater Projects versions of the materials, keep training days as they are right now (10 days separated by distance-based coaching and assessment as needed). Leave it to different RTOs to expand to suit their own clients.
- Plan to add 2 days of delivery time to incorporate the TAELN401A unit when introduced.
- Introduce TAELN401A as soon as possible.
- When TAELN401A is introduced, remove the elective unit: TAEASS301B Contribute to assessment.

**All training and assessment pathway tools**

**Consider assessing the AQF level 3 unit separately.**

*Response to feedback from client: "It can be done but auditors tend to look closely at mixing AQF levels so I personally think while it is annoying to avoid it."*

Outcome: It isn't necessary to separate assessment of the AQF level 3 units. No changes to be made in this regard. This is based on feedback from attendee (auditor).

**Needs evidence of learner materials that are consistent with the knowledge and skill standards set in the content of the core units of the qualification being delivered**

*Auditor comment*

Discussion and outcome:

- This was only discussed very briefly.
- General consensus: comment is too vague to be able to guide specific changes/improvements. Not clear what learner materials the auditor referred to.
- [Chemène to seek feedback from an independent auditor.](#)

**Check Program Information Guide – suggestions for modifications, additions, deletions?**

*Auditor comment: Program Information Guide contains insufficient training and assessment information, which could mislead the candidate (15.5)*

Discussion:

- It's really the RTO's job to provide a *Program Information* type of document that contains specific information about each delivery of TAE.
- If Chemène intends to continue offering a document such as this, it should be modified with more fill-in-the-blank prompts that make it more explicit that the RTO must modify this document to reflect their own training practices.
- According to the AQF Guidelines, this program should be delivered over a period of time, so *Program Information* should reflect this.

Outcomes:

- Chemène to consider whether or not to continue offering the Program Information template.
- If she does, she will include space for the RTO to note more clear information about: "What must I do when?" What's my f2f commitment? What must I organise?
- If possible, [Chemène to have external auditor review this document](#) once the revised version is drafted.

**It would be good to have access to a collection of templates**

*Feedback from one client*

Not discussed. Chemène to review after other items arising from this meeting are completed.

**Simplified assessment templates?**

*Based on feedback from some clients (informal).*

Not discussed. Chemène to review after other items arising from this meeting are completed.

## Delivering Training Assessment

### Remove third party observer from Projects 2 & 3 – what to replace with?

*Auditing trends: Third party evidence raises a 'red flag' for auditors.*

This issue was extensively discussed:

- Chemène shared auditing trends that third party reports were being heavily critiqued by ASQA auditors. Audit results as experienced by Chemène to date are inconsistent: in a recent audit of one RTO (October 2012), third party evidence was accepted provided the third party reporter has TAE40110; the then 1 month later the third party reports in this same assessment tool was found non-compliant another auditor auditing another RTO.
- Discussed Chemène's recommendation to remove all forms of third party evidence from the TAE assessment tools. A number of alternatives to third party observations were explored. A summary of the discussion is below:
  - **Option 1: Direct observation during training time (simulation)**  
If assessed by simulation, training time (and cost) would increase:
    - One attendee (auditor) cited results of RTO audits for other RTOs doing RSA by distance, saying that auditors had found that a range of circumstances is not possible in a role play—this would need to be considered if we offered a simulation.
    - If we use a simulation for assessment, we'd need clear instructions for all parties.
    - Auditor mentioned DEC NSW publication on how to be a workplace supervisor as a useful reference.
    - This may be the best option for people who have no workplaces. Some attendees noted that they were already using this form of evidence in their TAS.
  - **Option 2: Submit video evidence of delivery in the workplace**  
Summary of discussion:
    - This would be problematic for some people, but access to recording equipment is easier these days than it was a few years ago—e.g. Inexpensive recording devices are more readily available today than they were a few years ago
    - Cost of assessment would increase if assessors had to observe hours of training delivery; there was limited discussion about how much video evidence to require (TBC)
  - **Option 3: Live observation in the workplace (face-to-face or Skype)**  
Summary of discussion:
    - A site visit was ruled out as the 'standard' form of assessment, as this would make the cost of assessment prohibitive and cause logistical issues re travel and availability
    - A Skype observation relies on the assessor being available for the scheduled delivery date/time so could also be problematic, but is less expensive than a site visit.
- Also discussed the observer feedback questionnaires in general. Suggestions from auditor:
  - Third party questionnaires should focus on what the candidate does, rather than asking them to comment on how well the candidate performs (which could be construed as a form of assessment)
  - Instructions should include the requirement that comments are required, particularly for any items on the observation checklist that the observer doesn't tick 'yes' for
  - Consider open (not closed) questions from observer to confirm comments. Describe how they... describe how they... gives context for the assessor.

Outcomes – Chemène will:

- Remove all third party evidence requirements from the TAE assessment tools (i.e. the third party reference from all assessment tools, and the requirement for third party observations to be completed in the assessment tool addressing the TAE DEL units).
- In the TAE DEL assessment, third party observation checklists will be replaced by a requirement that candidates submit the following video recordings:

### Delivering Training Assessment

- (DEL Project 2) Delivery of two consecutive sessions from a learning program to a group (still to be confirmed whether a video recording of one or both sessions is required)
- (DEL Project 3) Video of at least one meeting with each of the two learners (i.e. two video recordings must be submitted, one for each learner).
- In the TAE DEL assessment: Add brief discussion of alternatives for people who are unable to organise a video, as follows: Contact RTO to organise direct observation via Skype, site visit, or delivery at the RTO (i.e. simulated group delivery situation).
- [Seek feedback from an independent auditor about the volume of training to be captured on video.](#)

#### For discussion: How to address principle of sufficiency?

Willing to increase training days? Make existing practice activities into 'assessments'?

*Auditor comment: The principle of sufficiency has not been met in the Delivering Training module. The integrated assessment of a possible 3 training presentations for 4 delivery units of competency is not sufficient to meet TP requirements.*

This item was not discussed briefly, and no firm resolution was met.

- Attendees were surprised by this comment, as they felt that the principle of sufficiency was met with the DEL assessments.
- Brief discussion that the practice sessions which currently form part of the TAS highlight practice sessions as formative assessments.
- [Chemène to seek feedback from an independent auditor.](#)

#### Is this assessment pitched at AQF 4 level?

*Auditor comment: The RTO has not demonstrated that all essential knowledge and skills required at AQF 4 level are assessed. Clear assessment criteria for candidates and workplace observers are not provided.*

Attendees expressed surprise at this. Unclear as to what the auditor was referring to (was it a general comment or comment about a specific part of the assessment?). [Chemène to seek feedback from an independent auditor.](#)

#### New delivery checklists. Propose re-working checklists and mapping observation criteria to unit requirements (see sample)

*Based on auditor comment: "The observer checklist for the delivery cluster has criteria that are not consistent with Training Package evidence requirements, and is the same checklist for both observations even though Units of Competency have different evidence requirements" (auditor was incorrect; checklists are different)*

#### Discussion and outcomes:

- Drafts of the mapped checklists were briefly presented to the attendees.
- Attendees agreed with Chemène's suggestion to re-work the checklists, produce a competency map showing how the assessment criteria on the checklists aligns to relevant performance criteria of each unit, and to include these maps as part of the overall mapping document for the delivery module.

**TAELLN401A Address adult LLN skills (resources not yet developed)**

**Should this unit be clustered with other Cert IV units, or delivered as a stand-alone unit?**

Discussion:

- Discussed that this unit really works across all TAE units, but if clustered, it would fit best with the TAE Design field units.
- Discussed the recent IBSA publication: *Changes Ahead for VET trainers and assessors*, confirming that, "When the TAE10 Training Package is revised in July 2014, all new and existing trainers will need to hold, or demonstrate equivalent competency for, the unit TAELLN401A" (p.5).

Outcomes:

- Will develop TAELLN401A as a stand-alone program module to start with. This will make it more accessible to:
  - Participants undertaking TAE40110 for the first time, as well as
  - Participants who already have TAE40110 and who need to attain this unit as per requirements effective in July 2014.
- Will explore the possibility of clustering in the longer term.

**For discussion: Number of training days & assessment approach**  
(during training, at work, both?)

Discussion and outcomes:

- Discussed number of training days needed to cover this unit. Suggestion was that 2 days are needed:
  - Day 1 = ACSF and starting with ideas on how to manage LLN
  - Day 2 = Case studies involving LLN (formative assessment).
  - After training, summative assessment: address LLN skills on 2 occasions (TBC – Chemène to explore possibility of addressing some summative assessment during training).
- Clarified that this unit focuses on people who aren't LLN experts. The intent of this unit is to make sure trainers will not let people with LLN issues get lost in the classroom and 'sink'.

Idea: Identify and develop LLN people within an RTO. Spiky profile...

## RPL Kits

### **Recommend revised TAA-TAE Update Process (minor changes):**

#### **1) Professional History; 2) Required knowledge; 3) Evidence of current practice**

*Chemène's recommendation based on the fact that it's now been 2.5 years since TAE40110 was introduced. Therefore, all candidates should demonstrate evidence of current practice (previous model stated that evidence of current practice wasn't necessary unless they attained TAE40110 more than 24 months ago).*

#### Discussion and outcomes:

- Presented old and recommended new RPL model (broad approach)
- Attendees approved the idea of updating the TAA-TAE Update approach to reflect proposed model.

### **Add info for assessors about required knowledge?**

*Based on feedback from another RTO which sought permission to do this*

#### Discussion:

- Discussed request/suggestion from another RTO that they wanted a marking guide for the required knowledge component of the TAE40110.
- Attendee (auditor) told us that moderation of RPL assessment has been identified as an issue for future consideration.

#### Outcomes:

- Chemène to add marking guide for assessors to the instructions for use document, which includes info about required knowledge.

## Workplace Assessment: Assessment

**New question needed about legislation: e.g. "List 5 key legislation, policies etc. that you need to be aware of as a trainer."**

*Feedback from RTO client who went through matrices and didn't feel legislation was addressed.*

Not discussed. Chemène to review independently when drafts of new assessment tools are developed.

**Project 2: Check wording of instructions that candidates must fully assess the units for which they plan their assessments**

*Chemène's recommendation after receiving a phone call from a TAE trainer using the materials, asking if it was okay for candidates to conduct just one part of the assessment they had planned, or if they had to fully assess the unit. Requirement for TAEASS402B is that candidates must assess "competence" (means they must fully assess a unit, not just one part of it).*

Not discussed. Chemène to review phrasing of instructions for this task and ensure that the requirement to fully assess the unit is explicit.

**Project 2: Divide into two projects? (e.g. plan, conduct and assess 1 x RPL assessment, and plan, conduct and assess another assessment).**

Briefly discussed. Consensus was, 'yes', break this project into two projects.

Chemène to develop new template and present for validation.

**Check question re reviewing assessments. Ensure it's about keeping records and applying version control systems to track improvements made to assessment docs.**

Not discussed. Chemène to review.

**What other assessment criteria is needed?**

Not discussed. Chemène to review.

**Is this assessment pitched at AQF 4 level?**

*Chemène's suggestion: Modify questions 2-4 of short answer questions to include requirement that candidates not only define Principles of assessment, Rules and Dimensions, but also explain how they use these concepts.*

Not discussed. Chemène to consider and pose as a question at validation and/or [seek feedback from an independent auditor](#).

**What other assessment criteria is needed?**

Not discussed. Chemène to review.

### Workplace Assessment: Assessment

**Participant Manual: Add more info about RPL and maybe a sample from the RPL kits**

*Feedback from one client*

Not discussed. Chemène to review.

### Designing Learning Assessment

**Currently Project 1 = 2 units. Keep this requirement, or make it 1 unit?**

Not discussed. Chemène to consider and pose as a question at validation and/or [seek feedback from an independent auditor](#).

**Need all questions? (e.g. structure of a unit)**

Not discussed. Chemène to consider and pose as a question at validation and/or [seek feedback from an independent auditor](#).

**Need to add question about dimensions?**

Not discussed. Chemène to consider and pose as a question at validation and/or [seek feedback from an independent auditor](#).

**What other assessment criteria is needed?**

Not discussed. Chemène to consider and pose as a question at validation and/or [seek feedback from an independent auditor](#).