



Recognition Resource



Department of Education,
Training and Youth Affairs



The Training Package Assessment Materials Project is an initiative of the Australian National Training Authority with funding provided by the Department of Employment, Training & Youth Affairs.

The project has been established to support high quality and consistent assessment within the vocational education and training system in Australia.

*This guide was developed by:
Ratio Pty Ltd*

with support from the Department of Employment, Training & Youth Affairs (DETYA), the Australian National Training Authority (ANTA) and Vocational Education and Training Assessment Services (VETASSESS).



DEPARTMENT OF EDUCATION, TRAINING AND YOUTH AFFAIRS

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Project management and editorial support provided by Vocational Education and Training Assessment Services (VETASSESS).



This project was managed by the Australian National Training Authority on behalf of the Department of Education, Training and Youth Affairs.

Published on demand by Australian Training Products Ltd (ATP)
Level 25/150 Lonsdale Street, Melbourne, VIC, Australia, 3000
Telephone: : + 61 3 9655 0600, Facsimile: +61 3 9639 4684, Email: sales@atpl.net.au

Printed by Document Printing Australia, Melbourne, Australia

ATP Stockcode: 1700101R

ISBN: 0 642 25437 0

First published in July 2001

FOREWORD

This guide is one of a suite of ten guides developed in the Training Package Assessment Materials Project. The project was one of several initiatives managed by the Australian National Training Authority (ANTA) and funded by the Department of Education, Training and Youth Affairs (DETYA) to facilitate the implementation of Training Packages and in particular New Apprenticeships.

The guides in this *Training Package Assessment Materials Project* aim to provide assessors and managers of assessment processes within the vocational education and training (VET) sector with a range of practical tools and resources for improving assessment practices in both on – and off-the-job situations. The ten guides are:

- Guide 1: Training Package assessment materials kit
- Guide 2: Assessing competencies in higher qualifications
- Guide 3: Recognition resource
- Guide 4: Kit to support assessor training
- Guide 5: Candidate's Kit: Guide to assessment in New Apprenticeships
- Guide 6: Assessment approaches for small workplaces
- Guide 7: Assessment using partnership arrangements
- Guide 8: Strategies for ensuring consistency in assessment
- Guide 9: Networking for assessors
- Guide 10: Quality assurance guide for assessment.

Each guide is designed to cover a broad range of industries and VET pathways, with relevance to workplace assessors as well as those working in off-the-job and VET in Schools programs.

The *Training Package Assessment Materials Project* was completed prior to the review and redevelopment of the Training Package for Assessment and Workplace Training. The project managers and writing teams worked closely with National Assessors and Workplace Trainers (NAWT), a division of Business Services Training, to ensure that the material contained in these guides is in line with future developments in the Training Package. Consequently the guides do not make direct reference to the units of competency in the Training Package for Assessment and Workplace Training.

The project managers and the writing teams would like to thank all the individuals and organisations who generously provided advice, case study materials, assessment tools and their time to review and pilot these materials.

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1. OVERVIEW OF THIS RESOURCE

The information

This resource has been designed for Registered Training Organisations (RTOs) and assessors who are conducting Recognition processes. It has been based on good practice principles that have been used to show how different organisations conduct Recognition, across different industries, for a range of reasons and in a variety of ways.

Tip

The initial chapters provide important background information.

The later chapters provide information and guidance for planning, implementing and reviewing the process.

The appendices provide case studies and exemplar materials for Recognition processes.

Tips, quotes, examples and candidates' views have been used to demonstrate particular aspects of Recognition.

This resource can be used by anyone involved in the area of Recognition to help improve current processes. It has been designed to help users identify good practice concepts and better ways of implementing Recognition processes.

The case studies

Several case studies have been included in Appendix A. These are intended to highlight the various ways in which organisations have conducted Recognition processes. They highlight different aspects of Recognition and how particular issues have been dealt with.

The exemplar materials

Appendix B contains a number of exemplar materials. These have been designed as a starting point for assessors who are conducting Recognition processes. They outline some of the key areas that should be covered in the development of materials to help assessors in the process. These materials include presentation materials, checklists, evidence gathering tools and candidate self-assessment materials. Assessors are encouraged to customise the materials to suit their own needs and those of the candidate.

How to use this resource

The resource has been organised to assist assessors and RTOs in establishing and implementing a Recognition process.

Chapter 2 should be read to clarify what *Recognition* and *competence* mean. It shows how Recognition is used in a variety of different ways depending on context and purpose.

Chapter 3 provides an overview of the qualities of good practice Recognition processes.

It includes a checklist (see Appendix B) which assessors and RTOs can use to evaluate an existing Recognition process or one that is being developed.

Chapters 4, 5 and 6 focus on planning, implementing and reviewing Recognition processes.

Throughout the resource, links are made to the case studies contained in Appendix A and to the exemplar materials in Appendix B.

The aim of this resource is to provide assistance for all those involved in and responsible for developing, implementing and reviewing a Recognition process that complies with the Australian Quality Training Framework (AQTF). While the exact application will depend on the context, the process should follow the requirements of the AQTF. This includes developing assessment strategies and appropriate policies and procedures to guide assessors in their work. It should also be supported by appropriate techniques and materials designed to help assessors carry out assessment tasks.

This resource has been designed with awareness that the establishment of any Recognition process involves careful consideration of candidates' needs, the integrity of the assessment process and the resources needed to conduct assessments. The quality aspects of Recognition described in the guide have been identified as ways of balancing these sometimes conflicting demands.