## Competency Standards for Caribbean Vocational Qualifications (CVQ)

**CCCSE40305 Level IV Training and Assessment**

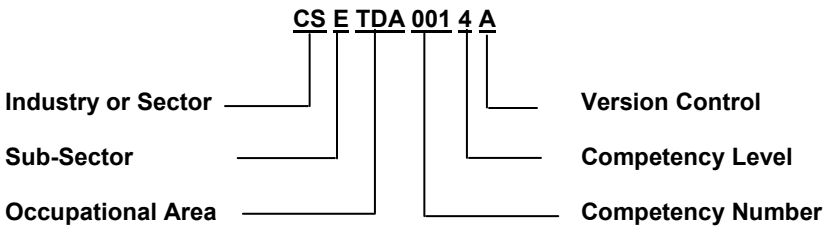
| Unit Number | Unit Title | Mandatory /Elective | Hours |
|---|---|---|---|
| CSETDA0024A | Develop assessment procedures | Mandatory | 20 |
| CSETDA0034A | Develop assessment tools | Mandatory | 20 |
| CSETDA0014A | Plan assessment | Mandatory | 20 |
| CSETDA0044A | Conduct assessment | Mandatory | 20 |
| CSETDA0054A | Review assessment | Mandatory | 20 |
| CSETDA0004A | Analyse competency requirements | Mandatory | 20 |
| CSETDP0004A | Evaluate the training/assessment system | Mandatory | 20 |
| CSETDP0014A | Train small groups | Mandatory | 20 |
| CSETDP0024A | Plan and promote a training program | Mandatory | 20 |
| CSETDP0034A | Plan a series of training sessions | Mandatory | 20 |
| CSETDP0044A | Deliver training sessions | Mandatory | 20 |
| CSETDP0054A | Review training | Mandatory | 20 |
| CSECOR0004A | Communicate information relating to work activities | Mandatory | 20 |
| CSBCOR0041A | Deliver quality service to customers | Mandatory | 20 |
| BSBCOR0071A | Operate a personal computer | Mandatory | 20 |
| CSETDA0074A | Design and establish the assessment system | Elective | 20 |
| CSETDA0084A | Manage the training/assessment system | Elective | 20 |
| CSETDP0064A | Design and establish the training system | Elective | 20 |
| CSETDP0074A | Design training courses | Elective | 20 |

To be awarded this Caribbean Vocational Qualification (CVQ) all Mandatory competency standards must be achieved. Electives achieved with the qualification will be awarded unit statement of competency.

The nominal training hours are a guide for planning the delivery of Training Programmes.

**Legend to Code**

**Example: CSETDA0014A**




**Key:** **Man – Mandatory; CSE – Community Service Education; TDA – Training Development Assessor; TDP – Training Development Practitioner**

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# CSETDA0024A: Develop assessment procedures

Competency Descriptor: This unit describes the skills and knowledge required to develop assessment procedure for a target group, including determining evidence requirements and selecting appropriate assessment methods.

Competency Field: Education and Training

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA |
|---|---|
| 1. Establish evidence requirements | 1.1 The purpose of the assessment and the target group to be assessed is identified and confirmed with stakeholders. |
| | 1.2 The type of evidence required to infer competency is established. |
| | 1.3 The process of interpreting and recording the evidence is established and documented. |
| | 1.4 Evidence requirements are specified to assure:<br>- validity<br>- authenticity<br>- sufficiency |
| | 1.5 Links to existing relevant assessment system(s) are defined. |
| | 1.6 Where required, any additional review mechanisms are identified and documented. |
| | 1.7 Where required, the reporting formats for the assessment process and recording of outcomes are designed. |
| | 1.8 The development, implementation and review costs of the assessment procedure are estimated. |
| 2. Identify assessment methods | 2.1 The context and location of assessments are described and specified. |
| | 2.2 The facilities and physical resources needed to conduct assessments are identified and documented. |

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|---|---|---|
| | | 2.3 The number of assessors and any required supports to implement the assessment process is determined. |
| | | 2.4 The instructions for the persons being assessed are drafted. |
| | | 2.5 The assessment method(s) to be used are selected and allowable adjustments are proposed to cater for characteristics of persons being assessed. |
| | | 2.6 The instructions for interpreting the evidence and making a decision of competence are documented. |
| | | 2.7 Descriptions of likely performances are established and verified with appropriate personnel. |
| | | 2.8 Other related competencies are identified for inferring full or partial competence from the evidence gathered. |
| | | 2.9 The rules for verifying assessment decisions are determined. |
| | | 2.10 Any limits, variations or restrictions on the assessment tools are specified. |
| 3. | Identify potential available assessment tools | 3.1 Available assessment tools appropriate to evidence required to infer competency are identified and evaluated in relation to applicability for the:<br>• characteristics of persons being assessed<br>• assessment contexts<br>• - assessors |

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|---|---|---|
| | | 3.2 Where appropriate, a panel of specialists is convened to critique tools for:<br>• reliability<br>• validity<br>• fairness<br>• relevance to the workplace context<br>• content accuracy<br>• ease of use<br>• cost effectiveness<br>• appropriateness of language<br>• avoidance of bias |
| | | 3.3 Adjustments to the tools and methods are made to ensure applicability to the context, competencies and characteristics of persons being assessed. |
| 4. | Pilot test the assessment methods and tools | 4.1 The tools and assessment method is pilot tested with a sample from the target group. |
| | | 4.2 Allowable adjustments to the assessment method and tools are prepared. |
| | | 4.3 Additional assessors (if required) are trained to administer the assessment tools in a consistent manner. |
| | | 4.4 The assessments tools and methods are administered to the target sample. |
| | | 4.5 Responses from the target sample and the assessors are compiled and analysed. |
| | | 4.6 The appropriateness of the assessment method and the ease of use and language level of the assessment tools are determined. |
| | | 4.7 Improvements and changes to the assessment tools are made where necessary. |

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|---|---|---|
| 5. | Document assessment procedures | 5.1 Any influences that may affect (bias) the assessment decision are identified and documented. |
| | | 5.2 Any allowable adjustments to the assessment methods and tools to meet the characteristics of persons being assessed are documented. |
| | | 5.3 The criteria for making decisions of competent or not yet competent are reviewed, and if necessary, adjusted. |
| | | 5.4 The assessment procedure(s) and administration instructions are documented. |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

The following variables may be present

Stakeholders may include:

- industry/professional/trade associations
- trainers/teachers and assessors
- team leaders/managers/employers
- training and assessment coordinators
- participants/employees/learners
- technical/subjects experts including
- language, literacy and numeracy specialists
- government regulatory bodies
- union/employee representatives
- consultative committees
- relevant industry training advisory bodies
- funding bodies
- Statutory Training/Recognition Authorities

Purpose of assessment:

- diagnosing performance
- classifying an employee
- confirming an employee's competency for the purpose of career advancement/job level; awarding a qualification
- providing a statement of attainment;
- confirming progress in competency acquisition/learning
- recognising prior learning or current competencies

Target group may include:

- an enterprise
- a department/division
- a job role/occupation
- an industry sector
- a professional association
- trade group
- community sector
- government organisation

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Evidence might be interpreted using a range of reference frames. These include:

- criterion referenced frames
- linkages of evidence to competency standards
- prediction of workplace performance

Evidence for assessment:

Type of evidence may include*:*

- indirect
- direct
- supplementary
- combination of the above

Allowable adjustment to assessment methods/tools may include:

- provision of support services (e.g., reader, interpreter, attendant caregiver, scribe)
- use of special equipment (e.g. word processor or lifting gear)
- adaptive technology
- shorter assessment to allow for fatigue or medication
- use of large print version of any papers

Characteristics of persons being assessed:

- language, literacy and numeracy levels
- cultural and language background
- educational background or general knowledge
- physical ability
- work organisation or roster
- age
- gender
- experience in assessment
- level of confidence, nervousness or anxiety
- previous experience with topic

Appropriateness of evidence types may include:

- cost effectiveness
- practicability
- flexibility
- communication skills of person(s) being assessed
- assessment experience and characteristics of persons being assessed

Assessment methods may include combinations of:

- direct observation of performance or product
- practical tasks
- projects written/oral/computer-based questioning
- simulation exercise(s)
- consideration of third party reports and self and peer assessment
- authenticated prior achievements

Specialist panel may include:

- technical specialists
- language, literacy and numeracy specialists
- assessment specialists
- management and enterprise representatives
- industry representatives
- union/employee representatives
- potential and past candidates

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Operational constraints may include:

- time available for assessment
- relative cost of evidence gathering strategies
- availability of assessors
- availability of experts in the technical area to be assessed
- availability of persons being assessed because of matters such as work organisation
- geographical location of persons being assessed

Record systems may include:

- paper based systems
- computer-based systems using magnetic or optical storage
- combination of both paper and computer based systems

The assessment system should specify the following:

- the purpose of assessment
- competencies required of assessors
- record keeping procedures and policies
- any allowable adjustments to the assessment method
- the appeal/review mechanisms and procedures
- the review and evaluation of the assessment process
- the linkages between assessment and training qualifications/awards, employee classification, remuneration, progression
- relevant policies
- quality assurance mechanisms
- apportionment of costs/fees (if applicable)
- marketing/promotion of assessment
- verification arrangements
- auspicing arrangements, if applicable
- partnership arrangements, if applicable

Links to existing relevant assessment system(s) include:

- recording and reporting requirements
- appropriate personnel and requirements for receiving information about the assessment
- appeal process
- quality assurance mechanisms

Assessment system:

The assessment system may be developed (and endorsed) by:

- the industry
- the enterprise
- the training organisation
- a combination of the above

Assessment procedure should include:

- recording procedure
- appeal/review mechanism
- assessment methods to be used
- number of assessors
- assessment tools
- evidence required
- location of assessment
- timing of assessment
- assessment group size
- allowable adjustments to assessment methods and tools

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## EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence

### (1) Critical Aspects of Evidence

Assessment requires evidence of the following products to be collected:

- A description of the stakeholders, target group, the purpose of assessment
- A description of the competencies to be assessed, and evidence required to infer competency
- Documentation on steps taken to develop the assessment procedures, including the piloting of assessment methods and tools in accordance with performance criteria
- Documented assessment procedures.

Assessment requires evidence of the following processes to be provided:

- How the target group and stakeholders were determined and consulted
- Why particular assessment methods and tools were selected
- How assessment methods and tools were piloted

How other persons were involved in the development of the assessment procedure including:

- the panels of specialists that reviewed the materials - their roles and responsibilities
- the characteristics of the candidates that piloted the tasks and provided feedback in detail
- the characteristics of the trial sample.

### (2) Pre-requisite Relationship of Units

- CSETDA0014A Develop assessment tools

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**(3) Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- relevant industry/enterprise training packages, competency or other performance standards
- assessment methods, their purposes and uses
- skills in applying assessment methods and tools to elicit evidence, in a relevant context, from target group
- development and modification of assessment tools for a defined group of competencies, assessment contexts and to meet the characteristics of persons being assessed
- language and literacy skills to comprehend sources of information and to prepare required documentation
- compliance requirements for copyright and other regulatory requirements

Skills
The ability to:

- identify and correct use of equipment, processes and procedures
- plan own work including predicting
- consequences and identifying improvements
- establish required evidence
- identify assessment methods
- identify, develop or modify assessment tools
- pilot test the assessment methods or tools
- document assessment procedures

**(4) Resource Implications**

- access to target group, stakeholders, competencies or other standards of performance, information and resources needed to address required knowledge and skills and for the development assessment procedures

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**(5) Method of Assessment**

Review of a portfolio containing the following

- A description of the stakeholders, target group, the purpose of assessment
- A description of the competencies to be assessed, and evidence required to infer competency
- Documentation on steps taken to develop the assessment procedures, including the piloting of assessment methods and tools in accordance with performance criteria
- Documented assessment procedures.

Questioning – oral/written relating to:

- How the target group and stakeholders were determined and consulted
- Why particular assessment methods and tools were selected
- How assessment methods and tools were piloted
- How other persons were involved in the development of the assessment procedure including:
  - the panels of specialists that reviewed the materials - their roles and responsibilities
  - the characteristics of the candidates that piloted the tasks and provided feedback in detail
  - the characteristics of the trial sample.

**(6) Context of Assessment**

Assessment may occur off the job

## 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. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 3 | |
| Communicate ideas and information | Level 3 | |
| Plan and organise activities | Level 3 | |
| Work with others and in team | Level 2 | |
| Use mathematical ideas and techniques | Level 2 | |
| Solve problems | Level 3 | |
| Use technology | Level 2 | |

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

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# CSETDA0034A: Develop assessment tools

Competency Descriptor: This unit describes the skills and knowledge required to select, develop, validate and document new assessment tools.

Competency Field: Education and Training

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA |
|---|---|
| 1. Identify the context for the assessment tool | 1.1 The purpose of the assessment, the target group and the competency or other standard of performance to be assessed is identified. |
| | 1.2 Evidence required to infer competency is identified. |
| | 1.3 Assessment methods are evaluated to establish requirements of assessment tools, particularly:<br>- resources – human, materials and equipment<br>- assessment location and context<br>- administration ease<br>- the characteristics of the target group |
| | 1.4 Requirements of the assessment system in relation to the assessment tools are identified:<br>• storage and security of documentation<br>• appropriate personnel and differing needs for receiving information about the assessment tools<br>• evaluation and review process<br>• quality assurance mechanisms |
| | 1.5 Develop, implement and review costs of the assessment tools. |
| | 1.6 A plan for the development of the assessment tools is prepared. |

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| 2. | Draft assessment tools in accordance with plan | 2.1 Assessment tools are designed to assess the relevant competencies using appropriate format for:<br>• language, numeracy requirements<br>• visual representation and where appropriate sound<br>• question and activity types<br>• media<br>• sequence of activities<br>• choice in activities |
| | | 2.2 Assessment tools require that the person being assessed demonstrates the components of competency. |
| | | 2.3 The assessment tools are checked for the following characteristics:<br>• reliability<br>• validity<br>• fairness<br>• relevance to the workplace context<br>• content accuracy<br>• ease of use<br>• cost effectiveness<br>• avoidance of bias<br>• testing the required scope of the competencies |
| | | 2.4 Adjustments to the tools and procedures are made as required. |
| 3. | Develop instructions for assessment tools | 3.1 The instructions for the persons to be assessed are drafted. |
| | | 3.2 The instructions for administering each assessment tool are drafted to include the resources needed to conduct the assessment and the context for the use of the tools. |
| | | 3.3 Evidence of competency to be demonstrated is documented and incorporated in the assessment tools. |
| | | 3.4 Allowable adjustments identified in the assessment procedures are noted and included in the instructions. |

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| | | 3.5 | The rules for verifying assessment decisions are identified and any limits, variations or restrictions on the assessment tools are specified. |
| 4. | Pilot the assessment tools | 4.1 | The tools are pilot tested with a small sample selected across the range of the target group. |
| | | 4.2 | Feed back from sample target group individuals and others involved in administering the pilot is used to establish appropriate amendments to the assessment tools. |
| | | 4.2 | Improvements and changes to the assessment tools are made where necessary. |
| 5. | Validate assessment tools | 5.1 | An adequate sample of the target group to be assessed is selected. |
| | | 5.2 | Assessors are trained (if required), to administer the assessment tools in a consistent manner. |
| | | 5.3 | The assessment tools are administered to the target sample, responses compiled and analysed assessment tools are modified according to the findings. |
| | | 5.4 | Any influences that may affect (bias) the assessment decision are identified and documented. |
| 6. | Finalise assessment tools | 6.1 | Validated and appropriately amended tools are incorporated in assessment procedure(s). |
| | | 6.2 | Documentation in paper and/or electronic form is filed in appropriate secure, accessible locations. |

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## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

The following variables may be present

Target group may include:

- an enterprise
- a department/division
- a job role/occupation
- an industry sector
- a professional association
- a trade
- a community organisation
- a government organisation.

Purpose of assessment may include:

- diagnosing performance
- classifying an employee
- confirming an employee's competency for the purpose of career advancement/job level
- awarding a qualification
- providing a statement of attainment
- confirming progress in competency acquisition/learning
- recognising prior learning or current competencies

Evidence for assessment may include:

Type of evidence may include*:*

- direct
- indirect
- supplementary
- combination of the above

Evidence might be interpreted using a range of reference frames including:

- criterion referenced frames
- linkages of evidence to competency standards
- prediction of workplace performance

Appropriateness of evidence types includes:

- cost effectiveness
- practicability
- communication skills of person(s) being assessed
- assessment experience and special needs of person(s) being assessed

Components of competency include:

- task skills
- task management skills
- contingency management skills
- job/role environment skills
- transfer and application of skills and knowledge to new contexts

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The assessment system may be developed (and endorsed) by:

- the industry
- the enterprise
- the Accredited Training Organisation
- a combination of the above

Assessment instruments may be amended to ensure:

- ease of use
- language and other literacy/numeracy requirements are met in terms of the relevant competencies
- appropriateness for the assessment context and competencies
- costs/time effectiveness for candidates and assessors

The assessment system should specify the following:

- the purpose of assessment
- competencies required of assessors
- record keeping procedures and policies
- any allowable adjustments to the assessment method which are to be made for the person being assessed who have special needs
- the appeal/review mechanisms and procedures
- the review and evaluation of the assessment process
- the linkages between assessment and training qualifications/awards, employee classification, progression
- relevant policies
- quality assurance mechanisms
- apportionment of costs/fees (if applicable)
- marketing/promotion of assessment
- verification arrangements
- auspicing arrangements, if applicable
- partnership arrangements, if applicable

Allowable adjustment to assessment tools include:

- provision of support services (e.g., reader, interpreter, attendant caregiver, scribe)
- use of special equipment (e.g. word processor or lifting gear)
- adaptive technology
- shorter assessment to allow for fatigue or medication
- use of large print version of any papers

Assessment methods may include:

- direct observation of performance or product
- practical tasks
- projects
- written/oral/computer-based questioning
- simulation exercise(s)
- consideration of third party reports and self and peer assessment
- authenticated prior achievements

Operational constraints may include:

- time available for assessment
- relative cost of evidence gathering strategies
- availability of assessors
- availability of experts in the vocational area to be assessed
- costs/time effectiveness for candidates and assessors
- availability of person(s) being assessed because of matters such as rosters, shift work
- geographical location of person(s) being assessed

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## EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence

**(1) Critical Aspects of Evidence**

Assessment requires evidence of the following products to be collected:

- A plan for the development of the assessment tool(s)
- Assessment tools and related instructions in final format. This should be a useable tool together with a set of instructions for assessor s and the person being assessed.
- A report on the piloting of the assessment tools including any changes proposed and made.

Assessment requires evidence of the following processes to be provided:

- How the target group was identified.
- How the plan for the development of the assessment tools was prepared .
- How the assessment tools meet the components of competency for the target group.
- How the assessment tools were validated.
- How the finalised assessment tools were incorporated in assessment procedure(s)

**(2) Pre-requisite Relationship of Units**

- CSETDA0004A – Develop assessment procedures.

**(3) Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- relevant training packages, competency or other standards of performance
- different methodology for developing assessment tools
- compliance with requirements for copyright and other regulatory requirements
- language and literacy skills to collect and interpret relevant information
- communicate with stakeholders and appropriate personnel

Skills
The ability to:

- apply evaluation methodology particularly in relation to pilot testing assessment tools
- plan own work including pred icting consequences and identifying improvements
- apply relevant workplace policies and procedures and any related legislation or regulatory requirements
- apply communication skills appropriate to the culture of the workplace.

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**(4) Resource Implications**

- Access to a target group, information and resources to meet the required skills and knowledge to development of assessment tools.

**(5) Method of Assessment**

Review of a portfolio containing the following:

- A plan for the development of the assessment tool(s)
- Assessment tools and related instructions in final format. This should be a useable tool together with a set of instructions for assessors and the person being assessed
- A report on the pilot test of the assessment tools including any changes proposed and made.

Questioning – oral/written relating to:

- How the target group was identified
- How the plan for the development of the assessment tools was prepared
- How the assessment tools meet the components of competency for the target group
- How the assessment tools were validated.
- How the finalised assessment tools were incorporated in assessment procedure(s)

**(6) Context of Assessment**

Assessment may occur off the job.

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## 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. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 3 | |
| Communicate ideas and information | Level 3 | |
| Plan and organise activities | Level 3 | |
| Work with others and in team | Level 2 | |
| Use mathematical ideas and techniques | Level 2 | |
| Solve problems | Level 3 | |
| Use technology | Level 2 | |

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

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# CSETDA0014A: Plan assessment

Competency Descriptor: This unit describes the skills and knowledge required to plan assessment in a specific context. The unit details the requirements for determining evidence requirements, selecting appropriate assessment methods and develop/select assessment tools relevant to a context.

Competency Field: Education and Training

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA |
|---|---|
| 1. Establish evidence required for a specific context | 1.1 The evidence required to infer competency from the industry/enterprise competency standards, or other standards of performance is established. |
| | 1.2 Specified evidence requirements which:<br>a) assured valid and reliable inferences of competency,<br>b). authenticated the performance of the person being assessed and confirmed that competency is current. |
| | 1.3 Sufficient evidence is specified to show consistent achievement of the specified standards. |
| | 1.4 The estimated cost of gathering the required evidence is established. |
| 2. Establish suitable assessment method(s) | 2.1 Assessment methods are selected which are appropriate for gathering the type and amount of evidence required. |
| | 2.2 Opportunities to consolidate evidence gathering activities are identified. |
| | 2.3 Allowable adjustments in the assessment method are proposed to cater for the characteristics of the person(s) being assessed. |

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| | | |
|---|---|---|
| 3. | Develop/Select assessment tools appropriate to a specific assessment context | 3.1 An assessment tool is developed/selected to gather valid, reliable and sufficient evidence for a specific assessment context. |
| | | 3.2 The designed/selected assessment tool mirror the language used to demonstrate the competency in a specific context. |
| | | 3.3 Clear instructions (spoken or written) are documented including any adjustments which may be made to address the characteristics of the person(s) being assessed. |
| | | 3.4 The assessment tool is checked to ensure flexible, fair, safe and cost-effective assessment. |
| 4. | Pilot test assessment procedure | 4.1 Assessment methods and tools are pilot tested with an appropriate sample of people to be assessed. |
| | | 4.2 Evaluation of the methods and tools used in the pilot test provides evidence of clarity, reliability, validity, fairness, cost effectiveness and ease of administration. |
| | | 4.3 Appropriate adjustments are made to improve the assessment method based on pilot test. |
| | | 4.4 Assessment procedures, including evidence requirements, assessment methods and tools, are ratified with appropriate personnel in the industry/enterprise and/or training organisation where applicable. |

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## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

The following variables may be present:
The assessment plan should specify the following:

- the purpose of assessment
- record keeping procedures and policies
- any allowable adjustments to the assessment method which may be made
- the appeal/review mechanisms and procedures
- the review and evaluation of the assessment process
- the linkages between assessment and training qualifications/awards
- employee classification
- remuneration
- quality assurance mechanisms
- apportionment of costs/fees (if applicable)
- marketing/promotion of assessment
- verification arrangements
- auspicing arrangements, if applicable
- partnership arrangements, if applicable

The assessment plan may be developed by:

- the enterprise
- an accredited organization
- an assessor
- a combination

Specific assessment context may be determined by:

- purpose of the assessment such as
  - to gain a particular qualification or a licence
  - to determine employee classification
  - to recognise prior learning/ current competencies
  - to identify training needs or progress.
- location of the assessment such as:
  - on the job or off the job
  - combination of both
- Assessment Guidelines of NCTVET or the Accredited Training Organisation

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Characteristics of persons being assessed may include:

- language, literacy and numeracy needs
- cultural, language and educational background
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- experience in training and assessment
- previous experience with the competency.

The assessment procedure may be developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:

- the industry
- the enterprise
- the training organisation
- a combination of the above.

Assessment methods may include:

- direct observation of performance, products, practical tasks, projects and simulation exercises
- review of log books/or and portfolios of evidence
- consideration of third party reports and authenticated prior achievements
- written, oral or computer managed questioning
- a combination of the above

Assessment tools may include:

- specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
- specific instructions to be given in relation to the production of projects and exercises
- sets of verbal/written/computer based
- questions to be asked
- performance checklists
- log books
- A number of these tools may be used in combination in order to provide enough evidence to make judgments

Appropriate Personnel may include:

- assessors
- person(s) being assessed
- employee/union representatives
- consultative committees
- users of assessment information such as training providers, employers, human resource departments
- Statutory Training/Recognition Authorities
- training and assessment coordinators
- relevant managers/supervisors team leaders
- technical specialists.

The assessment procedure should specify the following:

- recording procedure
- appeal/review mechanism
- assessment methods to be used
- instructions/materials to be provided to the person(s) being assessed
- criteria for making decisions of competent, or not yet competent
- number of assessors
- assessment tools
- evidence required
- location of assessment
- timing of assessment
- assessment group size
- allowable adjustments to the assessment procedure depending on the characteristics of the person being assessed

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Assessment environment and resources to be considered include:

- time
- location
- personnel
- finances/costs
- equipment
- materials
- OHS requirements
- enterprise/industry standard operating procedures

Allowable adjustments may include:

- provision of personal support services (eg, reader, interpreter, attendant carer, scribe)
- use of adaptive technology or special equipment (eg word processor or lifting gear)
- design of shorter assessment sessions to allow for fatigue or medication
- use of large print version of any papers.

## EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time, in a r ange of contexts and on multiple occasions, involving a combination of direct, indirect and supplementary forms of evidence.

**(1) Critical Aspects of Evidence**

Assessment requires evidence of the following products to be collected:

Documentation in relation to:

- specific assessment context, including the purpose of assessment
- features of the assessment system
- characteristics of the person being assessed
- evidence of competency required
- plan of opportunities for gathering the evidence required
- assessment methods selected including any allowable adjustments to meet characteristics of person(s) being assessed
- assessment tool(s) for the specific assessment context, which ensures valid, reliable, flexible and fair assessment including any allowable adjustme nts.
- assessment procedure for the specific context.

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Assessment requires evidence of the following processes to be provided:

- how the context of assessment was specified
- how the characteristics of the person(s) being assessed were identified
- why a particular assessment method was selected
- how the assessment was planned to ensure that language, literacy and numeracy issues were taken into consideration
- how evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard
- how the assessment tool was developed for the specified context
- how the assessment tool was validated and ratified by appropriate personnel.

**(2) Pre-requisite Relationship of Units**

- CSETDA0004A Develop assessment procedures

**(3) Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- knowledge of standards of performance including industry or enterprise competency standards and assessment guidelines
- knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements relevant to the specified context
- understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- knowledge of the Assessment Guidelines of NCTVET

Skills
The ability to:

- Skills in the application of various assessment methods, relevant to workplace context
- Planning of own work including predicting consequences and identifying improvements

Language, literacy and numeracy skills required to:

  - read and interpret relevant information to plan assessment
  - give clear and precise information / instructions in spoken or written form
  - adjust spoken and written language to suit target audience
  - write assessment tools using language which mirrors the language used to demonstrate the competency in the specific context
  - prepare required documentation using clear and comprehensible language and layout
  - calculate and estimate costs
- Communication skills appropriate to the culture of the workplace and the individual(s).

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**(4) Resource Implications**

- Access to relevant competencies, sources of information on assessment methods, assessment tools and assessment procedures, NCTVET's assessment guidelines
- Access to person(s) wishing to be assessed, any relevant workplace equipment, information and appropriate personnel.

**(5) Method of Assessment**

Review of a portfolio containing the following

- the specific assessment context, including the purpose of assessment.
- features of the assessment system.
- characteristics of the person being assessed.
- evidence of competency required.
- the assessment plan.
- the selected assessment methods including any allowable adjustments to meet characteristics of person(s) being assessed.
- the assessment tool(s) for the specific assessment context, which ensures valid, reliable, flexible and fair assessment including any allowable adjustments.
- the assessment procedure for the specific context.

Questioning – oral/written relating to:

- how the context of assessment was specified
- how the characteristics of the person(s) being assessed were identified
- why a particular assessment method was selected
- how the assessment was planned to ensure that language, literacy and numeracy issues were taken into consideration
- how evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard
- how the assessment tool was developed for the specified context
- how the assessment tool was validated and ratified by appropriate personnel.

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

**(6) Context of Assessment**

Assessment should occur on the job or in a simulated workplace environment. The candidate assessor should use competencies relevant to their area of technical expertise.

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## 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. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 3 | |
| Communicate ideas and information | Level 3 | |
| Plan and organise activities | Level 3 | |
| Work with others and in team | Level 2 | |
| Use mathematical ideas and techniques | Level 2 | |
| Solve problems | Level 2 | |
| Use technology | Level 2 | |

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

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# CSETDA0044A: Conduct assessment

Competency Descriptor: This unit describes the skills and knowledge required to conduct assessment.

Competency Field: Education and Training

| ELEMENT OF COMPETENCY | | PERFORMANCE CRITERIA | |
|---|---|---|---|
| 1 | Identify and explain the context of assessment | 1.1 | The context and purpose of assessment are discussed a nd confirmed with the person(s) being assessed. |
| | | 1.2 | The relevant performance standards to be used in the assessment (eg. current endorsed competency standards for the specific industry) are clearly explained to the person being assessed. |
| | | 1.3 | The assessment procedure is clarified and expectations of assessor and candidate are agreed. |
| | | 1.4 | Any legal and ethical responsibilities associated with the assessment are explained to the person(s) being assessed. |
| | | 1.5 | The needs of the person being assessed a re determined to establish any allowable adjustments in the assessment procedure. |
| | | 1.6 | Information is conveyed using language and interactive strategies and techniques to communicate effectively with the person(s) being assessed. |
| 2. | Plan evidence gathering opportunities | 2.1 | Opportunities to gather evidence of competency, which occurs as part of workplace or training activities, are identified covering the dimensions of competency. |
| | | 2.2 | The need to gather additional evidence which may not occur as part of the workplace or training activities are identified. |
| | | 2.3 | Evidence gathering activities are planned to provide sufficient, reliable, valid and fair evidence of competency in accordance with the assessment procedure. |

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| | | | |
|---|---|---|---|
| 3. | Organise assessment | 3.1 | The resources specified in the assessment procedure are obtained and arranged within a safe and accessible assessment environment. |
| | | 3.2 | Appropriate personnel are informed of the assessment. |
| | | 3.3 | Spoken interactions and any written documents employ language and strategies and techniques to ensure the assessment arrangements are understood by all person(s) being assessed and appropriate personnel. |
| 4. | Gather evidence | 4.1 | Verbal and non-verbal communication strategies are employed to promote a supportive assessment environment to gather evidence. |
| | | 4.2 | The evidence specified in the assessment procedure is gathered, using the assessment methods and tools. |
| | | 4.3 | Evidence is gathered in accordance with specified allowable adjustments where applicable. |
| | | 4.4 | The evidence gathered is documented in accordance with the assessment procedure. |
| 5. | Make the assessment decision | 5.1 | The evidence is evaluated in terms of the principles of quality evidence. |
| | | 5.2 | The evidence is evaluated according to the dimensions of competency |
| | | 5.3 | Guidance is sought, when in doubt, from a more experienced assessor(s) |
| | | 5.4 | The assessment decision is made in accordance with the criteria specified in the assessment procedure |
| 6 | Record assessment results | 6.1 | Assessment results are recorded accurately in accordance with the specified record keeping requirements |
| | | 6.2 | Confidentiality of assessment outcome is maintained and access to the assessment records is provided only to authorised personnel |

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| | | |
|---|---|---|
| 7. | Provide feedback to persons being assessed | 7.1 Clear and constructive feedback in relation to performance is given to the person(s) being assessed, using language and strategies to suit the person(s) including guidance on further goals/training opportunities. |
| | | 7.2 Opportunities for overcoming any gaps in competency, as revealed by the assessment, are explored with the person(s) being assessed. |
| | | 7.3 The person(s) being assessed is advised of available reassessment opportunities and/or review appeal mechanisms where the assessment decision is challenged. |
| 8. | Report on the conduct of the assessment | 8.1 Positive and negative features experienced in conducting the assessment are reported to those responsible for the assessment procedure. |
| | | 8.2 Any assessment decision disputed by the person(s) being assessed is recorded and reported promptly to those responsible for the assessment procedure. |
| | | 8.3 Suggestions for improving any aspect of the assessment process are made to appropriate personnel. |

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## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

The following variables may be present

The assessment system may be developed by:

- the industry
- the enterprise
- the Accredited Training Organisation
- a combination of the above

Specific assessment context may be determined by:

- purpose of the assessment, such as
  - to gain a particular qualification or a licence
  - to determine employee classification
  - to identify training needs or progress
  - to recognise prior learning/current competencies
- location of the assessment, such as
  - on the job or off the job
  - combination of both
- the Assessment Guidelines of NCTVET of the Accredited Training Organisation
- features of assessment system

The assessment system should specify the following:

- the purpose of assessment
- competencies required of assessors
- record keeping procedures and policies
- any allowable adjustments to the assessment method which may be made
- the appeal/review mechanisms and procedures
- the review and evaluation of the assessment process
- the linkages between assessment and training qualifications/awards, employee classification, progression
- relevant policies
- quality assurance mechanisms
- apportionment of costs/fees (if applicable)
- marketing/promotion of assessment
- verification arrangements
- auspicing arrangements, if applicable
- partnership arrangements, if applicable

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Characteristics of persons being assessed may include:

- language, literacy and numeracy needs
- cultural, language and educational background
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- experience in training and assessment previous experience with the topic

Appropriate personnel may include:

- assessors
- person(s) being assessed
- employee/union representatives
- consultative committees
- users of assessment information such as training providers, employers, human resource departments
- other training institution, HEART/NTA, NCTVET
- training and assessment coordinators
- relevant managers/supervisors/team leaders
- technical specialists
- a combination of the above

Assessment methods may include:

- work samples and /or simulations
- direct observation of performance, products, practical tasks, projects and simulation exercises
- review of logbooks and portfolios
- consideration of third party reports and authenticated prior achievements
- written, oral or computer managed questioning
- a combination of the above

Assessment procedure may include:

- The assessment procedure developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:
  - the industry
  - the enterprise
  - the training organisation
  - a combination of the above
- The assessment procedure should specify the following:
  - recording procedure
  - appeal/review mechanism
  - assessment methods to be used
  - instructions/materials to be provided to the person(s) being assessed
  - criteria for making decisions of competent, or not yet competent
  - number of assessors
  - assessment tools
  - evidence required
  - location of assessment
  - timing of assessment
  - assessment group size
- allowable adjustments to the assessment procedure depending on the characteristics of the person(s) being assessed

Assessment tools may include:

- specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
- specific instructions to be given in relation to projects and exercises
- sets of oral/written/computer based questions to be asked
- performance checklists
- log books
- marking guides
- descriptions of competent performance
- a combination of the above

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Principles of quality evidence include:

- validity
- authenticity
- sufficiency
- currency
- consistent achievement of the specified standard

Allowable adjustments may include:

- provision of personal support services (e.g., reader, interpreter, attendant carer, scribe)
- use of adaptive technology or special equipment (e.g. work processor or lifting gear)
- design of shorter assessment sessions to allow for fatigue or medication
- use of large print version of any papers.

Recording procedures may include:

- forms designed for the specific assessment result (paper or electronic)
- checklists for recording observations/process used (paper or electronic)
- combination of the above

Dimensions of competency include:

- task skills
- task management skills
- contingency management skills
- job/role environment skill
- transfer and application of knowledge and skills to new contexts

Assessment environment and resources to be considered may include:

- time
- location
- personnel
- finances/costs
- equipment
- materials
- OHS requirements
- enterprise/industry standard operating procedures

Assessment reporting:

- final assessments will record the unit(s) of competency in terms of code, title and endorsement date
- summative assessment reports, where issued, will indicate units of competency where additional learning is required

## EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

**(1) Critical Aspects of Evidence**

Assessment requires evidence of the following products to be collected:

- Description of the assessment context, including the purpose of assessment,
- The relevant competency or other performance standard and assessment procedure used
- Description of how evidence gathered is valid, authentic, sufficient, fair and reliable to ensure competency
- Conduct of assessment in accordance with competency requirements

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**Critical Aspects of Evidence (Cont'd)**

- Recording of the assessment results in accordance with the specified assessment procedure and record keeping requirements
- Report on the conduct of the assessment, including positive and negative features and suggestions for improving any aspect of the assessment process.

Assessment requires evidence of the following processes to be provided:

- How agreement was sought with the person(s) being assessed on the conduct of the assessment
- How opportunities to gather evidence were identified as part of workplace or training activities
- How evidence was gathered in accordance with the assessment procedure
- How evidence gathering activity covered the dimensions of competency
- How resources were arranged according to the assessment procedure
- How appropriate personnel were consulted
- How evidence was gathered in accordance with allowable adjustments to the assessment method where applicable
- How evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard
- How the assessment was conducted to ensure that :
  - all arrangements and activities were understood by all parties
  - the person was put at ease and the supportive assessment environment was created
  - language, literacy and numeracy issues were taken into consideration
- How constructive feedback was provided to the person(s) being assessed including instances of not yet competent
- How guidance was provided to person(s) being assessed on how to overcome gaps in competency revealed.

**(2) Pre-requisite Relationship of Units**

- CSETDA0024A – Plan assessment

**(3) Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- workplace application of relevant standards of performance including industry or enterprise competency standards and assessment guidelines
- legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements relevant to the specified context
- policies and procedures of the workplace and/or job role together with any related legislation or regulatory requirements
- the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency

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Knowledge (cont'd)
Knowledge of:

- the assessment guidelines of the NCTVET/training institution/organization
- planning and organizing own work including contingencies and identifying improvements
- how to apply various assessment strategies methods/tools, relevant to workplace context
- language, literacy and numeracy skills required to:
  - give clear and precise instructions and information in spoken or written form
  - seek confirmation of understanding from the person(s) being assessed
  - adjust language to suit target audience
  - prepare required documentation using clear and comprehensible language and layout
  - ask probing questions and listen strategically to understand responses of the person being assessed
  - seek additional information for clarification purposes
  - use verbal and non -verbal language to promote a supportive assessment environment
  - use language of negotiation and conflict resolution to minimise con flict
  - communication skills appropriate to the culture of the workplace and the individual(s).

Skills
The ability to:

- apply various assessment methods/tools, relevant to workplace context
- language, literacy and numeracy skills required to:
  - give clear and precise instructions and information in spoken or written form
  - seek confirmation of understanding from the person(s) being assessed
  - adjust language to suit target audience
  - prepare required documentation using clear and comprehensible language and layout
  - ask probing questions and listen strategically to understand responses of the person being
  - assessed
  - seek additional information for clarification purposes
  - use verbal and non -verbal language to promote a supportive assessment environment
  - use language of negotiation and conflict resolution to minimise conflict
  - Communication skills appropriate to the culture of the workplace and the individual(s).

**(4) Resource Implications**

- Access to relevant competencies, sources of information on assessment methods, assessment tools and assessment procedures.
- Access to person(s) wishing to be assessed, relevant workplace equipment, information and appropriate personnel.

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**(5) Method of Assessment**

Review of a portfolio containing the following:

- Description of the assessment context, including the purpose of assessment,
- The relevant competency or other performance standard and assessment procedure used
- A description of how the assessment was conducted.
- A record of the assessment results in accordance wi th the specified assessment procedure and record keeping requirements.
- Report on the conduct of the assessment, including positive and negative features and suggestions for improving any aspect of the assessment process.

Questioning – oral/written relating to:

- How agreement was sought with the person(s) being assessed on the conduct of the assessment
- How opportunities to gather evidence were identified as part of workplace or training activities
- How evidence was gathered in accordance with the assessme nt procedure
- How evidence gathering activity covered the dimensions of competency
- How resources were arranged according to the assessment procedure
- How appropriate personnel were consulted
- How evidence was gathered in accordance with allowable adjustme nts to the assessment method where applicable
- How evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard

How the assessment was conducted to ensure that:

- all arrangements and activities were understood by all parties
- the person was put at ease and the supportive assessment environment was created
- language, literacy and numeracy issues were taken into consideration
- How constructive feedback was provided to the person(s) bei ng assessed including instances of not yet competent
- How guidance was provided to person(s) being assessed on how to overcome gaps in competency revealed.

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

**(6) Context of Assessment**

Assessment should occur on the job or in a simulated workplace. The candidate assessor should use competencies relevant to their technical expertise.

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## 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. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 3 | |
| Communicate ideas and information | Level 3 | |
| Plan and organise activities | Level 3 | |
| Work with others and in team | Level 2 | |
| Use mathematical ideas and techniques | Level 2 | |
| Solve problems | Level 3 | |
| Use technology | Level 2 | |

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

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# CSETDA0054A: Review assessment

Competency Descriptor: This unit describes the skills and knowledgerequired to review assessment procedures in a specific context.

Competency Field: Education and Training

| ELEMENT OF COMPETENCY | | PERFORMANCE CRITERIA | |
|---|---|---|---|
| 1 | Review the assessment procedure(s) | 1.1 | Appropriate personnel are given the opportunity to review the assessment outcomes and procedure using agreed evaluation criteria. |
| | | 1.2 | The review process established by the enterprise, industry or registered training organisation is followed. |
| | | 1.3 | The assessment procedure(s) is reviewed at a specified site in cooperation with person(s) being assessed, and any appropriate personnel in the industry/enterprise/training establishment and/or any agency identified under legislation. eg NCTVET |
| | | 1.4 | Review activities are documented, findings are substantiated and the review approach evaluated. |
| 2. | Check consistency of assessment decision | 2.1 | Evidence from a range of assessments is checked for consistency across the dimensions of competency. |
| | | 2.2 | Evidence is checked against the key competencies. |
| | | 2.3 | Consistency of assessment decisions with defined performance standards are reviewed and discrepancies and inconsistencies are noted and acted upon. |
| 3. | Report review findings | 3.1 | Recommendations are made to appropriate personnel for modifications to the assessment procedure(s) in light of the review outcomes. |
| | | 3.2 | Records are evaluated to determine whether the needs of appropriate personnel have been met. |
| | | 3.3 | Effective contributions are made to system-wide reviews of the assessment process and feedback procedures and are reviewed. |

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## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

The following variables may be present

Assessment system may be developed by:

- the industry
- the enterprise
- the Accredited Training Organisation
- a combination of the above

Specific assessment context may be determined by:

- purpose of the assessment such as
  - to gain a particular qualification or a licence
  - to determine employee classification
  - to identify training needs or progress
  - to recognise prior learning/current competencies
- location of the assessment such as
  - on the job or off the job
  - combination of both
- Assessment Guidelines of NCTVET or the Accredited Training Organisation
- features of assessment system

The assessment system should specify the following:

- the purpose of assessment
- competencies required of assessors
- record keeping procedures and policies
- any allowable adjustments to the assessment method which may be made for the person being assessed who have special needs
- the appeal/review mechanisms and procedures
- the review and evaluation of the
- assessment process
  training qualifications/awards, employee classification, progression
- relevant policies
- quality assurance mechanisms
- apportionment of costs/fees (if applicable)
- marketing/promotion of assessment
- verification arrangements
- auspicing arrangements, if applicable
- partnership arrangements, if applicable.

Evaluation criteria in review process should include:

- number of persons being assessed
- duration of the assessment procedure
- organisational constraints within which assessors must operate
- occupational health and safety factors
- relationship of the assessor to other appropriate personnel in the assessment process
- fairness of the assessment procedure
- efficiency and effectiveness of the assessment procedure
- competencies achieved by the person(s) being assessed
- difficulties encountered during the planning and conduct of the assessment
- motivation of the person(s) being assessed

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Evaluation criteria in review process should include:

- frequency of assessment procedure
- budgetary constraints
- information needs of government and other regulatory bodies
- support needs and professional development needs of assessors
- characteristics of persons being assessed
- human resource management implications
- consistency of assessment decisions
- levels of flexibility in the assessment procedure
- ·location and resource suitability
- reliability, validity, fairness and flexibility of the assessment tool(s)
- relevance of assessment to specified context
- grievances/challenges to the assessment decision by the person(s) being assessed or their supervisor/manager/employer
- ease of administration
- access and equity considerations
- practicability

Characteristics of persons being assessed may include:

- language, literacy and numeracy needs
- cultural and langu age background
- educational background or general knowledge
- gender
- age
- physical ability
- previous experience with the topic
- experience in training and assessment
- level of confidence, nervousness or anxiety
- work organisation or roster

Appropriate personnel may include:

- assessors
- person(s) being assessed
- employee/union representatives
- consultative committees
- users of assessment information such as training providers, employers, human resource departments
- other training institutions, HEART/NTA, NCTVET
- training and assessment coordinators
- relevant managers/supervisor/team leaders
- technical specialists

Assessment procedure:

- The assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessme nt process in:
  - the industry
  - the enterprise
  - the training organisation
  - a combination of the above

The assessment procedure should specify the following:

- recording procedure
- appeal/review mechanism
- assessment methods to be used
- instructions/materials to be provided to the person(s) being assessed
- criteria for making decisions of competent, or not yet competent
- number of assessors
- assessment tools
- evidence required
- location of assessment
- timing of assessment
- assessment group size
- allowable adjustments to the assessment procedure depending on characteristics of person(s) being assessed

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Assessment methods may include a combination of:

- work samples and or simulations
- direct observation of performance, products, practical tasks, projects and simulation exercises
- review of logbooks and portfolios
- consideration of third party reports and authenticated prior achievements
- written, oral or computer managed questioning

Assessment tools may include:

- specific instructions to be given relat ing to the performance of practical tasks or processes or simulation exercises
- specific instructions to be given in relations to the production projects and exercises
- sets of oral/written/computer based questions to be asked
- performance checklists
- log books
- marking guides
- descriptions of competent performance
- A number of these tools may be used in combination in order to provide enough evidence to make judgments.

Allowable adjustments may include:

- provision of personal support services (eg, reader, interpreter, attendant caregiver, scribe)
- use of adaptive technology or special equipment (eg work processor or lifting gear)
- design of shorter assessment sessions to allow for fatigue or medication
- use of large print version of an y papers

Assessment environment and resources to be considered:

- time
- location
- personnel
- finances/costs
- equipment
- materials
- OHS requirements
- enterprise/industry standard operating procedures

## EVIDENCE GUIDE

Competency in this unit needs to be assessed over a pe riod of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence

**(1) Critical Aspects of Evidence**

Assessment requires evidence of the following products to be collected:

- Documented process for the review of the assessment procedure(s)
- A report on the review of the operations and outcomes of the assessment procedure(s) including substantiation of findings and any recommendations for modifications.

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Assessment requires evidence of the following processes to be provided:

- How the review process for evaluating the assessments in the enterprise, industry or organisation was implemented
- Why particular review/evaluation methodologies were chosen
- How cooperation and input from the person(s) assessed and appropriate personnel was sought as part of the review.

**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- the review process established by the industry, enterprise or training organisation
- f evaluation methodologies relevant to the assessment context
- Relevant standards of performance including industry or enterprise competency standards and assessment guidelines
- legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements
- relevant organisational policies and procedures of the workplace and/or job roll
- the understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency

Skills
The ability to:

- Planning own work including predicting consequences and identifying improvements
- Language, literacy and numeracy skills required to:
  - read and interpret review procedures
  - participate in discussions and listen strategically to evaluate information critically
  - gather, select and organise findings from a number of sources document findings in summary form, graphs or tables
  - present findings in a short report to relevant personnel
  - make recommendations based on \ findings
  - determine cost effectiveness
- Communication skills appropriate to the culture of the workplace and the individual(s)

**(4) Resource Implications**

- access to relevant competencies, sources of information on assessment methods, assessment tools, assessment procedures and assessment review mechanisms
- access to assessment decisions, relevant workplace equipment, appropriate personnel

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**(5) Method of Assessment**

Review of a portfolio containing the following:

- Documented process for the review of the assessment procedure(s)
- A report on the review of the operations and outcomes of the assessment procedure(s) including substantiation of findings and any recommendations for modifications.

Questioning – oral/written relating to:

- How the review process for evaluating the assessments in the enterprise, industry or organisation was implemented
- Why particular review/evaluation methodologies were chosen
- How cooperation and input from the person(s) assessed and appropriate personnel was sought as part of the review

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms o f evidence.

**(6) Context of Assessment**

Assessment may occur on the job or a simulated workplace. The candidate assessor should use competencies relevant to their technical expertise

## 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. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 3 | |
| Communicate ideas and information | Level 3 | |
| Plan and organise activities | Level 3 | |
| Work with others and in team | Level 2 | |
| Use mathematical ideas and techniques | Level 2 | |
| Solve problems | Level 2 | |
| Use technology | Level 2 | |

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

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# CSETDA0004A: Analyse competency requirements

Competency Descriptor: This unit describes the skills and knowledge required to analyse and document competency requirements in preparation for training/assessment. It covers the identification and review of relevant sources of information, and the development of an implementation plan.

Competency Field: Education and Training

| ELEMENT OF COMPETENCY | | PERFORMANCE CRITERIA | |
|---|---|---|---|
| 1. | Identify client competency needs | 1.1 | The client and stakeholders are consulted to identify and document client competency needs. |
| | | 1.2 | Competency needs are defined using information collected from stakeholders. |
| | | 1.3 | The needs are grouped according to type, priority and possible solutions. |
| 2. | Undertake needs analysis | 2.1 | Developed a plan for the needs analysis. |
| | | 2.2 | Sources of information in relation to competency needs and the scope of the competencies are identified. |
| | | 2.3 | Data gathering methods are adapted/ developed for efficient, reliable and valid information collection. |
| | | 2.4 | Any requirements of qualifications or assessment or training recognition bodies are identified. |
| | | 2.5 | Information is collected, organised and analysed to identify competency components. |
| | | 2.6 | Groupings of competencies are established to suit the requirements for competency development of the target group(s). |
| 3. | Confirm findings of research | 3.1 | Consultations with stakeholders are conducted to verify research accuracy, use ability within the intended context(s) and validity for the target group(s). |
| | | 3.2 | Priorities for implementation of competency development are determined in terms of business goals, individual and organisational effectiveness, resource implications, cost benefit and lead time requirements. |

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| | | | |
|---|---|---|---|
| | | 3.3 | Identified priorities and competencies are documented and validated by stakeholders. |
| 4. | Document competency requirements | 4.1 | Competency requirements are documented in a manner appropriate to client needs. |
| | | 4.2 | Combinations of competencies are identified to match the required client needs. |
| | | 4.3 | Developed an implementation plan. |
| 5 | Validate competencies and implementation plan | 5.1 | Adjustments to documentation are made as required. |
| | | 5.2 | Documentation is approved through established processes. |
| | | 5.3 | Changes in related procedures, policies and processes are endorsed by stakeholders for implementation. |

## RANGE STATEMENT

Clients needs may include:

- increased productivity
- increased enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities
- regulation or licensing requirements
- personal needs

Stakeholders may include:

- industry/professional/trade associations
- trainers/teachers and assessors
- team leaders/managers/employers
- training and assessment coordinators
- participants/employees/learners
- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- relevant industry training advisory bodies
- funding bodies
- Statutory Training/Recognition Authorities e.g. NCTVET

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Competency needs may include:

- adaptation of industry competency standards to meet business goals
- design or review of training program(s)
- identification of productivity and other improvements
- access and equity considerations
- human resources considerations (e.g. classification structure)

Sources of information may include:

- industry/enterprise competency standards, including international information
- training packages
- curriculum and other training program information
- licensing requirements
- government legislation, policies and practices
- job descriptions
- observations of competent workers
- enterprise skills audit reports
- industry skills audit reports
- workplace conditions, policies and standard operating procedures
- benchmarking reports
- industry publications or reports
- market needs analysis reports
- quality assurance procedures.

Implementation plan may include:

- marketing and promotion
- resource allocation
- timelines

Needs analysis plan may include:

- outcomes
- resources-human and physical
- timelines
- personnel and responsibilities
- target group(s)
- sources of information

Data gathering methods may include:

- survey methods
- interviews
- delphi procedures (Using a team of experts)
- nominal group techniques
- concept mapping
- focus groups
- job and task analysis
- analysis of assessment and/or training records

Factors affecting the combination of competencies based on clients needs may be

- business goals of the client organisation
- job roles
- skills related career paths
- classifications
- position descriptions
- training programs
- appraisal requirements
- licensing or accreditation conditions

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## EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

### (1) Critical Aspects of Evidence

Assessment requires evidence of the following products to be collected:

- Documented client competency needs.
- Competency needs analysis plan.
- Report of research into competency needs.
- Classification of need according to type, priority and possible solution.
- Documented competencies.
- Implementation plan.

Assessment requires evidence of the following processes to be provided:

- How the client and stakeholders were consulted to identify competency requirements.
- How the needs analysis and competencies proposed will contribute to organisational effectiveness.
- Why particular data gathering method(s) was used.
- How the data gathering methods and any other instrument(s) used were checked for validity, reliability, cost-effectiveness, administration ease, acceptability and appropriateness.
- How the implementation plan was developed.

### (2) Pre-requisite Relationship of Units

- Nil

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**(3) Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- any relevant competency standards, assessment guidelines and National Qualifications Framework (NQF)
- relationship of the competencies, any industrial agreements and skill based classification systems with organisation effectiveness
- understanding of data gathering and needs analysis theory and methodology
- language and literacy skills required to comprehend sources of information and to prepare required documentation in a clear and comprehensible format

Skills
The ability to:

- planning of own work including predicting consequences and identifying improvements
- compliance with requirements for copyright and other regulatory requirements
- communication skills appropriate to the culture of the workplace

**(4) Resource Implications**

- Access to relevant clients, stakeholders and sources of information required in needs analysis.

**(5) Method of Assessment**

Evidence may be collected in a variety of ways including:

Review of a portfolio containing the following documents:

- Client competency needs
- Competency needs analysis plan
- Report of research into competency needs
- Classification of need according to type, priority and possible solution
- Documented competencies
- Implementation plan.

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Questioning – oral/written relating to:

- How the client and stakeholders were consulted to identify competency requirements
- How the needs analysis and competencies proposed will contribute to organisational effectiveness
- Why particular data gathering method(s) was used
- How the data gathering methods and any other instrument(s) used were checked for validity, reliability, cost-effectiveness, administration ease, acceptability and appropriateness
- How the implementation plan was developed.

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

**(6) Context of Assessment**

Assessment may occur on the job or in a simulated workplace.

## 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. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 3 | |
| Communicate ideas and information | Level 3 | |
| Plan and organise activities | Level 3 | |
| Work with others and in team | Level 3 | |
| Use mathematical ideas and techniques | Level 2 | |
| Solve problems | Level 3 | |
| Use technology | Level 2 | |

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

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# CSETDP0004A: Evaluate the training/assessment system

Competency Descriptor: This unit describes the skills and knowledge required to evaluate an external or internal training and/or assessment system.

Competency Field: Education and Training

| ELEMENT OF COMPETENCY | | PERFORMANCE CRITERIA | |
|---|---|---|---|
| 1. | Plan a system evaluation | 1.1 | The purpose and role of the evaluation is identified and confirmed with client and stakeholders. |
| | | 1.2 | The system is defined in terms of location, purpose, and personnel. |
| | | 1.3 | The needs of the stakeholders of the system are identified and prioritised. |
| | | 1.4 | The necessary resources for the evaluation are identified, obtained or developed. |
| | | 1.5 | The evaluation plan is agreed to by stakeholders. |
| | | 1.6 | The evidence required for making decisions of system improvement is established. |
| | | 1.7 | Evidence gathering instruments, procedures are sources of information are identified, developed and validated for reliability and validity. |
| | | 1.8 | Cost effective methods utilising an appropriate evaluation model are linked to the purpose of the evaluation. |
| 2. | Conduct the evaluation | 2.1 | Evidence is collected in accordance with agreed evaluation procedures. |
| | | 2.2 | The evidence is interpreted at the individual and aggregate levels and strengths and weaknesses of the system are identified. |
| 3. | Report on evaluation findings | 3.1 | The differing communication needs of the stakeholders are identified. |
| | | 3.2 | A range of report formats on the evaluation are prepared to meet the differing needs of stakeholders. |

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| | | | |
|---|---|---|---|
| 4. | Develop intervention strategies | 4.1 | A review process for monitoring and evaluating both the change and its effect is determined. |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

The following variables may be present

Clients needs may include:

- increased productivity
- increased enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities
- licensing or accreditation requirements
- personal needs

Purposes of assessment may include:

- diagnosing performance
- classifying an employee
- confirming an employee's competency for the purpose of career advancement/job level
- awarding a qualification or statement of attainment
- confirming progress in learning
- recognition of current competency/recognition of prior learning

Purposes of training may include:

- productivity improvement
- professional development requirements
- competency acquisition
- induction of new employees
- refresher training for competency maintenance
- legislative or government regulatory requirements
- access and equity considerations

System may be developed by:

- the industry
- the enterprise
- an accredited training organisation
- a combination of the above

Policies may include:

- purposes of training and assessment
- human resource management issues
- what and who is to be trained and assessed
- timing of training and assessments
- links with human resource functions
- evidence types
- assessment methods
- record keeping requirements
- recognition of current competencies/recognition of prior learning
- development costs and resources
- evaluation

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Stakeholders may include:

- industry/professional/associations
- trainers/teachers and assessors
- team leaders/supervisors
- managers/employers
- training and assessment coordinators
- participants/employees/learners
- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- relevant industry training advisory bodies
- funding bodies
- Training/Recognition Authorities

Operational constraints may include:

- time, resources and locations available
- cost of evidence gathering strategies
- availability of stakeholders for review and feedback
- government, organisational, industry requirements and procedures
- collective bargaining agreements

Evaluation methodology and report may include:

- Selection of appropriate evaluation models

Report Formats may include:

- written reports
- oral presentations
- audiovisual reports
- combination of the above

Types of evidence to be collected may include:

- affective (e.g. satisfaction with the program)
- cognitive (e.g. knowledge or skill gain)
- performance or behaviour (e.g. quality of work, productivity)

Validating the data gathering process may include:

- detailing what is to be measured
- assessing the capacity of the instrument to collect sufficient, valid, reliable and current information
- detailing how the instrument or procedure is administered, scored and interpreted in the particular evaluation
- presenting both qualitative and quantitative evidence that justifies the use of the particular instrument or procedure
- defending the validity of the use and interpretation of the information provided by the instrument or procedure

Resources may include:

- human personnel required to carry out the evaluation
- physical resources (equipment, machines materials/documents, facilities, assessment tools)
- financial
- space,
- location

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Evidence gathering instruments and procedures may include:

- survey instruments (delphi, questionnaires, diaries, logs, attitude scales, diagnostics)
- interview schedules and records
- observations

Sources of information may include:

- industry/enterprise competency standards, including international information
- training packages
- curriculum and other training program information
- licensing requirements
- government legislation, policies and practices
- job descriptions
- observations of competent workers
- enterprise skills audit reports
- industry skills audit reports
- workplace conditions, policies and standard operating procedures
- benchmarking reports
- industry publications or reports
- market needs analysis reports
- quality assurance procedures

Summarising quantitative information may involve:

- charts
- tables
- reports
- videos
- oral presentations
- development of visual presentations including computer generated visuals and overhead transparencies

Factors to consider when developing the evaluation plan with stakeholders include:

- responsibility of appropriate personnel for conducting and participating in evaluations
- evaluation criteria
- responsibilities for implementation of the evaluation plans
- means of protection of participants
- agreement for data collection, storage and retrieval
- procedures for editing and disseminating reports
- agreement of the financing of the evaluation

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## EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence

**(1) Critical Aspects of Evidence**

Assessment requires evidence of the following products to be collected:

- Description of client and stakeholders
- Evaluation plan
- List and review of information relevant to evaluation.
- Description of evaluation method selected.
- Evidence gathering instruments and procedures.
- Evaluation report, including any proposed changes.

Assessment requires evidence of the following processes to be provided:

- How client, stakeholders were identified.
- Why the evaluation of the system was proposed .
- How the evaluation plan was developed and confirmed with client and stakeholders .
- Why particular evaluation model and evidence gathering instruments were selected.
- How the evaluation was conducted.
- How the evaluation report was drafted and confirmed with client and stakeholders .
- How any changes to the system are to be implemented

**(2) Pre-requisite Relationship of Units**

- Nil

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**(3) Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- knowledge of program evaluation models
- skills in applying evaluation models
- skills in validating evaluation procedures
- NCTVET assessment guidelines

Skills
The ability to:

- planning own work including predicting consequenc es and identifying improvements
- compliance with requirements for copyright and other regulatory requirements
- language and literacy skills to collect and interpret information relevant with the unit and communicate with client, stakeholders and others
- application of cultural understanding in the workplace
- skills in applying relevant workplace policies and procedures and any related legislation or regulatory requirements

**(4) Resource Implications**

- access to clients, stakeholders, information and resources needed to address the required skills and knowledge and to conduct an evaluation of a training and assessment system

**(5) Method of Assessment**

Review of a portfolio containing the following:

- Description of client and stakeholders.
- Evaluation plan
- List and review of information relevant to evaluation.
- Description of evaluation method selected.
- Evidence gathering instruments and procedures.
- Evaluation report, including any proposed changes.

Questioning – oral/written relating to:

- How client, stakeholders were identified.
- Why the evaluation of the system was proposed.
- How the evaluation plan was developed and confirmed with client and stakeholders.
- Why particular evaluation model and evidence gathering instruments were selected.
- How the evaluation was conducted.
- How the evaluation report was drafted and confirmed with client and stakeholders
- How any changes to the system are to be implemented

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**(6) Context of Assessment**

- Assessment may occur on the job or in a simulated workplace.

## 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 work place practices.

| Levels of Competency | | |
|---|---|---|
| Level 1. | Level 2. | Level 3. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 3 | |
| Communicate ideas and information | Level 3 | |
| Plan and organise activities | Level 3 | |
| Work with others and in team | Level 3 | |
| Use mathematical ideas and techniques | Level 2 | |
| Solve problems | Level 3 | |
| Use technology | Level 2 | |

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

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# CSETDP0014A: Train small groups

Competency Descriptor: This unit describes the skills and knowledge required to plan, deliver and review training provided for the purposes of developing competency on a one-to-one or small group basis.

Competency Field: Education and Training

| ELEMENT OF COMPETENCY | | PERFORMANCE CRITERIA | |
|---|---|---|---|
| 1. | Prepare for training | 1.1 | Specific needs for training are identified and confirmed through consultation with appropriate personnel. |
| | | 1.2 | Training objectives are matched to identified competency development needs. |
| | | 1.3 | Training approaches are planned and documented. |
| 2. | Deliver training | 2.1 | Training is conducted in a safe and accessible environment. |
| | | 2.2 | Training delivery methods are selected appropriate to training participant(s) needs, trainer availability, location and resources. |
| | | 2.3 | Strategies and techniques are employed which facilitate the learning process. |
| | | 2.4 | Objectives of the training, sequence of activities and assessment processes are discussed with training participant(s). |
| | | 2.5 | A systematic approach is taken to training and the approach is revised and modified to meet specific needs of training participant(s). |
| 3. | Provide opportunities for practices | 3.1 | Practice opportunities are provided to ensure that the participant achieves the components of competency. |
| | | 3.2 | Various methods for encouraging learning are implemented to provide diverse approaches to meet the individual needs of participants. |

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| | | |
|---|---|---|
| 4. | Review training | 4.1 Participants are encouraged to self evaluate performance and identify areas for improvement. |
| | | 4.2 Participants' readiness for assessment is monitored and assistance provided in the collection of evidence of satisfactory performance. |
| | | 4.3 Training is evaluated in the context of self-assessment, participant feedback, supervisor comments and measurements against objectives. |
| | | 4.4 Training details are recorded according to enterprise and legislative requirements. |
| | | 4.5 Results of evaluation are used to guide further training. |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

The following variables may be present:

Relevant information to identify training needs includes:

- industry/enterprise or other performance competency standards
- endorsed components of relevant industry training package
- industry/workplace training practices
- job descriptions
- results of training needs analyses
- business plans of the organisation which identify skill development requirements
- standard operating and/or other workplace procedures

Appropriate personnel may include:

- team leaders/supervisors/ technical experts
- managers/employers
- training and assessment coordinators
- training participants
- representative government regulatory bodies
- union/employee representatives
- consultative committees
- assessors

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Training delivery methods and opportunities for practice may include:

- presentations
- demonstrations
- explanations
- problem solving
- mentoring
- experiential learning
- group work
- on the job coaching
- job rotation
- a combination of the above

Components of competency include:

- task skills
- task management skills
- contingency management skills
- job/role environment skills
- transfer and application of skills and knowledge of new contents

Training sessions may include:

- one to one demonstration
- small group demonstration (2 to 5 persons)

Characteristics of training participant may include information in relation to:

- language, literacy and numeracy needs
- cultural, language, and educational background
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- previous experience with the topic
- experience in training and assessment

Resources may include:

- time
- location
- personnel
- materials and equipment
- OHS and other workplace requirements
- enterprise/industry standard operating procedures
- finances/costs

Strategies and techniques may include:

- active listening
- targeted questioning
- points of clarification
- group discussions

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## EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

### (1) Critical Aspects of Evidence

Assessment requires evidence of the following products to be collected:

- Description of the specific training need and required competency outcomes.
- Outline of the training approach and steps to be followed.
- Description of training participant(s) and delivery method(s) to be used.
- Specific resources required.
- Outline of the evidence to be collected for monitoring training participant progress.
- Trainer's self assessment of training delivery.
- Participant evaluation of training delivery.
- Evaluation of review comments against plan of training.
- Records/documentation for monitoring progress of training participant(s).
- May be collected using proformas or template.

Assessment requires evidence of the following processes to be provided:

- How the specific training need was determined.
- How the sequence of the training was determined.
- How appropriate personnel were identified.
- Why particular delivery method(s) were selected.
- How the characteristics of training participant(s) as identified.
- How the resource requirements were established.
- How participant progress was monitored.
- Why and how the training resources were selected.

How appropriate personnel confirmed training arrangements

- How participant(s) were informed of:
  - intended training outcomes
  - competencies to be achieved
  - on and/or off the job practice opportunities
  - benefits of practices
  - learning activities and tasks
  - assessment tasks and requirements

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- How constructive feedback was provided to training participant about progress toward competency to be acquired
- How training participant readiness for assessment was determined and confirmed
- How records were maintained to ensure confidentiality, accuracy and security.

Evidence may be provided verbally or in written form.

Interdependent assessment of units

This unit may be assessed in conjunction with other units that form part of a job function.

**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- competency in the units being taught
- workplace application of the relevant competencies
- identification of evidence of competency
- planning of own work including predicting consequences and identifying improvements
- application of relevant workplace policies (e.g. OHS ) and any relevant legislative or regulatory requirements
- correct use of equipment, and any other processes and procedures appropriate for the training
- ethical handling of performance issues

Skills
The ability to:

- Language, literacy and numeracy required skills to:
  - conduct discussions and ask probing questions to review the training
  - gather information (in spoken or written form) for review purposes
  - make verbal recommendations for delivery of future training
  - adjust language to suit target audience (training participant/appropriate personnel)
  - complete records on training
  - provide verbal feedback & report on training outcomes
  - follow and model examples of written texts
  - promote training in verbal or written form

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Communication skills appropriate to the culture of the workplace, appropriate personnel and training participants.

**(4) Resource Implications**

- Access to records system for training, information, and training participants and supervisory staff (where appropriate).

**(5) Method of Assessment**

Review of a portfolio containing the following

- Description of the specific training need and required competency outcomes .
- Outline of the training approach and steps to be followed.
- Description of training participant(s) and delivery method(s) to be used .
- Specific resources required.
- Outline of the evidence to be collected for monitoring training participant progress .
- Trainer's self assessment of training delivery .
- Participant evaluation of training delivery .
- Evaluation of review comments against plan of training.
- Records/documentation for monitoring progress of training participant(s). May be collected using specially designed forms/templates .

Questioning – oral/written relating to:

- How the specific training need was determined
- How the sequence of the training was determined
- How appropriate personnel were identified
- Why particular delivery method(s) were selected
- How the characteristics of training participant(s) as identified
- How the resource requirements were established
- How participant progress was monitored
- Why and how the training resources were selected
- How appropriate personnel confirmed training arrangements

How participant(s) were informed of:

- intended training outcomes
- competencies to be achieved
- on and/or off the job practice opportunities
- benefits of practices
- learning activities and tasks
- assessment tasks and requirements

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**(6) Context of Assessment**

Assessment may occur on the job or in a simulated workplace. Candidate workplace trainers should use competencies relevant to their area of technical expertise.

## 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. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 3 | |
| Communicate ideas and information | Level 3 | |
| Plan and organise activities | Level 3 | |
| Work with others and in team | Level 2 | |
| Use mathematical ideas and techniques | Level 2 | |
| Solve problems | Level 3 | |
| Use technology | Level 2 | |

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

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# CSETDP0024A: Plan and promote a training program

Competency Descriptor: This unit describes the skills and knowledge required to plan and promote training program. This involves the identification of competencies to meet the needs of a target group and the planning and promotion of appropriate training strategies.

Competency Field: Education and Training

| ELEMENT OF COMPETENCY | | PERFORMANCE CRITERIA | |
|---|---|---|---|
| 1 | Identify the competency needs | 1.1 | The client, target group and appropriate personnel ar e identified and required goals and outcomes of the training program are negotiated and confirmed with the client . |
| | | 1.2 | Relevant competency or other performance standards for the target group are obtained and verified with appropriate personnel. |
| | | 1.3 | Gaps between the required competencies and current competencies of the target group are determined. |
| | | 1.4 | Current competencies and any relevant characteristics of each participant in the target group are identified using appropriate investigation methods. |
| 2. | Document training program requirements | 2.1 | Training program goals are identified to specify required knowledge and skill and links to specified units of competency qualification and/or other standards of performance. |
| | | 2.2 | Training program documentation specifies the range of workplace applications, activities and tasks that must be undertaken to develop the requisite competencies. |
| | | 2.3 | Available training programs and resources are customised to meet specific client needs, where required. |
| | | 2.4 | Appropriate grouping of activities is identified to support formative and summative assessment. |
| | | 2.5 | Overview of training sessions including appropriate timing and costs is prepared and confirmed with appropriate personnel including those relating to language, literacy and numeracy and specified in documentation. |

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| | | | |
|---|---|---|---|
| | | 2.6 | Methods of supporting and guiding participants within the target group are identified and specified. |
| 3. | Identify program resources | 3.1 | Resources required for the program are identified and approved by appropriate personnel and allocated to meet training participants' characteristics are allocated. |
| | | 3.2 | Arrangements are made with personnel required to support the training program. |
| | | 3.3 | A register of training resources is maintained and he ld in an accessible form. |
| 4. | Promote training | 4.1 | Advice on the development of the training program is provided to appropriate personnel. |
| | | 4.2 | Information on planned training events is made widely available, utilising a variety of methods. |
| | | 4.3 | Promotional activities are monitored for effectiveness in collaboration with the client and appropriate personnel. |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

The following variables may be present:

Target group may include:

- employee groups (e.g. particular classification or work area, female employees)
- groups or individuals with special training and/or recognition needs

Training may be:

- on the job
- in a simulated setting
- in a training organisation
- in a combination of locations to suit the units of competency being learned and/or assessed
- in a single site or multi-site operation

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Clients may include:

- a department/division
- a work area
- an enterprise or organisation

Information on the required competencies may be collected from:

- industry/enterprise competency standards
- licensing requirements
- standard operating procedures
- job descriptions
- discussions with client group
- enterprise skills audit reports
- industry skills audit reports
- benchmarking reports
- industry publications or reports
- government reports
- market needs analysis reports
- performance appraisals

Appropriate personnel may include:

- team leaders/supervisors/managers/ employers
- participant/employee/learner
- technical and subject experts including, language, literacy, numeracy specialists
- government regulatory bodies
- union/employee representatives
- consultative committees
- users of training information such as training providers, employers, human resource departments, and Recognition Authorities
- assessment / training partners
- trainers/teachers and assessors

Clients needs may include:

- increased productivity
- increased enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities
- personal needs

Training program may be based on:

- national industry training packages
- enterprise training packages
- agreed curriculum
- international standards

Target group competencies may be identified by: ‘

- matching enterprise/client needs to available national industry training packages
- reports on assessment of competencies
- enterprise training and assessment record keeping system
- self, peer or supervisor reports

Training program delivery may involve:

- enterprise workplace based delivery
- training provider based delivery
- community based delivery
- school based delivery
- international programs
- distance/online
- combination of the above

Characteristics of participants may include:

- language, literacy and numeracy needs
- cultural language and education background
- educational background or general knowledge
- gender
- age
- physical ability
- previous experience with the topic
- experience in training and assessment
- level of confidence, nervousness or anxiety

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Variables for achieving competency may include:

- characteristics of training participants
- resources (time, location , space, people and costs)
- language, literacy and numeracy issues

Training delivery methods may include:

- face to face
- distance learning
- fixed schedule, partly self paced, all self paced
- trainer centred, participant centred
- real time, time independent
- place dependent, place independent
- interactive (e.g. audio, or video conferencing, computer assisted, discussion)
- mentoring
- active learning
- coaching

Training support may include:

- technical experts (including particular subject and language and literacy specialists)
- equipment
- team leaders/supervisors/managers/ employers
- enterprises
- assessment/training partners
- trainers/teachers and assessors
- training and assessment coordinators
- financial

Training materials/equipments may include:

- non-endorsed components of a training package
- appropriate technology-computers, projectors etc
- work books
- workshop guides
- background reading materials/documents
- handouts
- industry/enterprise competency standards
- supportive policies and legislation
- specific language, literacy and numeracy support material

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## EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time and in a range of contexts, and on multiple occasions, involving a combination of direct, indirect and supplementary forms of evidence.

**(1) Critical Aspects of Evidence**

Assessment requires evidence of the following products to be collected:

- Description of client, target group and appropriate personnel
- Analysis of training needs of target group
- Documentation on consultations with appropriate personnel throughout the program development phase
- Outline of training program goals and supporting documentation including variables which may impact on the achievement of program go als
- Documentation on training resources and any other requirements for the training program.

Assessment requires evidence of the following processes to be provided:

- How client, target group and appropriate personnel were identified
- How required competencies were determined to meet the client needs
- Why there is a need for training as opposed to other non -training alternatives
- How the need for training was verified with appropriate personnel
- How appropriate personnel approved training program resources
- How language, literacy and numeracy issues were taken into consideration in the planning process.

**(2) Pre-requisite Relationship of Units**

- Nil

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**(3) Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- understanding Assessment and Workplace Training Competency Standards and Assessment Guidelines
- relevant competency standards, including industry or enterprise standards of performance
- relationships of competencies to industrial agreements, classification systems and National Qualifications Framework (NQF)
- relevant workplace policies and procedures that apply to that work and (any) related competency in unit(s) of competency relevant to the training program
- understanding of the principles of adult learning and competency based training as applied to the target group and client
- identification and correct use of equipment, processes and procedures relevant to knowledge of methods of training needs analysis and planning
- safety requirements
- sources of assistance for participants requiring language or other particular training support

Skills
The ability to:

- plan own work including predicting consequences and identifying improvements
- apply language, literacy and numeracy skills required to:
  - collect, summarise and interpret relevant information to plan a program
  - communicate in spoken and written form with a range of people in the specified training context
  - adjust spoken and written language to suit audience
  - prepare and/or customise training materials and specified documentation using clear and comprehensible language and layout
  - calculate and estimate costs, time and length of training programs
- be aware of language, literacy and numeracy (LL&N)issues relevant to the context of training and assessment, including current theories on the integration of LL&N with technical training
- Communicate skills appropriate to the culture of the workplace, appropriate personnel and target group.

**(4) Resource Implications**

- access to target group, potential opportunities to identify training needs of a target group, relevant competencies or other standards of performance and resources

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**(5) Method of Assessment**

Review of a portfolio containing the following

- Description of client, target group and appropriate personnel.
- Analysis of training needs of target group
- Documentation on consultations with appropriate personnel throughout the program development phase.
- Outline of training program goals and supporting documentation including variables which may impact on the achievement of program goals.
- Documentation on training resources and any other requirements for the training program.

Questioning – oral/written relating to:

- How client, target group and appropriate personnel were identified
- How required competencies were determined to meet the client needs.
- Why there is a need for training as opposed to other non-training alternatives.
- How the need for training was verified with appropriate personnel .
- How appropriate personnel approved training program resources.
- How language, literacy and numeracy issues were taken into consideration in the planning process.

**(6) Context of Assessment**

Assessment may occur on the job or a simulated workplace.

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## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to p erform 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. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 3 | |
| Communicate ideas and information | Level 3 | |
| Plan and organise activities | Level 3 | |
| Work with others and in team | Level 2 | |
| Use mathematical ideas and techniques | Level 2 | |
| Solve problems | Level 3 | |
| Use technology | Level 2 | |

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

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# CSETDP0034A: Plan a series of training sessions

Competency Descriptor: This unit describes the skills and knowledge required to plan a training program for a target group. This involves planning a series of training sessions to meet the identified competency requirements of the target group.

Competency Field: Education and Training

| ELEMENT OF COMPETENCY | | PERFORMANCE CRITERIA | |
|---|---|---|---|
| 1. | Identify training requirements | 1.1 | Current competencies of the target group are identified. |
| | | 1.2 | Relevant training package documentation or approved training course documentation is obtained where applicable. |
| | | 1.3 | Qualification requirements, competencies and/or other performance standards to be attained are interpreted. |
| | | 1.4 | Training requirements are identified from the gap between the required competencies and the current competencies of the target group. |
| | | 1.5 | Training requirements are confirmed with appropriate personnel. |
| 2. | Develop outlines of training sessions | 2.1 | The training program goals, outcomes, performance and underpinning knowledge requirements are identified. |
| | | 2.2 | The training program requirements, workplace application, activities and tasks required to develop the requisite competencies are analysed. |
| | | 2.3 | An appropriate range of training delivery methods is identified. |
| | | 2.4 | Training session outlines are mapped against required competencies and deficiencies are identified and addressed. |
| | | 2.5 | Special requirements for resources, particular practice requirements and training experiences are documented. |

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| | | | |
|---|---|---|---|
| | | 2.6 | Methods of supporting and guiding training participants including appropriate training resources, language literacy and numeracy support are specified. |
| 3. | Develop training materials | 3.1 | Available materials to support the training program are checked for relevance and appropriateness in terms of the language, style, characteristics of training participants and copyright. |
| | | 3.2 | Existing materials are customised or resources are developed to enhance the learning capability of training participants to achieve in the delivery setting. |
| | | 3.2 | Instructions for use of learning materials and any required equipment are provided. |
| | | 3.4 | Copyright laws are observed. |
| | | 3.5 | Documentation, resources and materials developed or used are clear and comprehensible. |
| 4. | Develop training sessions | 4.1 | Training session plans are developed to meet the goals of the training program. |
| | | 4.2 | Opportunities are created within training session design for participants to manage own competency acquisition and apply the relevant competencies in practice. |
| | | 4.3 | Session plans identified delivery methods which are appropriate for:<br>• the competency to be achieved<br>• training program's goals<br>• training participants' characteristics<br>• language, literacy and numeracy skill level of training participants<br>• learning resources and facilities to be used<br>• equipment and consumable resources available<br>• industry/enterprise/workplace contexts and<br>• requirements<br>• each outlined training session |

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| | | | |
|---|---|---|---|
| | | 4.4 | Training sessions are designed to measure participant progress towards the program goals. |
| | | 4.5 | Sequence and timing of the training sessions are documented. |
| 5. | Arrange resources | 5.1 | Resources required for the training sessions are identified and, where special access is required, approved by appropriate personnel. |
| | | 5.2 | Appropriate training locations are identified and arranged. |
| | | 5.3 | Arrangements are made with (any) additional personnel required to support the training program. |
| | | 5.4 | The training environment ar ranged is safe, accessible and suitable for the acquisition of the identified competencies. |
| | | 5.5 | Learning resources, documentation on required competencies, assessment procedures and information on available support for training participants is organised and held in an accessible form. |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

The following variables may be present

Target group may include:

- employee groups (e.g.; particular classification or work area, female employees)
- groups or individuals with special tra ining and/or recognition needs

Training may be conducted:

- on the job
- in a simulated setting
- in a training organisation
- in a combination of locations to suit the units of competency being learned and/or assessed
- in a single site or multi site operation
- in a work environment

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Appropriate personnel may include:

- trainers/teachers and assessors
- team leaders/supervisors/managers/ employers
- participant/employee/learner
- technical /subject experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- users of training information such as training providers, employers, human resource departments
- Training/Recognition Authorities
- language, literacy, numeracy specialists
- assessment/training partners

Training programs may be based on:

- national industry training packages
- enterprise training packages
- national, state and local curriculum
- enterprise based standards, standards of performance or curriculum
- international standards
- international programs

Target group competencies may be identified by:

- reports on assessment of competencies
- content analysis of curriculum vitae
- enterprise training and assessment record keeping system
- industry training and assessment recording system
- self, peer or supervisor reports

Training programs may involve:

- enterprise based delivery
- provider based delivery
- fee for service
- local, state or national curricula
- community based delivery
- school based delivery
- international programs
- combination of the above

Characteristics of participants include:

- language, literacy and numeracy needs
- cultural and language background
- educational background or general knowledge
- gender
- age
- physical ability
- previous experience with the topic
- experience in training and assessment
- level of confidence, nervousness or anxiety
- work organisation or roster

Variables for achieving competency include:

- characteristics of training participants
- resources (time, location , space, people and costs)
- language, literacy and numeracy issues

Training sessions may involve:

- theory
- demonstration
- combination of the two

Training delivery methods include:

- face to face
- distance
- fixed schedules partly self paced, all self paced
- trainer centred, participant centred
- real time, time independent
- place dependent, place independent
- interactive (e.g. audio or video conferencing, computer assisted, discussion)

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Materials may include:

- non-endorsed components of an industry training package
- work books
- language, literacy and numeracy support/integrated training materials
- workshop guides
- background reading materials/documents
- handouts
- industry/enterprise competency standards
- supportive policies and legislation

Training support may include:

- technical and subject experts
- language and literacy specialists
- team leaders/supervisors/managers/employers
- specific enterprises
- assessment/training partners
- trainers/teachers and assessors
- training and assessment coordinators

Practice opportunities may include:

- on the job
- off the job but located in participant's workplace
- off the job in a special demonstration area
- off the job in an external training room
- work/field placements
- job rotation
- a combination of the above

Range of training delivery methods should be appropriate for the:

- competencies to be achieved
- training program's goals
- characteristics of training participants
- language, literacy and numeracy skill level of training participants
- availability of equipment and resources
- Industry/enterprise contexts and requirements

## EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time, on multiple occasions, and in a range of contexts involving a combination of direct, indirect and supplementary forms of evidence.

**(1) Critical Aspects of Evidence**

Assessment requires evidence of the following products to be collected:

- Description of target group, characteristics of training participants and appropriate personnel .
- Outline of training program requirements to deliver training sessions, including any variables to meet to meet the characteristics of training participants.
- Training session plans
- Samples of training materials
- Documentation of resources, assessment procedures and support needed in training delivery.

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Assessment requires evidence of the following processes to be provided:

- How appropriate personnel were consulted
- How consultation took place with appropriate how the session plans meet competency requirements and characteristics of training participants
- How the training was made accessible and effective for all training participant s
- How training materials and resources were selected
- How training materials were prepared
- Why training methods of delivery were selected
- How/why training delivery was modified
- How language, literacy and numeracy issues were taken into consideration in the planning process.

**(2) Pre-requisite Relationship of Units**

- CSETDP0004A Analyse competency requirements

**(3) Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- relevant competency standards, including industry or enterprise standards of pe rformance
- relationships of competencies to industrial agreements, classification systems and National Qualifications Framework (NQF)
- relevant workplace policies and procedures that apply to that work and (any) related legislation or regulatory requirements
- competency in unit(s) of competency relevant to the training program
- principles of adult learning and competency based training
- identification and correct use of equipment, processes and procedures relevant to unit(s) of competencies
- appropriate methods of analysis and planning
- sources of assistance for participants requiring language or other particular training support improvements

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Skills
The ability to:

- Language, literacy and numeracy skills to:
  - collect, summarise and interpret relevant information to plan a series of programs
  - communicate in spoken and written form with a range of people in specified training context
  - adjust spoken and written language to suit audience
  - prepare and/or customise training materials and specified documentation using clear and comprehensible language and layout
  - calculate and estimate costs, time and length of training sessions
- Awareness of language, literacy and numeracy (LL&N)issues relevant to the context of training and assessment, including current theories on the integration of LL&N with technical training
- Application of cultural understanding in the context of training and assessment

**(4) Resource Implications**

- access to target group, competency training program including relevant standards and resources

**(5) Method of Assessment**

Review of a portfolio containing the following:

- Description of target group, characteristics of training participants and appropriate personnel
- Outline of training program requirements to deliver training sessions, including any variables to meet to meet the characteristics of training participants
- Training session plans
- Samples of training materials
- Documentation of resources, assessment procedures and support needed in training delivery.

Questioning – oral/written relating to:

- How appropriate personnel were consulted
- How consultation took place with appropriate how the session plans meet competency requirements and characteristics of training participants.
- How the training was made accessible and effective for all training participants
- How training materials and resources were selected
- How training materials were prepared
- Why training methods of delivery were selected
- How/why training delivery was modified
- How language, literacy and numeracy issues were taken in to consideration in the planning process.

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**(6) Context of Assessment**

Assessment may occur on the job or a simulated workplace environment.

## 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. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise info rmation | Level 2 | |
| Communicate ideas and information | Level 3 | |
| Plan and organise activities | Level 2 | |
| Work with others and in team | Level 2 | |
| Use mathematical ideas and techniques | Level 2 | |
| Solve problems | Level 2 | |
| Use technology | Level 2 | |

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

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# CSETDP0044A: Deliver training sessions

Competency Descriptor: This unit describes the skills and knowledge required to deliver training sessions as part of a training program.

Competency Field: Education and Training

| ELEMENT OF COMPETENCY | | PERFORMANCE CRITERIA | |
|---|---|---|---|
| 1. | Prepare training participants | 1.1 | Training program goals and training session outcomes are explained to, and discussed with, training participants. |
| | | 1.2 | The training program workplace applications, training activities and tasks are explained and confirmed with the training participants. |
| | | 1.3 | Needs of training participants for competency acquisition are identified. |
| | | 1.4 | The series of training sessions for the training program are explained to training participants. |
| | | 1.5 | Ways in which the competencies are to be developed and assessed are explained to, and confirmed with, training participants. |
| 2. | Present training session | 2.1 | Presentation and training delivery are appropriate to the characteristics of training participants and the development of the competencies. |
| | | 2.2 | Presentation of training and design of learning activities emphasise and reinforce the dimensions of competency. |
| | | 2.3 | Presentation and training delivery methods provide variety, encourage participation and reinforce competencies. |
| | | 2.4 | Spoken language and communication strategies / techniques are used strategically to encourage participation and to achieve the outcomes of training sessions. |
| | | 2.4 | Training sessions are reviewed and modified as necessary to meet training participants' needs. |

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| | | | |
|---|---|---|---|
| 3. | Facilitate individual and group learning | 3.1 | The requirements for the effective parti cipation in the learning process are explained. |
| | | 3.2 | Timely information and advice is given to training participants during training sessions. |
| | | 3.3 | Training presentations are enhanced with the use of appropriate training resources. |
| | | 3.4 | Clear and accurate information is presented in a sequence to foster competency development. |
| | | 3.5 | Language is adjusted to suit training participants. |
| | | 3.6 | Training participants are actively involved in sessions by being encouraged to ask questions, clarify points of concern and contribute comments at appropriate and identified stages. |
| | | 3.7 | Training equipment and materials are used in a way that enhances learning. |
| | | 3.8 | Supplementary information is provided to enhance and clarify understanding as required by indivi duals or the group. |
| | | 3.9 | Key points are summarised at appropriate times to reinforce learning. |
| | | 3.10 | Individual learning and group dynamics are monitored and managed to achieve program goals. |
| | | 3.11 | Language, literacy and numeracy issues are taken int o account to facilitate learning by training participants. |

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| | | | |
|---|---|---|---|
| 4. | Provide opportunities for practice and feedback | 4.1 | Process, rationale and benefits of practice of competency are discussed with training participants. |
| | | 4.2 | Practice opportunities are provi ded to match:<br>• specific competencies to be achieved<br>• context of the training program<br>• - specific outcomes of the training session |
| | | 4.3 | Training participants' readiness for assessment is monitored and discussed with participants. |
| | | 4.4 | Constructive fee dback and reinforcement are provided through further training and/or practice opportunities. |
| 5. | Review delivery of training session | 5.1 | Training participants' review of training delivery is sought. |
| | | 5.2 | The delivery of training session is discussed with appropriate personnel at appropriate times. |
| | | 5.3 | Trainer self assesses training delivery against program goals, session plans and Assessment and Workplace Training Competency Standards. |
| | | 5.4 | The reactions of relevant personnel to the delivery are sought and discussed at appropriate times. |
| | | 5.5 | Adjustments to delivery, presentation and training are considered and incorporated. |

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## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

The following variables may be present

Target group include may include:

- employee groups (e.g. particular classification or work area, female employees)
- groups or individuals with special training and or recognition needs

Characteristics of participants may include:

- language, literacy and numeracy needs
- cultural and language background
- educational background or general knowledge
- gender
- age
- physical ability
- previous experience with the topic
- experience in training and assessment
- level of confidence, nervousness or anxiety

Appropriate personnel:

- trainers/teachers and assessors
- team leaders/supervisors/managers/employers
- participant/employee/learner
- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- users of training information such as training providers, employers, human resource departments
- Statutory Training/Recognition Authorities e.g. HEART/NTA, NCTVET

Training program may be based on:

- national industry training packages
- enterprise training packages
- enterprise based standards, standards of performance or curriculum
- international standards
- international programs

Training programs may involve:

- enterprise based delivery
- provider based delivery, fee for service
- community based delivery
- school based delivery
- international programs
- combination of the above

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Target group's competencies may be identified by:

- reports on assessment of competencies
- content analysis of curriculum vitae
- enterprise training and assessment record keeping system
- industry training and assessment recording system
- self, peer or supervisor reports

Training sessions may involve:

- theory
- demonstration
- combination of the two

Training delivery methods may include:

- face to face
- distance
- fixed schedule, partly self paced, all self paced
- trainer centred, participant centred
- place dependent, place independent
- interactive (e.g. audio, or video conferencing, computer assisted, discussion)

Training materials may include:

- non-endorsed components of an industry training package
- work books
- workshop guides
- background reading materials/documents
- handouts
- industry/enterprise competency standards
- supportive policies and legislation

Practice opportunities may be:

- on the job
- off the job but located in participant's workplace
- off the job in a special demonstration area
- off the job in external tra ining room
- work/field placements
- or a combination of the above

Dimensions of competency includes:

- task skills
- task management skills
- contingency management skills
- job/role environment skills
- transfer and application of skills and knowledge to new contexts.

Training activities and tasks may include:

- oral presentations
- simulation activities
- project work
- group activities
- practical demonstrations
- assignments
- laboratory work
- shadowing, coaching, mentoring
- computer based learning
- role-plays
- interviews
- discussion groups
- surveys
- action learning
- on the job learning
- off the job learning
- practical placements

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## EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time, in a range of context and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

**(1) Critical Aspects of Evidence**

Assessment requires evidence of the following products to be collected:

- Delivery of training sessions in a number of contexts using a r ange of delivery methods to competency requirements.
- Training materials and resources
- Trainers self assessment of their own training delivery .
- Documentation on reaction of appropriate personnel and training participants to delivery of training sessions.
- Changes made to subsequent delivery practices based on feedback by training participants and appropriate personnel.

Assessment requires evidence of the following processes to be provided *:*

How training participants were informed of the:

- program's go als
- competencies to be achieved
- training session outcomes,
- on and/or off the job practice opportunities
- benefits of practice
- training activities and tasks
- assessment tasks and requirements

How the delivery of the training was conducted to ensure that:

- training participants were involved in the sessions
- language, literacy and numeracy issues were taken into consideration
- Why particular resource materials were selected
- How the characteristics of training participants were identified and addressed
- How readiness for assessment was determined and confirmed with training participants

Assessment requires evidence of the following processes to be provided *:*

- How constructive feedback was provided to the target group about their progress toward the program's goals
- How the group operated in terms of processes and dynamics
- How feedback from target group was received and program adjusted.

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**(2) Pre-requisite Relationship of Units**

- CSETDP0044A – Plan a series of training sessions

**(3) Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- relevant competency standards including industry or enterprise standards
- relationships of competencies to industrial agreements, classification systems and the National Qualifications Framework (NQF)
- relevant workplace policies and procedures that apply to that work and (any) related legislation on regulatory requirements (e.g. OHS and anti-discrimination regulations)
- competency in unit(s) of competency relevant to the training program
- design and / or customisation of effective learning resources
- knowledge of training delivery methods / strategies

Skills
The ability to:

- Identification and correct use of equipment, processes and procedures relevant to unit(s) of competencies
- Understanding of the principles of adult learning and competency based training as applied to target group
- Design and / or customisation of effective learning resources
- Skills in facilitating group and individual learning in specific contexts
- Skills in the design of activities and tasks to facilitate learning in specific contexts
- Sources of assistance for participants requiring language or other particular training support
- Planning own work including predicting consequences and identifying improvements

Language, literacy and numeracy (LL&N) required skills to:

- present information in a clear, logical and coherent manner
- present technical information using language which mirrors the language used to perform
- the task or skill in the relevant work context
- adjust spoken and written language to suit audience
- employ interaction strategies and techniques (e.g. probing questioning, active listening &
- constructive feedback) to encourage participation
- prepare learning resources and materials using language and layout features to suit
- intended audience

- Awareness of language, literacy and numeracy (LL&N) issues and principles in the context of training and assessment, including the integration of LL&N with technical training
- Communication skills appropriate to the culture of the workplace, appropriate personnel and target group.

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**(4) Resource Implications**

- Access to training program, training session plans, requisite training locations, materials and target groups for training.

**(5) Method of Assessment**

- Review of a portfolio containing the following.
- Evidence (lesson plans and attendance register) of training sessions in a number of contexts using a range of delivery methods to competency requirements.
- Training materials and resources
- Trainers self assessment of their own training delivery
- Documentation on reaction of appropriate personnel and training participants to delivery of training sessions (Clients, feedback to training delivery).
- Changes made to subsequent delivery practices based on feedback by training participants and appropriate personnel.

Questioning – oral/written relating to:

How training participants were informed of the:

- program's goals
- competencies to be achieved
- training session outcomes,
- on and/or off the job practice opportunities
- benefits of practice
- training activities and tasks
- assessment tasks and requirements

How the delivery of the training was conducted to ensure that:

- training participants were involved in the sessions
- language, literacy and numeracy issues were taken into consideration
- Why particular resource materials were selected
- How the characteristics of training participants were identified and addressed
- How readiness for assessment was determined and confirmed with training participants
- How constructive feedback was provided to the target group about their progress toward the program's goals
- How the group operated in terms of processes and dynamics.
- How feedback from target group was received and program adjusted.

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

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**(6) Context of Assessment**

Assessment should occur on the job or in a simulated workplace. The candidate assessor s hould use competencies relevant to their area of technical expertise.

## 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. Th ey relate to the seven areas of generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1. | Level 2. | Level 3. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 3 | |
| Communicate ideas and information | Level 3 | |
| Plan and or ganise activities | Level 3 | |
| Work with others and in team | Level 2 | |
| Use mathematical ideas and techniques | Level 2 | |
| Solve problems | Level 3 | |
| Use technology | Level 2 | |

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

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# CSETDP0054A: Review training

Competency Descriptor: This unit describes the skills and knowledge requiredto record training data and review training.

Competency Field: Education and Training

| ELEMENT OF COMPETENCY | | PERFORMANCE CRITERIA | |
|---|---|---|---|
| 1. | Record training data | 1.1 | Details of training program and target group's competency attainment are recorded in accordance with the training system requirements and securely stored. |
| | | 1.2 | Training records are made available to authorised persons and training participants at the required times, as specified in the training system recording and reporting policy documents. |
| 2. | Evaluate training | 2.1 | Training is evaluated against identified needs and goals of the training program. |
| | | 2.2 | Feedback on the training program is sought from training participants and appropriate personnel. |
| | | 2.3 | Training participants are encouraged to evaluate how progress towards achieving competency was enhanced by the training sessions. |
| | | 2.4 | Trainer's performance is reviewed against:<br>• program goals<br>• the Assessment and Workplace Training Competency Standards<br>• training participants' comments<br>• - training participants' competency attainment |
| | | 2.5 | Results of the evaluation are used to improve current and future training. |
| | | 2.6 | Suggestions are made for improving any aspect of the recording procedure. |
| 3. | Report on training | 3.1 | Reports on outcomes of the training sessions are developed and distributed to appropriate personnel. |

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## RANGE STATEMENT

Target may include:

- employee groups (e.g. particular classification or work area, female employees)
- groups or individuals with special training and or recognition needs

Training may be:

- on the job
- in a simulated setting
- in a training organisation
- in a combination of locations to suit the units of competency being developed and/or assessed
- in a single site or a multi site operation
- a combination of the above

Clients may include:

- a department/division
- a work area
- an enterprise or organisation

Client needs may include:

- increased productivity
- increased enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities

Characteristics of participants may include:

- language, literacy and numeracy needs
- cultural language and education background
- educational background or general knowledge
- gender
- age
- physical ability
- previous experience with the topic
- experience in training and assessment
- level of confidence, nervousness or anxiety

Training system may be developed by:

- the industry
- the enterprise
- the training organisation
- a combination of the above.

Reports on training may be:

- written reports
- oral presentations
- audiovisual reports
- combination of the above

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Training evaluation may include:

- affective (e.g. satisfaction with the program)
- cognitive (e.g. knowledge or skill gain)
- performance or behaviour (e.g. absenteeism from work, productivity)

Appropriate personnel may include:

- trainers/teachers and assessors
- team leaders/supervisors/managers/employers
- participant/employee/learner
- technical experts (e.g. language and literacy coordinators)
- government regulatory bodies
- union/employee representatives
- consultative committees
- users of training information such as training providers, employers, human resource departments
- state/territory training/recognition authorities

Record systems may be:

- paper based
- computer based systems using magnetic or optical storage
- combination of both paper and computer based systems

Training session may involve:

- theory
- demonstration
- or a combination of the two

Training programs may involve:

- enterprise based delivery
- provider based delivery:
  - fee for service
  - local, or national curricula
- community based delivery
- school based delivery
- international programs
- combination of the above

Variables for achieving competency may include:

- participant characteristics
- resources (time, location, space, people and costs)
- language, literacy and numeracy issues

Training delivery methods:

- face to face
- distance
- fixed schedule, partly self paced, all self paced
- trainer centred, participant centred
- real time, time independent
- place dependent, place independent
- interactive (e.g. audio, or video conferencing, computer assisted, discussion)

Training materials may include:

- non-endorsed components of an industry training package
- work books
- workshop guides
- background reading materials/documents
- handouts
- industry/enterprise competency standards
- supportive policies and legislation

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Training support may come from:

- technical and subject experts (including particular subject and language and literacy specialists)
- language and literacy specialists
- team leaders/supervisors/managers/ employers
- specific enterprises
- assessment/training partners
- trainers/teachers and assessors
- training and assessment coordinat ors

Practice opportunities may be:

- on the job
- off the job but located in participant's workplace
- off the job in a special demonstration area
- off the job in external training room
- work/field placements
- job rotation
- or a combination of the above

## EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time, in a range of contexts on multiple occasions, involving a combination of direct, indirect and supplementary forms of evidence.

**(1) Critical Aspects of Evidence**

Assessment requires evidence of the following products to be collected:

- Evaluation reports in accordance with performance criteria (trainer, trainees and appropriate personnel).
- Training and assessment records
- Reports on the outcomes of the training sessio ns and training program.
- Plans for current and future training programs and activities .
- Promotional materials/reports
- Costs incurred.

Assessment requires evidence of the following processes to be provided:

- How and why evaluation methods were selected .
- How evaluation information was gathered and acted upon .
- How the report on training sessions/programs was made to appropriate personnel .
- How records are maintained, kept confidential and secured.

**(2) Pre-requisite Relationship of Units**

- Nil

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**(3) Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- relevant competency standards, including industry or enterprise standards of performance
- legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements and other policies relevant to the specified context
- policies and procedures relating to the organisation's training system including those requirements for recording and maintaining confidential, secure and accurate rec ords
- evaluation and review methodologies including those that produce qualitative and quantitative data
- establishment of criteria to evaluate training programs
- adaptation and use of training record systems for formative and summative assessment

Skills
The ability to:

- planning own work including predicting consequences and identifying improvements
- collect, organise and analyse data
- prepare reports, questionnaires and promotional material
- present qualitative and quantitative data in a clear and coher ent manner
- use probing questioning and active listening techniques to seek feedback on training
- adjust spoken and written language to suit audience
- awareness of language, literacy and numeracy issues and principles in the context of training and assessment, including the integration of LL&N with technical training
  application of cultural understanding in the context of training and assessment

**(4) Resource Implications**

- Access to training record systems, programs, and appropriate personnel.

Opportunities to discuss training outcomes with appropriate personnel. Access to unit(s) of competency to be assessed, relevant training programs and materials and resources for the development of training arrangements.

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**(5) Method of Assessment**

Review of a portfolio containing the following

- Evaluation reports in accordance with performance criteria (trainer, trainees and appropriate personnel)
- Training and assessment records
- Reports on the outcomes of the training sessions and training program .
- Plans for current and future training programs and activities
- Promotional materials/reports
- Costs incurred.

Questioning – oral/written relating to:

- How and why evaluation methods were selected
- How evaluation information was gathered and acted upon
- How the repo rt on training sessions/programs was made to appropriate personnel .
- How records are maintained, kept confidential and secured.

**(6) Context of Assessment**

- Assessment should occur on the job or in a simulated workplace.

## 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. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 3 | |
| Communicate ideas and information | Level 2 | |
| Plan and organise activities | Level 2 | |
| Work with others and in team | Level 2 | |
| Use mathematical ideas and techniqu es | Level 2 | |
| Solve problems | Level 2 | |
| Use technology | Level 2 | |

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

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# CSECOR0004A: Communicate information relating to work activities

Competency Descriptor: This unit deals with the skills and knowledge required to effectively communicate information and instructions relating work operation and activities.

Competency Field: Construction Site Management – Frontline Supervision

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA |
|---|---|
| 1. Request and provide work instructions and information | 1.1 The ability to ask for and provide work information using appropriate language strategies is demonstrated. |
| | 1.2 The ability to communicate effectively at work using appropriate method, language and idiom is demonstrated. |
| | 1.3 Sufficiency in fluency, emphasis and pace of delivery in expressing meaning clearly is demonstrated. |
| | 1.4 Specialist work-related terminologies are used appropriately. |
| | 1.5 Complex technical issues are discussed using clear and accurate language. |
| | 1.6 The ability to use a range of language strategies to clarify understanding when receivers do not understand is demonstrated. |
| | 1.7 The ability to ask for clarification promptly and politely when what was said was not understood. |
| | 1.8 Standard reference materials were used to extend range of phrases and structures. |
| | 1.9 The ability to evaluate own language performance is demonstrated. |
| 2. Present and respond to differing lines of reasoning | 2.1 The ability to present, evaluate and respond to differing lines of reasoning/argument using appropriate language strategies is demonstrated. |
| | 2.2 The ability to hold an effective discussion about work using appropriate language and idiom is demonstrated. |

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| | | |
|---|---|---|
| | | 2.3 Sufficient fluency, emphasis and pace of delivery used when expressing meaning clearly. |
| | | 2.4 The correct use of specialist and work-related terminology is appropriately demonstrated. |
| | | 2.5 The ability to express meaning clearly when presenting lines of argument is correctly demonstrated. |
| | | 2.6 The ability to identify, compare and contrast the key points in other people's arguments and use them to formulate own response is correctly demonstrated. |
| | | 2.7 The ability to formulate own response clearly is demonstrated. |
| | | 2.8 A range of language strategies is used to clarify understanding when receivers do not understand. |
| | | 2.9 Clarification is promptly and politely asked for when the individual understanding is in doubt. |
| 3. | Contribute to work-related meetings and discussions | 3.1 The ability to participate in spontaneous discussions about your work appropriately demonstrated. |
| | | 3.2 The ability to appropriately communicate effectively to the agenda of meetings is demonstrated. |
| | | 3.3 Meanings are clearly expressed with sufficient fluency, emphasis and pace of deliver. |
| | | 3.4 Contributions to meetings are done without getting of the point of discussion. |
| | | 3.5 Complex issues are discussed using clear and accurate language. |
| | | 3.6 The key points of other people's contributions are identified and used to formulate own response. |
| | | 3.7 Appropriate language strategies are used to clarify understanding for the receivers. |

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| | | | |
|---|---|---|---|
| 4. | Deliver prepared presentation | 4.1 | Preparation for presentation ensures that the language is appropriate to the subject matter and the occasion. |
| | | 4.2 | Presentation is presented according to the organisation's requirements and adjusted to meet audience needs. |
| | | 4.3 | Presentation is clear, logical and sequential; delivered within time specified and utilise, where needed, appropriate media. |
| | | 4.4 | The ability to respond to questions and comments following the presentation is correctly demonstrated. |
| | | 4.5 | Differences of opinion are respected and considered in a way that encourages other's contributions. |
| | | 4.6 | Appropriate strategies are used to clarify me aning when people have not understood. |
| | | 4.7 | The ability to evaluate own language performance is appropriately demonstrated. |
| 5. | Produce written reports | 5.1 | Reports are written using appropriate terminology where required. |
| | | 5.2 | Reports are coherent and based on observation/investigation undertaken. |
| | | 5.3 | Conclusions are based on facts in the report and recommendations are made if required. |
| | | 5.4 | Reports are completed within specified time. |
| | | 5.5 | References are acknowledged as required. |

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| | | |
|---|---|---|
| 6. | Conduct effective interviews with clients or staff | 6.1 A range of appropriate communication strategies are employed in interview situations to:<br>a) Establish rapport.<br>b) Elicit facts and information.<br>c) Facilitate resolution of issues<br>d) Develop action plans<br>e) Defuse potentially difficult situations. |
| | | 6.2 Records of interviews are made and maintained in accordance with organisational procedures. |
| | | 6.3 In conducting interviews and formal discussions, effort is applied to ensure that appropriate structures, timeframes and protocols are mutually agreed and adhered to. |
| | | 6.4 Effective questioning, speaking, listening and nonverbal communication techniques are used during interviews, to ensure the required information or message is communicated. |
| | | 6.5 Feedback and advice is given in a way which reflects current identified good practice. |
| | | 6.6 The conduct of interviews and formal discussions shows due regard to individual differences, needs and rights. |
| | | 6.7 Appropriate grievance and interviewing procedures are used to deal with problems of a serious nature. |
| | | 6.8 Referrals to other staff or specialist services are made as appropriate to ensure duty of care responsibilities are met |

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## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and con text of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit **:**

Communication methods:

verbal – face to face, telephone
written – paper based, electronic

Communicating to:

- people familiar with the subject and know the candidate
- people not familiar with the subject and do not know the candidate

Portfolio evidence should include at leas t one topic of the five categories:

- information and advice about technical aspects of your work
- proposals for development and action
- non-complex operating instructions
- complex operating instructions
- progress reports
- organizing and planning work

Exercising effective communication skills includes:

- identifying and evaluating what is occurring within an interaction in a non judgemental way
- making decisions about appropriate words, behaviour, posture
- using active listening
- using clarifying, summarising questions
- putting together a response that is culturally appropriate
- expressing an individual perspective
- expressing own philosophy, ideology and background and exploring the impact of this on the communication

Non verbal communication includes:

- gestures
- posture
- facial expression

Interviews may be carried out:

- on an individual
- group basis by a range of employees/workers

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Types of interviews are:

- related to collecting evidence of candidate's performance
- verification of candidate's competency with third party
- related to candidate's competency needs

Interviews will be carried out within requirements established by:

- commonwealth, and state legislation
- international conventions relating to the rights of individuals
- organisation policy and proc edures
- relevant program standards

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be r ead in conjunction with the Performance Criteria and Range Statement.

### (1) Critical Aspects of Evidence

Evidence of the following should be provided

- use of a variety of complex idioms and expressions
- recognising and adopting to different levels of formalit y including colloquial
- produce most of the technical vocabulary relevant to the workplace
- demonstrated ability to respond to a wide range of spontaneous interactions
- participation in meetings and discussions.
- choose relevant communication techniques and strategies to meet client particular communication need/difficulties
- provisions for facilitating team discussions.
- investigation and preparation of written reports.
- relate to people from varied social, cultural and ethnic background.
- evidence is best gathered through a holistic assessment activity, which integrates the elements of competency.
- an interview schedule for verifying the competency of a candidate through a third party or an interview schedule for determining the training needs of a trainee
- a candidate's assessment or trainee's progress report

### (2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

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**(3) Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- all aspects of the syntax and grammar of language
- specialist vocabulary in own area of expertise
- slang and colloquialisms used at work and socially
- conventions of adapting language to the situation and the people present
- assessment of cultural communication protocol
- register: frozen, formal, informal, colloquial and intimate
- interviewing techniques
- recognition of communication styles of individuals
- dynamics of groups and different styles of group leadership
- different communication skills relevant to client group e.g. signing
- oral communication skills required to fulfil job roles as specified by the organisation/service. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. Service/organisation may require competence in English or community language, depending on client group

Skills
The ability to:

- take part in discussion
- produce complex written materials
- use images
- read and respond to written materials
- full range of communication techniques including:
  - active listening if culturally appropriate, recognition of non verbal triggers
  - feedback
  - interpretation
  - role boundaries setting
  - negotiation
  - establishing empathy

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**(4) Resource Implications**

This refers to the resources that are necessary for undertaking the assessment.

If workplace based, the resources should relate specifically to organisation policies, guidelines, requirements, resources and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a variety of work environments.

Resources may include:

- access to appropriate workplace where assessment can take place or
- simulation of realistic workplace setting for assessment

**(5) Method of Assessment**

Assessment against this unit may involve the following:

- observations,
- questioning – oral/written
- evidence gathered from the workplace, including testimonials from clients and colleagues, etc.

Portfolio with:

- an interview schedule for verifying the competency of a candidate through a third party or an interview schedule for determining the training needs of a trainee
- candidate's assessment or trainee's progress report

  It is recommended that assessment be conducted over more than occasion and includ e communications with individuals and groups.

**(6) Context of Assessment**

For valid and reliable assessment of this unit, the competency should be demonstrated over a period of time and observed by the assessor.

This unit of Competence will be most app ropriately assessed in the workplace or in a simulate environment and under the normal range of workplace condition

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## 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. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

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

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

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# CSBCOR0041A: Deliver quality service to customers

Competency Descriptor:

This unit covers the skills and knowledge required to identify customers' needs and quality service to customers.

Competency Field: Education and Training

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA |
|---|---|
| 1. Identify customers' needs | 1.1 Customers' needs and expectations are clarified and accurately identified using appropriate interpersonal skills. |
| | 1.2 Customers' needs are assessed for urgency to determine priorities for service delivery in accordance with organisational requirements. |
| | 1.3 Customers are provided with information about available choices for meeting their needs and assisted in the selection of preferred options. |
| | 1.4 Limitations in addressing customers' needs are identified and appropriate assistance is sought from designated individuals. |
| 2. Deliver a service to customers | 2.1 Service is provided promptly to customers to meet identified needs in accordance with organisational requirements. |
| | 2.2 Appropriate rapport is established and maintained with customers to ensure completion of the delivery of a quality service. |
| | 2.3 Customers' complaints are handled sensitively and courteously in accordance with organisational requirements. |
| | 2.4 Customers with special needs or assistance are responded to in accordance with organisational requirements. |
| | 2.5 Available opportunities are identified and used to promote and enhance services and products to customers. |

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| | | |
|---|---|---|
| 3. | Monitor and report on service delivery | 3.1 Customer satisfaction with service delivery is regularly checked in accordance with organisational requirements. |
| | | 3.2 Procedural aspects of service delivery are monitored for effectiveness and suitability to customer requirements. |
| | | 3.3 Customer feedback is regularly sought and used to improve the provision of products and services. |

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace, which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Appropriate interpersonal skills may include:

- using appropriate body language
- summarising and paraphrasing to check understanding of customer's message
- providing an opportunity for the customer to confirm their request
- seeking feedback from the customer to confirm understanding of needs
- questioning to clarify and confirm the customer's needs
- listening actively to what the customer is communicating

Customer needs and expectations may relate to:

- advice or general information
- specific information
- further information
- making an appointment
- complaints
- purchasing services
- accuracy of information
- fairness/politeness
- prices/value

Customers with special needs may include:

- disabilities
- language
- beliefs/values
- religious/spiritual observances
- gender, age
- culture

Customers' complaints may include:

- service errors
- service not delivered on time
- customer satisfaction with service quality

Customers can be:

- internal or external
- regular
- new
- those with special needs

Designated individuals may include:

- supervisor
- customers
- colleagues

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Organisational requirements may include**:**

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs
- anti-discrimination and related policy
- access and equity principles and practice
- quality and continuous improvement processes and standards
- defined resource parameters
- who is responsible for services
- pricing policies
- refund policy and procedures

Opportunities for enhancing quality of service may include:

- procedures for delivery of service
- extending timelines
- update of customer service charter

Verifiable evidence may include:

- customer satisfaction questionnaires
- audit documentation and reports
- quality assurance data
- returned goods
- lapsed customers
- service calls
- complaints

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

### (1) Critical Aspects of Evidence

- Identifying needs and priorities of customers
- Distinguishing between different levels of customer satisfaction
- Treating customers with courtesy and respect
- Identifying and complying with organisational requirements
- Responding to and reporting on customer feedback

### (2) Pre-requisite Relationship of Units

- Nil

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**(3) Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- the relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- knowledge of the principles of excellent customer service
- understanding the organisation's business structure, products and services
- understanding the organisation's policy and procedures for customer service including handling customer complaints
- knowledge of service standards and best practice models
- understanding the principles of quality assurance
- understanding public relations and product promotion
- consultation methods, techniques and protocols
- techniques for dealing with customers, including customers with special needs

Skills
The ability to:

- use verbal and non-verbal communication effectively
- assess information for relevance and accuracy; source additional information as required
- technology skills including the ability to select and use technology appropriate to a task
- problem solving skills to deal with customer enquiries or complaints
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**(4) Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

**(5) Method of Assessment**

Review of a portfolio containing the following

- Evidence(lesson plans and attendance register) of training sessions in a number of contexts using a range of delivery methods to competency requirements
- Training materials and resources
- Trainers self assessment of their own training delivery
- Documentation on reaction of appropriate personnel and training participants to delivery of training sessions (Clients, feedback to training delivery)
- Changes made to subsequent delivery practices based on feedback by training participants and appropriate personnel.

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**(6) Context of Assessment**

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular NVQ-J Level. Refer to the critical Employability Skill Levels at the end of this unit.

## 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. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

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

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

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# BSBCOR0071A: Operate a personal computer

Competency Descriptor:

This unit describes the competencies required to start up a personal computer or business computer terminal, correctly navigate the desktop environment and use a range of basic functions.

Competency Field: Business Administration Services

| ELEMENT OF COMPETENCY | | PERFORMANCE CRITERIA | |
|---|---|---|---|
| 1. | Start computer and access basic system information and features | 1.1 | Computer is started or user logged on according to user procedures. |
| | | 1.2 | Basic functions and features are identified using system information. |
| | | 1.3 | Desktop configuration is customised in a manner suitable to meet individual requirements and/or special needs and according to company guidelines. |
| | | 1.4 | Information on disks is erased and disks are formatted when necessary using the appropriate and correct procedures. |
| | | 1.5 | Available help functions are used as required. |
| 2. | Navigate and manipulate desktop environment | 2.1 | Desktop icons are correctly selected, opened and closed to access features (directories/folders, files, network devices, recycle bin and waste basket). |
| | | 2.2 | Different roles and parts of the desktop window are identified for particular functions. |
| | | 2.3 | The opening, resizing and closing of desktop windows for navigation purposes follow correct procedures. |
| | | 2.4 | Shortcuts from the desktop are created if necessary with assistance from appropriate persons. |
| 3. | Organise basic directory and folder structures | 3.1 | Directories/folders with subdirectories/subfolders are created and named according to established guidelines. |
| | | 3.2 | Directory/folder attributes (size, date, name etc) are identified. |

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| | | | |
|---|---|---|---|
| | | 3.3 | Sub-directories/folders are moved between directories/folders following correct and appropriate procedures. |
| | | 3.4 | Directories/folders are renamed as required. |
| | | 3.5 | Directories/folders and subdirectories/folders are accessed via different paths. |
| 4. | Organise files for use | 4.1 | The most commonly used types of files in a directory/folder are identified. |
| | | 4.2 | Files are created and suitably named when required. |
| | | 4.3 | Groups of files are selected, opened and renamed as required. |
| | | 4.4 | Files are copied or cut and pasted across directories. |
| | | 4.5 | Files are copied to disk where necessary. |
| | | 4.6 | Deleted files are restored as necessary. |
| | | 4.7 | Software tools are used to locate files. |
| 5. | Print information | 5.1 | Information printed is from installed printer. |
| | | 5.2 | Progress of print jobs is reviewed and deleted as required. |
| | | 5.3 | Default printer is changed for installed list if available. |
| 6. | Shutdown computer | 6.1 | All open applications are closed using correct procedures |
| | | 6.2 | Computer is shutdown in accordance with user procedures. |

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## RANGE STATEMENT

This Range statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces.

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of Government which affect business operation, especially in regard to( OHS) and environmental issues, equal opportunity, industrial relations, anti-discrimination.
- relevant industry codes of practice

IT components may include:

- hardware
- software
- communication packages

Software may include, but are not limited to:

- word processing
- spread sheet
- graphical
- imaging
- internet access

Functions may include, but not limited to:

- print
- help
- format
- edit
- search

Documents may include but are not limited to:

- help files
- established files and applications

Operating systems may include:

- command line and graphical user interface

Disks may include but are not limited to:

- diskettes
- CDs
- zip disks

Hardware components may include:

- personal computer
- network system
- printer
- attached peripherals

OHS standards may include:

- statutory requirements
- OHS guidelines related to the use of the screen equipment, computing equipment and peripherals, ergonomic work stations, security procedures, customisation requirements

Operating systems including:

- command line
- graphic user interface

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## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealing with an appropriate range and variety of situations.

### (1) Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- Ability to perform start up and filing procedures, file name convention
- Navigates and manipulates the desktop environment within the range of assigned workplace tasks
- Indicate compliance with organizational policies and procedures
- Perform all tasks in accordance with standard operating procedures
- Use software tools effectively
- Interactively communicate with others to ensure safe and effective workplace

### (2) Pre-requisite Relationship of Units

- BSBBAD0011A Prepare for work
- BSBBAD0121A Communicate in the workplace

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**(3) Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- relevant legislation from all levels of government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti-discrimination
- organisational benchmarks for keyboarding
- basic ergonomics of keyboard and computer use
- main types of computers and basic features of different operating system
- main parts of a computer
- storage devices and basic categories of memory
- relevant types of software
- suitable file naming conventions
- general security, viruses, privacy legislation and copyright

Skills
The ability to:

- identify work requirements, comprehend basic workplace documents and interpret basic user manuals
- identify lines of communication, request advice, question effectively, follow instructions and receive feedback
- solve routine problems in the workplace, while under direct supervision
- use equipment safely while under direction, apply basic keyboard and mouse manipulation skills
- utilise logging procedures relating to accessing a PC
- relate to people from a range of social, cultural and ethnic backgrounds and abilities

**(4) Resource Implications**

The learner and trainer should have access to appropriate documentation and res ources normally used in the workplace including:

- personal computer
- access to printer

**(5) Method of Assessment**

Competence in this unit may be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Assessment of this unit of competence could include review of documents developed by the candidate. Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills will assist in the collection of evidence.

Simulated activities must closely reflect the workplace.

Peers and supervisors must be available to give information on the extent and the quality of contribution made.

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**(6) Context of Assessment**

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment must take account of the endorsed assessment guidelines in the Business Competency Standards.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the critical employability skill and the Business Services Common Competencies for the particular NVQ-J Level. Refer to the Critical Employability Skills at the end of this unit.

## 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 |
| Carries out established processes<br>Makes judgement of quality using given criteria | Manages processes<br>Selects the criteria for the evaluation process | Establishes principles and procedures<br>Evaluates and reshapes process<br>Establishes criteria for evaluation |

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

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

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# CSETDA0074A: Design and establish the assessment system

Competency Descriptor: This unit describes the skills and knowledge required to design and establish an assessment system.

Competency Field: Education and Training

| ELEMENT OF COMPETENCY | | PERFORMANCE CRITERIA | |
|---|---|---|---|
| 1. | Determine client needs | 1.1 | The needs of the client are identified. |
| | | 1.2 | Client services are determined and established to stakeholders' satisfaction. |
| | | 1.3 | Stakeholder relationships are maintained through a range of communication mechanisms. |
| | | 1.4 | A service support structure is established and made known to clients. |
| 2. | Determine assessment boundaries | 2.1 | The purpose(s) of the assessment system is established through consultation with the client and other stakeholders. |
| | | 2.2 | A policy document is developed in consultation with stakeholders and clients. |
| | | 2.3 | The financial, physical and human resources available to support the system are determined within agreed quality assurance procedures are identified. |
| | | 2.4 | The system is verified to take into account the realities and constraints of particular contexts. |
| 3. | Establish assessment system features | 3.1 | The key operational features of the system are determined in consultation with stakeholders |
| | | 3.2 | The key operational features of the system are verified for fairness, equity and access with appropriate personnel and agreed features documented. |
| 4. | Match needs with resources | 4.1 | Applicable competency standards or other performance standards are identified. |
| | | 4.2 | The expertise and roles of internal and external individuals and organisations/partners are identified. |

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| | | | |
|---|---|---|---|
| | | 4.3 | A budget, detailing development costs, implementation and maintenance costs of the proposed assessment system, is developed in consultation with appropriate personnel, including partner organisations, if applicable. |
| 5. | Design and develop record system | 5.1 | A record keeping system is designed which is secure, confidential and easy to administer, yet allows the storage of complex or detailed information. |
| | | 5.2 | The record keeping system is designed to allow easy tracking of persons' progress towards the attainment of qualifications, units of competency or of learning outcomes. |
| | | 5.3 | The record keeping system is verified to allow for appropriate certification requirements, where relevant. |
| | | 5.4 | Adherence to legislative requirements and procedures are established which enable the record keeping system to be updated with ease when required. |
| | | 5.5 | The record keeping system is verified for consistency with accepted enterprise / industry procedures for record keeping. |
| 6. | Establish procedures for the review of assessment | 6.1 | Review procedures are designed after consultation with stakeholders and verified to allow for fair and consistent responses to grievances. |
| | | 6.2 | Review procedures are designed to ensure that relevant legislative and regulatory requirements are met. |
| 7. | Select and provide for training and support of assessors | 7.1 | Selection criteria for assessors is established in consultation with appropriate personnel. |
| | | 7.2 | Appropriate training strategies or programs for assessors to acquire or update competencies are identified, modified or developed. |
| | | 7.3 | Training programs selected or developed for assessors are verified to meet the Assessment and Workplace Training Competency Standards and other required competencies. |

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| | | |
|---|---|---|
| 8. | Establish quality assurance procedures | 8.1 Quality assurance procedures, including verification processes are developed in consultation with system stakeholders. |
| | | 8.2 The verification processes involve a representative sample of assessment activities and make effective use of resources. |
| | | 8.3 The quality assurance procedures are piloted for fairness, efficiency and effectiveness. |
| | | 8.4 The quality assurance procedures are documented and distributed to assessors/trainers and other appropriate personnel. |
| | | 8.5 Procedures are established to determine the level of compliance with the assessment system. |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

The following variables may be present:

Clients needs may include:

- increased productivity
- increased enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities
- personal needs

Stakeholders may include:

- industry/professional/trade associations
- trainers/teachers and assessors
- team leaders/managers/employers
- training and assessment coordinators
- participants/employees/learners
- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- relevant industry training advisory bodies
- funding bodies
- Statutory Training/Recognition Authorities e.g. HEART/NTA, NCTVET

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Key operational features may include:

- employee classification, remuneration and progression
- relevant commonwealth/state or territory legislative and regulatory requirements
- arrangements for the issuing of qualifications or statements of attainment and for recognising and recording current competencies
- partnership arrangements

Operational constraints may include:

- time available
- relative cost
- availability of stakeholders and other personnel
- budgetary constraints
- geographical and resource constraints.

Purpose of assessment may include:

- diagnosing performance
- classifying an employee
- confirming an employees' competency for the purpose of career advancement
- awarding a qualification or statement of attainment
- confirming progress in learning
- recognition of current competency/recognition of prior learning

Characteristics of persons being assessed may include:

- language, literacy and numeracy needs
- cultural, educational and general knowledge background
- gender , gend er, physical ability
- level of confidence
- previous experience with the topic
- experience in assessment

Policy may include:

- purposes of assessment
- human resource management issues
- what and who is to be assessed
- timing of assessments
- links with other human resources functions
- appeal/review mechanisms
- criteria for making decisions of competent, or not yet competent
- 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

Quality assurance procedures may include may include:

- conduct of regular internal and external reviews (persons being assessed/trained, peer, self and supervisor)
- professional development of participants
- sampling and evaluation of implementation of competencies
- assessment of the assessors'/trainers' competencies
- modifications of the competency system based on evaluation and reviews
- promotion of regular networking amongst developers, assessors/trainers and peer review amongst persons responsible for planning, conducting and reviewing assessme nts/training within the system

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Sources of information may include:

- industry/enterprise competency standards
- training packages
- curriculum and other training program information
- licensing requirements
- job descriptions
- discussions with client group
- observations of competent workers
- enterprise skills audit reports
- industry skills audit reports
- standard operating procedures
- benchmarking reports
- industry publications or reports
- government reports
- market needs analysis reports

Record system may include:

- paper-based system, such as forms on checklists
- computer-based system using magnetic or optical storage
- combination of both paper and computer-based system

## EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence

**(1) Critical Aspects of Evidence**

Assessment requires evidence of the following products to be collected:

- Assessment policy
- Description of the client and stakeholders
- Description of assessment system boundaries
- Report on sources of information for determini ng assessment system
- Report on the design, development, maintenance and security of the record keeping system
- Summary of available financial, physical and human resources
- Documented review procedures of assessment activities
- Documented assessor training and professional development strategies
- Documentation of quality assurance mechanisms.

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Assessment requires evidence of the following processes to be provided *:*

- Why particular assessment system features were incorporated
- How the record keeping system was designed to meet security and access requirements
- How fairness, equity and accessibility of the system were verified
- Why and how the selection criteria for assessors was chosen
- How the review procedures were verified
- How the quality assurance pro cedures were established, verified and implemented
- How the currency of records and ease of retrieval are ensured
- Why procedures for promoting and communicating the assessment system were chosen/developed.

**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- language and literacy skills to comprehend sources of information and to prepare required documentation in a clear and comprehensible format
- relevant industry/enterprise competency or performance standards
- the Assessment and Workplace Training Competency Standards and Assessment Guidelines
- record keeping systems particularly related to assessment
- quality assurance methodology
- compliance with requirements for copyright and other regulatory requirements
- client work systems and equipment
- review/evaluation methodology, particularly as it relates to assessment

Skills
The ability to:

- identification and correct use of equipment, processes and procedures
- planning own work including predicti ng consequences and identifying improvements
- communication skills appropriate to the culture of the workplace

**(4) Resource Implications**

- access to relevant clients, stakeholders and sources of information required to address required skills and knowled ge and to design and establish an assessment system

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**(5) Method of Assessment**

Review of a portfolio containing the following

- Assessment policy
- Description of the client and stakeholders
- Description of assessment system boundaries
- Report on sources of information for determining assessment system
- Report on the design, development, maintenance and security of the record keeping system
- Summary of available financial, physical and human resources
- Documented review procedures of assessment activities
- Documented assessor training and professional development strategies
- Documentation of quality assurance mechanisms.

Questioning – oral/written relating to:

- Why particular assessment system features were incorporated
- How the record keeping system was designed to meet security and access requirements
- How fairness, equity and accessibility of the system were verified
- Why and how the selection criteria for assessors was chosen
- How the review procedures were verified
- How the quality assurance procedures were established, verified and implemented
- How the currency of records and ease of retrieval are ensured
- Why procedures for promoting and communicating the assessment system were chosen/developed.

**(6) Context of Assessment**

Assessment should occur on the job or in a simulated workplace.

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## 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 o f generic competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1. | Level 2. | Level 3. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 3 | |
| Communicate ideas and information | Level 3 | |
| Plan and organise activities | Level 3 | |
| Work with others and in team | Level 3 | |
| Use mathematical ideas and techniques | Level 2 | |
| Solve problems | Level 3 | |
| Use technology | Level 2 | |

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

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# CSETDA0084A: Manage the training/assessment system

Competency Descriptor: This unit describes the skills and knowledge required to manage a training and/or assessment system. The unit applies equally to those operating in assessment only or training and assessment contexts.

Competency Field: Education and Training

| ELEMENT OF COMPETENCY | | PERFORMANCE CRITERIA | |
|---|---|---|---|
| 1. | Communicate the system | 1.1 | System features and procedures are documented and circulated to appropriate personnel. |
| | | 1.2 | Procedures are established for keeping appropriate personnel regularly informed about the key features of the training and/or assessment system. |
| | | 1.3 | Recognised products and services are accurately presented to prospective clients. |
| | | 1.4 | The contribution of training and assessment to organisational goals is reported. |
| 2. | Support trainers and/or assessors | 2.1 | Checks are made to ensure assessors and/or trainers meet the relevant competency standards and system requirements. |
| | | 2.2 | The training needs of trainers and/or assessors arising from their roles are identified. |
| | | 2.3 | Procedures are developed for trainers and/or assessors to update competency, and to review and reflect on their work. |
| | | 2.4 | Trainers and/or assessors are provided with accurate advice and ongoing support in their roles. |
| | | 2.5 | Procedures to facilitate networking amongst trainers and assessors are established. |
| 3. | Manage the record keeping system | 3.1 | Records are maintained for currency and adherenc e to government regulatory and organisational requirements. |
| | | 3.2 | The record keeping system is maintained to ensure confidentiality and security of information. |

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| | | | |
|---|---|---|---|
| | | 3.3 | The record keeping system is reviewed and updated to meet changing technology and system requirements. |
| 4. | Maintain quality assurance procedures | 4.1 | The quality assurance procedures are monitored against requirements, non-conformities are noted and appropriate action is taken. |
| | | 4.2 | Internal audits of the training and assessment system are undertaken, non-conformities are noted and corrective action implemented. |
| | | 4.3 | Information from the quality assurance process is used to:<br>- enable appropriate planning, resourcing and recording arrangements<br>- identify any special requirements of persons being trained or assessed<br>- assess the training and development for trainers and assessors. |
| | | 4.4 | Validity, reliability, fairness and accuracy of the implementation of the training and assessment system are checked and reports developed. |
| 5. | Maintain records for audits | 5.1 | Verification records are accurate and the frequency and purpose of audits are identified. |
| | | 5.2 | Accurate reports on audits and advisory activities are made available. |
| | | 5.3 | Reports describe accurately whether the organisation meets the required criteria. |
| | | 5.4 | Concerns regarding the design and implementation of training and/or assessment and the interpretation of standards are clearly and promptly reported to the auditing body. |
| | | 5.5 | Clear recommendations for improvements to training and assessment practices, training and assessment system and infrastructure requirements are developed. |
| | | 5.6 | Identified good practice is reported clearly and accurately. |

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## RANGE STATEMENT

The Range Statement explains the scope and contex t of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

The following variables may be present:

Appropriate personnel may include:

- trainers/teachers and assessors
- team leaders/supervisors/employers
- training and assessment coordinators
- participants/employees/learners
- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- relevant industry training advisory bodies
- users of training information such as training providers, employers, human resource departments
- Training/Recognition Authorities

Purposes of assessment may include:

- diagnosing performance
- classifying an employee
- confirming an employee's competency for the purpose of career advancement/job level
- awarding a qualification or statement of attainment
- confirming progress in learning
- recognition of current competency/recognition of prior learnin g

Purpose of training may include:

- productivity improvement
- professional development requirements
- competency acquisition
- induction of new employees
- refresher training for competency maintenance
- legislative or government regulatory requirements
- access and equity considerations

System may be developed by:

- the industry
- the enterprise
- the training organisation
- a combination of the above

Sources of information may include:

- industry/enterprise competency standards, including international information
- training packages
- curriculum and other training program information
- licensing requirements
- government legislation, policies and practices
- job descriptions
- observations of competent workers
- enterprise skills audit reports
- industry skills audit report s
- workplace conditions, policies and standard operating procedures
- benchmarking reports
- industry publications or reports
- market needs analysis reports
- quality assurance procedures

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## EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time, in a range of contexts, and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence

**(1) Critical Aspects of Evidence**

Assessment requires evidence of the following products to be collected:

- Records which are current and meet legislative, industry/enterprise requirements .
- A record keeping system which maintains confidentiality is secure and effectively uses appropriate technology.
- Documentation used to inform all appropriate personnel about the training and assessment system.
- Information on procedures for trainers and assessors to update personal competency and review and reflect on assessment and training issues and personal performance.
- Documentation on the implementation of quality assurance procedures, including
- Moderation and monitoring of training and assessment decisions .
- An appeal procedure for assessment decisions .
- Conduct of regular internal or external reviews and evaluation .
- Sampling and evaluation of judgements of evidence and assessment decisions and training effectiveness to check their fairness and accuracy.
- Modifications of the system based on evaluations and reviews .
- Referral of any recommended changes/modifications to the system.
- Assessment requires evidence of the following processes to be provided*:*
- How opportunities are provided for trainers and assessors to practice and maintain current competency.
- How the security and confidentiality of records are maintained .
- How support is given to the implementation of qual ity assurance procedures .
- How networking is achieved amongst trainers and assessors .
- How the quality assurance procedures are implemented .
- Why particular procedures were chosen for internal/external review of the training and assessment system.
- Why any modifications are recommended to the training and assessment system on the basis of evaluations and review.
- How the record keeping system is maintained including how it meets legislative and organisational requirements.
- Why professional development strategies were chosen for trainers and assessors and how they were circulated and promoted.

**(2) Pre-requisite Relationship of Units**

- Nil

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**(3) Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- language and literacy skills to comprehend sources of information and to prepare required documentation in a clear and comprehensible format
- knowledge of relevant industry/enterprise competency or performance standards
- knowledge of the Assessment and Workplace Training Competency Standards and Assessment Guidelines
- knowledge of quality assurance methodology
- knowledge of compliance with requirements for copyright and other regulatory requirements
- knowledge and application of audit procedures as they relate to training and assessment systems

Skills
The ability to:

- focus of operation of work systems and equipment
- identification and correct use of equipment, processes and procedures
- planning own work including predicting consequences and identifying improvements
- communication skills appropriate to the culture of the workplace

**(4) Resource Implications**

- access to a training and assessment system and relevant information and resources on management and review procedures

**(5) Method of Assessment**

Review of a portfolio containing the following:

- Records which are current and meet legislative, industry/enterprise requirements .
- A record keeping system which maintains confidentiality is secure and effectively uses appropriate technology .
- Documentation used to inform all appropriate personnel about the trai ning and assessment system.
- Information on procedures for trainers and assessors to update personal competency and review and reflect on assessment and training issues and personal performance .
- Documentation on the implementation of quality assurance pro cedures, including:
  - Moderation and monitoring of training and assessment decisions .
  - An appeal procedure for assessment decisions .
  - Conduct of regular internal or external reviews and evaluation .
  - Sampling and evaluation of judgements of evidence a nd assessment decisions and training effectiveness to check their fairness and accuracy .
  - Modifications of the system based on evaluations and reviews .
  - Referral of any recommended changes/modifications to the system.

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Questioning – oral/written relating to:

- How opportunities are provided for trainers and assessors to practice and maintain current competency
- How the security and confidentiality of records are maintained
- How support is given to the implementation of quality assurance procedures
- How networking is achieved amongst trainers and assessors
- How the quality assurance procedures are implemented
- Why particular procedures were chosen for internal/external review of the training and assessment system
- Why any modifications are recommended to the training and assessment system on the basis of evaluations and review
- How the record keeping system is maintained including how it meets legislative and organisational requirements
- Why professional development strategies were chosen for trainers and assessors and how they were circulated and promoted.

**(6) Context of Assessment**

- Assessment may occur on the job or in a simulated workplace.

## 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. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 3 | |
| Communicate ideas and information | Level 3 | |
| Plan and organise activities | Level 3 | |
| Work with others and in team | Level 3 | |
| Use mathematical ideas and techniques | Level 2 | |
| Solve problems | Level 3 | |
| Use technology | Level 2 | |

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

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# CSETDP0064A: Design and establish the training system

Competency Descriptor: This unit describes the skills and knowledge required to design and establish a training system.

Competency Field: Education and Training

| ELEMENT OF COMPETENCY | | PERFORMANCE CRITERIA | |
|---|---|---|---|
| 1. | Determine boundaries of the training | 1.1 | Services are determined and established through consultation with the client and stakeholders and a training policy documented. |
| | | 1.2 | Stakeholder relationships are maintained through a range of communication mechanisms and the establishment of a service support structure. |
| | | 1.3 | The financial, physical and human resources available to support the system are identified within agreed quality assurance procedures. |
| 2. | Determine training system features | 2.1 | The key operational features and constraints of the training system are determined in consultat ion with stakeholders. |
| | | 2.2 | The key operational features of the system are verified with appropriate personnel and clients and the agreed features of the system are documented. |
| 3. | Match needs with resources | 3.1 | The expertise and roles of internal and ex ternal individuals and organisations/partners are identified. |
| | | 3.2 | A budget, detailing development costs, implementation and maintenance costs of the proposed system, is developed, including partner organisations, if applicable. |
| 4. | Design and develop a training records system | 4.1 | The record keeping system is designed to allow easy tracking of training participants' progress as well as other agreed features. |
| | | 4.2 | The record keeping system allows for the storage of detailed information and is designed to be secure, confidential, easy to administer and update. |

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| | | | |
|---|---|---|---|
| | | 4.3 | The record keeping system is developed to allow for appropriate quality assurance requirements and verified for compliance with accepted enterprise/ industry procedures for record keeping and legislative requirements. |
| | | 4.4 | The record keeping system is designed and verified to allow for fair and consistent responses to grievances. |
| | | 4.5 | The record keeping system is designed to ensure that relevant legislative and regulatory requirements are met. |
| 5. | Establish procedures for the review of training | 5.1 | Review procedures are developed and documented in consultation with stakeholders. |
| 6. | Select and provide for training of system users | 6.1 | The required mix of personnel and competencies to implement the training system are identified. |
| | | 6.2 | Appropriate training strategies are identified modified or developed for trainers and other personnel involved in the training system to acquire competencies. |
| | | 6.3 | The training programs selected or developed for assessors and trainers are verified to meet the Assessment and Workplace Training Competency Standards and other relevant competency standards. |
| 7. | Establish quality assurance procedures | 7.1 | A quality assurance team or committee is established in consultation with appropriate personnel. |
| | | 7.2 | Quality assurance procedures, including verification processes are developed in consultation with appropriate personnel. |
| | | 7.3 | The verification processes involves a representative sample of training activities and makes effective use of resources. |
| | | 7.4 | The quality assurance procedures are piloted for fairness, efficiency and effectiveness |
| | | 7.5 | The quality assurance procedures are documented and distributed to trainers and other appropriate personnel. |
| | | 7.6 | Procedures are established to determine the level of compliance with the training system. |

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## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables c hosen for training and assessment requirements will depend on the particular work situation.

The following variables may be present

Stakeholders may include:

- industry/professional/trade associations
- trainers/teachers and assessors
- team leaders/managers/employers
- training and assessment coordinators
- participants/employees/learners
- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- relevant industry training advisory bodies
- funding bodies
- Statutory Training/Recognition Authorities e.g. HEART/NTA, NCTVET
- achievement of community priorities
- achievement of government priorities
- licensing/accreditation requirements
- Ministry of Education Youth and Culture Independent School Unit registration requirements

Clients' needs may include:

- increased productivity
- increased enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities
- licensing or accreditation requirements

Partners may include:

- public/private/community training providers
- schools, universities
- enterprises
- industry organisations
- international organisations
- government agencies
- community organisations
- individuals including technical experts, training and/or assessment specialists

Key operational features may include:

- the purpose of the training and the relevant competency outcomes of the training
- competencies and certification required of trainers
- record keeping system requirements, procedures and policies
- training context requirements and procedures to match identified competencies
- characteristics of training participants
- any allowable adjustments to the training methods for training participants
- access and equity considerations
- relevant commonwealth/state or territory legislative and regulatory requirements
- arrangements for recognition of competencies
- partnership arrangements
- location of training
- the review and evaluation process including quality assurance procedures
- allocation of costs/fees (if applicable)
- marketing/promotion of system

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Operational constraints may include:

- time available
- relative cost implications
- budgetary constraints
- geographical and resource constraints
- availability of stakeholders and other personnel

Characteristics of participants may include:

- language, literacy and numeracy needs
- cultural, language and educational background
- gender
- physical ability
- level of confidence, nervousness or
- anxiety
- age
- experience with topic
- learning styles
- reasons for undertaking training

Purpose of training may include:

- productivity improvement
- professional development requirements
- competency acquisition
- induction of new employees
- refresher training for competency maintenance
- legislative or government regulatory requirements
- access and equity considerations

Quality assurance procedures may include:

- conduct of regular internal and external reviews (person(s) being trained, peer, self and supervisor)
- professional development of participants
- implementation of competencies
- assessment of the assessors'/trainers' competencies
- modifications of the competency system based on evaluation and reviews
- promotion of regular networking amongst developers, assessors/trainers and peer
- moderation - review amongst persons responsible for planning, conducting and reviewing assessments/training within the system

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Sources of information may include:

- 
- industry/enterprise competency standards, including international information
- training packages
- curriculum and other training program information
- licensing requirements
- government legislation, policies and practices
- job descriptions
- observations of competent workers
- enterprise skills audit reports
- industry skills audit reports
- workplace conditions, policies and standard operating procedures
- benchmarking reports
- industry publications or reports
- market needs analysis reports
- quality assurance procedures

Record system may be:

- paper based system, such as forms or checklists
- computer-based system using magnetic or optical storage
- a combination of both paper and computer-based system.

Policy may include:

- purposes of training
- industrial relations issues
- what and who is to be trained
- timing of training
- links with other human resources functions
- appeal/review mechanisms
- criteria for making decisions of competent, or not yet competent
- number of trainers
- allowable adjustments to training /assessment to suit characteristics of training participants
- record keeping requirements
- recognition of prior learning/recognition of current competencies
- development costs and resources
- evaluation
- licensing arrangements
- qualifications

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## EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence

**(1) Critical Aspects of Evidence**

Assessment requires evidence of the following products to be collected:

- Training policy
- Description of the client and stakeholders.
- Documentation on the features of the training system.
- Report on sources of information researched to determine training system.
- Summary of available financial, physical and human resources .
- Analysis of possible constraints for training implementation.
- Report of the design, development, maintenance and security of the record keeping system.
- Documented review procedures for training system.
- Description of selection criteria and training programs for trainers and other personnel involved in the training system.
- Documentation of quality assurance mechanisms.

Assessment requires evidence of the following processes to be provided*:*

- How stakeholders were consulted and agreement was reached on operational features and quality assurance procedures
- How the following criteria were incorporated in the training system:
  - fairness, equity and accessibility of the training system
  - security and access requirements of the record keeping system
  - selection criteria for training personnel
  - selection and training of training personnel
  - feasibility, cost effectiveness and practicability of training system
  - review procedures, currency of records
  - currency of records
- How and why information needed in the development of the training system was sourced.
- How the resources needed were researched and availability confirmed .
- How the features of the training system, implementation plan and quality assurance procedures were verified.

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**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- language and literacy skills to comprehend sources of information and to prepare required documentation
- familiarity with relevant industry/enterprise competency or performance standards
- analysis of competencies to determine appropriate training system requirements
- knowledge of quality assurance methodology
- knowledge of record keeping systems, particularly those related to training
- knowledge of compliance requirements for copyright and other regulatory requirements
- knowledge of client work systems and equipment.
- Knowledge of review/evaluation methodology, particularly as it relates to training

Skills
The ability to:

- identification and correct use of equipment, processes and procedures:
- planning own work includin g predicting consequences and identifying improvements
- communication skills appropriate to the culture of the workplace.

**(4) Resource Implications**

- access to clients, sources of information and resources for the development of a training system

**(5) Method of Assessment**

Review of a portfolio containing the following

- Training policy
- Description of the client and stakeholders .
- Documentation on the features of the training system .
- Report on sources of information researched to determine training syst em.
- Summary of available financial, physical and human resources .
- Analysis of possible constraints for training implementation .
- Report of the design, development, maintenance and security of the record keeping system
- Documented review procedures for training system.
- Description of selection criteria and training programs for trainers and other personnel involved in the training system.
- Documentation of quality assurance mechanisms.

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Questioning – oral/written relating to:

- How stakeholders were consulted and agreement was reached on operational features and quality assurance procedures
- How the following criteria were incorporated in the training system:
  - fairness, equity and accessibility of the training system
  - security and access requirements of the record keeping system
  - selection criteria for training personnel
  - selection and training of training personnel
  - feasibility, cost effectiveness and practicability of training system
  - review procedures, currency of records
  - currency of records
- How and why information needed in the development of the training system was sourced
- How the resources needed were researched and availability confirmed
- How the features of the training system, implementation plan and quality assurance procedures were verified.

**(6) Context of Assessment**

- Assessment should occur on the job or in a simulated workplace.

## CRITICAL EMPLOYABILITY SKILLS

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

| Levels of Competency | | |
|---|---|---|
| Level 1. | Level 2. | Level 3. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 3 | |
| Communicate ideas and information | Level 3 | |
| Plan and organise activities | Level 3 | |
| Work with others and in team | Level 3 | |
| Use mathematical ideas and techniques | Level 2 | |
| Solve problems | Level 3 | |
| Use technology | Level 2 | |

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

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# CSETDP0074A: Design training courses

Competency Descriptor: This unit describes the skills and knowledge required for designing training courses as part of a training system to meet client identified outcomes and where appropriate, receive formal recognition.

Competency Field: Education and Training

| ELEMENT OF COMPETENCY | | PERFORMANCE CRITERIA | |
|---|---|---|---|
| 1. | Determine the need for a course | 1.1 | Stakeholders are identified and consulted to establish training aims and requirements. |
| | | 1.2 | Course proposal is outlined in terms of stakeholders' aims. |
| | | 1.3 | Relevant endorsed training packages and curriculum are sourced and assessed for relevance to course proposal. |
| | | 1.4 | Any licensing/regulatory or government policies relevant to the course proposal are identified. |
| | | 1.5 | Potential employment markets and career opportunities for training participants are recorded and documented. |
| | | 1.6 | Results of monitoring activities for related courses are sourced and analysed, where appropriate. |
| 2. | Identify the learner profile | 2.1 | Potential learners are identified. |
| | | 2.2 | Profiles of learners on entry to the course are developed and learner profiles are examined to determine language and literacy requirements. |
| 3. | Develop course structure | 3.1 | Core and elective units/modules are identified. |
| | | 3.2 | The relationship between units of competence/modules and course outcomes is documented. |
| | | 3.3 | Entry and exit points are identified and documented. |
| | | 3.4 | Prerequisites for the course and for specific units/modules within the course are identified and documented. |

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| | | | |
|---|---|---|---|
| 4. | Determine the training and assessment requirements | 4.1 | The professional development and competency requirements of trainers and assessors are identified in consultation with appropriate personnel. |
| | | 4.2 | The trainer and assessor requirements are checked for consistency with industry/training package assessment guidelines, where appropriate. |
| | | 4.3 | Essential learning resources, materials, facilities, equipment and human resources are identified. |
| 5. | Define the training content | 5.1 | The competencies to be acquired by learners are clearly specified. |
| | | 5.2 | Entry level competencies are identified and documented. |
| | | 5.3 | Requirements for on the job training or assessment are identified and documented. |
| | | 5.4 | Appropriate evidence and assessment methods are identified and documented. |
| 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 including industry/enterprise competency standards and learner needs are defined and documented. |
| 7. | Identify career/educational pathways | 7.1 | Course entry and exit points are linked to occupational and educational opportunities. |
| | | 7.2 | Articulation points with higher or related qualifications are identified, negotiated with course owners and documented. |

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## RANGE STATEMENT

Stakeholders and relevant parties may include:

- professional associations
- employer associations
- union/employee associations
- secondary, vocational and higher education sector representatives
- potential learners
- trainers/teachers
- regulatory authorities
- partner organisations
- enterprise(s)/organisation(s)
- industry training advisory bodies
- industry sector
- government bodies
- community sector

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:-
  - meet a whole or part qualification in a training package
  - be submitted for formal recogni tion
  - 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

Licensing, regulatory and government policies may include:

- qualifications framework and regulations for issuing statements of attainment, qualifications
- relevant equal employment opportunity and anti-discrimination legislation, regulations and policies
- relevant licensing or accreditation arrangements
- 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 making decisions of competent, or not yet competent
  - 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

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Learner profiles might include:

- generic or technical competencies of potential clients
- relevant prior learning (formal and informal) and employment
- language, literacy and numeracy skills (LL&N)

Course outcomes may include:

- qualifications
- units of competence
- learning outcomes (module/program outcomes
- satisfaction of requirements for
  - licensing
  - memberships of professional associations
  - further education opportunities
  - employment

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
- 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

Course requirements:

- entry requirements may include
  - pre requisite competencies
  - access to the workplace
- training requirements may include
  - job placement
  - field placement
  - access to specialist equipment and facilities
  - minimum competencies to be held by trainers
- assessment requirements may include:
  - minimum competencies to be held by assessors
- assessment conditions including location, timing and access to resources

Sources of information / documents may include:

- performance standards which may include:
  - industry/enterprise competency standards
  - licensing requirements
  - job descriptions
  - standard operating procedures
- conditions of service, legislation and industrial agreements including:
  - workplace agreements and awards
  - occupational health & safety procedures
- applicable Statutory, National legislation and related regulations concerning:
  - occupational health & safety in terms of duties of employers, employees, suppliers and contractors
  - workplace relations
  - workers compensation
- equal opportunity, anti-discrimination and affirmative action

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## EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

**(1) Critical Aspects of Evidence**

Assessment requires evidence of the following products to be collected:

- Documentation on the identification and confirmation stakeholder training aims and requirements
- Course proposal
- Course documentation
- Documentation on course monitoring mechanisms.
- Description of career pathways, including qualification entry and exit points.

Assessment requires evidence of the following processes to be provided:

- How stakeholder needs were identified
- How the learner profile was researched
- How assessment and training requirements were researched.
- How the course monitoring arrangements were developed.

**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- mechanisms to implement relevant access and equity principles
- relevant training packages, competency and other performance standards to course proposal
- accreditation and any licensing or regulatory requirements
- course monitoring mechanisms
- compliance with requirements for copyright and other regulatory requirements
- language and literacy skills to collect and interpret irrelevant information relevant and communicate with stakeholders and appropriate personnel

Skills
The ability to:

- skills in planning own work including predicting consequences and identifying improvements
- communication skills appropriate to the culture of the workplace
- skills in applying OHS and other workplace policies and procedures and any related legislation or regulatory requirements

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**(4) Resource Implications**

- access to stakeholders, information and resources to meet the required skills and knowledge and to develop course proposal, course documentation and course monitoring mechanisms

**(5) Method of Assessment**

Review of a portfolio containing the following:

- Documentation on the identification and confirmation stakeholder training aims and requirements
- Course proposal
- Course documentation
- Documentation on course monitoring mechanisms.
- Description of career pathways, including qualification entry and exit points.

Questioning – oral/written relating to:

- How stakeholder needs were identified
- How the learner profile was researched
- How assessment and training requirements were researched
- How the course monitoring arrangements were developed.

**(6) Context of Assessment**

- Assessment may occur off the job.

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## 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 g eneric competency that underpin effective workplace practices.

| Levels of Competency | | |
|---|---|---|
| Level 1. | Level 2. | Level 3. |
| • Carries out established processes<br>• Makes judgement of quality using given criteria | • Manages process<br>• Selects the criteria for the evaluation process | • Establishes principles and procedures<br>• Evaluates and reshapes process<br>• Establishes criteria for evaluation |

| | | |
|---|---|---|
| Collect, analyse and organise information | Level 3 | |
| Communicate ideas and information | Level 3 | |
| Plan and organise activities | Level 3 | |
| Work with others and in team | Level 3 | |
| Use mathematical ideas and techniques | Level 2 | |
| Solve problems | Level 3 | |
| Use technology | Level 2 | |

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

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