Standard 1 - The RTO’s training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.

*Trainers and* *assessors*

* 1. In addition to the requirements specified in Clause 1.14 and Clause 1.15, the RTO’s training and assessment is delivered only by persons who have:

1. vocational competencies at least to the level being delivered and assessed;
2. current industry skills directly relevant to the training and assessment being provided; and
3. current knowledge and skills in vocational training and learning that informs their training and assessment.

Industry experts may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment.

* 1. The RTO’s training and assessment is delivered only by persons who have the training and assessment credential specified in Item 1 or Item 2 or Item 3 of Schedule 1.
  2. Where a person conducts assessments only, the RTO ensures that the person has the training and assessment credential specified in Item 1, or Item 2, or Item 3, or Item 4, or Item 5 of Schedule 1.
  3. The RTO ensures that all trainers and assessors undertake professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment.

*Individuals working under the supervision of a trainer*

* 1. Where the RTO, in delivering training and assessment, engages an individual who is not a trainer or assessor, the individual works under the supervision of a trainer and does not determine assessment outcomes.
  2. The RTO ensures that any individual working under the supervision of a trainer under Clause 1.17:

1. holds the training and assessment credential specified in Item 6 of Schedule 1.
2. has vocational competencies at least to the level being delivered and assessed; and
3. has current industry skills directly relevant to the training and assessment being provided.
   1. Where the RTO engages an individual under Clause 1.17, it ensures that the training and assessment complies with Standard 1.
   2. Without limiting Clauses 1.17 - 1.19, the RTO:
4. determines and puts in place:
5. the level of the supervision required; and
6. any requirements, conditions or restrictions considered necessary on the individual’s involvement in the provision of training and collection of assessment evidence; and
7. ensures that trainers providing supervision monitor and are accountable for all training provision and collection of assessment evidence by the individual under their supervision.

# **Schedule 1**

| **Item** | **Standard** | **Training and assessment credentials** |
| --- | --- | --- |
| 1 |  | The following credential:  *TAE40110 Certificate IV in Training and Assessment.* |
| 2 | 1.11  1.14  1.15  1.24 | One of the following credentials:  Credential:  *TAE40116 Certificate IV in Training and Assessment or its successor*  or  Credential:  *TAE40110 Certificate IV in Training and Assessment, and one of the following:*   1. *TAELLN411 Address adult language, literacy and numeracy skills or its successor or* 2. *TAELLN401A Address adult language, literacy and numeracy skills*   *and one of the following:*   1. *TAEASS502 Design and develop assessment tools or its successor or* 2. *TAEASS502A Design and develop assessment tools or* 3. *TAEASS502B Design and develop assessment tools.* |
| 3 | 1.14  1.15 | The following credential:  *A diploma or higher level qualification in adult education.* |
| 4 |  | The following credential:  *TAESS00001 Assessor Skill Set* |
| 5 | 1.11  1.15 | One of the following credentials:  Credential:  *TAESS00011 Assessor Skill Set or its successor*  or |

| **Item** | **Standard** | **Training and assessment credentials** |
| --- | --- | --- |
|  |  | One of the following credentials:  Credential:  *TAESS00011 Assessor Skill Set or its successor*  or  Credential:  *TAESS00001 Assessor Skill Set,*  *and one of the following:*   1. *TAEASS502 Design and develop assessment tools or its successor or* 2. *TAEASS502A Design and develop assessment tools or* 3. *TAESS502B Design and develop assessment tools.* |
| 6 | 1.18 | One of the following credentials:  Credential:  *TAESS00007 Enterprise Trainer – Presenting Skill Set*  or  Credential:  *TAESS00014 Enterprise Trainer – Presenting Skill Set or its successor*  or  Credential:  *TAESS00008 Enterprise Trainer – Mentoring Skill Set*  or  Credential:  *TAESS00013 – Enterprise Trainer – Mentoring Skill Set or its successor*  or  Credential *TAESS00003 Enterprise Trainer and Assessor Skill Set*  or  Credential:  *TAESS00015 – Enterprise Trainer and Assessor Skill Set or its successor* |

|  |  |  |
| --- | --- | --- |
| **Item** | **Standard** | **Training and assessment credentials** |
| 7 | 1.23 | One of the following credentials:  Credential:  *TAE50111 Diploma of Vocational Education and Training*  or  Credential:  *TAE50116 Diploma of Vocational Education and Training or its successor*  or  Credential:  *TAE50211 Diploma of Training Design and Development*  or  Credential:  *TAE50216 Diploma of Training Design and Development or its successor*  *or*  Credential:  *A higher level qualification in adult education.* |

**Activity One: Demonstrating Equivalence**

**The Rules of Evidence**

**Validity**: The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.

**Sufficiency**: The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner’s competency.

**Authenticity**: The assessor is assured that the evidence presented for assessment is the learner’s own work.

**Currency**: The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

**Task**

For the two examples provided review the evidence and determine if the evidence meets the rules of evidence. Use the table below to make notes about how the examples do or don’t meet the rules of evidence.

**Example One:** Table with Mapping of evidence to the unit and a signature.

**Example Two**: A unit of competence that has been notated with supporting evidence and notes by the reviewer.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Validity** | **Authenticity** | **Currency** | **Sufficiency** |
| **Example One** |  |  |  |  |
| **Example Two** |  |  |  |  |

**Example 1**

**TAE50216 Diploma of Training Design and Development\_ Equivalence Mapping**

|  |  |  |  |
| --- | --- | --- | --- |
| **No & type of unit** | **Unit** | **Evidence of Equivalence** | **Comments** |
| 1.  Core | TAEASS502 Design and develop assessment tools | 1. 30 years of experience assisting organizations in Training Design and Development including assessment design and development at all qualification levels. My experience covers both Accredited and non-accredited programs. 2. Holds a Master’s degree in Professional Studies which includes a focus on Instructional System Design. | 1. CV attached 2. Referees and samples can be provided if required. 3. Transcripts attached.   CPW |
| 3.  Core | TAEDES502 Design and develop learning resources | Equivalent (This unit replaces TAADES502B Design and develop learning resources.) | 1. TAA50104 transcript attached |
| 4.  Core | TAEDES505 Evaluate a training program | 1. 20 years of experience assisting organizations in evaluation their training materials at all qualification levels 2. Holds Lead Auditor Qualification and is therefore skilled at evaluations. 3. Holds a Master’s degree in Professional Studies which includes a focus on performance evaluation in Instructional systems. 4. Provides audits for the Training Accreditation Council against RTO regulatory standards on an ongoing basis for the past 12 years and regularly evaluates training programs at all qualification levels | 1. CV attached 2. Referees and samples can be provided if required. 3. Transcripts attached.   CPW |
| 5.  Core | TAETAS501 Undertake organisational training needs analysis | Equivalent (Same as TAATAS501B - unit associated with the relocation of BSB07 qualifications ) | 1. TAA50104 transcript attached |

**Example 2**

**TAE50216 Diploma of Training Design and Development - Equivalence Mapping**

|  | **Unit** | | **Evidence of Equivalence** | | **Attached documents** |
| --- | --- | --- | --- | --- | --- |
| Core | **TAEDES505 Evaluate a training program**   1. Plan and prepare evaluation 2. 2. Collect and collate evaluation data and information for a training program 3. 3. Analyse evaluation data and information and make conclusions 4. 4. Report on the conclusions and recommendations of the evaluation   PE   * evaluating one training program against workforce performance needs and capability requirements * producing an evaluation report that addresses all phases of the evaluation process including recommendations on areas for improvement * critically reviewing the evaluation process and approaches taken and propose changes to improve the process.   KE   * Training Packages and accredited courses, and what comprises quality training and assessment services * the terminology relating to quality evaluation processes * a range of evaluation models/methods, including the Kirkpatrick Model * security of information and confidentiality requirements in relation to evaluation * different methodologies for evaluation, and when qualitative and quantitative measures are most useful. | | * 20 years of experience assisting organizations in evaluation their training materials at all qualification levels including programs within the VET sector and the Higher Education sector. This includes contracts participating in evaluations as well as planning and project managing the implementation of evaluation activities. 2 recent examples include ABC evaluation which was conducted over 2 years and XYZ Evaluation. * ABC evaluation involved the successive evaluation of the same program over two delivery years using Kirkpatrick’s model. The plan was established with the contract manager, and then the project team established. Briefings were provided to the project team and their performance monitored. Data collection tools were approved by the organisation and used to collect data to inform the project. Monthly progress briefings were provided to the contract Manager and are included in the report. * A final report was provided each year. The 2019 methodology was refined based on the lessons learnt in the 2018 activities. There is a section in the 2019 report explaining the changes. * The full reports are provided as well as appendices that were used to provide outcomes of the evaluations to different stakeholder groups. * XYZ evaluation included the use of Brinkerhoff's Success Case Method for the evaluation of a capability project in the workplace. The approach used included planning, developing tools, using data collection tools, both quantitative and qualitative and the analysis of the data to prepare a report. * A stakeholder reference group oversaw the project and endorsed all recommendations. * Holds a Master’s degree in Professional Studies which includes a focus on performance evaluation in Instructional systems. Achieved a high distinction in this project based unit. * Provides audits for the Regulator against RTO regulatory standards on an ongoing basis for the past 21 years and regularly evaluates the outcomes of training programs at all qualification levels to determine the quality of training and assessment services. | | 1. Project Plan ABC Evaluation 2018 and 2019 2. Data collection tools for ABC evaluation 2018 and 2019 3. Project report for ABC evaluation 2018 and 2019 4. ABC Project team member 1 0404 555 555. 5. ABC Project Team member 2 0404 556 55 6. ABC Contract Manager 0408 333 333 7. XYZ Project Plan 8. XYZ Report 9. XYZ Stakeholder Reference Group Contact – 0402 123 456 10. Masters Transcript 11. Performance Evaluation Final Project Report – Masters Degree. 12. Written permission from each client to provide project documents for the purpose of determining equivalence. 13. Written permission from listed team members and contract staff to be contacted as part of the equivalence process. |
| **Reviewers:** | | **Jane Jones**  **Relevant qualifications / Experience**  TAE50216 Diploma of Training Design and Development  External Expert | | Signature and Date  Jane Jones 21/05/21 | |
| **Jon David**  **Relevant qualifications / Experience**  TAE40116 – Certificate IV in Training and Assessment  RTO Manager | | Signature and Date  Jon David 21/05/21 | |

|  |  |  |
| --- | --- | --- |
| **Review notes:** | All three projects address the requirements of the unit and have involved different methodologies. The ABC reports clearly show review processes and improvements to the process in the following year. Discussions with the Contract Manager and Chair of the stakeholder group have been recorded and can be accessed at this link. These conversations confirmed the authenticity of the evidence. Discussions with project team members confirmed consultative approach was used.  Interview recordings. | |
| **Outcome:** | Checkmark with solid fill**Vocationally competent Stop outline** | **Further Evidence Required Stop outline** |
| **Further Evidence** |  | |

**Activity Two: Approaches to Maintain Industry Currency**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Pro’s** | **Con’s** | **Would this work for me?** |
| **Approach 1**  **Workplace Shifts / Experience** |  |  |  |
| **Approach 2**  **Professional Memberships** |  |  |  |
| **Approach 3**  **Attending Conferences** |  |  |  |
| **Approach 4**  **Providing training or assessment in the workplace** |  |  |  |
| **Approach 5**  **Other – tell us your approach** |  |  |  |