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		4.2	Entry-level competencies are identified and documented.
		4.3	Requirements for on the job training or assessment are identified and documented.
		4.4	Appropriate evidence and assessment methods are identified and documented.
5.	Determine the training and assessment requirements	5.1	The professional development and competency requirements of resource persons to include trainers and assessors are identified in consultation with appropriate personnel.
		5.2	The resource person requirements are checked for consistency with industry/training package assessment guidelines, where appropriate.
		5.3	Essential learning resources, materials, facilities, equipment and human resources are identified.
6.	Develop course monitoring arrangements	6.1	Mechanisms for ongoing course monitoring are negotiated, agreed and documented in consultation with appropriate personnel.
		6.2	Arrangements to enable course outcomes to be evaluated against relevant performance indicators.

## RANGE STATEMENT

Stakeholders and relevant parties may include:

- professional associations
- parents/guardians
- trainers/teachers
- regulatory authorities
- government bodies
- community sector (including FBOs, CBOs and NGOs)

A training course proposal may include:

- stakeholder(s) aims and objectives
- course outcomes
- identified learners
- career and educational pathways
- scope and need for course

A training course may include:

- a set of training programs (or modules)

Courses may be designed and documented (curriculum) to:-

- be submitted for formal recognition
- meet industry/enterprise competency standards
- meet stakeholder aims and objectives

Appropriate personnel may include:

- support personnel (administration)
- technical experts (e.g. language and literacy specialists)
- existing and former learners

Course monitoring arrangements may include:

- panel of external evaluators
- feedback from learners - during and after course delivery
- survey responses from industry/enterprises about the course outcomes
- supervisors/managers
- assessment/training personnel

Relevant policies or agreement(s) on any of the following:

- purposes of training and assessment
- human resource management issues
- what and who are to be trained/assessed
- timing of training/assessments
- links with other human resources functions
- appeal/review mechanisms
- criteria for assessment
- number of assessors
- allowable adjustments to the assessment procedure
- record keeping requirements
- recognition of prior learning/recognition of current competencies
- development costs and resources
- evaluation
- licensing

- other training organisations (partners)
- moderation mechanisms of assessment decisions
- conduct of regular internal and external reviews
- sampling and evaluation of competencies
- networking of trainers and assessors involved in course implementation













## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.