

VICTORIAN TAFE  INTERNATIONAL INC.



Supervision and Moderation for Offshore Delivery:

VTI Guide to Good Practice in Transnational Education
A Discussion Paper May 2011



Introduction

Victorian TAFE International (VTI) Inc is an incorporated body that represents Victorian TAFE Institutes and TAFE Divisions of Universities, which operate in the international student market.

Our members conduct vocational education and training programs both in Victoria, Australia to local and overseas students and many of our member Institutes also manage vocational education and training programs with partner organisations in overseas countries.

Prepared by VTI Executive Officer, Kate Dempsey with input and advice from members of the VTI Off-Shore Special Interest group.

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- RMIT University TAFE Division
- Bendigo Regional Institute of TAFE
- South West Institute of TAFE
- Chisholm Institute of TAFE
- Sunraysia Institute of TAFE
- East Gippsland Institute of TAFE
- Swinburne University
- The Gordon Institute of TAFE
- University of Ballarat TAFE Division
- Goulburn Ovens Institute of TAFE
- Victoria University, International Branch
- Kangan Institute of TAFE
- William Angliss Institute of TAFE
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They have generously provided sample materials with the aim of maintaining and improving the quality of Australian vocational education and training.

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1 Background to the Project

The Offshore Special Interest Group of VTI agreed that in 2010 it would spend time working collaboratively to investigate and determine good practice in assessing the competency of its partner teachers and developing a model of moderation to ensure that best practice occurs in the teaching of its offshore programs.

Initially, the project aimed to provide advice to IBSA (through the VTA) on its deliberations. The IBSA (Innovation and Business Skills Australia) is the Industry Skills Council, which oversees and advises the NQC (National Quality Council) on any changes required for the vocational education and training teaching qualification, the Certificate IV in Training and Assessment/Education. However, over months of collaboration, it has been decided that the best route forward is to provide examples of best practice in teacher supervision and in moderation of teaching for VTI member institutes and for others in the vocational education and training sector.

The aim of the project remains the same - to provide members with a strategy or a set of options or activities to draw upon in order to help meet the AQTF requirements

in relation to 'qualified teachers' and the Certificate IV in Training and Assessment/Education as they apply to overseas delivery. VTI members agree that assessment of training offshore should be equivalent to comparable courses onshore and that assessment should be approved and moderated (if not marked) by the Australian provider.

This document aims to show just how member institutes undertake this task and the complexity of doing so. The next section describes the regulatory framework, which oversees the conduct of VET courses both here in Australia and offshore. ■

“VTI members agree that assessment of training offshore should be equivalent to comparable courses onshore.”

2 The AQTF National Standard

Relating to Teacher Qualifications and Program Delivery

This section describes the government-mandated requirements of all VET providers when engaging in the teaching of Australian vocational training. The key document covering the teaching of VET qualifications is the Australian Quality Training Framework (AQTF), which is overseen by the National Quality Council and the Training Packages developed for each subject area.

In addition, the regulation and registration of VET providers currently occurs at the State level and in Victoria this role is the province of the VRQA (Victorian Regulations and Quality Authority), which applies standards for registration of providers.

The AQTF requires registered providers of accredited vocational education and training programs to ensure that their staff, delivering and assessing programs, meet specified standards. Standards in programs offered under the banner of the AQTF offshore must be equivalent to the standards expected of programs offered in Australia.

The Australian Quality Training Framework (AQTF) is the national set of standards, which assures nationally

consistent, high-quality training and assessment services for the clients of Australia's vocational education and training system. AQTF 2010 is the current version of the framework, effective from 1 July 2010.

“The key document covering the teaching of VET qualifications is the Australian Quality Training Framework (AQTF).”

Standard 1 of the AQTF states:

The RTO provides quality training and assessment across all of its operations

1.1 The RTO collects, analyses and acts on relevant data for continuous improvement of training and assessment.

1.2 Strategies for training and assessment meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry.

1.3 Staff, facilities, equipment and training and assessment materials used by the RTO are consistent with the requirements of the Training Package or accredited course and the RTO's own training and assessment strategies.

1.4 Training and assessment is delivered by trainers and assessors who:

(a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and

(b) have the relevant vocational competencies at least to the level being delivered or assessed, and

(c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and

(d) continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.

1.5 Assessment including Recognition of Prior Learning (RPL):

(a) meets the requirements of the relevant Training Package or accredited course

(b) is conducted in accordance with the principles of assessment and the rules of evidence

(c) meets workplace and, where relevant, regulatory requirements

(d) is systematically validated.

The AQTF requires vocational education and training providers to have in place strategies for training and assessment. Strategies cover the qualification (or units of competency), any pre-requisites to study, entry requirements, required trainer and assessor competences, assessment plans, mode of delivery of the course and assessment, recognition of prior learning plan.

In addition the AQTF requires that all trainers meet nationally agreed competency requirements. Trainers and assessors' competence and currency must be established, verified and monitored. If a trainer does not have these competencies, he or she must be directly supervised by someone who does. In the following section, we outline the exact nature of these required competencies for teachers in vocational education and training and what supervision means in practice. ■

3 Trainer Qualifications

- TAA40104/TAE40110 Certificate IV Training and Assessment

The key means of ensuring quality of teaching in VET is the requirement that all trainers and assessors undertake Certificate IV in Training and Assessment/Education. In 2010 this qualification was reviewed and the National Quality Council (NQC) endorsed a modified package in May 2010.

The NQC noted that their policy for training and assessment competencies to be held by trainers and assessors under the AQTF Essential Standards for Registration (Standard 1.4) is based on the TAA40104 Certificate IV in Training and Assessment, which is now superseded by the revised Certificate IV in the TAE10 Training and Education Training Package. Support resources for the new qualification including Learner Guides, Assessment Materials and RTO/Facilitator Guides became available in September 2010.

The new TAE Certificate has 10 units, including 7 core units and 3 electives. Its structure is outlined and compared with the preceding TAA40104 in Appendix 8.

In July 2010, the NQC further noted that Trainers must:

(i) Hold the TAE40110 Certificate IV in Training and Assessment from the TAE10 Training and Education Training Package

or

(ii) Be able to demonstrate equivalent competencies to the TAE40110 Certificate IV in Training and Assessment from the TAE10 Training and Education Training Package

or

(iii) Work under the direct supervision of a person who has the competencies specified in (i) or (ii) above
and

Be able to demonstrate vocational competencies at least to the level of those being delivered.

Assessors must:

(i) Hold the following three competencies from the TAE10 Training and Education Training Package:

- (a) TAEASS401A Plan assessment activities and processes
- (b) TAEASS402A Assess competence
- (c) TAEASS403A Participate in assessment validation

or

(ii) Be able to demonstrate equivalent competencies to all three units of competency listed in (i).

The NQC defines Vocational Competency as:

Vocational competency is defined as broad industry knowledge and experience, usually combined with a relevant industry qualification. A person who has vocational competency will be familiar with the content of the vocation and will have relevant current experience in the industry. Vocational competency must be considered on an industry-by-industry basis and with reference to the guidance provided in the Assessment Guidelines of the relevant Training Package.

The changes are to be phased in and providers have until 17 June 2012 to be fully compliant against the new policy. The NQC does not require trainers and assessors to upgrade their formal qualifications if they are able to demonstrate they have gained the required competencies through continued professional practice.

The AQTF defines supervision and moderation as:

Supervision

Supervision means that a person conducting training who does not hold the training competencies determined by the National Quality Council (NQC) receives regular guidance, support and direction from a person designated by the RTO who does hold those training competencies determined by the NQC. It is not necessary for the supervising person to be present during all training delivery.

“ ... providers have until 17 June 2012 to be fully compliant against the new policy.”

Moderation

Moderation is the process of bringing assessment judgements and standards into alignment. It is a process that ensures the same standards are applied to all assessment results within the same Unit(s) of Competency. It is an active process in the sense that adjustments to assessor judgements are made to overcome differences in the difficulty of the tool and/or the severity of judgements. ■

4. Requirements of the State VET Regulator

In Victoria, the State Regulator for schools and VET is the Registration and Qualifications Authority (VRQA) and it has recently upgraded its Guidelines for Registration of VET providers. The new Guidelines include two that relate to teaching and assessment. They are:

Guideline 2.1

The provider must demonstrate that it is able to monitor course quality, externally moderate student performance and drive continuous improvement in course delivery.

Required evidence for registration of all RTOs

Details of documented policies and procedures, that include:

- mechanisms to collect regular, valid and reliable feedback from stakeholders, such as students, graduates, staff and employers of graduates and agents
- mechanisms to ensure that the feedback is acted upon to bring about improvements
- mechanisms to ensure that moderation/validation of student performance is undertaken with parties external to the operation of the RTO

Details of moderation/validation parties including schedule/plan of moderation/validation activities.

Guideline 2.2

The provider must demonstrate that it has measures in place to prevent and detect cheating and plagiarism amongst its students and to deal appropriately with any instances of these practices.

Required evidence for registration of all RTOs

- policies and procedures including definitions of plagiarism and cheating and indicating forms of preventative and corrective actions.

Changes are occurring at the national level in relation to regulation of VET offerings. In 2009 the Council of Australian Governments (COAG) agreed to establish a national regulator for the vocational education and training (VET) sector. VET providers that offer courses to international students will be regulated by the national VET regulator.

The national VET regulator will commence regulatory activity from April 2011. There will be a transition period for transfer of registration from State/Territory regulators to the national regulator. ■

5. Discussion of Issues in Supervision and Moderation for Offshore Operations

The preceding section showed the regulation that accompanies any provision of nationally accredited vocational education and training in Australia. These regulations apply equally to those providers that teach Australian VET qualifications overseas.

In this section, we highlight some of the complexities of teaching VET overseas.

Managing quality in transnational environments, which are culturally very different to Australia, and where English is the second language, is challenging. In 2009 VTI produced Quality Assurance in Transnational Vocational Education Programs which is a document aimed at ensuring compliance for offshore programs with the requirements of the AQTF.

The present document aims to discuss some of the more complex means of achieving quality specifically around teaching, including moderation and supervision of teaching when delivering programs offshore.

There are several key issues that make the teaching aspect of offshore activity complex. These issues are described below.

Creating Partnerships where each Party is Valued

VTI members take the view that when working with partner providers in other countries, they are aiming to forge relationships which will last. Working with a partner necessarily means dealing in a fair and open manner, treating the partner as an equal in the endeavour and valuing the skills and experience of the partner.

“ The emphasis in the AQTF on the strength and superiority of the Australian system...”

The emphasis in the AQTF on the strength and superiority of the Australian system of competency-based training can make overseas partner relationships complex.

For example it is hard to explain why a Chinese teacher who is highly skilled, has recognised teaching credentials as well as currency in his/her field, must undertake an Australian teaching qualification in order to teach local students in an Australian qualification. VTI is working with other bodies at the moment to undertake a mapping project whereby provincial teaching

qualifications in China can be benchmarked against the competencies required in the TAE, so that locally qualified teachers may more quickly and easily gain RPL (recognition of prior learning) before undertaking the TAE. VTI members believe that this issue is an unforeseen consequence as VET expands and undertakes activities in other countries. The Australian system is meant for Australian standards and conditions.

Peer Review

A related matter comes to the fore when in country teaching staff must be supervised when they are not TAE trained. VTI members wish to acknowledge the culture and training system that these trainers have come through, whilst at the same time applying the rigorous standards as expected of an Australian qualification.

There is a level of complexity in providing support, guidance and in monitoring the teaching technique of local teaching staff and in finding Australian qualified teaching staff to undertake this work with sensitivity and cultural understanding.

VTI members prefer to emphasise peer review of all of their offshore teaching staff and a collegiate approach to the work, rather than consider the Australian way the 'best way' and that Australian staff 'know better'.

There is much we can learn from our partners about how to provide a positive

learning environment for local students and how best to incorporate local practices and priorities. There are examples in the Appendices of this document (in particular Peer Review Form) of how VTI members try to achieve this.

Internationalisation and Maintaining Australian Standards

VTI members working overseas are at the cutting edge of vocational education. They are providing an Australian qualification in a local society and economy where much of the taken for granted aspects of the qualification simply do not apply. The work is complicated also by the need for the partner to meet local accreditation requirements. There are currently no guidelines in place to assist providers working offshore as to how to deal with these conflicting demands. A good example of the complexity of the issue is that providers have been required under the AQTF for one course to teach to the Victorian Timber Framing Code in China.

VTI members work collaboratively to determine good practice in these 'grey' areas, but maintaining a balance between ensuring a positive learning experience for local students and maintaining the integrity of Australian qualifications is not easy to achieve. VTI members believe it is timely to undertake high-level discussions about the lack of flexibility in Australian based qualification for overseas application.

Competency or Grades

Getting the balance right between maintaining the integrity of Australian qualifications and also meeting local needs is well illustrated in the conflicting demands of overseas students expecting graded assessment and the general requirement of CBT (Competency Based Training) to provide a student with a result of 'competent' or 'not yet competent'.

It is common practice in some discipline areas (notably commerce) for TAFE institutions in Australia to provide both statements of competency AND graded assessment to facilitate later articulation by graduates into higher education.

Students within VTI member institutes are only eligible to receive a graded result of pass or higher for a unit of study if they have first been assessed as competent in accordance with requirements for demonstration of competence as expressed by the relevant endorsed industry/enterprise competency standards (and assessment guidelines) of a Training Package or by the learning outcomes (and assessment criteria) of the accredited course.

Within the CBT framework, there is less emphasis on assessment, moderation and validation of results, as there may be for higher education courses here or internationally. But increasingly this graded credentialing is expected overseas and it

requires a detailed process to ensure fairness, validity of assessment and reliability of results. The challenge for VTI member TAFE institutes into the future is to build robust academic moderation processes.

This document provides a flow chart of a good practice moderation procedure to guide members. VTI member institutes control and manage the issuing of Certificates upon course completion. Certificates and statements of attainment provide students with a record of their achievements in terms of learning outcomes or competencies.

“ VTI members work collaboratively to determine good practice in these ‘grey’ areas...”

Member institutes minimise risk of fraudulent documentation by using photographs of students on enrolment, student identification numbers and records and the issuing of certificates occurs within the Australian provider. Members also have policies regarding plagiarism to minimise problems.

Plagiarism

VTI members have processes in place to monitor, detect and deal with plagiarism and we agree with the recent VRQA guidelines requiring evidence of policy and procedures on plagiarism.

We define plagiarism as:

Plagiarism – means to take and use another person’s ideas and/or manner of expressing them and to pass them off as your own by failing to give appropriate acknowledgement.

Cheating – means seeking to obtain an unfair advantage in an examination or in other written or practical work required to be submitted or completed by a student for assessment.

Collusion – is the presentation of work which is the result in whole or in part of unauthorized collaboration with another person or persons.¹

However we also acknowledge that the typical Australian academic understanding of plagiarism may not be the same in other countries and that these circumstances require us to be very clear in our dealings with local students and in country teaching staff about our policies and procedures. It adds a level of complexity to the work.

For example, the expectation in China is that the successful student will be able to memorise and then repeat the wisdom of the teacher or as found in textbooks in an exam.

Of course this would be considered plagiarism here. Examples of plagiarism policies and procedures are included in Appendix 7-10.

Delivery of TAE in LOTE

While many VET qualifications can be undertaken in languages other than English (LOTE), this is generally not the case for the TAE.

The qualification is meant to operate in an Australian context and the entry requirements state that the candidate must have a level of competence in English language and literacy before commencement. In addition, competence in the qualification is measured in effective language, communications and interpersonal skills and the ability to write a range of documentation – all expected in English.

For example, Training and Assessment candidates are expected to read and interpret Training Packages, develop and document learning programs and assessment tools, present information, facilitate in a number of contexts using a range of skills, and prepare various records and documents.²

It is also not possible to deliver this qualification overseas and omit elements of it that are purely relevant to the Australian vocational education and training context.

However, IBSA (the body responsible for the development of the VET teaching qualification) acknowledges that there may be occasions where the TAE could be delivered in LOTE. It advises providers to contact their State VET regulator, which may under

1 Source:
<http://www.policy.monash.edu/policy-bank/academic/education/conduct/plagiarismprocedures.html>

2 Source:
<http://www.ibsa.org.au/Portals/ibsa.org.au/docs/hosted%20documents/project%20docs/TAE10%20FAQs%20190510.pdf>

certain conditions allow for delivery outside of Australia and delivery in a language other than English (LOTE), with a proviso that the qualification has been delivered in a LOTE.

Benchmarking and articulating TAE internationally

VTI members feel it may be timely to consider the TAE in a broader international context for vocational education and training.

It may be useful (for example) to consider aligning and benchmarking the TAE with similar vocational qualifications overseas.

The UK NVQ (National Vocational Qualification) has 5 levels of attainment and fits within the overall British National Qualifications Framework (see <http://www.ofqual.gov.uk/home>).

In addition, the Singapore system of vocational training (Singapore Workforce Skills Qualifications System) has recently been benchmarked internationally to indicate its level of equivalency with other international qualifications.

It has recognition with training institutes and articulation into higher education training courses. While currently the Certificate IV in TAE is the minimum teaching qualification, it is of itself compulsory and does not articulate to other teaching qualifications.

There is also a Diploma of TAE, but there is no graduate entry teaching qualification for VET in Australia. The TAE may benefit from development as a Graduate Certificate level qualification.

A Certificate IV level course requirement to enter the professional arena of vocational teaching can be perceived as inappropriate to support the professional status of a vocational educator.

A graduate certificate level qualification also fits more 'neatly' into a masters structure, which is now common for tertiary education educators in Australia and many other countries.

The recent report by Associate Professor Leesa Wheelahan of the LH Martin Institute³ recommends similarly that the Certificate IV in TAE becomes 'nested' in higher qualifications and that the next time it is reviewed that the Cert IV TAE includes a greater emphasis on broader knowledge of pedagogy, classroom management, understanding learners, student diversity, and student engagement.

VTI member institutes ensure that staff with management responsibilities offshore have a clear understanding of the assessment process, many ensure that the Course Leader in the partner institution has the Certificate IV, while others have an Australian trainer and assessor located on site for periods of time. ■

³ Source: Wheelahan, L & Moodie, G 2010 'The quality of teaching in VET: Options paper', Quality of Teaching in VET project, Australian College of Educators

6. VTI Member Policy Statement

on ensuring quality of teaching in transnational vocational education and training

TA FE Institute members of the VTI ensure they comply with the requirements of the AQTF both for their accredited training which is located onshore and also when they conduct Australian VET qualifications in other countries. They understand that the AQTF standards apply for all accredited training regardless of where it may take place.

The key issue for VTI members is the quality of delivery. At present, the Certificate IV in TAA/TAE is required (or a clearly defined supervision regime for offshore assessors) if accredited training is to be delivered offshore. Members note that it is financially and practically challenging to provide the TAE Certificate offshore.

Each VTI institute member agrees to publicise (through the VTI Executive Officer) when and where it may be offering the Certificate IV offshore. Places will be offered on a fee for service basis to fellow VTI members and their contract partners.

Auditors require equivalence for onshore and offshore programs and in many ways this is difficult to achieve when training offshore, given the different education systems, expectations, technologies and

occupational health and safety standards. Nevertheless, VTI members are committed to demonstrating the various methods they use to ensure quality of teaching in transnational education.

The AQTF requires evidence of 'current competency' for the trainer, in both topic area as well as training, however we find that what constitutes evidence is not clearly spelled out in the AQTF. VTI members provide this evidence base through their offshore professional development programs, which cover both aspects of keeping trainers' skills current (topic specific and training methods).

“ The TAE may benefit from development as a Graduate Certificate level qualification.”

VTI members operating offshore aim to have at least one person on site who is currently qualified, both in the Certificate IV in TAA/TAE and in vocational qualifications relevant to the field of study (generally this person is the co-ordinator of the program). Member institutes have in place other arrangements (allowed under the

AQTF) to ensure quality training in the spirit of the AQTF, including situations where an offshore partner does the training and is supervised by an accredited Australian supervisor; local partners may do the assessment and they are supervised (with the assessment plan put together by an accredited Australian trainer); there is a supervision plan in place for any trainers or

assessors not qualified in the Certificate IV in TAE.

In the appendices of this document, we provide examples of forms, policies and procedures for both supervision of in-country teaching staff and also moderation plans and procedures that are used by VTI members. ■

7. Demonstrating Supervision

The NQC policy retains the provision for direct supervision of trainers who do not have the required competencies by someone who does. This policy is significant for member TAFEs conducting offshore activities with local trainers.

A key component to best practice is to ensure that there is a person in a supervisory position who both knows the vocational field of the particular training and has a qualification in VET teaching.

Several examples from members are provided in appendices to demonstrate exactly how this supervision is carried out and

monitored. One member TAFE has a plan showing its supervision of teachers and calls its supervision plan a mentoring plan (see appendix # 1-6). It describes mentoring as a relationship where people can share their professional skills and experiences.

Typically, the relationship is between a more experienced person and a less experienced person; however, it may be combined with other procedures such as, formal team meetings.

A mentoring system is based on encouragement, constructive comments, openness, mutual trust and a willingness to learn and share. ■

8. Moderation for continuous improvement

In addition to ensuring a plan for supervision of non-qualified teachers in offshore programs, best practice dictates that moderation should occur.

Moderation is a quality review and assurance process. It is a process where teachers compare judgements to improve outcomes.

Moderation

Moderation may include discussion between all relevant teachers and supervisors of issues such as: -

- a) Teaching methods
- b) Course content
- c) Student progress
- d) Co-marking and re-grading of selected exam papers
- e) Deliberation over improvements in aligning assessment with course content.

This is done in order to either confirm or adjust the direction of the teaching. Moderation involves close collaboration between teaching staff (both in-country and those from Australia) to establish a shared understanding of what student outcomes should look like. It aims to develop consistent and comparable results. Moderation is

especially important to demonstrate that programs conducted offshore are equivalent to those conducted onshore. It also gives confidence to teachers under supervision, that what they are doing is appropriate.

Moderation at its best places high value on peer-to-peer communication and cooperation and is not 'inspection of results'. VTI members are committed to ensuring assessment is clear, fair, valid, linked to course aims and made explicit to both teaching staff and students undertaking a course offshore.

When courses are conducted offshore the Australian based Course Leader acts as a moderator of the course when he or she visits the operation, s/he selects sample assessments to compare across courses and speaks to teaching staff to improve the consistency of outcomes and the collegiality of teaching staff. A flow chart of good practice in moderation of assessment is outlined on the following page. It was developed by VTI members in collaborative discussion and is based on the resources provided by the University of South Australia⁴. It is then followed by several examples from VTI members of both supervision strategies and moderation strategies. ■

⁴ Source: ALTC Moderation for Fair Assessment in Transnational Learning and Teaching Project (2008-2010). The USA moderation flow chart is modified from Bloxham, S. & Boyd, P. (2007). Developing effective assessment in higher education: A practical guide. Maidenhead: Open University Press (p. 119)

Moderation Process Flow Chart



Appendices 1 - 6

Demonstrating Supervision

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Example #1

In-country teacher employment history

One member TAFE has a form for its in-country teachers to fill in their academic qualifications, English language qualifications levels, their employment history (to demonstrate vocational currency) and so on. This form is stamped and kept on file as evidence of the qualifications and experience of local teachers. ■

X INSTITUTE of TAFE - Partner staff teaching in Diploma of Commerce	
Name:	
Qualifications Academic:	
English Language Qualifications: Please tick box (including Chinese English Training Certificate) <input type="checkbox"/> IELTS <input type="checkbox"/> CET 4 <input type="checkbox"/> TEM 4 <input type="checkbox"/> TOEFL <input type="checkbox"/> CET 6 <input type="checkbox"/> TEM 8 Level Bands	
All subjects in the joint program are taught in english. Do you have the required level of English to deliver the subject? What English Language training do you plan to undertake to support your teaching in the Joint Program?	
Partner Email Address: Email Address other: Telephone contact in China: Subject in Joint Program you will teach: Previous Joint Program subjects you have taught:	

X INSTITUTE of TAFE - Partner staff teaching in Diploma of Commerce cont...

EMPLOYMENT HISTORY

(this is to show vocational currency)

Please indicate your work experience in the last 4 years and how it relates to the Joint Program

Year:

Type of Work:

How this experience is relevant to working in Joint Program:

.....
.....
.....

INTERNATIONAL EXPERIENCE

Please indicate your work or study in another country

Year:

Type of Work or Study:

.....
.....

PROFESSIONAL DEVELOPMENT

Please indicate the professional development you have undertaken

Year:

Type of professional development:

Place professional development conducted:

TO BE COMPLETED BY DIRECTOR AT Partner Provider

I verify the above mentioned Academic and English Language Qualifications have been sighted by me:

Title:

Signed:

Date:

Partner STAMP

Example #2

Individual Staff Qualifications Matrix 2006-2009

Name of assessor / trainer	Verified relevant trainer / assessor qualifications	Verified relevant vocational qualifications	Verified current experience (within 5 years)	Qualification/ accredited course/ UOC's able to deliver / assess	Class and allocated hours (CRICOS only)	Deliver (D) and/ or assess (A)?	Supervision arrangements required, Yes or No (If Yes attach supervisor report)	Professional development – recent or planned eg. Workshops
				2006: ICAU2006A	44	D A	Yes	
				2007: BSBCMN402A	21	D A	Yes	
				BSBCMN418A	32	D A	Yes	
				BSBCMN410A	30	D A	Yes	
				BSBMKG401A	40	D A	Yes	
				BSBMKG402A	40	D A	Yes	
				BSBMKG406A	36	D A	Yes	
				BSBMKG407A	21	D A	Yes	
				BSBADM403A	20	D A	Yes	
				BSBADM404A	20	D A	Yes	
				ICAU2006A	44	D A	Yes	
				BSBFLM503B	40	D A	Yes	
				BSBFLM512A	40	D A	Yes	
				BSBHR502A	38	D A	Yes	
				BSBHR505A	26	D A	Yes	
				BSBHR506A	40	D A	Yes	
				BSBHR507A	26	D A	Yes	
				BSBMGT502A	40	D A	Yes	
				BSBMKG502A	51	D A	Yes	

Example #3

Trainer Skills Matrix for Ongoing & Contract Staff

Trainer Skills Matrix				
Department:		Name of HOD:		
	Ongoing/Contract Staff Name:	Staff Member Signature	Ongoing/Contract Staff Name:	Staff Member Signature
Training and Assessment Quals				
Cert IV Training and Assessment TAA40104				
Cert IV Assessment & Workplace Training (94-04)				
Cert IV Workplace Training Cat 2 (94-99)				
Cert IV VET (1999 onwards)				
Diploma VET (TAFE qual)				
Diploma VET Practice (TAFE qual)				
Diploma Training and Assessment TAA5014				
Cert IV Workplace Training (SA 1997 onwards)				
Teaching Quals				
Bachelor Dip, Graduate Dip of Edu of Teaching (Higher Ed qual)				
Grad Cert in Tertiary Edu (UB Higher Ed qual)				
Grad Dip of Education (VET UB - Higher Ed qual)				
Trained Secondary Teacher				
Trained Primary Teacher				

Trainer Skills Matrix continued ...				
Department:		Name of HOD:		
Assessment Quals.	Ongoing/Contract Staff Name:	Staff Member Signature	Ongoing/Contract Staff Name:	Staff Member Signature
Workplace Assessor Units TAASS401A, 402A, 403A, 404A (2004 onwards)				
Workplace Assessor Units Cert IV (99-04)				
Cert Iv in Workplace Training Cat 2 (94-99)				
Other				
Vocational Quals				
Unit Level				
Relevant Industry Experience				
.....				
Other				
.....				
Professional Development				
Activity				
First Aid				

Example #4

Supervision Plan

The purpose of this Plan is to ensure that teachers without the appropriate training are adequately supervised, in order to facilitate quality delivery and assessment processes.

(A sample completed Teaching Supervision & Mentoring Plan is available to provide guidance).

Instructions for completing this plan

1 Identify one or more supervisors to monitor the delivery and/or assessment conducted by the teacher.

- (a) If the staff member to be supervised and mentored does not hold the required training qualification or equivalent, the training supervisor must have the minimum trainer qualifications. Eg Certificate IV in TAA/TAE.
- (b) If the staff member to be supervised does not hold the required assessor qualifications or equivalent, the training supervisor must have the minimum assessor qualifications and work together with the staff member to conduct assessments.

2 Details of all staff being supervised within a course should be documented in the Training and Assessment Strategy (TAS)*.

3 A Teaching Supervision and Mentoring Plan must be completed for each semester that the supervised and mentored staff member is delivering and/or assessing.

4 Documentation should be of sufficient detail to verify that the staff member has been adequately supervised and mentored.

This plan and any supporting documentation should be submitted to the program leader when the supervision and mentoring period is complete and has been fully documented.

SUPERVISION PLAN

SECTION 1 – General Information (Attach additional information if required)

Teacher to be supervised

Department

Name of Supervisor/s

Supervision / Mentoring Required for (Please X)

Training Delivery (see 1a above) Assessment (see 1b above)

Name of Supervisor/s:

Course Code (If applicable): Course Name:

Module Code: Module Name(s):

Enrolled in Certificate IV TAA or course of equivalence: Yes No

Expected completion date (if applicable):

SECTION 2 – Supervising / Mentoring

(The following issues should be discussed at the initial meeting - please X when completed)

General

Date of initial meeting:

Name of Unit Convenor (enter name): Blackboard TAFE

Feedback to Students

Teacher explained the evaluation of the students assessed work.

Teacher provided the students with the opportunity for consultation.

Assessment (if applicable)

Is the trainer provided with all assessment tools?

Yes No

If No: Assessment tools developed by the trainer will need to be approved the supervisor.

Describe the process to be used in order to ensure that assessments will be valid, reliable, flexible, fair and sufficient.

Moderation

How will assessments be moderated? (Please X)

Co-assessment between staff member under supervision and their supervisor

Provision of marking guides

Sampling of completed assessments

Other (Please Specify)

SUPERVISION PLAN cont ...**SECTION 3 – Unit / module / Evaluation and Improvement**

(To be completed at the conclusion of each semester or teaching)

List any opportunities the teacher under supervision/mentoring has identified with regards to improving the quality of delivery and/or assessment for this module?

.....

After discussion, identify which improvement opportunities will be forwarded to the program UNIT CONVENER for consideration or action.

Improvements identified by trainer under supervision:

.....

Included in Unit Convener report?

Yes No

SECTION 4 – Details of Supervision Activities

This Teaching Supervision and Mentoring Plan is a living document and as such, all contact between the supervisor and teacher in relation to delivery and assessment should be recorded on or attached to, this form.

Record details of all supervision / mentoring contacts (eg e-mails or face to face discussion of: learning strategies, advice on cohort learning styles and appropriate training methodologies, approval of trainer generated assessment tools, co-assessment activities, assessment validation contacts, results recording, follow up at conclusion of training and/or assessment for improvement purposes).

Attach additional information if required.

SEMESTER ONE

Date: Topic:
 (ie: Moderation / Feedback to students / Validation / Teaching strategies)

Details of Activity:

.....

Signature of Mentor:

Signature of Mentee:

SEMESTER TWO

Date: Topic:
(ie: Moderation / Feedback to students / Validation / Teaching strategies)

Details of Activity:

.....
.....
.....
.....
.....
.....
.....
.....
.....

Signature of Mentor:

Signature of Mentee:

SEMESTER THREE (If applicable)

Date: Topic:
(ie: Moderation / Feedback to students / Validation / Teaching strategies)

Details of Activity:

.....
.....
.....
.....
.....
.....
.....
.....
.....

Signature of Mentor:

Signature of Mentee:

Example #5

Teacher Supervision Plan

For Staff without a Certificate IV in TAA/TAE	
Person under supervision	
Period	
Supervisor	
Other Parties	
Plan includes strategies to cover (tick the box(es)) <input type="checkbox"/> Delivery and/or <input type="checkbox"/> Assessment	
Class	
Supervision strategies	
Roles and Responsibilities	
Supervisor	
Other parties	
Person under Supervision	
Parties to this agreement	
Supervisor	Name: Date Signed:
Other parties	Name: Date Signed:
Please Send a copy of this completed form to Human Resources so it can be registered.	

Example #6

Teacher Supervision – Monitoring Record Sheet

Monitoring Record Sheet	
Person under supervision	
Department Name	
Supervisor's Name	
Date	
Completion or update on progress of action(s) from last meeting:	
Outline of topics discussed:	
Outline of topics discussed:	
Supervisor's signature: Date:	

Appendices 7 - 10

Moderation Policy and Procedure Examples

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Example #1

Moderation Policy

Responsibilities

Unit Convenor and Subject Convenor

- Subject outline and assessment tools to be discussed and agreed on.
- Ongoing electronic or telephone communication to be maintained
- Quality Assurance documentation to be maintained by the Unit Convener and signed off by both Convenors on completion of semester 1 and 2.
- **Past exams for student access:** One exam only per year to be made available to library on both campuses for student access and paper selected is to be agreed on between Convenors.

Documentation of continuous improvement

- A sample of final assessment tools (minimum sample of two completed assessments per grade and to include two fails) to be forwarded to Unit Convenor within 14 days of completion of marking.

Assessment

- **Assessment tools – internal:** Subject Convenor will set the internal assessment tools for their subject. Final assessment tools will be forwarded to the Unit Convenor for comment. Internal assessment tools used in X TAFE and partner will be available on Webct – staff information only.
- **Examination:** Proposed exam and detailed marking guide for each teaching period will be forwarded at the same time to the Unit Convenor for comment.

Moderation

- **Moderation will be undertaken for the exam only.**
- The exam centre in China forwards a sample 10% of (unmarked) papers for each subject (maximum 15 papers) to the relevant Unit Convenor to be marked (marking guide forward by Subject Convenor at the time the examination reviewed and approved)

- **The Subject Convenor will forward a marking grid for the sample papers.**

The marking grid shows for each student, the allocation of marks question by question and the final grade, both alpha and numeric

- The Unit Convenor will cross check against their marks and either confirm the marks with the Subject Convenor or if there was a problem will contact the staff member personally to discuss their concerns and reach a mutually agreed solution.
- Results will not be released to students until moderation has occurred and the results have been confirmed by the Unit Convenor
- The moderation process will be documented, emails, notes of discussions and samples, in the Unit report
- A sample of completed exams (minimum sample of two completed assessments per grade and to include two fails) to be forwarded to X TAFE.
- Unit Convenor report completed at the end of each teaching period will include in the report, data from the China program completed within that period.

Reverse Moderation (2 nominated subjects per teaching period)

- **Reverse moderation will be undertaken for the final assessment tool only.**

- The Institute Office will scan and forward a sample 10% of papers (maximum 15 papers) for the two, identified subjects to the relevant Subject Convenor to be marked (marking guide forward by Unit Convenor prior to the exam)

- **The Unit Convenor will forward a marking grid for the sample papers.** The marking grid shows for each student, the allocation of marks question by question and the final grade, both alpha and numeric

- **The Subject Convenor will cross check against their marks and either confirm the marks with the Unit Convenor or, if there was a problem will contact the staff member personally to discuss their concerns and reach a mutually agreed solution.**

TIMELINES will be critical if this process is to succeed. The results for all Institute programs are the Monday, immediately after the examination week (the tight timelines dictated by

the three teaching period year and X TAFE requirements to generate offers for students into their next program.) Therefore China staff will need to be aware and willing to moderate and confirm or discuss concerns within the turn around time.

- *X TAFE and China Academic Calendar (supplied)*

In order to assist this process the subjects to be reverse moderated will be scheduled at the beginning of the exam period, to allow time for scripts to be scanned and forwarded to the relevant Subject Convenor

- *Institute Administrator to be advised at the beginning of teaching period 1 and 2 to the subjects to be reverse moderated and the examination requirement*

- Results will not be released to students until moderation has occurred and the results have been confirmed
- The moderation process will be documented (emails and notes of discussions) on Quality Assurance documentation and samples of assessment, for the purpose of continuous improvement included in the final Unit Convener report for that year.

- *A copy is maintained by both Unit Convener and Subject Convenor.*

- A sample of completed exams (minimum sample of two completed assessments per grade and to include two fails) to be forwarded to China.

The interim Unit Convener report completed at the end of each teaching period will include data from the China program completed within that period, as will the annual Unit Convener report for the year.

The goal of this QA procedure is to:

- Support collaboration and exchange and sharing of ideas (Business network to be established)
- Consistency of delivery and equity of assessments and result
- In the ongoing phase the collaborative development of resource materials
- Cross moderation of assessment tools to ensure consistency

Should there be any problems in carrying out the procedures, outlined in the Quality Assurance Procedure the following persons should be consulted:

1 The Director of Studies, TNE Programs, X TAFE, Melbourne. ■

Example #2

Exam Moderation Procedure

1 Check that moderation samples received belong to students on institution spreadsheet. Please do not moderate any samples for students whose names are not on the list.

2 Moderate samples against Institute standards and identify if there is any significant discrepancy in marking standards.

(This is really important, as we must be able to demonstrate to an auditor that the program offshore is being assessed at the appropriate AQTF level).

3 Ensure that samples of all mid – semester assessments have also been moderated.

(Notify TNE office immediately, if samples for these have not been provided.) Do not finalise results until all assessments have been through a moderation process.

4 Compare your marks against those given on the results spreadsheet prepared by partner teacher. If you have identified discrepancies in marking standards (of more than about 5%), you will need to adjust the marks accordingly, for all students in the cohort.

5 Where adjustments need to be made, please insert a column on the spreadsheet (adjacent to the off-shore teacher's marks), give it a heading 'Moderated Result' and label your finalised (adjusted) results clearly.

6 Return soft copy of the completed spreadsheet to TNE Program Manager. Please do not add names to the lists provided. File hard copy in Unit Convener folder.

7 Enter the final mark and final grade on Web CT. If the final mark falls between 40 and 49, please enter DEF as the grade.

“ Compare your marks against those given on the results spreadsheet prepared by partner teacher.”

(These students are eligible for a re-sit exam, which will take place in September). This policy does not apply to final semester subjects.

8 Clearly document any adjustments you make to marks in the relevant section of your End of Semester report.

Be specific about the nature of adjustment made (eg all marks reduced by 5%). This is particularly important for TNE Program Managers to be aware of, when we are double checking/ entering missing results etc.

“ Seek feedback from offshore teacher about teaching program, materials and resources.”

9 Communicate with your offshore teacher and explain what adjustments have been made to partner teacher marks. Your feedback should focus on providing further training on assessment strategies in your subject. Emphasise ‘continuous improvement’ and the need to apply consistent standards with future cohorts.

10 Please make it clear to your offshore colleague that final results will be released officially by X TAFE to the Off-shore Program Co-ordinator. Teachers should not discuss results with students at this stage.

11 Seek feedback from offshore teacher about teaching program, materials and resources and note any corrections/ updates required. Document in your electronic Academic Report.

12 Any revisions needed for Teacher’s and Learner’s Guides should be passed on to the TNE Program. ■

Example #3

Moderation Validation Procedure

Assessment Validation Report		
<p>When complete this report is filed with Quality documents for the course. Validation at development stage. Once Assessment strategy and associated assessment instruments have been designed, they must be validated using this report. Validation may be conducted by an individual assessor, a peer review, an industry representative or any of the above.</p>		
<p>Panel must have these documents for validation</p>	<input type="checkbox"/> Training & Assessment Strategy (TAS) that includes this unit <input type="checkbox"/> Unit of competency from Training Package <input type="checkbox"/> Assessment tools relevant to this validation <input type="checkbox"/> Assessment mapping matrix <input type="checkbox"/> Unit Competency outline/Assessment schedule	
Unit Code(s)	Title of unit(s)	AQF level
Qualification		Cluster
Learner Cohort Assessment Version no.		
Date of validation		
Participants in this validation		
Assessment method/s used to assess this unit (Must match method/s showing on TAS matrix)	<input type="checkbox"/> Demonstration <input type="checkbox"/> Report <input type="checkbox"/> Knowledge test <input type="checkbox"/> Documents <input type="checkbox"/> Interview <input type="checkbox"/> Work observation <input type="checkbox"/> Presentation <input type="checkbox"/> Other <input type="checkbox"/> Project	
Timing of validation	<input type="checkbox"/> Assessment Development <input type="checkbox"/> Assessment Review <input type="checkbox"/> Course Review	
Any special points regarding delivery and assessment		

Training and Assessment Strategy (TAS)	Yes	No	Comment / suggested improvement
1. Industry/enterprise has been consulted in development of assessment strategy			
2. Assessment tool/s meet any related regulatory or licensing requirements			
3. Learner needs have been considered in development of assessment strategy			
Assessment Brief	Yes	No	Comment / suggested improvement
1. Assessment instructions and assessment conditions are clearly identified			
2. Assessment tool is written in clear English			
3. Evidence/marking guides or checklists have been provided to students			
4. Due dates and other important information are clearly stated			

Assessment of Competency	Yes	No	Comment / suggested improvement
1. Performance criteria are addressed sufficiently			
2. Underpinning knowledge is addressed			
3. Underpinning skills are addressed			
4. Critical aspects of evidence are addressed			
5. Level of difficulty is appropriate to the competency or competencies being assessed			
6. Assessment tool reflects workplace practice			
Reflects principles of assessment	Yes	No	Comment / suggested improvement
Valid: Face validity refers to the degree to which the instrument actually measures what it says it measures and is practical to use			
Reliable: Individual learners would get a similar result if tested on different occasions, given the same set of circumstances			
Flexible: The assessment instrument can be adapted to suit work needs and site needs			
Fair: 1. Instrument is non discriminatory and inclusive 2. Instrument can be reasonably adjusted 3. Language, literacy, numeracy requirements are appropriate for the competency level			

MODERATION AND VALIDATION			
Assessment of Competency	Yes	No	Comment/suggested improvement
Valid: Content validity means the evidence covers the knowledge and skills that are essential to competent performance as set out in the unit of competency.			
Sufficient: There is sufficient quality and quantity of evidence – as set out in the Critical aspects of evidence for the unit of competency.			
Authentic: The assessor is assured that the evidence presented for assessment is the candidate's own work.			
Current: Evidence is current			
Check that there is an agreed understanding of the criteria being used to arrive at an assessment of competent.			
Check that the agreed criteria are being used consistently by all trainer/assessors assessing competencies (even with different groups of students or in different courses or contexts).			
Check that where graded assessment is used, that trainer/assessor would assess the same piece of work to the same standard.			
Check that the weighting of graded assessment leads to an accurate reflection of the students work as a "holistic" approach.			
Comments:			
COURSE CO-ORDINATION PANEL MEMBERS			
Name	Signature	Date	
Chair *			
[*This person has responsibility for seeing that recommendations are carried out and significant improvements are noted in the Improvements register]			

Example #4

Peer Review Form

Partner / X TAFE Subject Convenor Evaluation January 2010					
Subject:					
<p>One member TAFE also offers its in-country trainers the opportunity to provide feedback on the Australian teachers or supervisors. This is done for the purpose of bringing both sets of teachers closer together and demonstrating that each have something to learn from the other. The form helps to bridge any cultural gaps.</p>					
Partner Teacher					
The name of the X TAFE teacher is					
The X TAFE teacher's Email address is					
The X TAFE teacher's telephone number is					
<p>Please rate your X TAFE colleague using the following criteria 1 Strongly disagree, 2 Disagree, 3 Neither agree nor disagree, 4 Agree, 5 Strongly agree</p> <p>Circle the number that is applicable to each question</p>					
Teaching Materials	1	2	3	4	5
The X TAFE teacher has clearly explained the subject content to me.					
The X TAFE teacher has clearly explained the assessment procedure					
My Students at [Partner] can email the X TAFE teacher to seek clarification					
The X TAFE teacher welcomes my comments					
The X TAFE teacher marked and returned assessment instruments to me quickly					
The X TAFE teacher has provided me with other learning materials in addition to the teachers material book					

Teaching Materials cont ...	1	2	3	4	5
Partner College students know what is required to pass this subject					
All my students are given a copy of the subject outline at the beginning of the semester					
My students enjoy the X TAFE subject					
Communication between staff	1	2	3	4	5
I contact the X TAFE teacher on a weekly basis					
The X TAFE teacher has explained the moderation process to me					
The X TAFE teacher contacts me on a regular basis					
The X TAFE teacher makes me feel welcome to express my ideas					
The X TAFE teacher has provided me with some new classroom strategies and methods of instruction					
I appreciate the time the X TAFE teacher has given me during the semester					
I look forward to meeting the X TAFE teacher in person at either [Partner] or at X TAFE					
The X TAFE teacher responds promptly to my emails					

Other questions	1	2	3	4	5
I find it easy to teach this class in English all the time					
I have found western style teaching practice difficult					
The assessments for Partner and X TAFE are different. This is confusing for the students.					
I don't know how a student can pass the subject for Partner yet fail for X TAFE					
I enjoy teaching "The X TAFE Way"					
The marking guides for assessing students' work were very detailed. I was able to justify my students marks					
I encourage my students to use "English" outside the classroom					

Example #5

Plagiarism Policy

Definition of Plagiarism

Plagiarism is the action or practice of taking and submitting or presenting the thoughts, writings or other work of someone else as though it is your own work.

Plagiarism includes any of the following, without full and appropriate acknowledgment to the original source(s):

- a)** the use of the whole or part of a computer program written by another person;
- b)** the use, in essays or other assessable work, of the whole or part of a written work from any source including but not limited to a book, journal, newspaper article, set of lecture notes, current or past student's work, any other person's work, a website or database;
- c)** the paraphrasing of another's work;
- d)** the use of musical composition, audio, visual, graphic and photographic models without attribution of the author;

- e)** the use of regalia, that is objects, artefacts, costumes, models and the like without acknowledgement.

Plagiarism also includes the preparation or production and submission or presentation of assignments or other work in conjunction with another person or other people when that work should be your own independent work.

This remains plagiarism whether or not it is with the knowledge or consent of the other person or people. It should be noted that X TAFE encourages its students to talk to staff, fellow students and other people who may be able to contribute to a student's academic work but that where independent assignment is required, submitted or presented work must be the student's own.

Enabling plagiarism contributes to plagiarism and therefore will be treated as a form of plagiarism by the Institute.

Enabling plagiarism means allowing or otherwise assisting another student to copy or otherwise plagiarise work by, for example, allowing access to a draft or completed assignment or other work.

Categories of plagiarism

For the purposes of determining the potential actions in cases of plagiarism, plagiarism can be further categorised along two potentially related dimensions.

If the act of plagiarism was:

- intentional or careless
- substantial or minor

Intentional plagiarism

Intentional plagiarism is plagiarism conducted by an individual who is aware, or had the opportunity to be aware, that they were using another person's ideas, designs, code, words, or works without appropriate acknowledgement, for their own advantage.

Careless plagiarism

Careless plagiarism occurs when an individual unintentionally fails to adequately cite sources.

For example, the individual:

- may recognise the need for referencing, but the references are presented
- carelessly or inadequately for the context of the relevant discipline;
- has undertaken extensive research and has lost track of the source of some of the material;
- is unaware of usual academic conventions.

Substantial plagiarism

Examples of substantial plagiarism are where the extent, magnitude, repetitiveness and / or blatancy of the plagiarism are significant and there is:

- An intention to gain an unfair academic advantage- whether the advantage occurs or not; or
- A disregard of the university's requirements for academic integrity and honesty; or
- Negligence in respect of submitted work which is inconsistent with the experience of the student.

Minor plagiarism

Minor plagiarism offences are limited instances of academic misconduct, for example, breaches in referencing, and/or collaborating and may be due to inexperience in regard to academic conventions and normally due to a lack of understanding of appropriate academic behaviour in a tertiary context. The actions or omissions would typically be isolated, not systematic, or significant.

Activities associated with plagiarism

Collusion (unauthorised collaboration) and the resubmission of work that has already been assessed in another unit, without disclosing the fact. Contract cheating, which is, paying an individual or service to produce work that should be the individual's own. ■

Example #6

Referencing and Plagiarism

All western educational institutes require proper references to the information you use in an assessment. This means you must write where you found the information. See below for an example of how to reference your work correctly. When you do not write where you found the information in your assessments it is called plagiarism. X TAFE has a very strict policy on plagiarism. If you copy

information from a book or an internet site without giving the source, you will lose marks or even fail the assessment.

Referencing is a system used to name the information or ideas that you have used in your assessment.

The Harvard system is one of the most common systems for referencing.

Referencing Books

Author(s) of book – surname and initials, Year of publication, Title of book – italicised, Edition, Publisher, Place of publication.

Example:

Kizza, J.M. 2002, *Computer network security and cyberethics*, McFarland Jefferson, N.C.

▲	▲	▲	▲	▲
Author	Year of publication	Title of Book	Publisher	Place of publication

Referencing Websites

Author (person or organization) Year (site created or revised), Name (and place if applicable) of sponsor of the site, date of viewing the site (date month year), <URL>.

Example:

Department of Health and Ageing, Therapeutic Goods Administration 2004, Canberra, viewed 13 October, 2004, <http://www.tga.gov.au/recalls/index.htm>

Plagiarism

Plagiarism is when you copy the work or ideas of other people without acknowledging your source of information. Even if you change the words or sentences you have ‘borrowed’, it is still plagiarism.

Plagiarism is treated very seriously by your Australian teachers. Students can fail their course if they are caught copying. Use your own words, even if you don’t think you write well.

Misconduct related to student assessment

For Misconduct related to assessment (e.g. Cheating or Plagiarism), the Director Programs or the Deputy Director Programs or their respective delegate, after consultation with the relevant Associate Director and/or VET or Higher Education Head of Department concerned, as appropriate, may grade the student as having failed in that subject, course or unit of study (however described) or may vary the student’s assessment in that subject, course or unit.

Where a Penalty is imposed under clause above, the student shall be given written

notice by the Director Programs or Deputy Director Programs of such Penalty. Unless the student concerned, within five (5) business days of receipt of such notice, gives notice in writing to the CEO of appeal against such Penalty, the Director Programs or the Deputy Director Programs shall formally notify the student of failure or variation in grade in the subject and adjust the student’s record accordingly at the end of the five (5) day notice period. ■

“ Plagiarism is when you copy the work or ideas of other people without acknowledging your source of information.”

Appendix #8

Structure of TAA / TAE

Structure of reviewed qualification Core and elective units

Structure of existing TAA40104 Certificate IV in Training and Assessment

14 units (12 core plus 2 elective units from a defined list of 11 units)

Learning Environment:

TAAENV401B

Work effectively in VET

TAAENV402B

Foster and promote an inclusive learning culture

TAAAENV403B

Ensure a safe and healthy learning environment

Learning Design:

TAADES401B

Use Training Packages to meet client needs

TAADES402B

Design and develop learning programs

Delivery and Facilitation:

TAADEL401B

Plan and organise group-based delivery

TAADEL404B

Facilitate work-based learning

TAADEL403B

Facilitate individual learning

1 elective unit may be selected from anywhere including other currently endorsed national Training Package or accredited course. Where the choice of a unit from another currently endorsed national Training Package or accredited course is made, this unit must come from a qualification or course at Certificate III or above and must contribute towards the vocational outcome of the program.

Assessment:

TAAASS401C

Plan and organise assessment

TAAASS402C

Assess competence

TAAASS403B

Develop assessment tools

TAAASS404B

Participate in assessment validation

Electives:

TAEASS301A

Contribute to Assessment

TAEASS502A

Design and develop assessment tools

TAEDEL301A

Provide training through instruction and demonstration of work skills

TAEDEL403A

Coordinate and facilitate distance-based learning

TAEDEL404A

Mentoring in the workplace

TAEDEL501A

Facilitate e-learning

TAE LLN401A

Address language, literacy and numeracy skills

TAETAS401A

Maintain information requirements

BSBAUD402B

Participate in a quality audit

BSBCMM401A

Make a presentation

BSBLED401A

Develop teams and individuals

BSBMKG413A

Promote products and services

BSBREL402A

Build client relationships and business networks

BSBRES401A

Analyse and present research information

Structure of reviewed TAE40110 Certificate IV in Training and Assessment.

10 units (7 core and 3 electives)

Learning Design:

TAEDES401A

Design and develop learning programs

TAEDES402A

Use Training Packages and accredited courses to meet client needs

Delivery and Facilitation:

TAEDEL401A

Plan, organise and deliver group based learning

TAEDEL402A

Plan, organise and facilitate learning in the workplace

Assessment:

TAEASS401A

Plan assessment activities and processes

TAEASS402A

Assess competence

TAEASS403A

Participate in assessment validation

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