



# Distance and Online Training and Assessment



## Distance and Online Training and Assessment

*Dr Russell Docking*

1

---

---


---

---

---


---

---



## Introductions

- Facilitator
- Workshop objectives
- References and resources



2

---

---



---

---

---


---

---



## Topics for this workshop

- ▣ Drivers for distance, online and blended training and assessment
- ▣ Strengths and weaknesses of distance and online delivery
- ▣ Considerations for implementation
- ▣ Tools to deliver distance and online learning
- ▣ Tools to deliver distance and online assessment
- ▣ Blended training and assessment



3

---

---

---

---

---

---

---



### What are the drivers for distance and online delivery

Why is distance and online training and assessment becoming more prevalent? What makes it attractive?

- Community
- Governments
- Industry
- Enterprises
- RTOs
- Learners



4

---

---



---

---

---

---

---



### What is distance and online delivery and blended delivery?

Traditional Delivery	Distance and Online Delivery	Blended Delivery
Traditional delivery involves face-to-face interactions between the trainer and the learner in a classroom and/or workshop.	Distance and Online delivery is provided at a distance through a medium such as the Internet or postal service.	Blended delivery involves the use of both face-to-face and distance modes. Blended delivery provides an opportunity to take advantage of the strengths of each delivery mode and to avoid their weaknesses.

---

---



---

---

---

---

---



### The strengths and weaknesses of distance and online delivery

We are well acquainted with face-to-face delivery, but for many the current upsurge of distance and online delivery is problematic.

The handout 'Strengths and weaknesses of distance and online delivery' lists both the positives and the negatives for learners and RTOs.

Most of these will be addressed through our discussion of strategies to implement distance, online and blended modes of delivery.

6

---

---

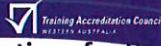

---

---

---


---

---



## Considerations for the implementation of distance and online delivery

- Marketing
- Unit requirements
- Regulatory requirements
- VET Standards
- Learner characteristics
- Training and assessment strategy and/or delivery and assessment plan changes
- Amount of training
- Blended delivery
- Current learners
- Technology
- Security and confidentiality
- Costs and time
- Student support
- Trainer expertise
- Trainer workload
- Delivery resources
- Recording activity
- Authenticity



7

---

---

---



---

---

---


---

---



## Constraints to the implementation of distance, online and blended delivery

- Unit requirements
- Regulatory requirements
- Current learners
- VET Standards



8

---

---

---



---

---

---


---

---



## Unit requirements: Does the unit involve ...

- Practice and observation of activity
- Use of specialised equipment
- Work placement and experience
- Interpersonal interactions and group activities
- Observation of senses: aroma, smell, taste, flavour; tactile, touch, balance, pressure, kinaesthetic, ...
- Cause and effect
- Somatic and emotional engagement



9

---

---

---


---

---

---

---

---

### Does delivery and assessment of the unit involve ...

**Meeting regulatory requirements**

- Funding
- Employment

**Current learners**

- Delivery obligations and marketing
- Fees and refunds
- Transitional and support arrangements



10

---

---

---



---

---

---

---

---

### Is distance and online delivery consistent with VET Standards?

- On-line, distance and blended modes of delivery are recognised in the Glossary.
- The Standards for RTOs must be met irrespective of the mode of delivery, including: amount of training; learning resources; virtual facilities; equipment; educational and support services; and assessment strategies.
- Where the mode of delivery is changed, learners must be properly informed, supported and/or compensated.

11

---

---

---



---

---


---

---

---

### Break



12

---

---

---

---

---



---

---

---



## Distance and Online Training and Assessment

  Training Accreditation Council  
WESTERN AUSTRALIA

### Learner requirements for distance, online and blended delivery

**Personal characteristics**


- learning style, digital literacy
- resources, time

**Technology**

- access to internet
- access to equipment and software

**Support**

- IT help
- learning support, LLN support, counselling



13

---

---

---



---

---

---

---


---

  Training Accreditation Council  
WESTERN AUSTRALIA

### RTO requirements for distance, online and blended delivery

**Technology**

- Equipment (networking, internet, ...)
- Software (conferencing, monitoring, ...)
- Help Desk



**Personnel**

- IT support
- Trainers and assessors (digital literacy, time, ...)

**Management**

- Administrative (security and confidentiality, ...)

14

---

---

---



---

---

---

---

---

  Training Accreditation Council  
WESTERN AUSTRALIA

### RTO requirements for distance, online and blended delivery

**Marketing**


- Revised to reflect new arrangements and current obligations

**Training**

- Re-written delivery materials
- Progress monitoring systems

**Assessment**

- Assessment tools, record keeping, authentication



15

---

---

---



---

---

---

---


---



## Arrangements for authentication

**Fundamental challenges of remote assessment:**

- Authenticity (identity and product)
- Surrogacy
- Masquerade
- Fraud
- Collusion



**What strategies are there to discourage and detect dishonesty?**

16

---

---

---



---

---

---

---

---



## Considerations for the authentication of distance and online assessment

- ✓ Use local facilities ... workplace, school, other training providers ...
- ✓ Use local observers ... supervisor, teacher, police officer, pastor, post office manager ...
- ✓ Provide observer with contextualised checklists, instructions, monitoring, agreement ...
- ✓ Utilise live or recorded video to view identity and activities
- ✓ Use on-line surveillance software (face recognition)
- ✓ Use follow-up calls
- ✓ Use blended assessment delivery with a face-to-face on campus component

17

---

---

---



---

---

---

---

---



## Considerations for the implementation of distance and online delivery

• Marketing	• Technology
• Unit requirements	• Security and confidentiality
• Regulatory requirements	• Costs and time
• VET Standards	• Student support
• Learner characteristics	• Trainer expertise
• Training and assessment strategy and/or delivery and assessment plan changes	• Trainer workload
• Amount of training	• Delivery resources
• Blended delivery	• Recording activity
• Current learners	• Authenticity

18

---

---

---

---

---

---

---

---



## Assembling your distance, online and blended delivery strategy

- Work through all the “ifs and buts” for the selected units of competency and decide if distance, online or blended delivery is feasible for each unit
- Develop new delivery materials and assessment resources
- Develop new delivery protocols
- Revise TAS and unit delivery plans
- Make transitional arrangements for current learners

19

---

---

---

---

---

---

---



## Tools to deliver distance and online training and assessment

- Videoconferencing (Webcam, Zoom, Skype, Yahoo...)
- Virtual classroom (Blackboard, Moodle, ...)
- Chat rooms and discussion boards
- Webinars
- Audio recordings, video recordings
- Email, telephone,
- Mail, hardcopy,
- Virtual workplaces, laboratories, businesses, ...
- Help Desk



20

---

---



---

---

---


---

---



## Tools to deliver distance and online assessment

- Automated assessment systems
- Quizzes
- On-line observation (audio and video)
- Projects
- Recorded evidence (text, audio, video)
- Third-party observers



21

---

---



---

---

---

---

---



### Blended modes of delivery

If the unit requirements, learner resources and/or RTO resources preclude distance and online delivery, then the blended option should be considered.

This would involve a face-to-face component which could be delivered centrally (on campus) or locally with delivery staff travelling to remote locations or utilising local resources.

22

---

---



---

---

---

---

---



### Blended modes of delivery: an example

An RTO has implemented a comprehensive strategy for blended delivery, involving:

- Digitally delivered text and pre-recorded video;
- Guest specialist presenters in video forums;
- Interactive on-line tutorials;
- Informal discussion hubs;
- Digital quizzes, projects and on-line knowledge assessments;
- Email and teleconferencing with the trainer/assessor; and
- Scheduled face-to-face days for feedback, the demonstration of skills, and the verification of knowledge evidence.

23

---

---

---

---

---

---

---



### Questions

tacpd@dtwd.wa.gov.au

24

---

---

---



---

---

---

---





### References and Resources

- The Standards for RTOs Compilation No. 3 2019
- The TAC Users' Guide for the Standards (Version 1.2)
- TAC Assessment Fact Sheet
- TAC Assessment Validation Fact Sheet
- TAC RTO Complaints and Appeals Fact Sheet
- TAC Assuring the Quality of RTO Processes, Practices and Products Fact Sheet
- TAC Identifying and Meeting Learner Needs Fact Sheet
- NCVET: Online delivery of VET qualifications (Griffin & Mihelic)

25

---

---

---

---

---

---

---

---



### Contact us

Training Accreditation Council  
Locked Bag 16  
OSBORNE PARK DC WA 6916  
Telephone: (08) 9224 6510  
Email: [tac@dtwd.wa.gov.au](mailto:tac@dtwd.wa.gov.au)  
Web: [www.tac.wa.gov.au](http://www.tac.wa.gov.au)



Acknowledgement: Some icons designed by Flaticon

26

---

---

---

---

---

---

---

---

