TAE40110 Certificate IV in Training & Assessment

Pre-Course Reading & Assessment Information
TAE40110 Assessment information

Overview…

During your face-to-face training you will be completing many activities (called formative assessments) which will be either group or individual exercises (and recording your answers in your own workbook). These formative assessments make up the majority of the assessments for the course and are completed under the guidance of our very experienced trainers. However, all activities in the workbook must be completed satisfactorily. The final assessment (project) will be started throughout the course also, and you will have templates and examples to follow. During the course, you will also presenting two short training sessions (approx. 20 mins) - as below.

- One training session - on a topic of your choice
- One training session - based on your job.

Before attending, you may like to think about a topic that you have an interest in for the first presentation and a relevant topic from your current (or previous) employment for the second presentation.

Project work will begin during the course using an electronic document - Project Workbook - and you will go on to complete this document after the course. Once completed, you may email the Project Workbook to our office (margaret@tastraining.com.au) along with any supporting files, such as PowerPoint or handouts or you may submit hardcopy documents. Projects are due 8 weeks from the end of the course (but don't worry - extensions are available if needed and we are happy to guide you through the project with individual coaching if required!).
The Post-course Project requires the following tasks to be completed include (in brief) -

- Design and development of a training program covering one entire unit of competence, along with the delivery of at least 2 consecutive training sessions (of a minimum of 40-60 minutes each)
- Design, development and delivery of 2 work skill instruction sessions
- Design, development and delivery of at least 2 assessments and participation in at least 2 validation sessions.

For people who do not have access to a workplace, we will organise suitable alternatives.

Projects can be customised to suit a particular workplace environment or participant requirements if needed.
INTRODUCTION TO THE VET SECTOR...

The National VET Regulator…

The National Vocational Education and Training Regulator Act 2011 is a national approach to the regulation of vocational education and training (VET) across Australia.

The VET regulator (ASQA - Australian Skills Quality Authority) which took effect in Australia for all States and Territories in 2012.

The primary aim of the NVR (National VET Regulator) is to ensure a national consistency for both registration of Registered Training Organisations (RTOs) and how courses are accredited. With this uniform VET Quality Framework with uniform accreditation, industries throughout Australia will be able to see more consistency in nationally recognised VET qualifications. This will also translate to more confidence in the skills and knowledge of VET graduates.

The establishment of a national regulator provides a clear line of accountability and responsibility for the quality of VET throughout Australia. See website from link below:

![Australian Government Australian Skills Quality Authority](image)

ASQA - VET policies and framework

Being a trainer and/or an assessor in the VET sector can be a challenge and being bound by national policies and frameworks which exist in an environment of constant change can be quite a juggling effort. It can be difficult and time consuming to keep up-to-date with the standards under which trainers and assessors must operate.

The advice provided throughout this course will help you locate and understand the specific areas that you need to be aware of.
Firstly, let’s talk about the Standards for Registered Training Organisations which are monitored and administered by the NVR (National VET Regulator - ASQA).

The STANDARDS

_Standards for NVR Registered Training Organisations - see:_

The standards comprise nationally agreed standards to ensure the quality of vocational education and training services throughout Australia.

Training organisations must be registered under these Standards in order to deliver, assess and issue Australian Qualifications Framework (AQF) qualifications or Statements of Attainment (SOAs) in endorsed Training Packages and Accredited Courses.

The Standards will ensure that all RTOs and the qualifications they issue are audited against a standardised quality expectation, across Australia.

In addition to the standards provided earlier, all RTOs are also required to:

- Maintain compliance have documented systems for quality training and assessment
- Maintain current scope of registration
- Maintain and provide student records
- Comply with legislation
- Have documented agreements with other organisations when they provide training or assessment in partnership
- Have written procedures for recruitment, induction and professional development of staff
- Use trainers and assessors with specified competencies
- Follow explicit requirements for quality assurance in assessment
• Have a recognition of prior learning process in place and offer to recognise the prior learning of all learners on enrolment, and
• Follow specific requirements for developing, validating and implementing learning and assessment strategies
• Issue qualifications and statements of attainment in accordance with the AQF, and more.

**Standards for State and Territory registering/Course accrediting bodies**

The Standards for State and Territory Registering/Course Accrediting Bodies under the STANDARDS provide for nationally consistent auditor standards, audit practices and process which cover:

• Confidentiality
• The qualifications, selection and monitoring of auditors and technical experts
• Appeals, complaints, disputes and sanctions
• Applications for renewal of registration
• Posting information on the national database - www.training.gov.au
• Recognition of Australian Qualifications Framework (AQF) qualifications and statements of attainment, and
• Course accreditation processes (including the process for establishing the need for courses).

To fully understand the responsibilities of RTOs within the VET sector and the standards that apply to an RTO can be accessed at the ASQA website; [http://www.asqa.gov.au/](http://www.asqa.gov.au/)

The government website for all courses, RTOs and related information (i.e. a database of all Nationally Recognised and Accredited courses, RTO’s and associated qualifications) can be found by accessing [www.training.gov.au](http://www.training.gov.au)

**You will be using this website many times throughout the course - it might be worthwhile to familiarise yourself with it now!**
A List of (some current and previous) VET Acronyms!

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANZSCO</td>
<td>Australian and New Zealand Standard Classification of Occupations</td>
</tr>
<tr>
<td>AQF</td>
<td>Australian Qualifications Framework</td>
</tr>
<tr>
<td>AQTF</td>
<td>Australian Quality Training Framework</td>
</tr>
<tr>
<td>ASQA</td>
<td>Australian Skills Quality Authority</td>
</tr>
<tr>
<td>DEEWR</td>
<td>Department of Education, Employment and Workplace Relations</td>
</tr>
<tr>
<td>DIICCSRTE</td>
<td>Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education</td>
</tr>
<tr>
<td>ISC</td>
<td>Industry Skills Council</td>
</tr>
<tr>
<td>NCVER</td>
<td>National Centre for Vocational Education Research</td>
</tr>
<tr>
<td>RCAB</td>
<td>Registration and Course Accreditation Body</td>
</tr>
<tr>
<td>RTO</td>
<td>Registered Training Organisation</td>
</tr>
<tr>
<td>STA</td>
<td>State Training Authority</td>
</tr>
<tr>
<td>TGA</td>
<td>training.gov.au</td>
</tr>
<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
</tr>
</tbody>
</table>


Note - A comprehensive list of VET acronyms, terms and abbreviations is provided in our Client Drive (or from the website) [http://www.ncver.edu.au/resources/glossary.html](http://www.ncver.edu.au/resources/glossary.html)

**Additional (commonly used) VET Terms...**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVETMISS</td>
<td>Australian VET Management Information Statistical Standard</td>
</tr>
<tr>
<td>ACE</td>
<td>Adult and Community Education</td>
</tr>
<tr>
<td>LL&amp;N</td>
<td>Language Literacy and Numeracy</td>
</tr>
<tr>
<td>LOTE</td>
<td>Language Other than English</td>
</tr>
<tr>
<td>NVR</td>
<td>National VET Regulator (Currently ASQA)</td>
</tr>
<tr>
<td>STANDARDS</td>
<td>Standards for NVR Registered Training Organisations</td>
</tr>
</tbody>
</table>
Quality Indicators

Quality Indicators and Completion Rates

At the end of this course, you will be invited to complete the QI Survey data (online and anonymously) which will assist us in the Continuous Improvement process for this (and other) courses.

We publish our QI reports to our website (which indicate how we are perceived in comparison to other similar sized RTO’s). The surveys we collect feedback from are:

Employer satisfaction

  Competency development, and training and assessment quality - this focuses on employers’ evaluations of learners’ competency and overall quality of the training and assessment.

Learner satisfaction

  Learner engagement and competency development - this indicator focuses on the extent to which learners are engaging in activities likely to promote high-quality skill outcomes, as well as learners’ perceptions of the quality of their competency development and the support they receive from RTOs.

RTO’s must also record and report (to the Registering Body) all enrolments, completions and SOA’s (Statement of Attainment) each year (fiscal calendar). This data is reported by RTO’s through the CCOS (Competency Completion Online System). The details of the CCOS are outlined below:

Competency Completion Rate

  This is calculated for qualifications and units of competency/modules delivered, based on data provided by RTOs on the previous calendar year number of enrolments and qualifications completed and/or units of competency/modules awarded

Although the STANDARDS oversee the delivery of training and assessment in the VET sector, legislation that governs the management of organisations must also be adhered to. For example, Legislation such as Occupational Health and Safety (OHS) legislation will feature within the workplace training environment just as it does within the general workplace environment.
The specific policies of the national OHS legislation that apply in the VET system can be accessed at the website for the National Occupational Health and Safety Commission; www.ascc.gov.au

Access and equity is another major area that is a focus for VET trainers and assessors. It's important that every learner has fair and equitable access to training, regardless of any geographical, physical, mental or any other concern or limitation. EEO (Equal Employment Opportunity) legislation states that the option for development must be provided to all employees. Therefore, trainers and assessors must strive to create equal opportunities for access to training regardless of race, gender, ethnicity or cultural background. The Australian Disability Training Advisory Council (ADTAC) will provide further information on access and equity.
Scope

RTOs must apply for **scope** within their area of expertise and their registration will include only those fields. RTOs may make an application for delivery and assessment in additional/extra courses or to remove courses/qualifications and units by applying to ASQA as required.

An extension to scope will only be granted after the proposed course delivery and assessment methods are audited. A complete list of RTOs and area of scope each RTO has is also published on [www.training.gov.au](http://www.training.gov.au). This site also lists all relevant information about Training packages, RTO’s details, units of competence, Industry Skills Councils (ISCs) and training resources (and much more).

*Throughout our course you will access the training.gov.au site many times - you will become quite familiar with it!*

What are Training Packages

Training packages are sets of nationally endorsed standards (units) and qualifications (packaging rules) for recognising and assessing a person’s skills.

Training packages also describe the skills and knowledge needed to perform effectively in the workplace.

- *They do not prescribe how an individual should be trained; teachers and trainers develop learning strategies (the "how") depending on learner's needs, abilities and circumstances.*

Training packages are developed by industry through national industry advisory bodies (Industry Skills Councils – ISCs), by recognised bodies, or by enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement and accreditation, developers must provide evidence of extensive consultation and support within their relevant industry area or enterprise.
ASQA is responsible for the registration of RTOs - and

- Registration, completion and cancellation of apprenticeships and traineeships
- Course accreditation
- Registration and regulation of vocational placements
- Regulation of issuing qualifications and statements of attainment
- Approving apprenticeship and traineeship programs
- Determination of probationary periods and nominal timelines for apprenticeships and traineeships
- Issuing skills recognition certificates
- Providing strategic advice to the minister on current vocational education and training issues and strategies
- Recognition of industry training advisory bodies and group training organisations.

**What is contained in a training package?**

A training package consists of endorsed and non-endorsed components. The endorsed components represent compulsory features of the training package. This includes the national units, the implementation guides and evidence guides. Materials are often published to the (www.training.gov.au) website.

The *non-endorsed* components of training packages are those materials you develop yourself (such as learner guides, manuals, PowerPoint slides, handouts, activities etc.).

**What are assessment guidelines?**

Whether you are working with individual competencies (units) or the whole qualification from a training package you will need to be aware of, and account for, the assessment guidelines, the qualification packaging rules and the implementation guides.

The assessment guidelines are *endorsed* components of training packages that underpin the assessment process and describe the industry approach for valid, reliable, flexible and fair assessments (i.e. the principles of assessment). Assessment guidelines include information concerning assessment system overview, assessor requirements, designing assessment resources, conducting assessment and sources of information for assessment.
What are qualification packaging rules?

Each qualification housed within a training package has been designed to align with industry standards at a particular performance level (i.e. Certificate II or III etc.). Careful consideration is given to grouping competencies in a training package into combinations that have meaning and purpose and which are directly related to particular work roles.

The qualification packaging rules will tell you what, if any, guidelines or restrictions apply to the way in which you cluster or group individual competencies from a training package into a course or learning program. Throughout this course you will learn how to use the packaging rules to the best possible advantage for both your learner and their organisation by providing clear development pathways.

What is an implementation guide?

Implementation guides are support resources to help trainers implement training packages. They provide general, and State and Territory specific information on:

- The qualifications included in the training package
- Registration processes and requirements for training organisations
- How to correlate course information from older accredited courses or earlier versions of the training package with the latest endorsed qualifications (sometimes called transitioning or mapping)
- Sample training programs
- Industry licensing requirements
- Contacts and resources, and
- New apprenticeships/traineeships that include competencies or qualifications from the training package.
What is the Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is a single, coherent framework for qualifications from Senior Secondary Certificates through to Doctoral Degrees.

The AQF framework links together the qualifications and is a highly visible, quality-assured national system of educational recognition. It promotes lifelong learning by providing a seamless and diverse education and training system which caters for a variety of pathways and learners.

The AQF covers qualifications issued by secondary schools, vocational education and training providers and higher education institutions. All qualifications are nationally recognised.

Each Registered Training Organisation (RTO) must apply the standards specific to RTOs when planning and delivering training, when assessing competence and when issuing Australian Qualifications Framework (AQF) qualifications.

Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately by RTOs when providing qualifications or advertising such.

For a full explanation of the AQF see the AQF Implementation Handbook. You can download it from the Australian Qualifications Framework Advisory Board (AQFAB) web site www.aqf.edu.au.

Training packages specify training package rules (the combination of core and elective competency standards - which are often known as units) that are required to achieve a particular qualification.

Training packages can have several qualifications at many AQF levels

Learners completing some (but not all) standards (units) against a qualification are awarded Statements of Attainment (SOAs) for those units completed.
These SOAs can be used against other qualifications and are completely transferable from one RTO to another (which used to be known as mutual recognition, or direct credit transfer and is currently known as 'national recognition').

You will be looking at the packaging rules which govern the attainment of qualifications in more detail throughout this course.

Once a person has been assessed as competent in all standards (units) required for a particular qualification, they will attain that qualification and be provided with a certificate indicating the course name which must be exactly as described (including the code and title) from the TGA website. The AQF level and RTO number must also appear on the documentation (the RTO number is the national registered number given to the RTO by the government and can be viewed on the TGA website).

Learners will also receive their certificate (as above) and a complete list of the units attained under that qualification (in a Statement of Attainment) which is also an important record, particularly if the person elects to apply any of the units against a further qualification. The unit descriptor will indicate whether they are only to be applied once.

To assist you in understanding the outcomes expected for each AQF level, a short description of each of the levels is provided in the table below:
<table>
<thead>
<tr>
<th>Qualification level</th>
<th>Distinguishing outcomes</th>
</tr>
</thead>
</table>
| Certificate I       | Demonstrate knowledge by recall in a narrow range of areas  
|                     | Demonstrate basic practical skills, such as the use of relevant tools  
|                     | Perform a sequence of routine tasks, given clear directions  
|                     | Receive and pass on messages/information  |
| Certificate II      | Demonstrate basic operational knowledge in a moderate range of areas  
|                     | Apply a defined range of skills  
|                     | Apply known solutions to a limited range of predictable problems  
|                     | Perform a range of tasks where choice between a limited range of options is required  
|                     | Assess and record information from varied sources  
|                     | Take limited responsibility for own outputs in work and learning  |
| Certificate III     | Demonstrate some relevant theoretical knowledge  
|                     | Apply a range of well-developed skills  
|                     | Apply known solutions to a variety of predictable problems  
|                     | Perform processes that require a range of well-developed skills where some discretion and judgement are required  
|                     | Interpret available information, using discretion and judgement  
|                     | Take responsibility for own outputs in work and learning  
|                     | Take limited responsibility for the output of others  |
| Certificate IV      | Demonstrate understanding of a broad-range knowledge base, incorporating some theoretical concepts  
|                     | Apply solutions to a defined range of unpredictable problems  
|                     | Identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas  
|                     | Identify, analyse and evaluate information from a variety of sources  
|                     | Take responsibility for own outputs in relation to specific quality standards  
<p>|                     | Take limited responsibility for the quantity and quality of the output of others  |</p>
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>Demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas&lt;br&gt;Analyses and plan approaches to technical problems or management requirements&lt;br&gt;Transfer and apply theoretical concepts and/or technical or creative skills to a range of situations&lt;br&gt;Evaluate information and use that information to forecast for planning or research purposes&lt;br&gt;Take responsibility for own outputs in relation to broad quantity and quality parameters&lt;br&gt;Take some responsibility for the achievement of group outcomes</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>Demonstrate understanding of specialised knowledge with depth in some areas&lt;br&gt;Analyses, diagnoses, designs and executes judgements across a broad range of technical or management functions&lt;br&gt;Generates ideas through the analysis of information and concepts at an abstract level&lt;br&gt;Demonstrates a command of wide-ranging, highly specialised technical, creative or conceptual skills&lt;br&gt;Demonstrates accountability for personal outputs within broad parameters&lt;br&gt;Demonstrates accountability for group outcomes within broad parameters</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>Positioned at the same level as the higher education Graduate certificate&lt;br&gt;Requires a similar volume of learning to the Graduate certificate: that is, typically six months full-time or the equivalent part-time&lt;br&gt;High level employment-related skills and knowledge which in most cases are specified in sets of competency standards. These are developed by relevant industry, enterprise, community or professional bodies to meet an identified training need at professional levels&lt;br&gt;A focus on competency in a workplace environment&lt;br&gt;Offers a vocational education and training pathway to allow further specialisation within a systematic and coherent body of knowledge&lt;br&gt;May involve full responsibility and accountability for all aspects of work of others and functions including planning, budgeting and strategy</td>
</tr>
</tbody>
</table>
### Graduate Diploma

Positioned at the same level as the higher education Graduate diploma; Requires a similar volume of learning to the Graduate diploma: that is, typically twelve months full-time or the equivalent part-time for the graduate diploma.

High level employment-related skills and knowledge which in most cases are specified in sets of competency standards. These are developed by relevant industry, enterprise, community or professional bodies to meet an identified training need at professional levels.

A focus on competency in a workplace environment.

Offers a vocational education and training pathway to allow further specialisation within a systematic and coherent body of knowledge.

May involve full responsibility and accountability for all aspects of work of others and functions including planning, budgeting and strategy.

### AQF Levels (Higher Education Sector)

<table>
<thead>
<tr>
<th>Qualification level</th>
<th>Distinguishing outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degree</td>
<td>Acquire a systematic and coherent body of knowledge, the underlying principles and concepts, and the associated communication and problem-solving skills.</td>
</tr>
<tr>
<td></td>
<td>Develop academic skills and attributes necessary to undertake research, comprehend and evaluate new information, concepts and evidence from a range of sources.</td>
</tr>
<tr>
<td></td>
<td>Develop the ability to review, consolidate, extend and apply the knowledge and techniques learned, including in a professional context.</td>
</tr>
<tr>
<td></td>
<td>Acquire a foundation for self-directed and life-long learning.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate interpersonal and teamwork skills appropriate to employment and/or further study.</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>Broaden skills already gained in an undergraduate program.</td>
</tr>
<tr>
<td></td>
<td>Develop vocational knowledge and skills in a new professional area.</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>Broaden skills already gained in an undergraduate program.</td>
</tr>
<tr>
<td></td>
<td>Further specialise within a systematic and coherent body of knowledge, or develop vocational knowledge and skills in a new professional area.</td>
</tr>
<tr>
<td>Degree Level</td>
<td>Requirements</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>Acquisition of the foundational underpinnings of one or more disciplines,</td>
</tr>
<tr>
<td>Guideline</td>
<td>including understanding and interpretation of key concepts and theories and</td>
</tr>
<tr>
<td></td>
<td>how they are evolving within the relevant scientific, technical, social and</td>
</tr>
<tr>
<td></td>
<td>cultural contexts;</td>
</tr>
<tr>
<td></td>
<td>Development of the academic skills and attributes necessary to access,</td>
</tr>
<tr>
<td></td>
<td>comprehend and evaluate information from a range of sources;</td>
</tr>
<tr>
<td></td>
<td>Development of generic employment-related skills relevant to a range of</td>
</tr>
<tr>
<td></td>
<td>employment contexts;</td>
</tr>
<tr>
<td></td>
<td>A capacity for self-directed and lifelong learning.</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>Provide appropriate evidence of advance knowledge about a specialist body</td>
</tr>
<tr>
<td></td>
<td>of theoretical and applied topics</td>
</tr>
<tr>
<td></td>
<td>Demonstrate a high order of skill in analysis through planning and execution</td>
</tr>
<tr>
<td></td>
<td>of project work or a piece of scholarship or research</td>
</tr>
<tr>
<td></td>
<td>Demonstrate creativity and flexibility in the application of knowledge and</td>
</tr>
<tr>
<td></td>
<td>skills to new situations, to solve complex problems and to think rigorously</td>
</tr>
<tr>
<td></td>
<td>and independently</td>
</tr>
<tr>
<td>Doctoral Degree</td>
<td>Carry out an original research project, or a project addressing a matter</td>
</tr>
<tr>
<td></td>
<td>of substance concerning practice in a profession at a high level of</td>
</tr>
<tr>
<td></td>
<td>originality and quality</td>
</tr>
<tr>
<td></td>
<td>Present a substantial and well-ordered dissertation, non-print thesis or</td>
</tr>
<tr>
<td></td>
<td>portfolio, for submission to external examination against international</td>
</tr>
<tr>
<td></td>
<td>standards</td>
</tr>
</tbody>
</table>
Pathways may include:

- Work-based and/or institution-based training; and
- Recognition of prior learning (RPL)

The time taken to complete these qualifications varies according to the particular pathways and industry involved; with full time study at a university or VET institutions typically involving the equivalent of two years for the Diploma and up to three years for the Advanced Diploma.

The AQF classifies nationally recognised qualifications and the framework for qualifications from leaving a school environment (in Queensland this is the Senior Secondary Certification) to the highest qualification of a PhD.

_The structure of the AQF framework is outlined in the table below:_

*note alignments are not depicted as exact*

<table>
<thead>
<tr>
<th>Senior Secondary Certificate of Education</th>
<th>Vocational Education and Training Sector Accreditation</th>
<th>Higher Education Sector Accreditation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Diploma</td>
<td>Diploma</td>
<td>Doctoral Degree</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>Certificate IV</td>
<td>Masters Degree</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>Certificate II</td>
<td>Graduate Diploma</td>
</tr>
<tr>
<td>Diploma</td>
<td>Certificate III</td>
<td>Graduate Certificate</td>
</tr>
<tr>
<td>Certificate I</td>
<td></td>
<td>Bachelor Degree</td>
</tr>
<tr>
<td>Certificate II</td>
<td></td>
<td>Associate Degree, Advanced Diploma</td>
</tr>
<tr>
<td>Certificate III</td>
<td></td>
<td>Diploma</td>
</tr>
<tr>
<td>Certificate IV</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Australian Qualifications Framework is a national system endorsed by the Australian Government and therefore the qualifications under this system are recognised nationally (and may also be recognised in many other countries). As you will notice in the table above the AQF qualifications can link with each other to create learning pathways between school, vocational education and training (VET) and university depending upon your needs and career development.

**Statement of Attainment**

Where an AQF qualification is partially achieved through the achievement of one or more endorsed units of competence, an RTO may issue a Statement of Attainment.

Issuance of Statements of Attainment must comply with the advice provided in the AQF Implementation Handbook.

Under the National Vet Regulator and Standards for Registered Training Organisations, RTOs must recognise the achievement of competencies recorded on a qualification or Statement of Attainment and issued by other RTOs.

Given this national recognition requirement, individuals may progressively develop competence and build towards a full AQF qualification through a number of RTOs or course and over time.

**How do you identify a learner’s LL&N requirements?**

As a trainer and assessor, the learners you meet will most likely have very different characteristics. They may have a range of language, literacy and numeracy skills. Therefore it will be imperative for you to assess these prior to the person entering the learning (or assessment) environment. A person’s language, literacy and numeracy level will impact upon their interaction and outcomes of both training and assessment environments.

There will be other impacts as well, for example, learners might:

- Come from different vocational or technical areas, and will therefore be training in different vocational areas
Come from a range of educational backgrounds
Have different learning styles
Be indigenous Australians
Not have English as their first language
Have disabilities or impairments (even if only temporarily), or
Be returning to study after a long absence.

We will need to determine the support mechanisms which may be required - but we must first determine exactly what LL&N is…

We use different types of LLN in different circumstances. The language we use to speak to our family and friends may be dissimilar to that which we will use with an employer, for example. Understanding clients (stakeholders) and communicating in the workplace requires specific LLN skills and these are what you will be predominantly assessing in your training/assessing role.

You will need specific skills to read manufacturers specifications and other technical manuals. You will need other specific LLN skills to read general business documentation. You may use entirely different LLN skills in the general pursuits of your social life also (such as reading a menu, program guide, price list, receipt etc.). Another LLN skill that will impact upon your day-to-day life whether at work or play will be communication skills (both verbal and written).

**Determining core LLN skills**

Trainers should be able to determine the core LLN skills required for the specification and context of the training for a range of individuals. This (skill) will ensure that learners are not compromised in the learning environment and receive the necessary assistance (or technologies) to best benefit them. By determining the core LLN skills, trainers will be able to provide learners the opportunity to enjoy their training and achieve the best outcomes.

Core skills for LLN are considered in five key areas and the levels of performance for each of these are described in the ACSF (Australian Core Skills Framework) - these are listed (and described) below.
Five Core Skills

Learning
Reading
Writing
Oral Communication
Numeracy.

The following site is a very useful site for all trainers!


We will be examining LL&N and the ASCF (Australian Core Skills Framework) throughout the course
Ethical standards for trainers and assessors ...

Trainers and assessors have a social responsibility to ensure their interaction with learners abides with clear ethical standards. This includes enhancing employee opportunities by providing advice about pathways, by practicing inclusivity, by motivating and inspiring employees to take charge of their learning and development, and by always acting with integrity and openness.

Let us look at a definition for ethics. The Macquarie Concise Dictionary defines ethics as:

"A system of moral principles, by which human actions and proposals may be judged good or bad or right or wrong."

Ethics may be grouped into two areas; personal and organisational. Personal ethics may include:

- Responsibility
- Integrity
- Honesty
- Accountability
- Trustworthiness; and
- Social awareness

...Can you think of any other characteristics of personal ethical behaviour?

Organisational ethics may also include personal qualities such as; responsibility, integrity, and honesty, and also:

- Equity
- Openness
- Probity (virtue or decency)
- Ethical leadership; and
- Pride in reputation
The application of procedural fairness (i.e. organisational mechanisms to allow for individuals to put a case forward; the right for individuals to be informed of the reasons behind organisational decisions affecting them; the right of individuals for privacy from organisational intrusion and the right for adequate individual representation in organisational settings)

Trainers and assessors should be aware of ‘systemic ethics’ or those qualities that link an 'ethically grounded community' together, including:

- Consistency
- Transparency
- Due process
- Rule of law
- Diligence
- Equality
- Equity
- Access
- Inclusion, and
- Legislative and judicial enforcement of rights and privileges most often associated with pluralism (where numerous distinct ethnic, religious, or cultural groups are present) and liberal citizenship rights (or individual's rights)

*It is important to note that such qualities as detailed above are not mutually exclusive!*

*RTOs, either within the public, private or community sectors, should not, knowingly or negligently, act in any way that could bring discredit upon themselves, their organisations or the Australian training and education profession generally. Individuals (including clients, learners and colleagues) must at all times be treated with respect.*
There are a number of professional standards that reinforce the professional standing of VET trainers and assessors. Such standards require that RTOs and individual trainers/assessors:

1. **Should not make any false claims about the skills, abilities, credentials and experience of their organisation or themselves**
2. **Be aware of, and practice, appropriate behaviour in relation to Equal Employment Opportunity legislation, Sexual Harassment legislation, OHS legislation and Access/Equity guidelines**
3. **Put the interests of their clients, stake-holders and learners to the forefront in their actions and decision making processes**
4. **Ensure that ethical conduct is displayed and reinforced in others**
5. **Communicate and demonstrate their ethical standards in ways suited to the diversity of their clients, learners and colleagues**
6. **Should not unjustifiably criticise or disparage other trainers/assessors or training organisations**
7. **Offer a high level of support and assistance to all clients in relation to the achievement of learning goals**
8. **Must always strive to design deliver and administer training which is cost-effective, relevant to industry requirements, and of the highest possible quality**
9. **Provide information on their ethical standards promptly to stake-holders, (particularly learners)**
10. **Ensure the security and confidentiality of all training and personal records in their possession. The transfer of information of a personal matter between different training organisations should only occur with the written permission of the learner(s) to whom such information relates**
11. **Be highly conscious of any perceived or actual conflict of interest.**
12. **Training organisations and individual training providers should publicly divulge those situations where they hold a multiple role. In such circumstances they should:**
   - Declare the multiple role
   - Develop and implement a strategy for overcoming conflicts of interest (if they occur) resulting from such multiple roles
   - Demonstrate to clients that they have developed policies and procedures to ensure that their clients have the widest choice possible in the selection of RTOs, notwithstanding the competitive environment
Duty of Care

The duty of care places into a legal form a moral duty to anticipate possible causes of injury and illness and to do everything reasonably practicable to remove or minimise these possible causes of harm.

Your role in ensuring a healthy and safe learning environment may vary however, depending on issues such as:

- The industry or environment in which you are doing the training and/or assessment
- What types of risks are involved
- The circumstances of each situation
- How experienced your learners are, and
- The kind of activities you are undertaking

As a trainer/assessor, you have several key responsibilities which relate to your duty of care. Duty of care requires everything reasonably practicable to be done to protect the health and safety of yourself and others within the workplace. The key factors relating to duty of care generally are that:

- It applies wherever there is a special relationship - this may be employer to employee, RTO to client, facilitator to client etc.
- It applies to all circumstances of the relationship
- An individual's duty of care cannot be delegated, but roles and functions may be
- It applies personally to individuals
- It applies to all risks that are foreseeable and preventable, and
- It includes the concept of 'reasonably practicable'

The RTO and individual designers, facilitators, assessors also have a duty to ensure, as far as is reasonably practical, that the learning or assessment process does not create risks for the learner or others.
These include:

- Provision and maintenance of safe plant and equipment of work
- A safe working environment and adequate welfare facilities
- Information and instruction on workplace hazards and supervision of employees in safe work
- Monitoring and documenting the health of employees
- Employing qualified health and safety officers
- Nomination of a senior employer representatives, and
- Monitoring conditions at any workplace under their control and management.

The list above, are representative of the employer's specific duties in all Australian States and Territories. The hierarchy of control refers to the range of feasible options for managing the risk to health and safety and we will be discussing this further during this course.

This hierarchy will normally cover (but is not limited to) the following controls: (*Note – first you will have identified the actual hazard)

- Elimination of the hazard
- Substitution
- Redesign - engineering controls
- Isolation
- Redesigning work systems (or administrative controls)
- Use of personal protective equipment (PPEs), and
- Training and education.

Remember, you will not normally be the only one responsible for ensuring a safe and healthy learning environment
Structure of a Unit

NOTE - all training packages and units are being simplified, shortened and segmented and these will occur systematically so many units exist in the original format.

Original Unit Template

Simplified Unit Template

Unit descriptor
Employability skills
Prerequisite units
Application of the unit
Competency field
Unit sector
Element
Performance criteria
Foundation Skills
Range of Conditions
Link to Unit Mapping Information

For more information, search for specific units of competence from, www.training.gov.au
Example Structure of a (new) unit:

TAELLN411 Address adult language, literacy and numeracy skills

- for comparison, the original unit is TAELLN401A

---

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Release 1</td>
<td>This unit of competency first released with <em>TAE Training and Education Training Package Version 1.0.</em></td>
</tr>
</tbody>
</table>

**Application**

This unit describes the skills and knowledge a vocational trainer or assessor requires to identify language, literacy and numeracy (LLN) skill requirements of training and the work environment, and to use resources and strategies that meet the needs of the learner group.

The unit applies to individuals who teach, train, assess and develop resources.

Competence in this unit does not indicate that a person is a qualified specialist adult language, literacy or numeracy practitioner.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

**Unit Sector**

Language, literacy and numeracy practice

**Elements and Performance Criteria**

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements</strong>&lt;br&gt; <em>Elements describe the essential outcomes</em></td>
<td><strong>Performance Criteria</strong>&lt;br&gt; <em>Performance criteria describe the performance needed to demonstrate achievement of the element.</em></td>
</tr>
<tr>
<td>1. Analyse LLN requirements</td>
<td>1.1 Determine LLN skill requirements of the training specification&lt;br&gt;1.2 Identify and analyse the LLN skill requirements essential to workplace performance&lt;br&gt;1.3 Determine the LLN skills of the learner group from validated tools and other sources</td>
</tr>
<tr>
<td>2. Select and use resources and strategies to</td>
<td>2.1 Identify resources to support LLN skill</td>
</tr>
</tbody>
</table>
address LLN skill requirements  | development  
| 2.2 Use learning and assessment materials to support identified LLN requirements, customising where necessary  
| 2.3 Apply learning support strategies in training delivery appropriate to LLN requirements and learner group  
| 2.4 Determine assessment strategies appropriate to LLN requirements and learner group  

3. Use specialist LLN support where required  
| 3.1 Review course demands and learner profile to determine if specialist LLN support is required  
| 3.2 Access specialist LLN support where available  
| 3.3 Integrate specialist LLN support into training or assessment practice where required  

4. Evaluate effectiveness of learning support and assessment strategies in addressing LLN requirements  
| 4.1 Seek feedback on learning support provided and assessment strategies used  
| 4.2 Evaluate learning support and assessment strategies used  
| 4.3 Determine areas for improvement based on evaluation  

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
</table>
| Reading | 1.1, 1.2, 1.3, 2.1, 2.2, 3.1 | Analyses training specifications, training materials, LLN specific resources and validated tools based on the Australian Core Skills Framework (ACSF)  
Interprets information from enrolment records and pre-training assessments  |
| Oral Communication | 2.3, 3.2, 3.3, 4.1 | Uses appropriate language with consideration to vocabulary, tone and pace to talk with learners and other vocational education and training (VET) colleagues  
Uses language that demonstrates cultural sensitivity and builds and maintains understanding and rapport  |
| Interact with others | 3.2, 4.1 | Collaborates with colleagues and support specialists to design and implement effective learning strategies  
Considers how others should be involved, often using consultative or collaborative processes when evaluating practice  |
Get the work done 2.1, 3.2, 3.3, 4.1, 4.2, 4.3  Uses formal and informal processes to monitor implementation of solutions and reflect on outcomes

## Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and Title (Current Version)</th>
<th>Code and Title (Previous Version)</th>
<th>Comments</th>
<th>E/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAELLN411 Address adult language, literacy and numeracy skills</td>
<td>TAELLN401A Address adult language, literacy and numeracy skills</td>
<td>Updated to meet Standards for Training Packages. Greater clarity provided in TAELLN411 on the nature of VET practitioner knowledge required.</td>
<td>E</td>
</tr>
</tbody>
</table>

## Links

Companion volumes are available at: - http://www.ibsa.org.au

## Assessment requirements

### Performance Evidence

Evidence of the ability to:

- use tools to identify the LLN skill requirements (reading, writing, speaking, listening and numeracy) of the training specification and/or assessment process relevant to vocational delivery
- use various sources to gather information on the current LLN skills of a learner group
- identify available sources of support to address at least two of the identified LLN skill needs of the learner group
- customise and use at least two learning resources to address LLN requirements
- select, use and review at least two instructional strategies that directly address the identified LLN needs of the learner group
- use advice from specialist LLN practitioners to inform practice
select, use and review at least two assessment strategies that cater for the identified LLN needs of the learner group
determine areas for improvement of own practice.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

**Knowledge Evidence**
To complete the unit requirements safely and effectively, the individual must:

- specify the critical LLN skills essential to workplace performance in an identified industry or sector
- identify cultural and social sensitivities relevant to communicating with individuals who are identified as requiring LLN support
- identify sources of resources, strategies and LLN support available in own training organisation and procedures for accessing them
- explain techniques for evaluating own training and assessment practice.

**Assessment Conditions**
Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment and include access to:

- texts and tasks typically found in the workplace
- specialist LLN practitioners for consultation and verification of approaches
- training and assessment tools based on the ACSF levels
- training package support materials
- workplace-specific tools, equipment, materials and industry software packages (where applicable).

Skills must be demonstrated with real vocational learners.
Assessors must satisfy NVR/AQTF assessor requirements.

**Links**
Companion volumes are available at: - http://www.ibsa.org.au
Dimensions of Competence

The DoC are expected to be developed as part of a learner’s competence - or the application of learned skills as required in the ‘real-world’, such as:

1. **Task skills** - Performing at an acceptable level of skill
2. **Task Management Skills** - Managing a number of different tasks
3. **Contingency Management Skills** - Responding and reacting appropriately when things go wrong
4. **Job/Role Environment Skills** - Fulfilling the responsibilities and expectations of the workplace
5. **Transfer Skills** - Transferring skills and knowledge.
Employability Skills Clusters

Employability Skills

The Australian Government has funded the development of the Core Skills for Work Framework which describes the non-technical skills, knowledge and understandings (often referred to as employability or generic skills) that underpin successful participation in work.

The Core Skills for Work Framework groups generic or employability skills into three Skill Clusters and ten Skill Areas while using a developmental approach to describe these skills at five different levels from novice to expert. The Skill Clusters and Skill Areas described in the Framework are:

Cluster 1 - Navigate the world of work
   a. Manage career and work life
   b. Work with roles, rights and protocols

Cluster 2 - Interact with others
   a. Communicate for work
   b. Connect and work with others
   c. Recognise and utilise diverse perspectives

Cluster 3 - Get the work done
   a. Plan and organise
   b. Make decisions
   c. Identify and solve problems
   d. Create and innovate
   e. Work in a digital world

The Framework focuses on describing those skills that are teachable, learnable, and can be demonstrated. It is a tool to improve the knowledge and understanding of employability skills for trainers and educators to design, target and deliver training; and to assist those who work with job seekers to prepare people for entering employment or career change.

The Framework describes employability skills in a way that is applicable across industries and levels of employment and it provides a foundation from which relevant learning products can be developed to address these skills across educational settings and sectors in a systematic way.

Source: [http://www.voced.edu.au/content/ngv6547](http://www.voced.edu.au/content/ngv6547)
**The Employability Skills** *(ES previous to Employability Skills Clusters - ESC)*

*For information purposes to show the change between ES and ESC.*

<table>
<thead>
<tr>
<th>Employability Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication Skills</strong> that contribute to productive and harmonious relations between employees and customers</td>
</tr>
<tr>
<td><strong>Teamwork Skills</strong> that contribute to productive working relationships and outcomes</td>
</tr>
<tr>
<td><strong>Problem-solving Skills</strong> that contribute to innovative outcomes</td>
</tr>
<tr>
<td><strong>Initiative and Enterprise Skills</strong> that contribute to innovative outcomes</td>
</tr>
<tr>
<td><strong>Planning and Organising Skills</strong> that contribute to long-term and short-term strategic planning</td>
</tr>
<tr>
<td><strong>Self-management Skills</strong> that contribute to employee satisfaction and growth</td>
</tr>
<tr>
<td><strong>Learning Skills</strong> that contribute to ongoing improvement and expansion in employee and company operations and outcomes</td>
</tr>
<tr>
<td><strong>Technology Skills</strong> that contribute to effective execution of tasks</td>
</tr>
</tbody>
</table>

An example of how to read Employability Skills or Skills Clusters (as embedded in PC)

PC = Performance Criteria
VET Assessment Processes

The Table 1 below shows that the achievement of a unit of competence can occur through training (learning) and assessment (formative assessment) or through assessment only (summative assessment) or RPL (recognition of prior learning) - or a combination of both.

Therefore, when devising a training program for any Nationally Recognised or Accredited Training outcome the assessment processes completed during training (activities - formative assessments) must also adhere to the Rules and Principles of Assessment as would an Assessment only process (summative assessments).

Table 1 - Assessment Pathways
The table above demonstrates that the method for gathering evidence of the development of competence (through training) requires that trainers develop ‘activities’ that will ‘record’ the learning outcomes and which will meet the Rules of Evidence and Principles of Assessment.

The Table also shows that the same process is expected for the ‘collection’ of evidence (from assessment only - or summative assessment). This applies to all assessment processes (RPL etc.). Assessment material gathered here must also meet the Rules and Principles.

**Both** formative assessments and summative assessments must also cover the entire unit (all performance criteria), must show how the assessments meet the Employability Skills Clusters, Critical Aspects of the unit, Dimensions of Competence and (for formative assessment) the transferability of the activity (i.e. does it simulate the real world environment).
Therefore - when designing training programs the trainer must:

- Read through the entire unit (or units if clustered together)
- Determine the ‘target’ learner (who they expect to want to do the course) and their characteristics (including the expected requirements for LL&N)
- Determine the best method to demonstrate the development of competence (activities - formative assessments)
- Determine how they will see the Skills and Knowledge (SK), ‘CA’, ‘ESC’ and ‘DC’ - which are not provided in the unit (but relate to the transfer of skills - or demonstration of skills that mirror the workplace environment)
- Determine how they will record the demonstration of competence (workbook, project, presentation etc.).

Therefore - when designing assessment (only) programs the assessor must:

- Read through the entire unit to be assessed (or units if clustered together)
- Determine in what setting the assessment will take place
- Determine the expected requirements for LL&N
- Determine the best method to demonstrate competence (observing the person working, Q & A, scenario, role-play, third-party questions or portfolio examples of previous authenticated work)
- Determine if they have collected evidence that shows the Skills and Knowledge (SK), ‘CA’, ‘ESC’ and ‘DC’ or again, the demonstration of skills in the workplace environment (or a simulated workplace if needed), and
- Determine how to record the demonstration of competence (Q & A Checklist, Role-Play video, Scenario with Q & A checklist, Portfolio Checklist etc.).

Assessments must provide for:

**The Rules of Evidence**

**Valid** - cover the full unit, including Skills Knowledge, CA, ESC, DC and P/C etc.

**Current** - demonstrated current industry standards (recently)

**Sufficient** - collected at least three forms of evidence including direct evidence (observation etc.)

**Authentic** - was the person’s work (i.e. was observed or authenticated as their work).

The table also suggests that for training or assessment the ‘evidence’ collected must also adhere to the:

**Principles of Assessment**

**Validity** - must be about the unit

**Reliable** - other assessors will collect the same or similar evidence

**Flexible** - provides opportunities for a range of assessment options, and

**Fair** - allow for adjustments (for LL&N etc.).
Glossary of VET Terms

Accreditation
The formal recognition of a course by the state or territory course accrediting body in accordance with the Standards for State and Territory Registering / Course Accrediting Bodies (ANTA 2001)

Accredited course
In areas where Training Package qualifications are not available accredited courses may be developed. The TGA (website - www.training.gov.au) provides details of nationally accredited courses and the training providers delivering the training.

Apprenticeship
A system of training regulated by law or custom which combines on-the-job training and work experience while in paid employment with formal off-the-job training. The apprentice enters into a contract of training or training agreement with an employer which imposes mutual obligations on both parties. Traditionally, apprenticeships were in trade occupations (declared vocations) and were of four years’ duration. See also New Apprenticeships.

Assessment
The process of gathering and judging evidence in order to decide whether a person has achieved a standard or objective. See also competency-based assessment.

Assessment guidelines
An endorsed component of a Training Package which underpins assessment and which sets out the industry approach to valid, reliable, flexible and fair assessment. Assessment guidelines include information concerning: assessment system overview, assessor requirements, designing assessment resources, conducting assessment, sources of information on assessment.

Assessment materials
Optional component of Training Packages that complement endorsed industry assessment guidelines and could take the form of assessment exemplars or specific assessment tasks and instructions.

Assessment tool
A method for the gathering of evidence for assessment, such as a knowledge test or a checklist of practical performance.

Assessor
A person qualified to carry out assessment (and who must remain current - i.e. upgrade their qualifications systematically or attend workshops, conference etc regularly).

Attainment
Reaching a particular level, accomplishing a goal; (in vocational education and training) successful completion of the requirements of a module or course. See also Statement of Attainment (achieving part of an accredited course - such as a few units).

Auspicing (partnering)
The process by which a registered training organisation authorises an industry body or another training organisation to deliver training and / or conduct assessment on their behalf (under their scope).
Australian Qualifications Framework (AQF) a nationally consistent set of qualifications for all post-compulsory education and training in Australia.

Competency-based training (or CBT)
Training which develops the skills, knowledge and attitudes required to achieve competency standards.

Competency standard
An industry-determined specification of performance which sets out the skills, knowledge and attitudes required to operate effectively in employment. Competency standards are made up of units of competency, which are themselves made up of elements of competency, together with performance criteria, a range of variables, and an evidence guide. Competency standards are an endorsed component of a Training Package.

Contextualisation
The addition of industry or enterprise specific information to a unit of competency to improve the standards relevance to industry.

Customisation
Tailoring to individual requirements; (in vocational education and training) the process of tailoring a program to meet the specific needs of clients. Customised qualifications are devised by Registered Training Organisations, created through combining competency standards drawn from two or more different endorsed Training Packages to create a new qualification outcome. Such qualifications must meet the requirements of the Australian Qualifications Framework, the Customisation Policy of the National Training Quality Council and the customisation advice of the relevant Training Packages.

Delivery and assessment strategies
Delivery and assessment strategies for each qualification, or part thereof, within the registered training organisation’s scope of registration. Delivery and assessment strategies are determined and developed by the registered training organisation with industry input into the development of the assessment strategy. Each delivery and assessment strategy should include identification of the target groups, delivery and assessment modes and strategies and pathways for learning and assessment.

Element of competency
Any of the basic building blocks of a unit of competency which describe the key activities or elements of the work covered by the unit.

Endorsed component
The central part of a Training Package, endorsed by the National Training Quality Council, comprising competency standards, assessment guidelines and qualifications. Compare non-endorsed component.

Entry requirements
The qualifications, knowledge, skills or experience required for entry to an education or training program.

Evidence guide (performance evidence)
The part of a competency standard which provides a guide to the interpretation and assessment of the unit of competency, including the aspects which need to be emphasised in assessment, relationships to other units, and the required evidence of competency.
Flexible delivery
A range of approaches to providing education and training, giving learners greater choice of when, where and how they learn. Flexible delivery may involve distance education, mixed-mode delivery, online education, self-paced learning, self-directed learning, etc.

Formative assessment
Formative assessment occurs during a training session by consolidating the content with spot questions, group activities, scenarios, problem solving, role plays etc.

Generic skill
A skill which is not specific to work in a particular occupation or industry, but is important for work, education and life generally, e.g. communication skills, mathematical skills, organisational skills, computer literacy, interpersonal competence, and analytical skills.

HR
Human resources.

Key competency (replaced by Employability Skills)

LLN
Language, literacy and numeracy.

National Training Framework
The system of vocational education and training that applies nationally. It is made up of the STANDARDS and nationally endorsed Training Packages.

Non-endorsed component
The parts of a Training Package not required to be endorsed by the National Training Framework Committee, including support materials for learning, training, assessment, and professional development.

On-the-job training
Training undertaken in the workplace as part of the productive work of the learner.

Performance criteria
The part of a competency standard specifying the required level of performance in terms of a set of outcomes which need to be achieved in order to be deemed competent.

Prerequisite
In vocational education and training it is a requirement for admission to a particular course or module. For example, satisfactory completion of a specific subject or course, at least five years in the workforce, etc.

Qualifications
National qualifications are defined in accordance with the Australian Qualifications Framework (AQF) which provides a single, coherent framework for all recognised qualifications from Senior Secondary Certification to PhD.

The qualifications arising from Training Packages comprise particular combinations of endorsed competencies that are meaningful in the industry or enterprise context and packaging against AQF qualifications. Training Packages may include a range of qualification from across these levels, including more than one qualification at a particular level where this is necessary to accommodate the needs of different industry streams or sectors, or to support multiple entry and exit points.
Recognition of prior learning (RPL)
The acknowledgement of a person’s skills and knowledge acquired through previous training, work or life experience, which may be used to grant status or credit in a subject or module.

Registered training organisation (under ASQA referred to as NVR Registered Training Organisation)
An organisation registered by ASQA (some still under a state authority) to deliver training and/or conduct assessments and issue nationally recognised qualifications in accordance with the STANDARDS.

Scope of registration
In relation to a training organisation means the identification of the particular services that the registered training organisation can provide. The scope of operation of a registered training organisation is also defined by specific Australian Qualifications Framework qualifications or competencies within Training Package/s and/or accredited courses.

Self-directed learning (SDL)
Learning in which the learner is the principal driving force, deciding how, when, and at what pace learning takes place.

SNR (Standards for National Registration under the Quality Framework July 2011) – Now Standards 2015
The SNR were introduced in July 2011. The key objective of the NVR Quality Framework is to provide the basis for a nationally consistent, high quality vocational education and training system for Australia.

Summative assessment
The assessment which normally occurs at the end of a training session or training program. It will consolidate all key points and provide a map or conduit of linked associations across the whole session or course.

Training.gov.au (Vocational Education and Training in Australia)
This is the database and National Register of information on:

- Nationally recognised qualifications
- Accredited courses
- Registered Training Organisations (RTOs)
- Units of competency
- Training Packages, and
- Skill Sets etc.

Training plan
A program of training and assessment which forms part of a New Apprenticeship Training Contract and is registered with the relevant state or territory training authority.

Training Package (TP)
Training Packages are flexible, national products developed by industry to ensure quality training outcomes and meet current and emerging vocational skill needs. They form one of the foundation stones of the national training system. Designed to support a range of training pathways, including workplace and school-based, and to provide for a more flexible approach to training delivery, they also play a critical role in underpinning New Apprenticeships. All Training Packages incorporate national units of competency, assessment guidelines and national qualifications. These components, endorsed by the
NSSC (National Skills Standards Committee), form the basis for the assessment of competencies attained and the issuing of related national qualifications.

In addition, Training Packages are supported by a number of other tools and resources, such as learning strategies, assessment materials and professional development materials. These tools and resources can help Registered Training Organisations tailor Training Packages to suit the needs of particular clients. All Training Packages will identify qualifications which can be achieved through a New Apprenticeship or traineeship pathway.

Unit of Competency (UoC)
National standards define the competencies required for effective performance in the workplace. A competency comprises the specification of knowledge and skill and the application of that knowledge and skill at an industry level, to the standard of performance required in employment. Units of competency can be either industry or enterprise based. Included on the TGA are details of units of competency developed by industry and linked to industry sectors. Units of competency can be downloaded from the TGA database.

Validation
In research it is a process for confirming the correctness or soundness of information or findings. In quality assurance it is an external process of verifying that an organisation satisfies the criteria for quality endorsement.

VET
Vocational Education and Training (also known as VTE). For a comprehensive list of the Acronyms used in the Australian VET sector - go to: https://www.det.nsw.edu.au/lists/acronyms.htm