# TAEDES402
# Use training packages and accredited courses to meet client needs
**Release 2**

aspire
*learning resources*

# Use training packages and accredited courses to meet client needs

**Learner guide**

Aspire Version 1.2

*Aspire*
*learning resources*

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| Release 1, version 1.1 | March 2017 | First release |
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# Contact details

## Participant

Name: .......................................................

Start date: .......................................................

Phone number: .......................................................

Email: .......................................................

## Work location

Name: .......................................................

Address: .......................................................

Postal address: .......................................................

Workplace supervisor name: .......................................................

Phone number: .......................................................

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## Registered Training Organisation (RTO)

Name: .......................................................

Address: .......................................................

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Phone number: .......................................................

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RTO contact name: .......................................................

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# Contents

# Before you begin

This learner guide is based on the unit of competency *TAEDES402 Use training packages and accredited courses to meet client needs*, Release 2. Your trainer or training organisation must give you information about this unit of competency as part of your training program. You can access the unit of competency and assessment requirements at: www.training.gov.au.

## How to work through this learner guide

This learner guide contains a number of features that will assist you in your learning. Your trainer will advise which parts of the learner guide you need to read, and which activities you need to complete. The features of this learner guide are detailed in the following table.

| Feature of the learner guide | How you can use each feature |
|---|---|
| Overview | This section provides general information about the vocational education and training sector and its essential components (such as training packages), which will underpin your learning. |
| Introduction | The introduction covers the key concepts relevant to this particular unit of competency, including the terminology that will be used throughout this learner guide. |
| Learning content | Read each topic in this learner guide. If you come across content that is confusing, make a note and discuss it with your trainer. Your trainer is in the best position to offer assistance. It is very important that you take on some of the responsibility for the learning you will undertake. |
| Templates | Templates are referred to throughout the guide. These are samples of working documents similar to those found in a training organisation. Completed templates may be useful as evidence for portfolio assessments. Ask your trainer for sample templates provided with the *Trainer's and assessor's* guide for this unit. |
| Examples | Examples of completed documents that may be used in a workplace are included in this learner guide. Examples highlight learning points and provide realistic examples of workplace situations. |
| Activities | Activities give you the opportunity to put your skills and knowledge into action. Your trainer will tell you which activities to complete. |
| Summary | Key learning points are provided at the end of each topic. |

# Foundation skills

As you complete learning using this guide, you will be developing the foundation skills relevant for this unit. Foundation skills are the language, literacy and numeracy (LLN) skills and the employability skills required for participation in modern workplaces and contemporary life.

The following table outlines specific foundation skills noted for your learning in this learner guide.

| Foundation skill area | Foundation skill description |
|---|---|
| Reading | Sources, analyses and interprets information, to identify relevance to client needs |
| Writing | Prepares information that incorporates the interpretation and analysis of information, using appropriate language in a format and style suited to the audience and context |
| Oral Communication | Uses appropriate communication techniques to provide and elicit information, confirm understanding and communicate conclusions |
| Navigate the world of work | Follows organisational protocols, policies and procedures regarding quality assurance |
| Interact with others | Recognises the importance of consultation and negotiation to confirm client needs |
| Get the work done | ▶ Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes<br>▶ Identifies and responds to problems and opportunities for improvement and innovation, and considers options for different approaches<br>▶ Uses information and communications technology (ICT) based tools to conduct research, design work processes, and to complete work tasks |

# What do you already know?

Use the following table to identify what you may already know. This may assist you to work out what to focus on in your learning.

| Topic | Key outcomes | Rate your confidence in each section |
|---|---|---|
| Topic 1: Select appropriate training package or accredited course | 1.1 Confirm the training and/or assessment needs of the client | ☐ Confident<br>☐ Basic understanding<br>☐ Not confident |
| | 1.2 Identify and source training packages, qualifications and/or accredited courses that could satisfy client needs | ☐ Confident<br>☐ Basic understanding<br>☐ Not confident |
| | 1.3 Use training products in line with vocational education and training (VET) sector requirements, and the training and assessment organisation's quality assurance policies and procedures | ☐ Confident<br>☐ Basic understanding<br>☐ Not confident |
| Topic 2: Analyse and interpret the qualifications framework | 2.1 Read and interpret the qualification framework, and packaging rules of the identified qualification | ☐ Confident<br>☐ Basic understanding<br>☐ Not confident |
| | 2.2 Review and determine applicable licensing requirements and prerequisites | ☐ Confident<br>☐ Basic understanding<br>☐ Not confident |
| | 2.3 Determine suitable electives that meet client needs and job roles | ☐ Confident<br>☐ Basic understanding<br>☐ Not confident |
| Topic 3: Analyse and interpret units of competency, accredited modules and assessment information | 3.1 Select skill set, individual unit or accredited module to meet client needs and document reasons for selection | ☐ Confident<br>☐ Basic understanding<br>☐ Not confident |
| | 3.2 Read, analyse and interpret all parts of each selected unit, or accredited module, for application to client needs | ☐ Confident<br>☐ Basic understanding<br>☐ Not confident |
| | 3.3 Analyse links between the units, and/or accredited modules, to develop effective applications for the client | ☐ Confident<br>☐ Basic understanding<br>☐ Not confident |
| Topic 4: Contextualise units and modules for client applications | 4.1 Use information from the client to contextualise units, or accredited modules, to meet client needs | ☐ Confident<br>☐ Basic understanding<br>☐ Not confident |
| | 4.2 Use advice on contextualisation produced by the training package developer or course developer to meet client needs | ☐ Confident<br>☐ Basic understanding<br>☐ Not confident |

| Topic | Key outcomes | Rate your confidence in each section |
|---|---|---|
| Topic 5: Analyse and interpret assessment information | 5.1 Read and analyse the assessment information of the relevant training package or accredited course | ☐ Confident<br>☐ Basic understanding<br>☐ Not confident |
| | 5.2 Provide appropriate advice to the client about assessment requirements | ☐ Confident<br>☐ Basic understanding<br>☐ Not confident |

# Assessment

When you have completed your learning, you will be asked to complete an assessment. You need to understand what will be required of you regarding assessment as you work your way through this learner guide: your trainer/assessor will provide you with the relevant details. This learner guide does not include a final assessment. Your training organisation may be using Aspire's Assessment and RPL resource for this unit.

For this unit you will need to show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

▶ analysing a training package and/or accredited course, to examine its component parts, identify relevant qualifications and units of competency or modules and contextualise those to meets the specific needs of one client.

▶ demonstrate a minimum of two examples of analysing training specifications, including at least one training package; the other may be another training package or an accredited course that meets a specific client need.

For this unit you will need to show knowledge of:

▶ Australian Qualifications Framework (AQF) guidelines, including characteristics of AQF qualification types

▶ functions and responsibilities of training package developers, and course accreditation agencies, and their roles as key vocational education and training (VET) organisations

▶ dimensions of competency

▶ format and structure of accredited courses

▶ format and structure of units of competency, and assessment requirements

▶ function of training packages and accredited curriculum as benchmarks in a competency-based VET training and assessment system

▶ methodology relating to analysing and using competency standards for a range of applications and purposes, to meet the needs of a diverse range of VET clients

▶ terminology used in training packages and accredited courses

▶ parts of training packages that can be contextualised and parts that cannot

▶ Standards for Training Packages, including the role and purpose of each endorsed component

▶ non-endorsed components of training packages

▶ sources of training package information.

Always refer to your assessor for information about the number, type and detail required in the assessment materials you will be required to complete.

# Developing an evidence portfolio

An evidence portfolio is a useful way to demonstrate to your assessor how you have developed the skills, knowledge, attitudes and abilities that contribute to competence. Samples of your work that are developed as a part of the activities can be used as evidence for assessment.

Your trainer/assessor may also ask you to provide samples of documents or completed templates to demonstrate your progress in this unit. Some of these could be submitted as part of an evidence portfolio. Always follow the specific directions and guidance of your trainer/assessor to determine what documents your portfolio should include and how they should be presented.

Here are some examples of what your portfolio might contain:

▶ Your responses to specific activities as indicated in each section of the learner guide

▶ Personal reflections on your progress via an ongoing learning journal

▶ Recorded comments from your supervisor, peers or clients about how you have applied skills and knowledge

▶ Documents or completed templates* you have developed such as assessment plans, assessment tools, training session plans or checklists

▶ Samples and an analysis of relevant forms, documents and other material used in a training and assessment environment

*Throughout this learner guide, reference is made to specific templates that you can use for activities or for your portfolio. Ask your trainer for template samples; Aspire has included relevant templates in its Trainer's and assessor's guide for this unit.

# Overview
# Understand vocational education and training

There is a great deal more to the VET system and the delivery of training and assessment than the information provided in this Overview. Each learner guide for the units offered in the Certificate IV in Training and Assessment provides activities and examples to demonstrate the application of your VET knowledge.

To work effectively in the vocational education and training (VET) system, you need to understand its essential components, particularly training packages and how to use them in a training delivery and assessment role.

VET develops skills and knowledge for work through a national training system that seeks to provide consistent training across Australia. The primary purpose of VET is to equip people with the skills, knowledge and attributes they require to be 'work ready' and to operate effectively in employment. The Australian VET system comprises two fundamental elements that help ensure quality and consistency in training: training packages and the VET Quality Framework (VQF), which includes the Australian Qualifications Framework (AQF).

## Training packages

Training packages are the foundation of Australia's VET system. A training package is a set of nationally endorsed qualifications, units of competency and assessment requirements developed for a specific industry, sector or workplace. Copies of individual training packages can be viewed at: http://training.gov.au.

Training packages also provide the structure for competency-based training. A competency-based approach judges outcomes against specific standards established in the endorsed components of a training package. Endorsed components are the various units of competency, the qualifications within which they sit and assessment guidelines that describe the industry's desired approach to assessment and qualifications.

Training packages are developed by Service Skills Organisations (formerly by Industry Skills Councils) to meet the training needs of an industry or group of industries. Training packages are maintained in line with the National Skills Standards Council's Standards for Training Packages to ensure training packages are of high quality and meet the workforce development needs of industry, enterprises and individuals. These standards apply to the design and development of training packages for endorsement by the Australian Industry and Skills Committee (formerly the role of the now dissolved National Skills Standards Council (NSSC)).

## Units of competency

Units of competency are the nationally agreed statements of the skills and knowledge required for effective performance in a particular job or job function. In other words, a unit of competency is a set of skills and knowledge that form part of a person's job role, and represents a discrete workplace outcome.

Units of competency are packaged as groups into qualifications and qualification levels in each training package. Each qualification has a descriptor that provides guidelines on how the unit is practically applied, who would use it and the unit's relationship to any applicable licensing, legislative or certification requirements.

Training packages do not prescribe how training is to be delivered. They provide guidance on assessment and the methods of assessment that may be appropriate for each unit of competency. Registered training organisations (RTOs) are responsible for how training and assessment occur.

An RTO can also issue qualifications derived from training packages or accredited courses, or statements of attainment to recognise the completion of a unit of competency from a qualification or accredited course.

# The VET Quality Framework

The VET Quality Framework (VQF) is a set of standards and conditions used by the Australian Skills Quality Authority to assess whether an RTO meets the requirements for registration. The *National Vocational Education and Training Regulator Act 2011* (Cth) established the National VET Regulator (NVR) and underpins the VQF.

The VQF comprises:

▶ the Standards for Registered Training Organisations (RTOs) 2015
▶ the Australian Qualifications Framework
▶ the Fit and Proper Person Requirements
▶ the Financial Viability Risk Assessment Requirements
▶ the Data Provision Requirements.

Training that leads to the award of an accredited qualification must be delivered and assessed by an RTO that satisfies the Standards for Registered Training Organisations (RTOs) 2015. The Standards include the Essential Standards for Initial Registration and the Essential Standards for Continuing Registration. There are eight standards to which RTOs must comply.

You should familiarise yourself with the VQF and the compliance requirements it places on RTOs; this compliance directly affects the work you do as a trainer and an assessor.

# Australian Skills Quality Authority

Course accreditation agencies such as the Australian Skills Quality Authority (ASQA) set regulations and standards for the VET sector to ensure course quality is maintained through the effective regulation of training providers and accredited courses. It does this mainly through the VQF. (Note: Victoria and Western Australia have not referred their powers of regulation to ASQA and continue to be subject to their respective state regulators if they operate solely within their state.)

ASQA works with other regulatory, funding and policy bodies to ensure the training provided is of high quality and meets the requirements of industry-developed training packages, so VET graduates have the required skills and competencies for employment.

Any RTO operating solely in Victoria and/or Western Australia is regulated by those states' regulators (not ASQA), and must comply with the Australian Quality Training Framework (AQTF) Essential Conditions and Standards for Registration. The VQF Standards for NVR Registered Training Organisations derive from the AQTF standards.

Throughout this learner guide, reference is made to both sets of Standards, presented as VQF/AQTF.

# The Australian Qualifications Framework

The Australian Qualifications Framework (AQF), a component of the VQF, is a policy framework that defines the standards for regulated qualifications in Australian education and training. It specifies the learning outcomes for 16 nationally recognised qualifications. The following diagram represents the 10 levels of the AQF.



Reproduced with permission of the AQF council, from AQF Second Edition, January 2013, p. 19.

An RTO must issue qualifications and statements of attainment that align to the AQF and meet the requirements of the AQF Qualifications Issuance Policy and the endorsed training packages within that RTO's scope of registration.

# Training and assessment

The primary role of RTOs in the VET system is to deliver accredited training and assessment-based units of competency and qualifications. You may be employed by an RTO to facilitate classroom, online or blended learning; to deliver workplace-based training and assessment on-site to enterprise staff; or to coordinate and support enterprise trainers, coaches and mentors in their roles.

Alternatively, you may be an enterprise trainer whose role is to facilitate learning and carry out assessment in the workplace, perhaps based on national units of competency or internal enterprise standards. The work you do may or may not lead to a recognised qualification.

When working with training packages and before providing training or assessment services, there are two aspects of competency and units of competency that you need to understand:

▶ How to identify and 'unpack' the key features of a unit of competency
▶ The dimensions of competency and their role in ensuring that competency incorporates all aspects of work performance

# Explore a unit of competency

You should unpack a unit of competency and consider each part of the unit to form a picture of what a competent person looks like, how assessment should occur and what evidence is required.

The following table summarises the components of a unit of competency, as defined in the TAE Training and Education Training Package Implementation Guide.

| Component feature | What it relates to |
|---|---|
| **Unit of competency** | |
| Title | The title describes the unit outcome. |
| Unit application | This field describes how the unit is practically applied, who would typically use it and the unit of competency's relationship to licensing, legislative or certification requirements. |
| Prerequisite units | This is an optional field that specifies any unit/s in which the learner must already be competent prior to achieving competency in this unit. |
| Unit sector | This field is used to categorise units of competency in relation to industry sectors or types of work. |
| Elements of competency | Elements of competency describe the outcomes of the significant functions and tasks that make up the competency. Elements describe actions or outcomes that are demonstrable and assessable. |
| Performance criteria | Performance criteria specify the required performance in relevant tasks, roles, skills (including foundation skills) and the applied knowledge that enables competent performance. |
| Foundation skills | This field describes the language, literacy, numeracy and employment skills that are essential to performance. |
| Range of conditions | This is an optional field that specifies different work environments and conditions that may affect performance. Range is restricted to essential operating conditions and any other variables essential to the work environment, so it is quite different from the previous range statement. |
| Unit mapping information | This field specifies the code and title of any equivalent unit of competency. |
| Links | This field provides a link to the Companion Volume Implementation Guide. |
| **Assessment requirements** | |
| Performance evidence | Performance evidence, as the name implies, specifies what individuals must do to show that they satisfy the performance standards in the unit of competency. |

| Component feature | What it relates to |
|---|---|
| Knowledge evidence | Knowledge evidence, as the name implies, specifies what individuals must know in order to carry out the work tasks described in the unit of competency safely and effectively. |
| Assessment conditions | This field describes mandatory conditions for assessment; for example, details of equipment and materials; contingencies; physical conditions; relationships with other people; and time frames. It also specifies assessor requirements. |
| Links | This field provides a link to the Companion Volume Implementation Guide. |

# Explore dimensions of competency

Reviewing the dimensions of competency is an important part of unpacking a unit of competency. The dimensions of competency relate to all aspects of work performance in both routine and non-routine work situations. A competent person can successfully apply their skills and knowledge to work activities in a range of contexts.

The following table explores the four dimensions of competency in more detail.

| Dimensions of competency | Meaning |
|---|---|
| Task skills | The candidate must perform the individual skills required to complete a work activity to the required standard. |
| Task management skills | The candidate must manage a number of different tasks to complete a whole work activity, such as working to meet deadlines. |
| Contingency management skills | The candidate must use problem-solving skills to resolve issues that arise when performing a work activity. |
| Job/role environment skills | The candidate must perform effectively in the workplace when undertaking a work activity by working well with all stakeholders and following workplace policies and procedures. |

# Incorporate foundation skills

Foundation skills are the non-technical skills that support an individual's participation in the workplace, the community and in education and training. In training packages, the foundation skills can incorporate the language, literacy and numeracy (LLN) skills described in the Australian Core Skills Framework (ACSF), and the employability skills described in the Core Skills for Work Developmental Framework (CSfW).

Foundation skills underpin competent performance and are identified in each unit of competency in a foundation skills table. The foundation skills should be considered an integrated part of the unit for delivery and assessment purposes.

## FSK Foundation Skills Training Package

The FSK Foundation Skills Training Package was developed to work in combination with other training packages to support the development of learners' core skills, so they can achieve their vocational training goals. Trainers have an opportunity to use material developed, such as those developed by Aspire Learning Resources, to deliver foundation skills to learners. RTOs have an opportunity to deliver training and qualifications in foundation skills units to support their students.

IBSA's Building Strong Foundations resource provides information about using the Foundation Skills Training Package. You can access Building Strong Foundations at this website:

▶    www.ibsa.org.au

The Foundation Skills Training Package Implementation Guide also contains an explanation of the use of this training package. You can access it at this website:

▶    https://vetnet.education.gov.au

# Assessment methods

The competency-based assessment system relies on an assessor making a judgment about a person's competence against performance benchmarks in a unit of competency, using methods such as criterion-referenced assessment, standards-based assessment or evidence-based assessment. An assessment candidate should be judged as either competent or not yet competent according to whether they demonstrate that they can meet the specified standards.

## The recognition process

The recognition process allows candidates to provide evidence that their previous training, work or life experience aligns to the skills and knowledge described in a qualification or unit of competency.

Recognition of prior learning (RPL) is one form of this process. Recognition can also include recognition of current competency and credit transfer.

Evidence of competency may include work samples, journals, certificates of achievement and third-party testimonials. In addition, candidates may be asked questions, observed undertaking set tasks or asked to demonstrate the authenticity of their work.

RTO staff must be able to provide clear, accurate information on assessment and recognition processes to candidates. Your obligations could therefore include:

▶    advising and assisting a candidate/learner to apply for recognition

▶    determining the type of recognition for which the candidate/learner should apply

▶    assisting the candidate/learner to complete relevant documents

▶    processing recognition applications in a timely manner.

Candidates may apply for recognition before the learning program commences. In other cases it may become apparent as a learner progresses through training delivery that they have the skills, knowledge and competence to satisfy the assessment requirements for a unit of competency or a cluster of units.

# Introduction

# Use training packages and accredited courses to meet client needs

## Understanding the national training framework

In order to select appropriate training packages and courses for your clients, you need to be familiar with the national training framework that underpins competency-based training and assessment in the vocational education and training (VET) sector in Australia.

The national training framework is overseen by the Australian Industry and Skills Council (AISC) which is responsible for quality assurance and national consistency.

There are three key components:

### VET Quality Framework (VQF)/Australian Quality Training Framework (AQTF)

▶ The Standards for Registered Training Organisations (RTOs) 2015 ( see information below)
▶ Quality standards regulated by the Australian Skills Quality Authority (ASQA)

### Australian Qualifications Framework (AQF)

▶ The AQF is a quality-assured national framework of qualifications in the school and post-school sectors in Australia, providing consistent recognition of outcomes achieved. A handbook outlines the key features of each qualification and the characteristics of learning outcomes and states who has responsibility for assessment and the authority to issue a qualification.

### Training packages

▶ A training package is a set of nationally endorsed standards and qualifications describing the skills and knowledge that workers need to perform effectively in the workplace. Training packages are used to recognise and assess people's skills in a specific industry, industry sector or enterprise. They are developed through a Skills Service Organisation (SSO) working with an Industry Reference Committee (IRC).

All aspects of the AQF must be complied with when delivering training. The Standards for RTOs 2015, particularly standards one and three, refer to the amount and quality of training and assessment that must be provided.

A Users' Guide to the Standards for RTOs 2015 is available at: www.asqa.gov.au along with other information about education and training information, products and services in Australia. Information contained in these documents is important when deciding the level of qualification a client is best suited to obtain.

Ensure you also read the Overview section of this learner guide, 'Understanding vocational education and training'.

By researching, reading and interpreting VET information, you will have a better understanding of how to access training packages, how to interpret the units of competency and where you can go for further information, guidance or support.

# What this learner guide covers

This learner guide is based on the unit of competency *TAEDES402 Use training packages and accredited courses to meet client needs*, which describes the skills and knowledge you need in order to be able to use training packages and accredited courses as tools to support a client's individual training and assessment needs as well as needs of their organisation.

# Your job role

This unit of competency is appropriate for various job roles in different types of organisations. You may be working in, or with, training and/or assessment organisations as an entry-level trainer, teacher, facilitator or assessor.

You may be employed by an RTO, such as a TAFE, that provides training and assessment to learners who wish to gain nationally recognised qualifications. You may deliver and assess training to multiple groups of learners who are enrolled in various courses. This type of training and assessing usually occurs in a group environment, such as a classroom or, increasingly, as blended learning using online learning technologies.

You may be employed by an RTO to assess candidates in a workplace that is not registered to provide national qualifications, so that you are working in a partnership arrangement with the RTO. Assessment is the responsibility of the RTO but is managed in consultation with the learner's workplace supervisor or training and assessment manager.

You may be employed as an entry-level trainer/assessor in a workplace that is also registered as an RTO so it can provide national qualifications to workers. Your job role may be in the organisation's learning and development team where you train and assess workers in various sections of the organisation.

In your role, you work from a predefined training product, such as a training package or accredited course, and apply that product to meet client needs.

# What you will learn

In this learner guide you will learn how to:

▶ select an appropriate training package or accredited course

▶ analyse and interpret the qualifications framework

▶ analyse and interpret units of competency and modules

▶ contextualise units of competency and modules

▶ analyse and interpret assessment information.

# Essential learning points

The information in this learner guide is based on an understanding of the following concepts and issues.

# Clients

It is important that you understand the clients you are working with, such as individual learners or an organisation that has requested the services of an RTO. In many instances, you will be asked to provide training and assessment, but sometimes you may have a client who only wants an assessment carried out.

# Training and assessment organisations

The training and assessment organisation you work for may be an RTO, an organisation working in partnership with an RTO, or an organisation that provides non-recognised training and assessment services but wishes to have its workers provided with national qualifications. Whatever type of organisation you work for, you need to understand and follow its policies and procedures for training and assessment.

# Quality assurance policies

Quality assurance policies ensure that training and assessment meets national guidelines and standards. You need to understand how the VQF/AQTF requirements apply to RTOs and the responsibilities you have as a worker employed by a training and/or assessment organisation. Of equal importance is the organisation's internal quality policies and procedures. Make sure you are familiar with the standards you have to meet when carrying out your role.

# Contextualisation

To ensure the material you select for a client meets their individual and organisational needs you need to link the requirements of the unit of competency or module to their particular work environment. This is known as contextualisation. A key skill is being able to interpret the units of competency and identify where they can be contextualised. Training and assessment plans need to refer to the organisation's equipment, terminology and personnel as well as its policies and procedures.

Contextualising units also takes into account access and equity considerations. You need to identify when a client needs adjustments to support them. You may need to take into account language, literacy and numeracy (LLN) needs, a remote location, physical or cognitive disabilities, and any other personal or environmental issue that will affect their ability to undertake training or assessment.

# Topic 1

In this topic you will learn how to:

**1A** Confirm the client's training and assessment needs

**1B** Identify and source appropriate training packages and accredited courses

**1C** Use training products that meet VET sector and quality assurance guidelines

# Select the appropriate training package or accredited course

Training packages and accredited courses are designed to apply to a broad range of contexts. This approach allows training organisations to customise the material to meet the needs of a given client or target group. Selecting the right training package or accredited course therefore depends largely on the needs of the client.

A trainer will be likely to be working in an RTO that has a particular suite of courses on scope, for a particular mode of delivery and target group. Their job will be to assess client needs, work out if there's a good fit between the client and the RTO, and customise products to fit the client's need.

The initial steps of understanding the client's needs and selecting the appropriate resources are vital to successfully developing contextualised training programs.

# 1A Confirm the client's training and assessment needs

Before beginning any training and assessment program, it is important that the needs of specific learners are clearly identified. By finding out as much as you can about your clients, you will be able to tailor the learning to meet their individual needs.

You may find that a client wishes to undertake a full qualification, part qualification, or an assessment-only pathway. Understanding how to deal with such diversity is a key skill for trainers and assessors.

You also need to understand how the learner is affected by social and cultural issues, and their past experiences of learning and education. Language, literacy and numeracy considerations will also shape your selection and delivery of training or assessment.

The first step is to identify your clients.

## Who are the clients?

The term 'client' simply refers to the person or organisation wishing to use your services for training or assessment to attain a formal recognition of skills and knowledge. Various clients are described below.

### Learners

Learners are the people undertaking the training, individually or in a group. Your clients could be:

▶ people attending public programs at a registered training organisation (such as TAFE or a private institution)
▶ people studying online
▶ distance learners
▶ apprentices
▶ trainees in an organisation.

### Assessment candidates

Assessment candidates are:

▶ learners who have recently completed training and wish to be assessed for a qualification or unit of competency
▶ people with sufficient prior learning or experience who wish to gain formal recognition of their competence through the recognition of prior learning (RPL) assessment process.

If you are working for an RTO you may be asked to conduct assessments of candidates from Certificate I through to vocational Graduate Diploma level, depending on the scope of the RTO and your personal competencies.

### Organisations

Corporate or organisational clients usually have specific training needs for their staff. You may be required to train or assess employees for job-specific outcomes. These may include licences, WHS qualifications, regulatory training such as complying with industry standards (for example, food handling), or basic operational training to improve staff performance and outcomes.

# Confirm training needs

Confirming a client's training needs depends on the type of client you are dealing with. In all cases you need to conduct a training needs assessment using a formal questioning process. The identified needs must be documented to produce a formal record you can use to plan the training.

You should also source information from the client's enrolment or human resources records, including:

▶ work, education and training history

▶ credits for units of study already completed

▶ language, literacy and numeracy levels

▶ Unique Student Identifier (USI).

Every student in VET is requited to have a USI. This will give them access to an online record of the training they have done since 1 January 2015. A comprehensive transcript of training can be generated to use when applying for a job, seeking a credit transfer or demonstrating that they meet prerequisites for further training.

# Individual learners

Individual learners may approach an RTO or trainer for advice – to clarify the options they have or to explain specific needs based on their own research or experience. You will need to find out what outcomes they are looking to achieve.

You can record these objectives in a variety of ways – using an interview or 'record of conversation' notepad during the initial contact with the client, or entering data directly into an information management system database. This depends on the systems used at your training organisation.

### Clients will be seeking outcomes such as:

▶ gaining a statement of attainment for a unit of competency

▶ achieving a qualification or licence for work or personal reasons

▶ refreshing or improving upon existing knowledge or skills

▶ filling skills or knowledge gaps that they have identified through self-evaluation

▶ preparing for the introduction of new equipment or technology

▶ making the most of a promotion to a more challenging position

▶ improving language, literacy and numeracy skills to meet job requirements

▶ improving work prospects

▶ gaining new skills to change career or life direction.

# Identify training needs

Based on the outcomes the client wishes to achieve, you can identify the type of training they need to undertake. Your recommendation can be supported by a range of resources and tools.

For example, the training organisation may go on to conduct a formal training needs analysis (TNA) to identify the specific skills and knowledge required and whether there are any gaps they need to fill. Most organisations have a formal TNA form or you can source an appropriate one from the internet or an organisation you are familiar with.

Ask your trainer for the 'Training needs analysis questionnaire' and 'Skill analysis' template samples. Aspire has included relevant templates in its *Trainer's and assessor's guide* for this unit.

# Determine course of action after consulting and negotiating with clients

It is important to consult and negotiate with clients to confirm their competency development needs and to provide them with relevant information. By discussing and identifying a person's training needs you can determine the course of action you need to take, and ensure that the client has some ownership of their learning program. It is a first stage in building an effective learning relationship with the client.

After consultation you may suggest an appropriate learning program or identify units of competency they need to undertake to fill skills gaps or to achieve a licence. Language, literacy or numeracy support may need to be incorporated into the learning program.

**Purpose of consultation and negotiation with clients**

▶ To clearly identify and prioritise the learner's needs and tailor the learning to meet these needs

▶ To identify social or cultural issues, educational experiences or LLN issues that may affect their ability to learn and the type of training or assessment you suggest

▶ To formulate a list of skills and knowledge, units of competency or accredited courses that directly apply to their workplace and job role

▶ To ensure the qualification broadly meets the needs of the client, their workplace and the industry they work in

▶ To determine any legislation and procedures related to the client's work, equipment they use, people they interact with and organisational policies and procedures

▶ To produce a formal record you can use to plain the training

# Australian Core Skills Framework

A useful document you should refer to is the Australian Core Skills Framework (ACSF), which describes levels of performance in learning, reading, writing, oral communication and numeracy. It can be used to check a person's performance against prescribed benchmarks and identify where their core skills need to be improved; for example, you can use the ACSF to compare the core skills required for a specific qualification with an assessment of the person's current skills. The unit of competency should have been mapped to the ACSF so that you can make an assessment about whether the candidate's LLN skills can meet the demands of training and assessment.

Addressing LLN issues in training and assessment is covered in detail in Aspire's learner guide *TAELLN411 Address adult language, literacy and numeracy skills*.

You can access the ACSF at: www.education.gov.au/download-acsf.

# Recognition of prior learning candidates

A client may apply to have their knowledge, skills and competence formally reviewed to determine whether they satisfy the requirements for a qualification. This process is referred to as recognition of prior learning (RPL).

In RPL, learners match their previous training, work or life experience with the skills and knowledge outlined in a qualification or performance benchmarks in an accredited course, and supply suitable evidence to verify competency. An assessor then assesses this evidence against the assessment criteria for the qualification. You may find that, during the RPL process, a person does not fulfil all the requirements for competence and needs to complete additional training or provide additional evidence. This is confirmed once you have questioned them, assessed the evidence they have supplied and identified where the skills gaps lie.

It may be suitable to suggest 'assessment only' pathways for some clients. This is for people who want to go straight to assessment without doing the training.

Organisations have policies and procedures for applying for RPL and current skills, knowledge and competence that you need to follow.

Following are two methods that can be used in the RPL process.

## Self-evaluation tool

The candidate answers a series of questions about themselves and their work experience, often in an online format. Self-evaluation tools are commonly used when the candidate is still considering their course of action. The tool can take the form of direct questions and answers, or a rating scale to gain insight into the candidate's thinking and potential direction.

## Interview/discussion

The candidate discusses their experience and existing qualifications with a trainer/assessor who helps them to identify opportunities for RPL and explains how they can collect and submit appropriate evidence. This is usually a formal discussion over the telephone or in person. You will need to record the client's responses on the appropriate form and analyse their options for RPL. If the candidate decides to proceed, you will need to schedule follow-up sessions and arrange to assess the evidence they have collected.

# Organisational clients

Organisations often specify training based on competitive or operational needs; for example, they wish their staff to hold particular licences or have qualifications at a certain level. In addition to the organisation's specific training requirements, you must ensure you identify and confirm any industry requirements that need to be factored into each person's training program; such as legislative and regulatory standards, WHS rules and processes, workplace procedures and existing training systems.

Training may be conducted in house by the organisation's learning and development department or the organisation may use the services of an external training provider either on site or off site.

You need to coordinate with a representative from the organisation (a training manager, human resources officer, line manager or supervisor) so you can conduct or access a training needs assessment for the organisation, department or individual learner.

The assessment is usually a formal process that can include the following:

### Staff survey

▶ A staff survey could take the form of a training needs analysis or skills audit, or a set of questions designed to identify training gaps or existing competencies. The survey identifies the skills and knowledge the person needs to have in their job and whether there are skill and knowledge gaps that need to be addressed with training.

### Interview

▶ An interview is often conducted with the client to establish their specific training needs and to ensure these needs align with the specific requirements of the organisation. It is your role to record, evaluate and report on the interview in order to create a training solution that meets those needs.

### Pre-training/assessment meetings

▶ A meeting of trainers, assessors and client representatives is held to ensure the client's needs and desired outcomes are appropriately addressed. Participation may include a self-assessment, as well as discussion of the tasks required in the job, organisational requirements and training delivery methods.

# Confirm assessment needs

You also need to identify and confirm a person's assessment needs. When a person is undertaking training in order to receive a formal qualification or statement of attainment they need to know that they will be required to undertake a formal assessment to verify their competency. In many cases, assessment is carried out progressively as learners are undertaking activities in their learning program; this is termed 'formative assessment'. At the end of the program, learners may be asked to do a final assessment; this is termed 'summative assessment'.

You must also consider any personal issues or environmental factors you have identified that may affect the assessment. For example, some qualifications require the learner to have access to specific people, resources and workplaces in order to complete their assessment. You will need to make sure that the learner is capable of accessing these resources.

For example:

▶ *CHCAGE005 Provide support to people living with dementia* – assessment requires some real interactions with people with dementia, their families and carers, and colleagues in an aged-care setting

▶ CHC33015 Certificate III in Individual Support – assessment requires 120 hours of workplace experience in a personal care setting

▶ Hospitality training programs – assessment requires access to customers, catering equipment and commercial kitchens.

## Example

### Confirm the client's training and assessment needs

The following example shows the type of questionnaire you could take to an interview with an organisational client.

| Assessment needs questionnaire | | | |
|---|---|---|---|
| **Question** | **Client's response** | **Recommendations** | **Agreed/ signed** |
| Do you wish to have your staff formally assessed at the completion of training? | Yes, they need to have their forklift licence by the end of the month | State-based recognised forklift training and assessment methods to be used | Client: D. Hill<br>RTO: M. Lee |
| How many staff would you like assessed? | Three | Arrangements to be made to allow sufficient time and resources for three staff to be trained and assessed | Client: D. Hill<br>RTO: M. Lee |
| When would you like the results of the assessment outcomes to be finalised? | 20 December at the latest | Training and assessment to be conducted prior to 15 December, allowing five days for the licences to be issued | Client: D. Hill<br>RTO: M. Lee |
| We can conduct the training on site or in our own facility; what is your preference? | On site | Training plans and assessment plans to be created to meet on-site facilitation | Client: D. Hill<br>RTO: M. Lee |
| What resources can you provide? | We have one forklift | Assessments to take place consecutively on or before 14 December<br><br>Assessment checklists to be provided by the RTO | Client: D. Hill<br>RTO: M. Lee |
| We will provide an assessor unless other arrangements are preferable | No, I'm happy with your assessor | Assessor to attend prior to 14 December and make arrangements for re-testing immediately after if necessary | Client: D. Hill<br>RTO: M. Lee |
| What are the necessary benchmarks? | Not sure – just the licence I assume | Licence criteria and vehicle criteria as set by the regulating authority<br><br>We can use your own procedures as a means to test the candidates | Client: D. Hill<br>RTO: M. Lee |

# Activity 1

Using either a new client who has approached you for advice on staff training, or the following case study, complete the tasks that follow.

## Case study

Craig is the owner of General Office Supplies, a company that supplies business equipment to office clients throughout the state. He has hired Lucy, who has just left high school, as a junior office assistant. He wants her to gain the necessary skills and knowledge to operate in their busy office environment. Lucy has completed several units from the BSB20115 Certificate II in Business as part of her high school studies.

Craig believes a qualification is the best outcome for his new staff member because it improves their employability and their loyalty to the business. However, Craig is concerned that a basic certificate does not meet the specific needs of his business such as using the company's information and email systems and understanding specialist office equipment. He has not had much experience with vocational and educational training and does not know how units of competency for a certificate can be customised and contextualised to meet client needs.

Craig approaches an RTO to discuss the best options.

Conduct a role-play with a classmate, colleague or your trainer; they will act as the client, business owner Craig. Alternatively, use a new client who you are working with to develop a staff learning program.

1.  Design a questionnaire to help you find out about the client's training needs and assessment requirements.

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2.  Conduct an interview with the client to record their needs.

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**Click to complete Activity 1**

# 1B Identify and source appropriate training packages and accredited courses

You may be asked to submit a draft proposal for a learning program in order to help the client clarify their desired outcomes.

Once clear outcomes are defined for a client, you will need to know how to source and access the training package or course and what to do to use them effectively. This involves research and analysis, and an ability to interpret and apply the various components of the selected training package or accredited course to ensure the program meets the client's needs.

Most often a trainer will be working in an RTO that has a suite of courses on scope, for a particular mode of delivery and target group. Their job will be to assess client needs, work out if there's a good match between those needs and the RTO's offerings, and customise one of the RTO's products to fit.

It is essential that the trainer know how to source information about training packages to make sure they are providing accurate information to the client.

## The national industry training system

Vocational training and assessment is provided across a broad range of workplace contexts and job roles. As a trainer and assessor you need to be aware of the various types of training packages and accredited courses on offer in your particular industry, as well as those that may affect your workplace now or in the future.

Endorsed training packages and accredited courses are the standard benchmark for industry training in Australia. They are based on industry collaboration, consultation and feedback. These products streamline training across Australia and improve the employability of people in industries that operate across state and territory borders.

Because training packages and accredited courses are based on extensive consultation they can be used for various purposes, such as:

▶ a skills checklist for employers and employees to identify training needs

▶ a starting point for codes of practice and standards audits

▶ a resource to inform position descriptions, training plans and performance reviews

▶ a basis for apprenticeships and traineeships.

The national training system provides key avenues for accessing and researching the information you need to know about current training packages and standards.

## training.gov.au

This is the government's national database of vocational education training packages, RTOs and accredited courses.

Training packages can be downloaded in full from training.gov.au. Accredited courses are listed but full information is not provided about them on the website. Accredited courses may be purchased from the developer.

## The Standards for RTOs 2015

A component of the VET Quality Framework, these national standards describe what an RTO must do to provide quality training and assessment services.

You can read the standards and how to apply them to training and assessing on the ASQA website at: www.asqa.gov.au.

## AQF

The AQF is a quality-assured national framework of qualifications in the school, vocational education and training, and higher education sectors in Australia.

This information is important when deciding the level of qualification the client is best suited to obtain. For example, a senior office manager would benefit from a Certificate IV or Diploma based on the level of work they carry out and desired outcomes.

The AQF also provides guidelines to the volume of learning – how long a learner who does not hold any of the competencies identified in the relevant units of competency or modules would take to develop all the required skills and knowledge.

You can access information about the 10 AQF levels at: www.aqf.edu.au.

## VQF/AQTF

These frameworks apply to RTOs and those wishing to delivery nationally accredited courses. They set out the standards and registration requirements that training providers must meet, and which aim to ensure quality and consistency in training. These include standards for training, training resources, support materials and staff development. Following the standards ensures the organisation uses training products that are relevant, up to date and in line with quality guidelines. If an RTO does not meet these requirements, they will not be able to offer a qualification or statement of attainment to candidates.

## Australian Industry and Skills Committee (AISC)

The AISC was established in 2015 to expand the industry role in policy direction and decision-making. The AISC is responsible for quality assurance and endorsement of training packages.

## Skills Service Organisations (SSOs)

Skills Service Organisations (formerly known as Industry Skills Councils) develop training packages in consultation with industry. They may also provide information to support delivering and assessing training based on units of competency.

For example, at the time of going to print, PWC's Skills for Australia website offers an interpretation guide for the TAE Training Package Release 2.0. Companion volume implementation guides produced by SSOs can usually be found via training.gov.au.

# Sources of training package information

There are other useful sources of information about a training package apart from the information contained in the package itself.

## VET industry organisations

▶ VET industry professional organisations and consulting services provide workshops, conferences and resources about training packages. One example is Velg Training, which holds a National VET Conference.

## Supervisor

▶ Your supervisor or other senior colleagues will be a good source of information.

## Registered training organisations (RTOs)

▶ RTOs may have additional information for trainers and assessors regarding training packages including specialist compliance staff or consultants. .

## Skills Service Organisations (SSOs)

▶ Resources to support the delivery of accredited courses and training packages can sometimes be purchased from the developer, which in most cases is an SSO. For example, SkillsIQ sells learner guides for training packages that it has developed.

# Terminology used in training packages and accredited courses

Vocational education and training has its own terminology and jargon with many acronyms. Terminology can be contextualised to meet the work context of the client. This means that people outside of Vet may not understand what certain acronyms means and may require a simplified explanation.

You can access a list of relevant terms, along with their meanings at:

▶ www.asqa.gov.au/standards/appendices/appendix-1.

Because the VET sector often undergoes changes and reforms, you must always check the date and version of training packages and related documents. The transition to streamlined training pages in recent years has changed the structure of training packages considerably in some cases, but some training packages still use an older structure and terms, such as 'range statement' and 'assessment guidelines'. In this learner guide, the term 'assessment guidelines' refers to general advice about assessment that can be found in the companion volume implementation guide and in requirements for industry.

The Overview section of this learner guide includes an explanation of key parts of the VET system and terminology associated with each.

Here are examples of concepts and terms that apply to training packages:

▶ Access and equity: Applying access and equity principles to training and assessment means meeting the individual needs of learners regardless of their age, gender, ethnicity, disability, sexuality or any other personal characteristics that could be a basis for discrimination or difficulty accessing training.

▶ Assessment: Assessment means collecting evidence and making decisions as to whether or not a learner has achieved competency. Assessment is used to confirm that the learner can perform to the expected workplace standard, as outlined in the units of competency.

▶ LLN: This stands for language, literacy and numeracy, three key areas in which learners may require evaluation and support to make sure they can complete their training.

▶ AQF: This stands for Australian Quality Framework, a policy framework that defines all nationally recognised post-compulsory education and training in Australia.

# Competency-based training

Training packages and accredited curricula serve as benchmarks in a competency-based VET training and assessment system. A training package is a set of nationally endorsed standards and qualifications that describes the skills and knowledge that people need to perform effectively in the workplace. Training packages are based on industry collaboration, consultation and feedback.

Competency-based training is the approach taken:

▶ in developing training packages

▶ in delivering training and assessment based on training packages.

It is not enough for a learner to know how to complete a work task in theory; they must be capable of applying skills in a workplace. Developers of training packages strive to ascertain what a worker would need to know and do to be competent in a role. Consequently, when a learner is enrolled in a program based on units of competency from a training package, these provide the standards against which assessments are made. The person is assessed as either 'competent' or 'not yet competent', helping to identify where the person's core skills need to be improved.

Training packages and accredited courses are both national benchmarks. This means that attaining the standards required in either a training package or an accredited course results in a nationally recognised qualification. This is important for clients wishing to attain a recognised qualification and for clients undertaking RPL who may have the required skills and knowledge to be awarded a qualification.

# Accredited courses

Accredited courses are structured as modules or units of competency similar to those you will find in a national training package. They are usually accredited for a short period (up to three years) and are written to meet industry, enterprise or community needs. After this period, they are included in an updated version of an existing training package.

Accredited courses are listed on the National Register at training.gov.au. However, it is important to note that they are owned by the developer and approval from the developer is required to implement the course. If you are involved in designing and developing a learning program based on an accredited course, you need to confirm

that approval has been received from the copyright owner as well as complying with the VQF/AQTF, which is also applicable to accredited courses. You will also need to check the currency of the course.

Being familiar with the format and structure of an accredited course will enable you to create an appropriate method of delivery and assessment. You can find examples of accredited courses such as those listed below on the training.gov.au website:

▶ 91507NSW Advanced Diploma of Aboriginal Specialist Trauma Counselling
▶ 52738WA Advanced Diploma of Aeronautics – Airline Transport Pilot

# Format and structure of accredited courses

All accredited courses are structured in a similar fashion for the purpose of national consistency and cross-sector linking.

You can see the information that must be provided to ASQA when an application for course accreditation is made in the document 'Accredited course document template' which can be found by searching the document name at: www.asqa.gov.au.

| **The basic training package structure includes:** | |
|---|---|
| ▶ title and details of the developer and copyright owner<br>▶ modification history (from previous versions)<br>▶ preliminary information and overview<br>▶ industry introduction<br>▶ foundation or generic skills | ▶ credit arrangements<br>▶ qualifications<br>▶ assessment requirements<br>▶ units of competency. |

# Endorsed components of streamlined training packages

The following components of a training package are known as 'endorsed components'. This means that they are endorsed by the Skills Service Organisation or its delegates and updated regularly to reflect evolving best practice in industry.

**Units of competency**

▶ Units of competency define the skills and knowledge needed to operate effectively in the workplace and state how they need to be applied. Satisfactory completion of assessment requirements for a unit of competency indicates that a person is competent in using particular skills and has particular underpinning knowledge.

**Assessment requirements**

▶ Every unit of competency has assessment requirements. These specify the evidence and conditions for assessment. Assessment is based on performance evidence, performance criteria and knowledge evidence.

### Qualifications

▶ Qualifications are groupings of units of competency ranging from Certificate I through to Graduate Diploma level that comply with the Australian Qualifications Framework. To gain a qualification, a learner must be assessed as competent in all units of competency that make up the qualification.

### Credit arrangements

▶ There are credit arrangements between training package qualifications and higher education qualifications in accordance with the AQF. These arrangements create pathways that allow learners to move between educational sectors.

Training packages also contain other information. Many of these components are unendorsed and removed from streamlined training packages and are now in the implementation guides/companion volumes. For example:

▶ Packaging rules
▶ Modification history
▶ Licensing/regulatory information
▶ Skill set requirements
▶ Pathways information
▶ Entry requirements

# Non-endorsed components of a training package

SSOs are required to publish a companion volume implementation guide when they revise a training package. These guides are a 'non-endorsed component' of the training package. They are designed to help providers implement the training package but are not mandatory requirements more advice and guidelines to assist trainers and RTOs.

Other non-endorsed components include:

▶ learner guides
▶ assessment tools and instruments
▶ professional development material for trainers/assessors
▶ resources to facilitate the teaching, learning and assessment processes.

**A companion volume implementation guide includes:**

▶ version control and modification history
▶ mapping information
▶ regulatory and licensing information
▶ entry requirements, pathways advice and accessibility requirements
▶ resource and equipment lists
▶ links to learning strategies, knowledge and assessment guidance (in some cases).

# Identifying the appropriate training package

Once the client's needs are known, you need to select a relevant training package (or use the training package that has already been identified for the client) and an appropriate qualification. You can access training packages and units of competency at training.gov.au.

Base your decision on the industry in which the client is working or wishes to work and the level they will be working at.

### Process for identifying relevant training

**1**

**Read rules**

You may find that there is one training package that you will primarily use, but that another one offers some relevant units that you might select as electives. Make sure you read the rules about using units from more than one training package for a qualification. For example, the qualification description may say: 'Units may be selected from other endorsed training packages in accordance with other packaging guidelines for this qualification'. This is known as customisation.

**2**

**Consider AQF level**

You need to select a unit or a qualification that best meets the client's needs from the many available in any given training package. To do this, you need to be familiar with the AQF levels.

**3**

**Consider job role and learner**

AQF levels match work skill levels. At a junior office level, a learner needs skills to perform the routine requirements of their day-to-day job, so Diploma-level skills are unnecessary. Analyse units within the qualification to determine whether they would add value to the learner's work outcomes.

**4**

**Assess LLN skills**

Trainers and assessors also need to be aware of the LLN levels of their clients and the LLN demands of the qualification they select. You need to use the Australian Core Skills Framework to map the LLN of the training package you select, using your knowledge of the industry, the training context and the level of skill required by the work role.

**5**

**Examine units of competency**

You also need to examine the individual units of competency (core and elective) that make up the various qualifications in a training package.

# AQF guidelines and levels

The AQF guidelines include:

- the level of information required, which determines the qualification level
- advice on issuing qualifications (including how and when)
- cross-sector links between levels of qualifications; for example, how a diploma compares with a bachelor degree
- national recognition principles for RPL
- guidelines on the volume of learning.

Here is a brief description of characteristics of AQF qualifications:

| AQF qualifications |
|---|
| ▶ AQF level 1/Certificate I: Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning. |
| ▶ AQF level 2/Certificate II: Graduates at this level will have knowledge and skills for work in a defined context and/or further learning. |
| ▶ AQF level 3/Certificate III: Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning. |
| ▶ AQF level 4/Certificate IV: Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning. |
| ▶ AQF level 5/Diploma: Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning. |
| ▶ AQF level 6/Advanced Diploma: Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning. |
| ▶ AQF level 7/Bachelor Degree: Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning. |
| ▶ AQF level 8/Bachelor Honours Degree/Graduate Diploma: Graduates at this level will have advanced knowledge and skills for professional highly skilled work and/or further learning. |
| ▶ AQF level 9/Masters Degree: Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning. |
| ▶ AQF level 10/ Doctoral Degree: Graduates at this level will have systematic and critical understanding of a complex field of learning and specialised research skills for the advancement of learning and/or for professional practice. |

Source: www.aqf.edu.au/aqf/in-detail/aqf-levels/

**Example**

### Identify and source appropriate training packages and accredited courses

Training manager Dave is looking for a relevant training package to develop materials for new staff members at a hotel resort business. He goes to the training.gov.au website to scan the relevant training packages.

He discovers that the BSB Business Services Training Package, the SIR07 Retail Services Training Package and the SIT Tourism, Travel and Hospitality Training Package all have units that could apply to his staff's work environment. To narrow down his search, he lists the needs of the organisation, which include:

▶ an industry-relevant qualification

▶ transferable skills and knowledge

▶ efficient, measureable and effective staff outcomes.

By doing this, Dave identifies that having an industry-specific qualification is more important to his staff than having generic business or retail qualifications – so he decides to look more closely at the SIT Tourism, Travel and Hospitality Training Package.

In the SIT training package he identifies several cross-sector competencies that could lead to a qualification in hospitality. These include:

▶ *SITXCCS002 Provide visitor information*

▶ *SITXCCS006 Provide service to customers* (Release 1)

▶ *SITXCCS007 Enhance customer service experiences* (Release 1).

He chooses these units based on their applicability to the new employees' job roles, and because they are entry-level units suitable for people who are starting out in the hotel industry.

# Activity 2

Continuing from Activity 1, identify the training package and qualification that you would recommend for the learner in question. This recommendation could be for your own client's staff or for Lucy, the junior administrative assistant in the case study.

(Note that your focus needs to shift from 'business owner as client' to 'learner as client' for this activity.)

1. List the code and title of the training package you have selected.

2. Explain how you will source this training package.

3.   List the qualification you would suggest.

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4.   Explain why you have chosen this training package and this particular AQF level.

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5.   Identify three non-endorsed components of a training package and explain the general function of these components.

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6.   Identify three sources of training package information.

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**Click to complete Activity 2**

# 1C Use training products that meet VET sector and quality assurance guidelines

The term 'training product' includes training packages, qualifications, accredited courses and subsets of these such as a unit of competency or skill set.

Training organisations use training and assessment products from a range of sources to deliver learning and assessment services to their clients. Training package support materials are produced by a range of stakeholders such as RTOs, SSOs, individual trainers and assessors, private and commercial developers, and government agencies.
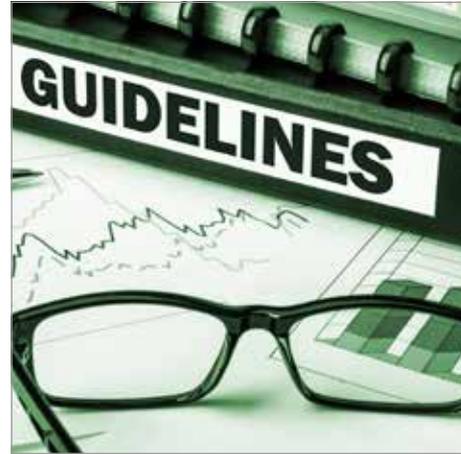
Training organisations must have systems in place that allow them to meet the VQF/AQTF registration requirements as well as the industry standards that apply to their operations. These standards often align with existing national or international standards for continuous improvement. The standards outline the steps an organisation must take to qualify as an accredited quality-assured organisation. You need to understand the organisation's quality assurance standards to ensure the materials you source and use meet national and organisational quality standards.

Quality assurance processes and guidelines are built into the VQF. The main regulator, ASQA, has a responsibility to audit organisations to check, amongst other things, that an RTO's training products meet VET sector and quality assurance guidelines.

A training organisation may be an accredited RTO or it may be an organisation working in a partnership arrangement with an RTO to provide recognised training and assessment services. Training organisations have quality assurance policies and procedures to ensure their training and assessment, including the products they use to assist them, meet quality guidelines. You need to understand what these quality assurance standards are to ensure the materials you source meet national and organisational quality standards.

## RTO quality assurance systems

Training organisations must have systems in place that enable them to meet the VQF/AQTF registration requirements as well as industry standards. These standards often align with existing national or international standards for continuous improvement. The common standards are:

▶ AS/NZS ISO 9000:2016 Quality Management Systems – Fundamentals and Vocabulary; this is the standard for quality management systems; it provides guidance on the fundamentals of quality management

▶ ISO 9001:2015 – Quality Management Systems – Requirements; these are incorporated in the above standard, but are often used as a stand-alone quality standard.

These standards outline the steps an organisation must take to qualify as an accredited quality-assured organisation. They include standards for training, training resources and staff improvement. Following these standards ensures that the organisation uses training products that are relevant, up to date and in line with the quality guidelines of the client organisation.

You need to understand the organisation's quality assurance standards to make sure that the materials you source and use meet national and organisational standards.

While endorsed training packages and accredited courses obviously meet quality guidelines, it is the support material developed to assist trainers and learners – such as learning guides, assessment banks and trainer guides – that need to be scrutinised to ensure they meet the organisation's quality assurance policies and procedures. This support material needs to meet the requirements of the training package they align to and address all aspects of each unit of competency, such as the required skills and knowledge, foundation skills, performance criteria and assessment requirements.

# Meet VQF/AQTF requirements

The VQF is intended to achieve consistency across the VET sector. Learners and employers need to have confidence that their training is adequate and has led to the acquisition of the necessary knowledge and skills to be competent in roles that the certificate qualifies them for.

RTOs must be adequately resourced and managed to deliver training programs to national standards. Their training and assessment activities must meet the quality assurance requirements set out in Standard 2 of the Standards for RTOs 2015.

ASQA is responsible for conducting registration and compliance audits. In Victoria for example, the Victorian Registration and Qualifications Authority audits RTOs against the 2016 VRQA Guidelines for VET Providers and the AQTF's Essential Conditions and Standards for Continuing Registration. RTOs registered with ASQA must provide an annual summary report to ASQA of their performance as regards learner engagement, the satisfaction of the employers involved in the training or with the RTO and competency completion.

Accredited courses must meet the Standards for VET Accredited Courses 2012. ASQA has responsibility for accrediting courses. The ASQA website lists steps for developing an accredited course and submitting it for accreditation. When a training package unit that contributes towards the course outcome exists, it must be used. A course is accredited when it is confirmed that the course meets quality assurance requirements.

# Responsibilities of training package developer

Skills Service Organisations are responsible for developing training packages. At the time of going to print, the SSOs are:

▶ SkillsIQ

▶ Artibus Innovation

▶ Skills Impact

▶ PwC's Skills for Australia

▶ Australian Industry Standards

▶ Innovation and Business Skills Australia

Each organisation works on particular training packages.

**Skills Service Organisations:**

▶ consult with industry, RTOs and other stakeholders to research what needs to be included in the training package

▶ liaise with external developers and writers to create training packages based on the National Skills Standards Council's Standards for Training Packages

▶ put training packages forward for endorsement by the national accrediting authority to ensure they are compliant with the VQF/AQTF

▶ publish training package information on the National Register website

▶ undertake regular reviews of training packages for currency and relevance.

# Standards for training packages

Training packages are developed in line with the National Skills Standards Council's Standards for Training Packages to ensure they are of suitable quality and that they meet the workforce development needs of industry, enterprises and individuals. These standards apply to the design and development of training packages for endorsement by the Australian Industry and Skills Committee (AISC).



The Standards for Training Packages can be viewed on the Australian Government Department of Education and Training website at: https://docs.education.gov.au/node/37157.

# ASQA

ASQA is the national regulator for the VET sector. It oversees VET providers and accredited vocational education and training courses.

Its responsibilities are set out here:

**Maintain standards**

▶ Ensure VET course quality is maintained through the effective regulation of training providers and accredited courses.

**National regulator**

▶ Work with other regulatory, funding and policy bodies to ensure training providers maintain high-quality training provision.

**Carry out audits**

▶ Ensure that RTOs meet the requirements of industry-developed training packages so that VET graduates have the required skills and competencies for employment.

**Prevent duplication**

▶ A course will not be accredited if the outcome can be achieved from a training package.

Responsibilities are met though fulfilling its functions.

### ASQA functions

▶ Registering training providers as 'registered training organisations' (RTOs)
▶ Registering organisations on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) to deliver training to international students on student visas
▶ Ensuring that organisations comply with the conditions and standards for registration
▶ Carrying out compliance audits
▶ Accrediting vocational education and training (VET) courses

# Identifying quality training resources

If a training provider finds that training resources do not meet quality standards, they will need to know how to source new resources that meet their quality assurance requirements.

Many training organisations have preferred suppliers of training resources that they can rely on to source good quality products. Having a preferred supplier means that the resources have been through a stringent process to ensure they meet industry needs and quality requirements. Providers can then be confident that the products they use meet their own quality assurance policies and procedures for training resources.

### Characteristics of quality training resources

▶ Reflect current industry practice
▶ Reflect current training and education practice and theory
▶ Adaptable (if your organisation delivers training in various contexts and modes)
▶ Reflect the context, mode of delivery and target group (if you deliver to a particular demographic)
▶ Meet learner requirements for the relevant AQF level
▶ Assess competency development throughout the learning material
▶ Written and presented clearly and easy to use
▶ Good production standard
▶ Reliable supply available

# Training products

### Learner guides

These are designed to cover the skills and knowledge content of the training. Quality learner guides use a pedagogical approach that leads the learner through the necessary steps to understand and complete tasks in accordance with the applied standards or benchmarks. There is no governing standard for the production of learner guides.

## Delivery plans

RTOs must provide evidence of planning their training to comply with VQF/AQTF standards. Delivery and session plans are produced for specific learner groups or courses and must demonstrate how the trainer or RTO conveys the necessary information to the learner. These plans should also demonstrate how learners would experience the four dimensions of competency during their training, which are:

▶ performing the skills required to complete a work activity to the required standard

▶ managing a number of different tasks to complete a whole work activity

▶ using problem-solving skills to resolve issues that arise

▶ working well with stakeholders and following workplace policies and procedures.

## Training materials

Training materials such as slide presentations, sample products, checklists, instructions and processes, and other content-specific materials must meet the quality guidelines outlined in the RTO's policies and procedures. For example, the RTO's guidelines may:

▶ place a limit on the number of instructional points per slide

▶ reflect the requirements of legislation, such as privacy, WHS and anti-discrimination

▶ reflect the requirements of the VQF/AQTF, such as continuous improvement and alignment with units of competency

▶ include the procedures and standards of the industry they provide for, such as the WHS needs of the mining industry or the disclosure and confidentiality rules of the financial services industry.

## Assessment plans and instructions

Assessment plans and instructions for the candidate and the assessor are produced to ensure the RTO meets the rules of evidence and principles of assessment. These quality indicators are administered by ASQA or state training authorities under the auspices of the VQF/AQTF. Reasonable adjustments must be made for clients with special needs, such as allowing additional time for an assessment or providing adaptive technology.

## Assessment materials

Assessment materials must meet the VQF/AQTF guidelines. That is, they must be valid, reliable, flexible and fair (the four principles of assessment). They must also be designed to gather evidence that is authentic, current, sufficient and valid (the four rules of evidence).

Assessment materials must be validated regularly to ensure they meet these standards. Any changes to assessment materials, including plans and instructions, must be filed in accordance with organisational procedures, which in turn must meet the record management standards of the VQF/AQTF.

**Example**

## Use training products that meet VET sector and quality assurance guidelines

After an initial meeting with her industry client, Stephanie researches existing training products to use for the on-site delivery of CHC33015 Certificate III in Individual Support. Stephanie is working with a new client and representing the RTO. After checking the training.gov.au website for confirmation that the qualification is current and therefore quality assured, her next stop is to look at the RTO's existing materials. They have copies of the training package and learner guides for each of the units her client wants to complete. But Stephanie wants to make sure that the materials are up to date and in line with the latest industry knowledge.

The RTO manager, Nakita, is happy to discuss the RTO's policy on regularly updating and improving its training materials with Stephanie. She shows Stephanie the record of improvements done on the learning materials that included consultation from local industry – and the validation report for the last time the assessments were audited and improved. Everything has been updated within the last three months. Nakita also shows Stephanie how the validation of the assessments ensures that the RTO meets existing VQF/AQTF quality guidelines.

With all this evidence, Stephanie is confident that the materials meet the quality assurance processes for RTOs and the needs of the industry sector.

# Activity 3

Research existing training material that could support the delivery of training to the client you are working with, or to Lucy, the junior administrative assistant in the case study.

1. List the products you have chosen, including the support material.

2. Explain how you will ensure that the materials you have chosen meet the industry quality assurance standards.

3. Explain how you will ensure that the materials you have chosen meet the RTO's policies and standards.

4. Explain how training products can include the dimensions of competency.

<div style="text-align:center;background:#F5911E;color:#FFFFFF;padding:10px;font-weight:bold;font-size:1.4em;">Click to complete Activity 3</div>

# Summary

1. Clients can be individual learners, candidates for assessment or organisations representing one or more learners.

2. A client's training and assessment needs can be confirmed through survey questionnaires, one-on-one interviews, or meetings that involve participants from the RTO and the client organisation.

3. Training packages are flexible, national products developed by industry to ensure quality training outcomes that meet current and emerging vocational skill needs. They are endorsed by the Australian Industry and Skills Committee and published on the training.gov.au website.

4. Accredited courses are developed when there is no existing training package that meets a current and appropriate industry need. They have a similar structure and format to training packages.

5. Training resources are the products used to deliver training and assessment to learners.

6. Training resources used by RTOs must meet the quality assurance standards applicable to that RTO and to the industry for which it supplies training. In order to comply with the VQF/AQTF, an RTO must continuously analyse and improve its training resources.

# Topic 2

In this topic you will learn how to:

**2A** Interpret qualification rules and determine licensing requirements

**2B** Determine suitable electives

# Analyse and interpret the qualifications framework

One of the most challenging tasks a trainer can undertake is to design a qualification that meets a client's needs while complying with the rules of the given training package.

You need to be familiar with the sections in the training package that explain the qualification rules for a specific qualification. Licensing requirements must also be considered for some job roles and industries.

You need to study the qualification and the range of electives that are suggested. Knowing the client's training needs will help you select the most appropriate units.

# 2A Interpret qualification rules and determine licensing requirements

Most training packages are similar in the way information is presented, and each one has sections relating to qualifications. It is important that you thoroughly understand any qualification that you are considering using to address client needs.

Each qualification has instructions that explain how the qualification may be 'packaged' to suit a variety of contexts. These instructions are called the 'packaging rules' and in most cases allow the course designer to create specific, job-focused courses relevant to their target clients.



## Packaging rules

Packaging rules state how training may be customised. The rules provide guidance on selecting units that will suit the needs and circumstances of clients and set limits so that qualification requirements are met.

The packaging rules cover the following important points:

### Total number of units

▶ The rules state the total number of units required to complete the qualification; for example, TAE40116 Certificate IV in Training and Assessment requires learners to complete 10 units.

### Number of core and elective units

▶ The rules state the number of core and elective units required to complete the qualification; for example, TAE40116 Certificate IV in Training and Assessment requires learners to complete nine core units and one elective.

### Core units

▶ The core units represent the skills and knowledge that are essential to carrying out the role according to industry. They are listed by code and title.

### Elective units

▶ The elective units provide a choice for the trainer and learner to select competencies they believe will suit job requirements and meet local industry needs. The rules specify which electives may be chosen; this may be restricted to the elective list for that qualification, or you may be able to choose units from another training package. The rules will also tell you how many units you can select from a lower or higher qualification level.

# Qualification description

The qualification description provides information that is relevant to determining whether the qualification is suitable for a client or clients. It describes the targeted job role and may provide information about assessment as well. Reading and interpreting it confirms whether the qualification chosen is appropriate.

For example, the qualification description for CHC43515 Certificate IV in Mental Health Peer Work states:

'This qualification reflects the role of workers who have lived experience of mental illness as either a consumer or carer and who work in mental health services in roles that support consumer peers or carer peers....To achieve this qualification, the candidate must have completed at least 80 hours of work as detailed in the Assessment Requirements of units of competency.'

# Determine licensing requirements

Some industries and occupations require workers to have a licence to perform a particular function or role. It is therefore crucial to identify, access and understand all relevant licensing requirements for the industry/courses you are delivering in order to comply with your legal obligations.

The licence may be included in a unit of competency as part of a qualification or it may be a stand-alone licence. Workers who pass the assessment will be certified using a licensing or accreditation system governed by an industry body or state licensing regulator. Because licensing is administered on a state or territory basis, you need to keep up to date with the current regulations.

Licences and accreditation may include the following.

### Vehicle operation

▶ Truck, forklift, and car licences

### Machinery operation

▶ Drilling machinery, assembly and plant equipment

### Electrical licences

▶ Domestic and high-tension electrical licenses

### Trade 'tickets'

▶ For working in specific trades e.g. General Construction Induction Card

### Work environment

▶ 'Working with children' check
▶ Police record check
▶ Confined spaces; at heights
▶ Food handling
▶ Liquor and gaming industry licences
▶ Weapons licences

# Prerequisites and entry requirements

A prerequisite is a set of skills and knowledge that the training package or accredited course has identified must be demonstrated prior to a person undertaking, delivering or assessing a unit of competency. Prerequisites apply to learners, trainers and assessors.

## Learners

Increasingly, entry requirements are described as nil. This leaves it up to RTOs to judge whether a prospective learner has the necessary knowledge and skills to undertake the course. This follows from Clause 1.2 of the Standards for RTOs 2015. Even if there are no specified entry requirements, the RTO has to determine entry/ eligibility requirements depending on its capacity, and on the course duration, mode of delivery and context. The RTO must consider the learner's age, LLN level and IT skills, as well as their access to a workplace, equipment and work placements.

TAE40116 provides an example of a qualification that does have entry requirements for learners:

'Those entering this program must be able to demonstrate vocational competency in their proposed teaching and assessing area. Vocational competency is defined as broad industry knowledge and experience, and may include, but is not limited to, holding a relevant unit of competency or qualification.'

## Trainers and assessors

Prerequisites for trainers and assessors can be found in the Assessment Conditions of the individual unit of competency. Clauses 1.13–1.16 of the Standards for RTOs 2015 deal with requirements for trainers and assessors.

Clause 1.13 states that an RTO's training and assessment staff must have:

▶ vocational competencies at least to the level being delivered and assessed
▶ current industry skills directly relevant to the training and assessment being provided
▶ current knowledge and skills in vocational training and learning.

You can read the relevant clauses and ASQA's advice on what this means for an RTO at: www.asqa.gov.au.

**Example**

## Interpret qualification rules

James is seeking to gain a BSB30115 Certificate III in Business that suits his current and possible future roles at the carpet factory where he has been employed for two years. His manager agrees, and approaches a local RTO to create a relevant training program. A trainer with experience in business qualifications, Isabel, is assigned to the job. She agrees that a Certificate III qualification is appropriate for James.

James, Isabel and James's manager arrange a meeting to discuss electives. Beforehand, they review a summary of the packaging rules in the BSB Business Services Training Package prepared by Isabel.

Total number of units = 12 (1 core unit plus 11 elective units)

7 of the elective units must be selected from those listed

The other 4 elective units may be selected from the remaining elective units listed or from any accredited course or training package (must be at same qualification level)

If not listed below, 1 elective unit may be selected from a Certificate II qualification and 2 elective units may be taken from a Certificate IV qualification

Elective units must be relevant to the work environment and the qualification, align to the AQF and contribute to a valid, industry-supported vocational outcome

Isabel explains the broad scope of possibilities when interpreting the packaging rules of a qualification. Each unit must build on James's understanding, but also be relevant to his job requirements. It is also important not to choose electives that are too similar in outcome.

The group discusses how they can use the electives to form a relevant training program for James.

# Activity 4

Research the packaging rules of at least two qualifications. (Select the qualifications from different training packages and at different AQF levels.) You should consider who the qualification would be suitable for. One of the training packages should be the qualification for the client you are currently working with, or for Lucy from General Office Supplies from the case study.

1.  Use the layout below to summarise your findings or prepare a similar table.

| Training package | Qualification (AQF) level | Number of core units and elective units | Summary of packaging rules |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |

2.  Are there any licensing requirements or prerequisites for these qualifications?

**Click to complete Activity 4**

# 2B Determine suitable electives

Elective units allow training developers to customise learning content to best meet the needs of their clients. As discussed, client needs vary greatly, so it is important to understand the specific needs of an individual or group before creating the learning program. You need to have skills to analyse, interpret and apply the various components of selected training packages and accredited courses. You will also need the communication and interpersonal skills to collaborate with clients and others.

It is important to determine suitable electives for the following reasons:

▶ Specific work outcomes may not be met if unsuitable electives are chosen.

▶ If industry advice is not taken into account, the elective chosen may not meet future industry requirements.

▶ If a client (whether an individual or an organisation) considers the unit to be suitable, they are likely to have more engagement in, or support for the training.

▶ Electives must meet a specific work outcome.

You must also ensure the RTO has the resources to provide a particular elective and that the workplace can support the learner with the equipment and resources needed for that elective.

## Identify electives

An elective is a unit of competency that can be selected as part of a qualification. A person chooses to do a particular elective in order to make the qualification relevant to their workplace and training outcomes. Electives are created by training package developers in consultation with industry groups to ensure the units are needed in the industry, and can produce outcomes that are desirable to employers.

Most training packages allow for flexibility and provide an extensive list of electives that can be selected, including units from other endorsed training packages. The packaging rules also state whether electives can be chosen from higher or lower AQF levels than the qualification the person is doing. There may also be a reminder not to choose electives that are similar in content.

## Select electives

You may be involved with choosing electives for a specific client, or choosing electives for a learning program you are developing for a range of people.

Electives should be chosen to meet the needs of the client and a specific work outcome. Here are steps in selecting electives.

## Consult with industry

Ideally, industry engagement results in a list that directly applies to the workplace and job role. Of course, you can consult directly with the employer when dealing with organisational clients and learners undertaking traineeships and apprenticeships.

When dealing with public enrolments, you must create a qualification that broadly meets the needs of target groups. Again, industry engagement is important. It is a VQF/AQTF requirement for RTOs and is essential to make sure that the qualification (including the selection of electives) meets a current industry need. Institutions may not be able to offer the entire range as listed in the training package because they need to make effective use of limited resources.

RTOs can change electives that are allowable within their scope of registration.

## Consider goals

Once you are familiar with the range of electives on offer, you need to decide which ones enable the client to meet the outcomes that you and the client have established (see section 1A). For example, the client may want to fill a skills gap or a language or literacy need; their employer may want them to focus on a specific learning stream; or they may need to gain a licence. These needs help you select units that achieve the client's outcomes as part of a balanced learning program.

## Discuss options

Discuss the range of electives with the client and/or the client's manager or training supervisor. You need to be familiar with all the elective units of competency in the qualification you are dealing with so you can describe what each unit involves and advise on its appropriateness for the needs of the client and the organisation. The client and manager can then consider whether it is appropriate for the client to do.

## Communicate effectively

Make sure you speak clearly and unambiguously so everyone knows what the unit contains and what would be expected of the learner. Listen to their views and consider options they suggest. Give everyone plenty of time to consider your advice and suggestions. If you need time to research other training packages before providing advice, then let them know and get back to them as soon as you can with the information. Choosing hastily could have negative consequences later on.

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**Example**

### Determine suitable electives

A training organisation is developing a BSB30715 Certificate III in Work Health and Safety and BSB41415 Certificate IV in Work Health and Safety for delivery to local and state government clients. In their initial audit, the State Training Authority auditor asks how they have met the VQF/AQTF requirement of industry engagement to ensure they have considered the most appropriate electives.

The RTO manager outlines how he has accessed the list of electives from the BSB Business Services Training Package and has also chosen units from the LGA04 Local Government Training Package. He explains how he created three alternative course outlines and summarised each one to send out to local government representatives and a member of the State Training Authority and state safety regulator for feedback.

He shows how each representative provided feedback and how this feedback was used to formulate the final course structure.

# Activity 5

1.  Research and list the assessor requirements for *SISFFIT019 Incorporate exercise science principles into fitness programming* from the SIS Sport, Fitness and Recreation Training Package.

2.  List key requirements for all trainers and assessors as stated in Standards 1.13–1.15 of the Standards for RTOs 2015.

3.  What are the additional requirements for trainers and assessors delivering TAE40116 Certificate IV in Training and Assessment?

**Click to complete Activity 5**

# Summary

1. Qualification packaging rules set out the core and elective units that make up a qualification program.

2. The packaging rules may allow for the use of units of competency from other training packages.

3. Licences administered by industry or state/territory bodies are required for operating vehicles; using equipment, weapons and machinery; working in high-risk areas; and working with particular groups.

4. Prerequisites for trainers and assessors are included generally in the Standards for RTOs 2015 and specifically in the assessment conditions of a unit of competency.

5. Prerequisites and entry requirements for learners are in included in the training package and the units of competency of a training package. They align with VQF/AQTF and industry requirements. The RTO is responsible for ensuring students do not take on a program they cannot complete.

6. Electives should be chosen to meet a specific work outcome. This must be done in consultation with industry or the client and their training supervisor or manager.

# Topic 3

In this topic you will learn how to:

**3A** Select skill set, unit or module to meet client needs and document reasons for selection

**3B** Read, analyse and interpret selected unit or module and links

# Analyse and interpret units of competency and modules

Units of competency (and accredited course modules) are designed to meet specific training needs in an industry. The outcomes of each unit, however, must apply to the work environment of the target client or group. You are required to analyse and interpret how each unit fits the training needs of your clients. To do this, you need to understand how they are constructed and how the various components can help you to select the appropriate units.

# 3A Select skill set, unit or module to meet client needs and document reasons for selection

Training needs vary between clients. Whether they are looking for a qualification or a specific work-related training outcome, you need to support them by offering advice and helping them make the decisions on which units or modules best suit their requirements. To achieve this you need to analyse units of competency to see how they can be used for a range of applications and purposes to meet the needs of the diverse range of VET clients.

## Skill sets

Skill sets are single units of competency or combinations of units of competency that link to a licence, regulatory requirement or defined industry need. They build on a relevant qualification and enable a qualified worker to move laterally into work areas addressed by the skill set or to broaden their skill base in relation to the services they provide.

For example, anyone wishing to undertake work in telecommunications cabling requiring ACMA 'Open' Cabling Provider Registration with underground endorsement must have a prescribed skill set that includes the unit *UEENEEE102A Fabricate, assemble and dismantle utilities industry components*.

It may be important to consider skill sets when arranging RPL, providing advice about qualifications or suggesting career paths for workers.

Read the information relating to skill sets in the training package/s you are working with to identify any linked units of competency that are relevant to the client's learning program.

## Identify appropriate units

The methods for identifying and selecting appropriate units for a client vary depending on the type of client and the RTO's policies and processes. Here are some of the possible selection methodologies that may be used with each client type.

**TAFE or private RTO client**

Selection of the units for a qualification may be learner driven or prescribed by the RTO based on industry feedback and commercial viability.

A learner-driven approach allows the learner to select from a set of units that may be delivered individually or in small clusters to suit their specific requirements. This is usually done with the assistance of a course advisor from the RTO, using published literature and web-based information to support their choice.

Selections for public learning programs are usually decided on by RTO managers based on feedback from clients, industry input, marketing surveys or personal knowledge of the industry.

**Organisational client**

Organisational clients usually have specific work outcomes and objectives to meet. Unit selection should therefore be done in close communication with the client representative to ensure appropriate competencies are chosen. Appropriate units are those that combine to achieve the organisation's objectives and desired training outcomes, and must be considered on a case-by-case basis.

**Assessment-only clients**

Units may be selected by the client (if they have knowledge of the current units and qualification packaging rules) or by a trainer/assessor in consultation with the client and/or their supervisor. The appropriate method will rely on the client's knowledge and ability to provide evidence.

Conducting an assessment-only activity requires you to identify the qualification or outcome required and analyse the client's current competencies in order to select the appropriate units.

# Consider employability of learner

In all cases, there is a need to take into account the employability of the learner or assessment candidate at the end of the process. Employability refers to the level of skills and knowledge the person possesses and is able to prove at the end of the training and assessment process. Proof can be in the form of a qualification given by an RTO or by means of supporting evidence – demonstrations and answering questions to show that they possess particular skills and/or knowledge.

A client may have applied to have their knowledge, skills and competence formally reviewed through the recognition of prior learning (RPL) process. This is where they match their previous training, work or life experience with the required skills and knowledge outlined in a qualification or performance benchmarks in an accredited course and supply appropriate evidence to verify competency.

You need to base your selection of units, including electives, on the objectives of the client and their desired outcomes. The client's objectives and priorities may be shaped by factors such as time frames, legislative requirements and organisational constraints.

RTOs are also obliged to consult with industry and provide training that is responsive to industry as well as learner needs (see Standards for RTOs, clauses 1.5 and 1.6). This will have the effect of maximising learner's opportunities for employment.

# Consider a range of factors

RTO training manager Isabel, new worker Haidi and manager Shane meet to discuss Haidi's training needs in her new role. Shane points out that the learning program needs to address the WHS training needs of a manufacturing business and Haidi's role.

They select the following units from the 22 on offer based on Haidi's work requirements and the organisation's training objectives. A full qualification is not essential for the needs of the organisation and there is little time available for training during business hours, so they do not need to discuss the packaging rules for the chosen training package, BSB Business Services.

Note that the process is collaborative and negotiable. This is important when selecting appropriate units regardless of the type of client. Allowances for negotiation must be made where possible to ensure you meet AQTF standards. If the trainee is an apprentice, state-based user choice programs also provide some flexibility for apprentices, trainees and their employers to negotiate the kind of training they require.

| Unit of competency | Why the unit was selected |
|---|---|
| Core | |
| *BSBWHS201 Contribute to the health and safety of self and others* | This is a core unit. Haidi has limited work experience and needs to learn the importance of safety in the workplace and how workers participate in the WHS procedures of their workplace. The unit of competency addresses responding to emergencies and this will form part of Haidi's induction. |
| Electives | |
| *BSBADM311 Maintain business resources* | One of Haidi's job tasks is to maintain the office equipment. This unit will improve her understanding of this task and be relevant to work outcomes. |
| *BSBITU303 Design and produce text documents*<br><br>*BSBITU305 Conduct online transactions* | Shane would like Haidi to produce better-quality documents and conduct online transactions to pay and invoice customers and suppliers. |
| *BSBADM307 Organise schedules* | Shane wants to include this unit so Haidi can learn aspects of the role of his personal assistant. This will help expand Haidi's job role and prospects. |
| *BSBINM302 Utilise a knowledge management system* | Haidi says she has a basic understanding of the factory's systems, and would like to expand this. A contextualised course on the use of the internal system would be very beneficial. |

# Document your analysis of the units or modules

The outcome of your collaboration with the client should be documented to:

▶ clarify the agreed units, training and assessment approaches

▶ plan a comprehensive training program

▶ improve the quality of the training and assessment processes

▶ create a record of conversation.

You need to document information on the topics listed below. The reasons for documenting the information are also provided. The document may need to be made available to a funding body or auditor and will be kept as a record. Use plain English and write in clear, concise sentences.

## Units to be covered in training/assessment activity

▶ List the units with codes and titles and include a draft training program so the client can readily identify each unit and where/when it will be delivered or assessed.

## Electives chosen and the reason for their inclusion

▶ Make a simple notation on each elective in the list of units to allow the client to identify which units are electives and why they were chosen. This helps with the conduct and review of the training.

## Mapping to show where units or components of a unit are linked

▶ This information may be presented as a flow diagram or table to allow the client, trainers and assessors to identify the desired approach to the training and/or assessment of the units. It also allows you and the client to identify how the dimensions of competency can be integrated into the training and assessment.

## Notes, recommendations and comments

▶ A 'comments' or 'recommendations' area can be used to capture the thoughts and ideas of each party during the initial planning process. This information is useful when reviewing the implementation and outcomes of the training.

**Example**

## Select skill set, unit or module to meet client needs and document reasons for selection

Familiarise yourself with existing RTO procedures for documenting the outcomes of the course selection. If none exist, the following example demonstrates how this information can be presented. Ask your trainer for a sample 'Course selection' template.

| Proposed learning plan | | | |
|---|---|---|---|
| Client: Fargo Industries | | | |
| **Units covered** | **Core/ elective** | **Linked training and assessment** | **Comments** |
| *BSBWHS201 Contribute to health and safety of self and others (Release 1)* | Core | Covers WHS legislative and organisational policy components of all units | To be trained and assessed early in the program in accordance with Fargo Industries' policies. |
| *BSBADM311 Maintain business resources* | Elective | Nil | To be trained/assessed separately. |
| *BSBINM301 Organise workplace information* | Elective | Units to be linked in holistic training and co- assessment activity | These units align with common work tasks for office staff at Fargo Industries. A workplace project will be designed to integrate with work tasks. |

# Activity 6

With the client you are working with, discuss the electives for the learning program you are developing for them. Alternatively, continue the case study created in Topic 1 about Lucy at General Office Supplies. Conduct a role-play with your trainer, colleague or classmate playing the role of Lucy. (If you are doing the latter, you will need a list of BSB20115 units in addition to BSB30115 units.)

1. Using the qualification rules from the BSB30115 Certificate III in Business or another qualification, discuss and agree on a set of electives that are appropriate for the client.

2. Create a list of the elective units chosen, ensuring they meet the packaging rules for the qualification. What are your reasons for selecting these electives?

**Click to complete Activity 6**

# 3B Read, analyse and interpret selected unit or module and links

Having decided on the set of units that will make up the training program for your client, you now need to unpack the individual components of each unit so you clearly understand the application of the unit, learning outcomes and assessment requirements.

It is important you understand each component and how you can apply the information provided to meet your client's requirements. Refer to the Overview in this learner guide for information about key components of a unit of competency.

Additional information about how you can apply each component is provided below. You can also go to training.gov.au/Training/Details/TAEDEL404 and download the unit of competency and assessment requirements as a Word file or PDF.

| Information found in unit of competency | How you can apply this information to meet client needs |
|---|---|
| Code and title | *TAEDEL404 Mentor in the workplace (Release 1)*<br><br>▶ 'TAE' identifies the training package<br>▶ 'DEL' signifies it comes from the 'delivery' field units<br>▶ '4' is the AQF level – Certificate IV – consider whether the content is likely to cover a particular work need<br>▶ '04' is the unit's numeric identifier; this denotes it is the fourth 'design' field unit<br>▶ 'Release' denotes the unit version<br>▶ 'Mentor in the workplace' is the unit title; this tells you what the unit covers<br><br>Note that units from accredited courses, modules, licences and those used in apprenticeships do not follow this naming system; you will need to refer to the course developer or accrediting body for information. |
| Application | This describes what type of work tasks a learner will be able to do after completing the unit, and the supervisory level it is suitable for. Make sure this description matches your client's needs, work role and responsibility level. |
| Prerequisite units/ entry requirements | Ascertain whether the client has completed prerequisite units and can meet entry requirements if any are listed. If none are specified, you are responsible for making sure your client is capable of undertaking the unit. |

| Information found in unit of competency | How you can apply this information to meet client needs |
|---|---|
| Unit sector | Make sure the unit fits the industry sector that the client needs training in. |
| Elements of competency | The elements help to develop the approach to the training and assessment of the client. Each element is one task that contributes to the overall competency. An element should be able to be performed on its own. |
| Performance criteria | Performance criteria are used to develop the individual and contextualised steps required to train and assess your client.<br><br>Performance criteria cannot be reworded to exclude requirements and may only be contextualised when range statement options are provided. You need to collaborate with the client and their supervisor to identify specific workplace procedures, equipment and personnel so you can contextualise the performance criteria. |
| Knowledge evidence | Underpinning knowledge of why and how the competency can be performed in the given workplace must be covered in the training/ assessment plan; the specific policies and procedures from the client's organisation are often required for applying this component of the unit. |
| Performance evidence | When developing the assessment approach and activities with your client it is essential to understand what they must provide evidence of. |
| Foundation skills | Be aware of the language, literacy and numeracy (LLN) requirements in the unit of competency so you can tailor training and assessment to meet the unit requirements as well as the speaking, listening, reading, writing and numeracy skills routinely used in the client's workplace.<br><br>Identify whether learners have, or can develop, these LLN and general work skills within the unit of competency, or whether specialised LLN support is needed. Is such support available, or could it be arranged? |
| Assessment conditions | Make sure that the mandatory conditions for assessment, such as equipment and assessor requirements, can be met in the RTO or the learner's workplace. |
| Licensing/ regulatory information | Find out whether the learner needs a licence to perform work tasks in this unit. |

## Analyse and interpret a module

Modules from accredited courses share many common components with units of competency from training packages in that they describe the steps required to complete given tasks; the purpose, application and assessment approach; and the range of variables such as equipment. In fact, modules are increasingly being called 'unit' rather than 'module'.

However, there is one important difference to note: a module is formulated as a description of a specific task for which no clear workplace application or vocation is applicable. This means a module is not aligned with a work-based competency. Instead, it outlines the skills or knowledge needed to support a competency. For example, some vehicle and machinery operation licences are delivered as modules.

# Links between units

Many units can be delivered and assessed in isolation, with no requirement for additional units to complete a given task. However, when compiling a qualification or set of units to suit a client, you will often identify overlapping skills or knowledge between or within units that can be linked to improve training delivery and assessment.

Overlaps most often occur in the required skills and knowledge sections of the unit or module, especially in regards to WHS or legislative requirements. However, you should analyse the performance criteria and assessment requirements as well.

By identifying links, you can integrate delivery and assessment by using:

▶ holistic assessment – when a unit's elements and performance criteria are assessed together

▶ co-assessment – when two or more units are assessed together.

You can also analyse and cluster the units by workplace context and job functions, which is an effective, logical and time-efficient way of delivering training.

Linking units should only be done if the outcomes will still meet the criteria of the training package and evidence guide.

# Steps in identifying links

To analyse a unit or module, consider the following steps. Each unit/module should be analysed for internal repetition. The steps involve identifying which parts of a unit would naturally go together to form a job requirement, and where the overlapping elements, performance criteria, foundation skills and assessment requirements of the unit can be linked to avoid redundancy.

**Analyse units to determine whether clustering is appropriate**

**1** **Summarise client's required skill and knowledge outcomes**
Write these down. This step is to ensure you take the time to consider how the unit fits into the overall outcomes desired by the client, the RTO and the training package – and their work environment.

**2** **Consider training delivery**
Analyse the unit systematically to identify where and when the skills and knowledge of the unit would be taught and assessed. This is usually the process you would follow when creating the training or delivery plan. It requires you to consider the logical flow of what is to be taught, and in what order, to meet the overall outcomes you've identified.

**3**

**Identify overlaps**

Highlight overlapping skills and knowledge components as you go. With the unit in front of you, identify links or repetitions in knowledge and skills evidence in the performance criteria. Arrange these in the order you intend to deliver the unit.

**4**

**Assessment requirements**

Analyse the assessment requirements of the unit to establish where assessment items overlap or where they could be combined to form a holistic assessment activity.

**5**

**Summarise**

Create a summary of your analysis to show which parts of the unit could be trained/assessed together to avoid redundancy and inefficiency.

**Example**

## Read, analyse and interpret selected unit or module and links

A group of units or modules that have been selected to address client needs should also be analysed for any links between them. The same legislation or codes of practice may be common knowledge evidence requirements for a group of units.

You can follow the same steps to analyse links between units in a qualification, as in this example:

John is a trainer at an organisation that provides support, outreach, training, advocacy and material aid to people who have newly arrived in Australia as refugees. He has been asked to put together a training program for new volunteers. He and his supervisor have selected two units of competency that will be the foundation of the training program. The aim is for participants to develop competence in communicating, supporting and advocating for the centre's clients, many of who experience disadvantage. Training based on the following units of competency will be offered over several weeks.

▶ *CHCCOM002 Use communication to build relationships (Release 2)*
▶ *CHCDIV001 Work with diverse people (Release 1)*

After reading the units of competency, John notes that some of the criteria, knowledge and skills are similar between the units:

CHCCOM002

▶ 2.1 Recognise and support communication needs of clients, colleagues and external networks
▶ 2.2 Facilitate access to interpreter and translation services as required
▶ 2.3 Identify and address problems and communication barriers

Knowledge evidence

Communication strategies to:

▶ build and maintain relationships and trust
▶ negotiate for optimal outcomes
▶ address barriers
▶ solve problems and resolve conflict.

CHCDIV001

- ▶ 3.3 Where a language barrier exists, use effective strategies to communicate in the most efficient way possible
- ▶ 3.4 Seek assistance from interpreters or other persons according to communication needs
- ▶ 4.1 Identify issues that may cause communication misunderstandings or other difficulties
- ▶ 4.2 Where difficulties or misunderstandings occur, consider the impact of social and cultural diversity
- ▶ 4.3 Make an effort to sensitively resolve differences, taking account of diversity considerations
- ▶ 4.4 Address any difficulties with appropriate people and seek assistance when required

John decides to focus on communication skills training in one of the scheduled sessions and on using interpreter services in another. He recognises that the formative assessment activities he develops will foster the development of skills that overlap in the two units.

# Activity 7

Select two or more units from BSB30115 Certificate III in Business or the qualification that you have been using to address the needs of your client or Lucy from the case study.

1. Using the steps described in this section, identify which components of the unit may be trained simultaneously and whether the units could be linked with others in the qualification.

2. Explain how this will benefit your client.

**Click to complete Activity 7**

# Summary

1.  The methods for identifying and selecting appropriate units for a client vary depending on the type of client and the RTO's policies and processes.

2.  Allowances for negotiation of selected units must be made where possible.

3.  The structure of a unit of competency is designed to help you easily access and identify each component. Being familiar with each aspect of the unit of competency provides you with a better overview of the intended work outcomes and evidence needed for assessing competence.

4.  When identifying possible links within and between units or modules, it is important to start with an overall view of the work tasks that need to be completed.

5.  Documenting the outcome of the selection analysis is important for planning purposes; to improve training and assessment processes; to clarify the agreed units, training and assessment approaches; and to create a record of conversation with your client.

# Topic 4

In this topic you will learn how to:

**4A** Use information from client to contextualise units and modules

**4B** Use advice from course developer to contextualise units and modules

# Contextualise units of competency and modules

For a unit or module to be relevant and produce the best outcomes for your client, the content must be contextualised. Contextualisation is about tailoring the content of a unit in order to reflect the client's needs and work environment. Contextualisation allows a diverse range of VET clients to be trained and assessed to the same competency standard (unit of competency), although their industry sector, location and organisation differs.

Contextualisation needs to be done in accordance with strict guidelines in order to maintain the integrity and compliance of the existing unit. Changes made must not diminish the breadth of application of the competency nor reduce its portability.

You need to know which parts of a training package can be contextualised and which cannot.

# 4A Use information from client to contextualise units of competency and modules

When preparing a course to meet the needs of a client you should be aware of what can and cannot be done to a unit of competency or module. When considering options for contextualising, you will need to take into account:

▶ the limitations and abilities of the RTO

▶ the requirements and desires of the client

▶ VQF/AQTF requirements

▶ the requirements of the training package.

When consulting with the client, it is important to have a thorough understanding of what can and cannot be done to maintain the balance between contextualisation and staying true to the purpose of the unit.

## Contextualising

Contextualisation is the term given to linking the requirements of a unit, module or qualification to the specific work environment and local outcomes of a client or client group. It allows for different work environments and situations that may affect performance. For example, when the unit *CHCADV001 Facilitate the interests and rights of clients* is delivered to learners in the mental health sector, the issues, legislation, case studies and documentation requirements that are discussed will be different to those for learners in the aged care sector.

Contextualisation involves applying the performance criteria to suit particular delivery methods, learner profiles, enterprise equipment requirements, and local needs. Contextualisation could involve additions or amendments to the unit of competency to suit the particular learner group. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

In contextualising units of competency, RTOs:

▶ must not remove or add to the number and content of elements and performance criteria

▶ may add specific industry terminology to performance criteria providing this does not change the competency outcomes.

## Steps in contextualising

Contextualising applies to both delivery of content and to assessment. For example, a product such as a project or something they have made like a piece of furniture, that an assessment candidate may be asked to provide derives from what is possible in a workplace or RTO, as long as the unit's assessment conditions, performance evidence, knowledge evidence and performance criteria requirements are met.

Here is a methodology to contextualise competency standards to meet diverse clients' needs.

### Identify the work environment

First, you must identify the work environment of the client or target group and the expected outcomes for the client of the training and assessment. This is done during the initial consultation with the client or can be the result of research you conduct into a particular target group. Make note of specific legislation and procedures that affect the client's work, equipment they use, people they interact with and organisational policies and procedures.

### Examine performance criteria

You then need to work through each performance criterion and highlight areas that need to be customised for the client.

### Do not reword

As you work through the unit of competency, keep in mind that performance criteria cannot be reworded to exclude any requirement.

### Take account of method of training delivery and assessment

Is the method e-learning, face-to-face learning or a combination? Learners in remote locations, for instance, may need some assessments contextualised to suit their needs.

## Crucial areas in contextualising

The following four areas are crucial in contextualising. Discuss each of these with your client and identify the documentation you will need to help you with this process. Contextualising the training and assessment gives the client a better opportunity to relate the learning to their real work context and achieve better outcomes from the training. The training offered to an organisational client will better match the workplace outcomes sought.

### Identifying specific tools and equipment

One avenue of contextualisation is the choice of tools and equipment used in the training. Ask the client about the products, tools, machinery and personal protective equipment used in the work role. Make a list so you can incorporate these into the learning plan. The range statement located in the implementation guide/companion volume may provide a list of commonly used equipment, but keep in mind that the client's workplace may have additional specialised equipment that needs to be addressed.

### Identifying relevant policies and procedures

In almost all competencies in national training packages you can find references to policies, procedures and/or legislation, such as WHS legislation.

An organisation documents its procedures to ensure all work practices meet national safety, quality standards and other legislative requirements. Make sure you have a copy of the policies and procedures so you can discuss specific areas with the client. As you work through the elements and performance criteria, highlight references to 'organisational policies and procedures'. Then cross-check to the organisation's manual and list any specific procedure that you and the client believe would need to be included in a training and assessment plan.

## Using organisation-specific terminology

Many industries and organisations have their own terminology or jargon (special words relating to equipment, procedures or personnel). Terms differ between states and territories. It is important to incorporate the terminology used in the workplace or industry to avoid confusion. With the client, make a list of company terminology and highlight where this needs to be included in the learning plan.

You also need to highlight the language, literacy and numeracy requirements in the performance criteria and adjust them to match the LLN skills routinely used in the client's workplace (including speaking).

Also take into consideration the client's cultural background and identify whether anything needs to be adjusted to meet their preferences.

## Identifying specific people relevant to the competency

Competencies deal with specific roles such as supervisors, managers, apprentices and WHS representatives. Industry requirements, as described in training or job specifications, can be used to contextualise a unit of competency. Contextualising the learning and assessment of a competency should include relating the organisation's job roles to the competency.

Highlight all references in the performance criteria to 'organisational personnel'. It is useful for you and the client to compile a list of the people they interact with. Include:

▶ their title

▶ contact details

▶ roles and responsibilities

▶ role and level of authority in relation to the learner.

In this way, the training is customised to the client's workplace and the people they interact with.

### Example

### Use information from client to contextualise units and modules

A group of defence personnel are attending a one-day course at a civilian establishment. The course covers a unit from BSB42015 Certificate IV in Leadership and Management. Prior to the training session, the trainer and her manager consult with the officer in charge of the personnel booked into the course. Their aim is to better understand the terminology and protocols for dealing with people of different ranks and positions in the service.

The trainer is familiar with some defence force terminology, but wants to ensure she uses it appropriately to avoid embarrassment and confusion. The trainer also wants to find out about the language and literacy levels of the participants and ensure that they can interpret the information delivered to them. After the meeting, all parties feel confident that communication will proceed smoothly on the day, and the trainer and participants will be able to focus on the learning.

# Activity 8

Conduct an interview/role-play with your client (either the client you are currently working with to develop a learning program or Lucy at General Office Supplies). If you are doing a role-play, arrange for a person to take the part of Lucy.

1.  Using one of the units of competency the client is undertaking, highlight the specific areas that need contextualising.

2.  Discuss with the client the equipment and tools, procedures, personnel, terminology and personnel that need to be taken into consideration. List, or include, any documents that can help you contextualise the unit. Double-check to ensure the integrity of the performance criteria is maintained.

3.  Summarise the information you gain from your client.

4. Describe how you intend to use the contextualised information to deliver the training.

5. Do some research to find out what Indigenous learners may prefer in terms of delivery and assessment; remember, they will be general concepts as each learner is an individual.

**Click to complete Activity 8**

# 4B Use advice from course developer to contextualise units and modules

Training packages are developed by Skills Service Organisations in consultation with industry and in accordance with the Training Package Development and Endorsement Process Policy. The aim is to produce training units that are designed to meet work-specific training needs. Accredited courses can be developed by TAFEs and individual commercial organisations and must be registered in the state of operation.



The Skills Service Organisations must produce companion volume implementation guides to support the implementation of the training package by RTOs. Advice about contextualising units of competency may be found in this guide.

Accredited course developers may choose to license their materials or make them available through a commercial arrangement.

You need to be familiar with how training packages and courses are created for the industry you are training in so that you can use the advice and support offered by the developers. Additionally, you need to know how to apply this information when contextualising units and courses for your client.

## Identify and access the training package developer

The developer of the training package is published on the training.gov.au website. Their contact information can be sourced by following the link to the developer's site.

Once you have identified the developer, you need to determine what support they offer for the contextualisation of the training package. This varies between packages from very little (apart from what is already defined in the training package guidelines) to extensive support materials with options for contextualisation, advice on how to contextualise and course planning examples.

You can gain access to the relevant Skills Service Organisation via email or by phone and should be able to receive advice if necessary. This can be useful when clarifying issues such as the intent of the unit, the extent of contextualisation the developer intended, or other advice on where to go for examples or sample documents.
For example, PWC's Skills for Australia can answer and clarify information on the qualification TAE40116 Certificate IV in Training and Assessment.

# Implementation guides

Training package development, current SSOs and companion volume implementation guides that SSOs must produce were covered briefly in Topic 1.

Implementation guides provide specific information on:

▶ the set of qualifications included in the training package

▶ access and equity

▶ foundation skills

▶ any general or state- or territory-specific registration requirements for RTOs

▶ mapping information for qualifications, skill sets and units of competency

▶ licensing requirements for the specific industry, state or territory

▶ links to resources and training/industry contacts

▶ apprenticeships and traineeships offered by the package.

Some of this information may be relevant when you are contextualising a particular unit of competency. The implementation guide may also provide explicit advice about what is required in a particular unit or training package.

# General advice on contextualising

Some of the information to be found in implementation guides is repeated across all training packages for example, an assessment system must not discriminate against anyone, so you must know how to contextualise the assessment to meet the needs of each candidate.

The guide may include a general statement such as the one that comes from the BSB v1 implementation guide:

'RTOs may contextualise units of competency to reflect local skill needs. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, or specific enterprise requirements. Any contextualisation must ensure the integrity of the outcome of the unit of competency is maintained.

Industry requirements, as described in training or job specifications, can be used to contextualise a unit of competency.'

You can research the implementation guides that apply to your training package and state or territory by searching for key words with an internet search, clicking on the link provided on the training.gov.au website, or contacting the course developer in the case of an accredited course.

You can access the companion volume implementation guide for the BSB Business Services Training Package and the CHC Community Services Training Package at: www.vetnet.education.gov.au.

<table>
<tr><td>**Example**</td><td>

**Use advice from course developer to contextualise units and modules**

The implementation guide for CHC Community Services Training Package provides guidance on how to contextualise for diversity, inclusion and Aboriginal and/or Torres Strait Islander learners in the light of changes made when the health and community services training packages were streamlined.

In order to provide evidence of competency in *CHCDIV001 Work with diverse people*, there must be evidence that the candidate has:

▶ undertaken a structured process to reflect on own perspectives on diversity
▶ recognised and respected the needs of people from diverse social and cultural backgrounds in at least three situations
▶ selected and used appropriate verbal and non-verbal communication
▶ recognised situations where misunderstandings may arise from diversity and formed appropriate responses.

As with all units of competency, learners need more than a theoretical knowledge. In order that trainers and students learn about and respect the needs of Aboriginal and/ or Torres Strait Islander people, the implementation guide provides suggestions for appropriate ways to make contact and develop relationships with organisations and people who use health services and an example of this.

</td></tr>
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# Activity 9

1.  Briefly explain how you might source information from the developer to help contextualise the content of the following:

    ▶ AUM12 Automotive Training Package
    ▶ 10470NAT Diploma of Academic and Corporate English

2.  Locate and copy any information on contextualisation that you find from the developers of the BSB Business Services Training Package (for your client from General Office Supplies) or a training package you are using with a current client.

Click to complete Activity 9

# Summary

1. Contextualisation is the term given to linking the requirements of a unit or qualification to the work environment of a client or client group.

2. Contextualisation can relate to tools and equipment used in the training, organisation-specific policies and procedures, workplace terminology and the identification of relevant people involved in completing the competency.

3. Skills Service Organisations must produce guidelines that support the implementation of training packages by RTOs. Accredited course developers may choose to license their materials or make them available through some other commercial arrangement.

4. The developer of each training package is published on the training.gov.au website. Their contact information can be sourced by following the link to the developer's site.

5. Implementation guides provide state- and territory-specific information on the use of the training package and other information relevant to contextualisation.

# Topic 5

In this topic you will learn how to:

**5A** **Read and analyse assessment information**

**5B** **Provide assessment advice to client**

# Analyse and interpret assessment information

Training packages provide the assessment requirements that trainers and assessors must follow in order to meet the intended outcomes of each unit. Training package developers provide assessment guidelines in the implementation guide. You need to identify how guidelines apply to your specific area of training and interpret the rules and information supplied by each package in the context of your own industry.

Before providing training or assessment services based on training packages, there are two aspects of competency and units of competency that you need to understand:

▶ How to identify and 'unpack' the key features of a unit of competency

▶ The dimensions of competency and their role in ensuring that competency incorporates all aspects of work performance

Your job role may require you to draft an assessment plan based on:

▶ your analysis and interpretation of the assessment requirements of a unit of competency or module

▶ your understanding of the client's characteristics and needs

▶ the requirement stipulated in the Standards for RTOs 2015 for assessment to be conducted in accordance with the Principles of Assessment and Rules of Evidence.

# 5A Read and analyse assessment information

The assessment requirements of each unit are the performance evidence, knowledge evidence and assessment conditions of the unit. These must be analysed in conjunction with the performance criteria, elements and foundation skills specified for the unit to determine what competence looks like.

The Standards for RTOs 2015 state that assessment must be valid, which refers to a requirement for assessment against a unit of competency to cover the broad range of skills and knowledge that are essential to competent performance.

Refer to the overview at the beginning of this learner guide for a description of each component of the assessment requirements. In-depth information about assessment of competency can be found in learner guides for *TAEASS402 Assess competence*.

## Meet the rules of evidence

The evidence used by assessors should be drawn from a range of sources. The evidence may be collected by the assessor, by the assessor and the candidate, or by a third party, such as a workplace supervisor. Your objective is to select the evidence-gathering methods that have the greatest potential to provide quality evidence and will allow you to satisfy the rules of evidence and the principles of assessment.

You should also check the application of the unit and the assessment conditions carefully to identify important information about any workplace and regulatory requirements that could affect the assessment process.

You can select from a range of assessment methods when planning assessment. To determine the most appropriate method for gathering the types of evidence required to demonstrate competence, you should consult with your peers, staff from the candidate's workplace and industry contacts who are willing to share their experience and expertise.

## Dimensions of competency

Competency in completing workplace tasks requires not only technical skills, but the ability to apply those skills in routine and non-routine situations. People are considered to be competent when they are able to apply their knowledge and skills to successfully complete work activities in a range of situations and environments. The dimensions of competency may be embedded in the performance criteria for a unit of competency. This is not surprising because the performance criteria often relate to:

▶ planning and organising work task skills (task management)

▶ following procedures and dealing with problems and emergencies (contingency management skills)

▶ communication (job role/environmental skills).

Dimensions of competency are broad but important general skills. Assessments that do not explore the dimensions of competency are not valid assessments of competency in a job role, so you will need to know what these dimensions are.

The dimensions of competency relate to all aspects of work performance and guide the assessor in creating appropriate assessment activities. See the Overview of this learner guide for information about each dimension.

## Recognition of prior learning (RPL)

The client may already have developed required skills through prior training, study or experience. In the recognition process, learners match their previous training, study, work or life experience with the performance criteria and knowledge evidence outlined in a qualification. Training time is saved if a client undergoes the RPL process, but this process must have the rigor to meet the Standards for RTOs 2015.

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**Example**

### Read and analyse assessment information

Julian has had several opportunities in the course of his work at a RTO to consult with colleagues and engage with industry clients before creating training programs.

During the industry consultation process, Julian is asked about the assessment requirements for a particular unit by an industry representative.

With his knowledge of the assessment requirements and the policies of his RTO, Julian is able to provide information on the assessment as follows:

▶ It must be undertaken in the workplace

▶ A third-party report is required

▶ The task must be completed on three occasions

▶ The assessor will need to have specific qualifications and industry experience

---

# Activity 10

Locate and read the assessment requirements of a unit of competency that you are delivering for a current client or for Lucy from the General Office Supplies case study.

Prepare a brief report to summarise how you intend to apply this information to the training and assessment of the client.

**Click to complete Activity 10**

# 5B Provide assessment advice to client

If the training goes ahead, you will need to provide information to the client on assessment requirements. Because many clients are not aware of their options and assessment requirements, you need to discuss these details with them to support their decisions. In fact, it is a legal requirement for the assessment to be clearly discussed with the candidate so they know the purpose and details of the assessment and what is expected of them.



Following are the important aspects of assessment that clients will need to know about.

### The purpose of the assessment

If the client asks for an assessment or evaluation you need to confirm the purpose by discussing their needs and required outcome.

### When the assessment will take place

Assessments may take place throughout the training process (as in apprenticeships and traineeships), or at the conclusion of each module or unit. There may be a business need to assess candidates by a certain time.

### Types of evidence required

Revisit the outcome that the client wants from the training and assessment. The outcome you agreed on determines the type of evidence you need to gather; for example, if the outcome is a licence for a vehicle, then the evidence required will be legislated by the relevant authority. If the client wants a nationally recognised qualification, then the evidence must meet the assessment requirements of the training package.

### Location of the assessment

The client may need to attend a centralised assessment such as those held in a TAFE facility or training room, or be assessed on the job.

### Resources required/provided

Discuss the resources required to conduct training and assessment with the client. They may be able to provide machinery, equipment or other resources, but you need to confirm exactly what must be provided in order to assess the candidate. There may be WHS implications.

### Personnel conducting/attending the assessment

Third-party supervisors with relevant job knowledge may be asked to collect evidence to support the qualified assessors. You may have to arrange for someone to facilitate the assessment process in accordance with the purpose of the assessment and the benchmarks you need to meet.

## Benchmarks that will be used to assess the candidate

Depending on the purpose of the assessment, you may need to use benchmarks from the client, industry regulator or your training organisation. Benchmarks can include:

▶ assessment requirements of units of competency from a training package

▶ assessment requirements of modules/units from an accredited course

▶ international, national or industry standards

▶ legislation and regulations

▶ workplace procedures and policies

▶ clients' personal standards.

# Cater for individual needs

Individuals and organisations have different needs and these may be relevant to the way that you plan to assess the competencies of the client. You will need to communicate with sensitivity to discuss these needs. If you judge that it is fair and appropriate to adjust assessments, you will need to use organisational and contingency planning skills to balance client needs against upholding assessment requirements.

Practices that facilitate making a reasonable adjustment include:

▶ encouraging learner disclosure of issues affecting equity

▶ gathering relevant supporting information (evidence of need)

▶ consulting with the learner.

Here are some issues in relation to training and assessment that you may need to take into account, discuss with learners and make adjustments for.

## Physical needs

Learners may have physical restrictions to their sight, hearing or movement that necessitate adjustments to existing plans; for example, planning an assessment in a wheelchair-accessible location. Additionally, special needs may arise from the choice of environment; for example, outdoor or high-risk assessment areas that require a hazard assessment prior to training/assessment. Learners in remote locations probably use e-learning, which may require adjustments to training and assessment.

## Language, literacy and numeracy (LLN) needs

Learners may need support to ensure they can operate at the level required in the workplace. You should be familiar with the Australian Core Skills Framework, which describes levels of reading, writing and speaking as well as the communication requirements of the unit of competency and the workplace. You may need to adjust assessment instructions and written tasks to ensure that the language can be understood by candidates, but the evidence gathered still meets the Rules of Evidence and assessment requirements of the unit of competency.

## Organisational needs

Organisations have specific policies and procedures that can affect the way assessment and learning takes place. For example, access to work areas in a high-risk environment requires extra time and adherence to site procedures to comply with an organisation's policies. Assessing a client in these circumstances requires extra planning.

## Compliance requirements

Compliance needs include licensing, standardisation, legislation and regulatory guidelines. Training packages endeavour to allow for all compliance needs; however, individual clients may have additional needs that require consideration. For example, how local council by-laws apply to the operation of a franchise business in different jurisdictions. You need to factor in any safety requirements such as the provision of personal protective equipment or the need to have a technical/safety expert with you when assessing.

## Cultural requirements

Access and equity policies specify that learning and assessment environments must be inclusive. That means they must cater, within reason, for the cultural requirements of those attending the training or assessment. For example, providing appropriate foods during a learning program, allowing time for prayer, and organising an assessor of the same gender as the candidate. Indigenous learners may benefit from having someone from their own culture conduct the assessment.

## Psychosocial needs

Learners and assessment candidates may require adjustments to their individual activities to remove potential social or psychological issues from disrupting their learning or assessment experience. For example, a person suffering anxiety or stress may require more supervision or an alternative assessment location.

# Communication skills

Communication is likely to be effective when it comes from an attitude of respect, as shown by attentiveness, active listening, politeness (punctuality, using a person's name correctly) and positive, inclusive nonverbal communication. Communication is enhanced by applying knowledge of cultural practices.

When obtaining information, discussing and advising clients about assessment and making arrangements for assessment of their skills and knowledge, you will need the following communication skills:

▶ Persuading effectively
▶ Using networks
▶ Being assertive
▶ Sharing information

Client needs and reasons for adjustments must be documented if you and the learner agree on their application.

Effective facilitation and interpersonal skills are required to provide and elicit information, confirm understanding and agree on outcomes. You will need to use verbal and nonverbal language that is sensitive to the needs and differences of others.

You need to learn whether the candidate is able to have the same opportunity to perform and complete assessments as all other candidates and discuss appropriate adjustments.

You may need to explain the limits that apply to modifying courses and assessments. The integrity of the course and qualification must be maintained. The candidate is still required to demonstrate that they have skills and knowledge required by the units of competency or modules.

If you have not assessed a candidate with a particular need before, you may need to speak with colleagues or access information from advocacy organisations or networks to make sure you can communicate sensitively with them.

# Strategies for reasonable adjustment

You can find information and a guide to making reasonable adjustments to assessment for people who have a disability at: www.adcet.edu.au.

To comply with inclusive practice and ensure people are provided with fair and valid assessments, you may need to discuss and employ strategies such as the following.

### Provide alternatives or support

Take LLN needs into account by providing alternative ways to assess competence; for example, oral assessment. Ensure instructions are easy to understand; they may be written in the learner's language if applicable. Include diagrams and images in instructions. Access specialist support if necessary.

### Provide flexibility

Flexible assessment sessions may be needed to allow for fatigue, administering medication, toilet breaks, childcare arrangements and other individual needs. People who have an intellectual disability may experience fatigue and comprehension difficulties, so you will need to conduct their assessment over short durations and at times to suit optimum performance. People who have a medical condition may need flexibility in the timing and circumstances of their assessment.

### Adjust the physical environment

You may need to organise wheelchair access; limit noise; provide appropriate air and light.

### Provide support

Provide support for people with a disability, low literacy levels or when English is a second language; for example:

▶ personal support services, such as a reader, Auslan interpreter or scribe

▶ assistive technology or special equipment

▶ an appropriate format of assessment materials, for example, braille task instructions.

### Check assessment methods and tools

Question whether the method and tool allows for equity. You may need to gather evidence from an oral rather than a written response or accept a video of performance rather than a direct observation for remote or e-learners.

### Consider the person's age, stage of life and gender

Those who have recently returned to study may be apprehensive or unfamiliar with training and assessment strategies. Use a range of assessment methods. Use verbal questioning and interviews. Portfolio assessment is an appropriate and comprehensive assessment instrument.

Use same-gender assessor if it is appropriate.

### Take into account cultural beliefs, traditional practices and religious observances

You may need to allow for observance of religious practices such as fasting in Ramadan or attending to prayer at the prescribed time. Beliefs about male–female interaction may need to be taken into account for assessment that involves working with others. Be flexible about assessment times and candidates' choices for pair work and seating arrangements.

Make sure assessment tools do not use stereotypes and do not require specific cultural knowledge for completion.

## Ensure candidate concerns are addressed

You should make yourself available to discuss confidentially with candidates any concerns they have regarding assessment, and partner with them to develop an appropriate action plan. You should check the RTO's policies and procedures for ensuring candidates' concerns are addressed. In some cases, you may be able to refer the candidate to specialist support such as specialist educators or counsellors. Make sure they are aware of the complaints and appeals process.

You may review a candidate's assessment portfolio or completed assessment instrument and find that they have not satisfied the rules of evidence or principles of assessment in regard to specific assessment criteria. You should check your RTO's policies and procedures for giving advice to candidates about providing further evidence to address these gaps, including a time line, the additional information to be provided, and the form in which it is to be presented.

**Example**

### Provide assessment advice to the client

Helen applies to an RTO to enrol in a hospitality program. The course advisor sends out a pre- training questionnaire to Helen, which she fills out and returns prior to the program commencing. The course advisor forwards the completed questionnaire to the appointed trainer, Fatima. As per RTO policy, Fatima needs to ascertain whether Helen has any special needs.

Fatima notes that Helen has not completed any formal training or educational programs since she left school in Year 10, which was 20 years ago. She also sees that Helen is vegetarian – this is dealt with by an email to the catering officer.

More importantly, Fatima reads that Helen's level of vision is rated 7 out of 10, which is enough to warrant training modification but should not cause a WHS problem for the work Helen is training in. Fatima knows how to make allowances for Helen's vision in the course delivery, but is concerned that Helen may not be able to see well enough to pass the assessments – particularly the practical assessments of the hospitality course. After consultation with her manager, Fatima decides to create verbal instructions and knowledge questions for Helen, and notes that the practical assessments need to be monitored closely for safety and accuracy.

Fatima realises that Helen's training and assessment will have better outcomes if Helen has an opportunity to learn about competency-based training and what it will mean for her. She contacts Helen and asks her to come in for an informal discussion half an hour before her first session. Fatima also wants to learn more about Helen's needs and discuss the proposed strategies for her assessment.

# Activity 11

Read the case study, then complete the tasks that follow.

### Case study

Bill is a 40-year-old client of Torres Strait Islander descent. Bill has informally acquired advanced skills in art and sustainability practices and has completed SIS30413 Certificate III in Outdoor Recreation. He lives in a remote community and suffers from slight hearing loss in his left ear and a complete loss in his right ear. He does not wear a hearing aid. He says he can hear about 50 per cent of what he used to.

Bill has enrolled in a certificate program in training and assessment in order to help train young people in his community. The program is a blend of online delivery and face-to-face delivery at a community centre, which is 50 km from where Bill lives. There is internet access at the local hall in Bill's community, and Bill is able to go on a daily basis.

Assessment activities include answering questions, demonstrating a training session, conducting an assessment and providing a portfolio. Bill has access to trainees and apprentices who work for the local cooperative.

1.  What reasonable adjustments might you need to make to the assessment to cater for Bill's environment, culture and physical condition?

2.  Discuss the pros and cons of making adjustments with your colleagues, classmates or trainer.

3.  Make notes on what Bill may need to know about his assessment for this unit. What communication techniques would you use to discuss these matters with him?

**Click to complete Activity 11**

# Summary

1. The assessment requirements of each unit are the performance evidence, knowledge evidence and assessment conditions of the unit. These must be analysed in conjunction with the performance criteria, elements and foundation skills specified for the unit to determine what competence looks like.

2. Each unit, and therefore each qualification in a training package, is endorsed after a process of development that involves industry consultation. They combine to form the benchmarks that provide the standards for assessment.

3. It is important to meet quality standards that apply to assessment: the standards in clauses 1.5, 1.6 and 1.8 of the Standards for Registered Training Organisations 2015, the Principles of Assessment and the Rules of Evidence.

4. Standards for assessment are fair to candidates but valid and rigorous enough to determine that they have the skills and knowledge required to complete work tasks competently in relevant work roles.

5. Handling special requirements requires organisational and contingency planning skills as well as the ability to communicate sensitively with clients.

6. Special needs can include LLN needs, learning needs, physical needs, organisational needs, compliance requirements, cultural requirements and psychosocial needs.

7. Reasonable adjustment is a legislative requirement. It means choosing alternative assessment methods or tools to meet the individual needs of candidates while maintaining the integrity of the unit of competency.