Papua New Guinea
National Qualification Framework

National Competency Standard
For Instructor

Qualification Code: SoAINS40010

SoA in Instructing

Draft/1

Qualification Level: Instructor
Contents

Qualification Code ................................................................................................................................3
Overview ........................................................................................................................................4-5
Competency Standards ................................................................................................................5-7
Purpose of qualification ................................................................................................................8
Qualification Level ........................................................................................................................9
Explanation ......................................................................................................................................10
Unit One: SoAINSDEL401 Facilitate individual learning .................................................................12-19
Unit Three: SoAINSDEL402 Facilitate group based delivery ............................................................20-31
Unit Two: SoAINSASS403 Assess competency .................................................................................32-44
Learning Program Templates .........................................................................................................45-63

Edited by: Joe Lokes
National Training Council
PSWDP
Date: 4/17/2010
Papua New Guinea
National Qualification Framework

NATIONAL COMPETENCY STANDARDS FOR INSTRUCTOR

Qualification Code: SoAINS40010

Qualification Title: Statement of Attainment in Instructing – SoAINS40010
Code description:
SoA: Statement of Attainment
4: UOC code sequencing
00: Sequence digits (e.g. 400/401/402)
1: Version
0: Year of Endorsement
Overview

Competency and its assessment in the new competency-based training system in Australia
(Jennifer Gibb)

Whenever new jargon enters our language there is a period of turmoil as people grapple with the ‘new’ words. The training community in particular has had to deal with new words, or perhaps new definitions and uses of old words and there has been a great deal of confusion and fear generated as a result of people using these words without a clear and consistent definition of their meaning.

Competency-based training is a phrase that is used by some to refer to a visionary new system and ridiculed by others who use it to refer to a mechanistic task oriented system that is actually behaviorism in disguise.

The purpose of this article is to remove the confusion by defining the key terms competency and assessment and explaining the decisions that need to be taken when designing an assessment system and selecting methods that can be used to assess competence.

Competency
The term competency is at the heart of the training reform agenda, the new system of vocational education and training and the proposed Australian Vocational Certificate Training System (the Carmichael report). Competency refers to the ability to perform ‘whole’ work roles to the standard expected in employment. Job performance involves more than the performance of a well-defined set of tasks in a routine, predictable way. Human performance is more than that of a programmed robot. ‘Whole’ work roles means that competency encompasses not only the obvious aspects of performance the technical skills involved in a job (for example, prepare performance reports, control diseases and pests in the vineyard, sterilize packaging lines) but also the less obvious skills such as the ability to:

• juggle/handle a number of tasks, deal with variability, coordinate and organize work (task management skills)
• deal with contingencies, problems such as delays, break downs, tight schedules (contingency management skills)
• work within an organization, interact with groups and individuals, follow health and safety requirements, communicate effectively (job role/environment skills)

To quote from the National Training Board (NTB):

*The concept of competency focuses on what is expected of an employee in the workplace rather than on the learning process; it embodies the ability to transfer and apply skills and knowledge to new situations and environments. This is a broad concept of competency in that all aspects of work performance and not only narrow task skills are included.*

(NTB Network, No. 1 June 1991)
Competency does not demand a mechanistic approach to education and training. Such a criticism is based on a limited understanding of what competency means. The broader and more dynamic concept of competency defined above and promoted by the NTB is a breath of fresh air in education and training because it is a means of recognizing that everyone who works:

- Communicates with others
- interacts with and relates to others
- manages or juggles tasks
- deals with problems/contingencies
- complies with health and safety regulations
- uses technology
- exercises judgment and makes decisions

The degree to which some or all of these activities form part of the work role will vary depending on the job. However, they are other skills that are necessary for competent performance.

By recognizing all these ‘non-technical’ skills in the definition of competency and also therefore in competency standards, we are clarifying the fact that competent performance in a job is an integration of the technical and non-technical skills described above.

Performance is a result of a process of complex interaction between knowledge, skills and attitudes existing within the individual. For too long vocational education and training has concentrated on the technical skills and the knowledge underpinning technical performance. It has not fully recognized all the other skills and the associated knowledge nor has it shown trainees how to access and apply the knowledge to workplace demands.

The broader concept of competency, hopefully, will serve to direct trainers’ attention to the full set of skills needed in a job and assist trainees to make the connection between the knowledge they have learned and the demands of the workplace.

Like educational qualifications, vocational qualifications have tended to focus in the past on assessment of inputs from which an individual can draw in order to perform competently. Whilst there has always been a clear intention that these should focus on work, the nature of work itself was often under-explored. This means that many qualifications tended to assess knowledge with separate lists of skills and not the application of these in purposeful activity directed towards work role expectations.

(Mitchell & Mansfield (1990) p.48)

Vocational training, whether it be training people to be plumbers, computer programmers, doctors, lawyers, viticulturalists, electricians or child care workers, should aim to focus the application of skills and knowledge taught to their work roles.

Assessment is the process of obtaining evidence about an individual’s performance and making judgments on that evidence against prescribed standards of performance.

- principles of good practice in competency-based assessment;
- cost;
- time (it may be impractical to observe the work activity across the full range of contexts specified in the standards)
- practical considerations such as minimal disruption to work flow.
Competency standards

Thus the assessment decision in a CBT system is based on the competency standards, which are endorsed by the National Training Board (NTB). Competency standards are grouped into units of competency, which describe major functions of an occupation or major work roles. Each unit is made up of a number of elements of competency. Each element of competency is in turn made up on a number of performance criteria. The standards describe:

- what a worker is expected to do in order to fulfill the major function (elements of competency)
- the required level of performance for each outcome (performance criteria)
- the range of contexts and conditions, in other words the coverage, across which performance is to be demonstrated (range of variables)

Together these three components of the competency standard give the trainer and the assessor a template for training and assessing trainees/workers. The standards provide the basis on which the judgment of evidence is to be made. The next step to be taken before an assessment decision can be made involves deciding how much evidence is sufficient to infer competency. This decision must take into account:

- principles of good practice in competency-based assessment;
- cost;
- time (it may be impractical to observe the work activity across the full range of contexts specified in the standards)
- practical considerations such as minimal disruption to work flow.

It is the role of industry through its competency standards body (CSB) to make decisions about how much evidence is deemed sufficient to infer competency.

Evidence can take the form of:

- performance evidence as individuals carry out work activities/tasks;
- evidence of knowledge and understanding which together form the base and context of an individual’s action.

It is important to dispel the belief that competency-based assessment is solely about performance. Knowledge and understanding are fundamental to performance and need to be assessed. Sometimes performance evidence will give adequate evidence of the knowledge and understanding. When performance evidence is insufficient, separate assessment of knowledge and understanding will be necessary.

The evidence can either be gathered naturally as the trainee carries out his/her job or it can be specially elicited.
Assessment in a CBT system depends on:
- development of competency standards (which must include range of variables);
- specifications of amount of evidence deemed sufficient to allow a sound assessment decision to be made.

Once this is done assessment methods and instruments can then be selected.

Methods of assessing competency.

Assessment methods are a means of collecting evidence. They do not determine what the evidence should be. That is determined by the competency standards.

Since competency is inextricably linked to job performance, where ever possible and practical assessment of competency is best carried out under workplace conditions. The most widely used methods of assessing competency are to:

- Observe the trainee carrying out his/her work activities (for example prepare site for rigging work, deliver training/learning opportunities, conduct a staff meeting) and assess the trainee against the performance criteria in the competency standards. The assessor will use and observation checklist for this type of assessment.

These features of assessment in a CBT system apply no matter what purpose assessment is serving & whether it is to:
- judge if trainee can perform competently after a period of training;
- recognise prior learning;
- align workers to the appropriate award classification.

The challenge now facing us is to put into practice these principles and features of the competency-based training and assessment system and to judge whether indeed the new system is producing a more flexible and highly skilled workforce that can adapt to change.

Jennifer Gibb is a research and development officer at the National Centre for Vocational Education Research, Adelaide.

Joe Lokes
MTC-DoE/GTZ-PNG Government CBT Project Implementation Team Member [1993-1995 PNG]
STC 1996-2004
NATTB-NATTC Committee Mamber-2003-2006
OTML 2005-2008
PSWDP/NTC 2009 - 2011
## STATEMENT OF ATTAINMENT IN INSTRUCTING

**Qualification Code:** – SoAins40010

**Purpose of qualification:**
The holders of this qualification are expected to work as a Instructor and will be working under the supervision of a Trainer or Master/Consultant Trainer

**Regulations for the qualification**
NC4in Training and Assessment will be awarded to those who are competent in units; 1+2+3

**Schedule of units**

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Unit Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate individual learning</td>
<td>SoAINSDEL4010</td>
</tr>
<tr>
<td>Facilitate group based delivery</td>
<td>SoAINSDEL4020</td>
</tr>
<tr>
<td>Assess competency</td>
<td>SoAINSASS4030</td>
</tr>
</tbody>
</table>

**Accreditation Requirements**
The training provider should have a class room and computer lab or similar training facility to provide the trainees the hands-on experience related to this qualification

**Recommended sequencing of units**
40
INSTRUCTOR CERTIFICATION LEVEL

The trainer’s competency standard is divided into four national qualifications. The four qualifications relate to the NQF/NQTF trainer registration compliance standards and links to the trainer’s job functions in the workplace.

Master/Consultant Trainer Level - National Certificate 4 in training and assessment
Trainer Level - Statement of Attainment in training and assessment
Instructor Level - Statement of Attainment in instructing
Assessor Level - Statement of Assessment in assessing

Statement of Attainment in Instructing

- SoAINSDEL401 Facilitate individual learning
- SoAINSDEL402 Facilitate group based delivery
- SoAINSASS403 Assess competency

Acknowledgement:
The NTC would like to thank Dr. Paul Brady, ASF Advisor, for developing & packaging the Trainers Units of Competency (2008-2010).
EXPLANATION OF TERMS

COMPETENCY STANDARDS
This is a set of statements which describe, in outcome terms, the skills and knowledge which are needed to perform important tasks or role in the workplace.

UNITS OF COMPETENCE
Describes one component or groups of skills and knowledge.

RANGE STATEMENT
Defines the boundaries of the unit, also links any equipment and reference material that may be used.

ELEMENT OF COMPETENCE
Elements of competence are the basic building blocks of the competence. The elements of competence:

- May vary in number between units of competence.
- Are expressed as things an employee can do as an action or outcome
- Must be able to be demonstrated and assessed.
- Are the key activities or elements of the skills and knowledge covered in the unit.

PERFORMANCE CRITERIA
Performance criteria relate directly to each element of competency. They show the required level of performance expected in employment. These statements include the outcomes to be assessed and the level of performance required to be considered competent.

EVIDENCE GUIDE
Specifies how evidence is collected to determine if the required competence has been achieved. It also states the essential underpinning knowledge that is to be assessed.

RANGE OF VARIABLES
Place a defined competency in the context in which it will be applied. These include industry and enterprise specific factors which apply to the standard, i.e. particular technology or equipment.
Instructor Competency Standard
(Statement of Attainment)
<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Facilitate individual learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptor</td>
<td>This unit defines the competency required to conduct to facilitate individual learning</td>
</tr>
<tr>
<td>Code</td>
<td>SoAINSDEL401</td>
</tr>
<tr>
<td>Level</td>
<td>Instructor</td>
</tr>
<tr>
<td>Credit</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Element**

1. Identify individual learning facilitation requirements

2. Establish the learning/facilitation relationship

**Performance criteria**

1.1 The need for individual learning/facilitation in the learning area is identified

1.2 The goals for learning for individual learning/facilitation are identified and discussed with relevant persons

1.3 Appropriate individual learning/facilitation techniques and processes are identified and documented to support individual learning needs and goals

1.4 Evaluation processes are developed and agreed

1.5 Organisational support for implementation is obtained, where relevant

2.1 The individual's learning style, learner characteristics and the context for learning are identified

2.2 The appropriate technique/process to facilitate individual learning is selected or organised and the basis of the technique/process is explained and discussed with the individual learner

2.3 The boundaries and expectations of the learning/facilitation relationship are clarified and agreed using effective communication and interpersonal skills

2.4 Any equity or additional support needs are clarified

2.5 An individualised learning plan is developed, documented and discussed with the learner
3. Maintain and develop the learning/facilitation relationship

3.1 Preparation for each meeting/session is evident

3.2 Effective communication and interpersonal skills are used to grow the relationship and sustain active participation

3.3 Structured learning activities are developed to support and reinforce new learning, build on strengths and identify areas for further development

3.4 Leadership and motivational skills are demonstrated to enable the learner to take responsibility for learning

3.5 Learner cues are observed and changes in approach are made, where necessary, to maintain momentum

3.6 Ethical behaviours are practised at all times

3.7 Regular meetings are agreed to by both parties and scheduled to monitor the effectiveness of the learning/facilitation relationship

3.8 Appropriate documentation to support the relationship is mutually developed and maintained

4. Close and evaluate the learning/facilitation relationship

4.1 Tools and signals are used to determine readiness for closure of individual learning/facilitation relationship

4.2 The closure is carried out smoothly using appropriate interpersonal and communication skills

4.3 Feedback is sought from the learner on the outcomes achieved and the value of the relationship

4.4 The impact of the learning/facilitation relationship is reviewed using identified evaluation processes

4.5 Self-evaluation and reflection on own performance in managing the relationship is carried out and areas for improvement are identified

4.6 The outcomes of the learning/facilitation relationship and evaluation of the process are documented and filed in accordance with legal, organisational and personal requirements
Skills and Knowledge

Required skills:

Required skills and attributes include:

- **use of empathy to:**
  - build rapport
  - communicate the feeling of threat and risk when facilitation begins
  - deal appropriately with a range of emotions

- **interpersonal skills to:**
  - set up a comfortable environment
  - demonstrate awareness of own behaviour
  - use appropriate humour to lighten atmosphere
  - keep the sessions learner-centred

- **analysis skills to:**
  - identify suitable learning/facilitation techniques and activities for the individual learner

- **flexibility to:**
  - determine and alter a learning plan
  - negotiate with the learner to ensure facilitation is suitable
  - be patient with individual's learning ability
  - interpret information gathered and adapt own style accordingly

- **communication skills to:**
  - give positive and negative feedback
  - demonstrate awareness of own behaviour
  - negotiate and manage conflict
  - confirm, clarify or repair understanding
  - build constructively on what has been said

- **learning and facilitation techniques to:**
  - lead and motivate learners to take responsibility for their own learning
  - maintain momentum during the learning process
  - facilitate individual learning through a one-on-one relationship

- **literacy skills to:**
  - develop the learning plan
  - maintain records and other documentation
  - read and interpret relevant documentation

- **recognising and being sensitive to individual difference and diversity, for example:**
  - being sensitive to and valuing culture
  - acting without bias/discrimination
  - responding to individuals with particular needs
  - recognising the importance of religion

- **time management skills to:**
  - structure sessions
  - drive the process to achieve goals
Required knowledge:

Required knowledge includes:

- the effects of verbal and non-verbal communication, for example:
  - how to interpret behaviours
  - how to model behaviours and values
- sound knowledge of different learning styles and how to encourage different learners, for example:
  - theoretical learners
  - pragmatic learners
  - activist learners
  - reflective learners
  - kinaesthetic learners
  - audio learners
  - visual learners
  - tactile learners
  - left/right brain learners
- the learning cycle, including:
  - concrete experience
  - observation and reflection
  - concept formation
  - testing new learning
- learning principles, for example:
  - adults have a need to be self-directing and decide for themselves what they want to learn
  - adults have a range of life experience, and connecting learning to experience is meaningful
  - adults have a need to know why they are learning something
  - adults need to be respected
  - adults prefer learning to be relevant and practical
- the needs and characteristics of the individual learner
- change processes, for example:
  - how people work through change
  - behaviours associated with change
- the organisational culture, for example:
  - how individualised learning is perceived and valued
  - workplace arrangements for individualised learning
  - industrial relations implications
  - regulatory requirements
- current techniques to facilitate individual learning
- how to create new learning activities
- learner cues that may reflect difficulties with individual learning facilitation relationships
- sources of external support
- measurement or evaluation tool development
• other learning options, learning activities and referrals
• relevant policy, legal requirements, codes of practice and national standards including legislation, for example:
  o competency standards
  o licensing
  o industry/workplace requirements
  o duty of care under common law
  o recording information and confidentiality requirements
  o anti-discrimination including equal opportunity, racial vilification and disability discrimination
  o workplace relations
  o industrial awards/enterprise agreements
• OHS relating to the work role, including:
  o reporting requirements for hazards
  o safe use and maintenance of relevant equipment
  o emergency procedures
  o sources of OHS information

Range statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

**Individual learning/facilitation techniques and processes** may include:
• a formal or informal process
• an ongoing or one-off process
• a specific circumstance or an integrated feature of the overall learning process
• coaching techniques
• mentoring techniques
• tutoring techniques
• peer relationships
• matching experienced workers/learners
• single or double loop learning approaches

**Evaluation processes** may include:
• a formal evaluation tool
• quantifiable measures such as increased productivity/achievement of new skills
• level of attendance
• critical feedback from learner and others
Individual's learning style may include:

- auditory
- visual
- kinaesthetic
- tactile
- left/right brain
- global/analytical
- theoretical
- activist
- pragmatist
- reflective

An individualised learning plan includes:

- the goals to be achieved
- contingency plans
- the logistics of the learning relationship, for example:
  - period of relationship
  - frequency of meetings/length of sessions
  - location of meetings/contact
- the structure of the learning relationship, for example:
  - activities to be undertaken
  - monitoring processes
  - tools/equipment needed
  - shadowing
- occupational health and safety (OHS) considerations

Preparation may include:

- planning for each meeting/session
- being organised for each meeting/session
- reflecting on outcomes of previous meeting/session
- being punctual
- identifying ‘where we are’ at the start
- appearing relaxed and confident
- enabling learner to identify his/her perspective
- providing a relaxing, non-threatening environment

Structured learning activities may include:

- direction, guidance and mutual discussion
- role-plays
- written exercises
- demonstrations
- practice opportunities e.g. practicum or supervised teaching/facilitation
- role modelling
- projects
- readings
- research
- video/audio analysis
- a learning journal
Evidence guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement.

**Overview of assessment**

To demonstrate competency against this unit candidates must be able to provide evidence that they can establish and maintain an effective learning/facilitation relationship with an individual learner.

The trainer/facilitator must demonstrate the development of a relationship, in one or more delivery modes which is learner-centred, adaptable to individual needs, and appropriate to the learning area or focus of the relationship. Demonstration of effective techniques, communication, interpersonal skills and problem solving skills are pivotal to demonstrated competency in this unit.

**Products that could be used as evidence include:**

- individual learning plan
- facilitation activities
- evaluations from participants or organisation
- evidence of self-evaluation and improvement of skills, for example, a learning journal
- audio or video of a facilitation session

**Processes that could be used as evidence include:**

- how communication skills have been used in facilitating/learning, particularly questioning techniques, listening and interpretation, and why
- how the individual's learning area, style and context were matched to the learning facilitation methods, process and activities utilised
- how learning was structured to build new skills, and why
- how reflection and insight into learning was developed in the learner
- how the trainer/facilitator relationship was terminated, and why

**Resource implications for assessment include:**

- materials and information for facilitation
- permission of organisation for time and resources
The collection of quality evidence requires that:

- assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide
- a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
- evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided
- the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated
## Unit Title

Facilitate group based delivery

## Descriptor

This unit defines the competency required to facilitate group based delivery

## Code

SoAINSDEL402

## Level

Instructor

## Credit

N/A

### Element

Establish an environment conducive to group learning

### Performance criteria

1.1 The learning program and delivery plan are read and interpreted to identify and confirm delivery requirements for the specified session

1.2 Availability of all resource needs is confirmed prior to commencement of session/s

1.3 Outcomes of learner recognition processes are obtained from relevant persons to provide flexible responses to individual learner needs

1.4 The learning program/segment of the learning program is introduced and objectives, expectations and requirements including occupational health and safety (OHS) are discussed, clarified and agreed

1.5 A learning facilitation relationship is established between trainer/facilitator and the group using appropriate oral communication and language skills and interpersonal skills

1.6 Relationships with and between learners are initiated which support inclusivity, acknowledge diversity and enable a positive learning environment

### Deliver and facilitate training sessions

2.1 Interactions with learners are based on the application of learning principles in accordance with learner styles and identified learner characteristics

2.2 Each training session is conducted in accordance with session plans but modified where appropriate to meet the needs of the learners

2.3 All resource requirements for delivery are addressed and the diversity of the group is used as another resource to support learning

2.4 Generic skills relevant to the learning objectives are addressed in delivery

2.5 A range of delivery methods are employed and appropriate technology and equipment are used as training aids to optimise the learner experience
2.6 Opportunities for practice and formative assessment are built into the delivery, where assessment is required

3. Demonstrate effective facilitation skills

3.1 Presentation skills are used to ensure the delivery is engaging and relevant

3.2 Group facilitation skills are used to ensure effective participation and group management

3.3 Oral communication and language skills are used to motivate the learner and to transfer knowledge and skills

3.4 Interpersonal skills are used to maintain appropriate relationships and ensure inclusivity

3.5 Observation skills are used to monitor individual and group progress

4. Support and monitor learning

4.1 Learner progress is monitored and documented to ensure outcomes are being achieved and the needs of individual learners are being met

4.2 Adjustments are made to the delivery plan to reflect specific needs and circumstances and unanticipated situations

4.3 Learners are encouraged to reflect on personal learning progress

4.4 Group dynamics are managed to ensure effective participation by all learners and to maintain effective relationships

4.5 Inappropriate behaviour is managed using conflict resolution and negotiation skills to ensure learning can take place

4.6 Learner records are maintained, stored and secured in accordance with legal/organisational requirements

5. Review and evaluate effectiveness of delivery

5.1 The delivery plan is evaluated to determine its effectiveness as a tool in guiding the learning process and feedback is provided to the writer, as appropriate

5.2 Feedback from learners/management peers is sought on the quality of delivery, and areas for improvement are identified and documented

5.3 Trainer/facilitator reflects on own performance in training delivery
Range statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

The learning program provides a documented guide to support a cohesive and integrated learning process for the learner and includes:

- the competencies or other benchmarks to be achieved
- the specific learning outcomes derived from the benchmarks for each chunk or segment of the learning program
- an overview of the content to be covered in each chunk/segment of the learning program
- learning resources, learning materials and activities for each chunk/segment of the learning program
- number and duration of training sessions/classes required and overall timelines
- delivery methods for each chunk/segment of the learning program
- OHS issues to be addressed in delivery
- identification of assessment points to measure learner progress
- assessment methods and tools to be used to collect evidence of competency, where assessment is required

The delivery plan is used by the trainer/facilitator to guide and manage delivery to a group and includes:

- individual/group learning objectives or outcomes for the segment of the learning program to be addressed
- number of learners and their specific support requirements
- content of sessions as specified in the session plans
- timelines/duration of activities within sessions
- learning resources, learning materials and learning activities to be used in sessions
- other resource requirements
- OHS considerations, including:
  - incident or hazard reporting
  - emergency procedures
**Delivery methods** are the techniques used to guide, facilitate and support the learning process and may be:

- lock step, learner-paced, mixed pace
- interactive, participative, collaborative
- trainer/facilitator-centred and learner-centred, and may include:
  - demonstration/modelling
  - instruction
  - presentations/lectures
  - guided facilitation of individual and group learning activities/group work/case studies
  - initiating and facilitating group discussions
  - brainstorming activities
  - practice opportunities
  - enabling and supporting effective learner participation
  - tutoring
  - project-based
  - individual facilitation techniques - coaching/mentoring
  - blended
Appropriate technology and equipment may include:

- overhead projectors
- computers
- light projectors
- DVD/video equipment
- television/screen
- whiteboard/blackboard
- butcher's paper
- specific technical equipment/machinery relevant to technical areas

Presentation skills may include:

- synthesising information and ideas
- preparing aids such as overhead projectors and data projectors
- using computer presentation applications
- using computer software and hardware
- speaking with appropriate tone and pitch
- using appropriate language to reflect the audience
- encouraging and dealing appropriately with questions
- showing enthusiasm for the topic
- summarising key points
- making direct eye contact to create direct pathway between learners and self (may be culturally inappropriate for some groups)
- demonstrating confidence
- supporting learners to enable progress from simple to more complex tasks and concepts

Group facilitation skills may include:

- ensuring that every individual has an opportunity for participation and input
- maintaining group cohesion
- encouraging rapport between group members
- managing group dynamics
- observing and interpreting behaviour that puts others at risk
- facilitating discussion and group interaction

Observation skills may include:

- using formative evaluation to monitor learner progress
- monitoring group and individual interactions
- monitoring conflict/behavioural difficulties
- monitoring learner cues about concerns/difficulties in learning
- monitoring learner readiness for assessment and/or new areas of learning
Evidence guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range statement.

Overview of assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they have delivered training and facilitated learning within a group in a face-to-face learning environment, on a number of occasions, that involves a series of training sessions covering a number of learning outcomes.

They should also provide evidence of reviewing and evaluating the effectiveness of the delivery plan and their personal performance in training delivery.

Evidence should show that they can provide training using appropriate sequencing and activities to develop the skills and knowledge of learners, as well as enhancing motivation, interest and enthusiasm. Trainers must demonstrate high-level facilitation, observation, communication and interpersonal skills to support and teach each learner effectively.

Products that could be used as evidence include:

- identified generic skills relevant to the learning objectives
- feedback forms and other evaluation evidence from learners
- observations or videotaped examples of presentation, group facilitation, oral communication and interpersonal and observation skills used during the training sessions
- examples of completed learning activities that are product- or document-based
- notes showing reflection on own performance and own learning
Processes that could be used as evidence include:
- how the delivery plan was followed and why
- how group or individual conflict was managed
- how individual learning needs were managed
- ways in which initial relationships in the group were established
- how the trainer/facilitator reflected on own performance
- learning achieved by the learners

Resource implications for assessment include:
- delivery venue for programmed learning activities
- access to more than one group of learners
- access to learner group over time
- access to learning program/s
- access to delivery plan/s
- time to ensure that assessment covers the range of specific evidence requirements

The collection of quality evidence requires that:
- assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide
- a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
- a significant level of evidence must be gathered in the teaching/assessment environment the learner is normally working in or is likely to work in
- the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated
Specific evidence requirements must include:

- the ability to transfer delivery and facilitation skills to different training environments and learner groups
- evidence of the delivery, facilitation and review of a series of training sessions including at least two consecutive sessions that follow a learning program design:
  - at least one session (minimum) should be based on a learning program that is derived from competency standards
  - at least one session must be delivered to a different learner group with evidence of how the characteristics and needs of this group were addressed
  - at least one training session should be one hour minimum duration

Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving relevant units
Skills and Knowledge

Required skills:

Required skills and attributes include:

- **group facilitation skills to:**
  - facilitate discussion and group interaction
  - maintain group cohesion
  - handle difficult learners/situations
  - manage group activities
  - manage conflict
  - observe and interpret behaviour that puts others at risk
- **different delivery and facilitation methods/techniques, such as:**
  - demonstration/modelling
  - instruction
  - presentations/lectures
  - guided facilitation of individual and group learning activities/group work/case studies
  - initiating and facilitating group discussions
  - brainstorming activities
  - providing and guiding practice opportunities
  - enabling and supporting effective learner participation
  - tutoring
  - project-based
  - individual facilitation techniques - coaching/ mentoring
  - blended
- **oral communication and interpersonal skills to:**
  - present information
  - provide sequenced, structured instructions
  - use questioning techniques
  - use listening techniques
  - adjust language to suit the audience
  - maintain appropriate relationships
  - establish trust
  - build rapport
  - be open to others' opinions
  - use appropriate body language
- **negotiation and conflict resolution skills**
- **observation skills to:**
  - monitor learner progress
  - monitor group and individual interactions
  - monitor conflict/behavioural difficulties
  - monitor learner cues about concerns/difficulties in learning
  - monitor learner readiness for assessment/new areas of learning
• literacy skills to:
  o prepare presentations
  o prepare questions
  o prepare or customise learning activities
  o prepare or customise learning materials such as handouts and information sheets
  o record learner information
  o develop feedback documentation
• technology skills to:
  o use overhead projectors
  o use audiovisual equipment
  o use computers to produce documents, prepare presentations e.g. PowerPoint, and communicate through email and the web
• manage time to:
  o schedule training
  o be flexible
  o make adjustments to suit learners
• reflection skills to:
  o identify areas for improvement
  o maintain own skill development
• recognising and being sensitive to individual difference and diversity, for example:
  o being sensitive to and valuing culture
  o acting without bias/discrimination
  o responding to individuals with particular needs
  o recognising the importance of religion
  o ensure the correct industrial relations climate of the learning environment
Required knowledge:

Required knowledge includes:

- a sound knowledge of learning principles, including:
  - adults have a range of life experience which they can connect to learning
  - adults have a need to know why they are learning something and its benefits
  - learning needs to be learner-centred
  - adults have a need to be self-directing
  - the learning process needs to support increasing learner independence
  - emphasis is on experimental and participative learning
  - use of modelling
  - the learning process needs to reflect individual circumstances and needs
- a sound knowledge of learner styles, for example:
  - auditory
  - visual
  - kinaesthetic
  - left/right brain
  - global/analytical
  - theoretical
  - activist
  - pragmatist
  - reflective
- the industry area/subject matter of the delivery, for example:
  - the relevant industry competency standards
  - the specific topic/subject/unit
  - specific areas of knowledge as defined in the learning strategy or learning program
- an introductory knowledge of learning theories, for example:
  - cognitive learning theory
  - andragogy
  - pedagogy
  - information processing
  - behavioural learning theory
- learner group profile including characteristics and needs of individual learners in the group
- the content and requirements of the learning program and/or delivery plan
- different delivery methods and techniques appropriate to face-to-face group delivery
- techniques for the recognition and resolution of inappropriate behaviours
- behaviours in learners which may indicate learner difficulties
- organisational records management system and reporting requirements which may include the quality framework requirements
• evaluation/revision techniques, for example:
  o developing simple questionnaires and feedback forms
  o administering evaluation forms
  o using questioning for evaluation purposes
• specific resources, equipment and support services available for learners with special needs
• relevant policy, legal requirements, codes of practice and national standards including legislation, for example:
  o competency standards
  o licensing requirements
  o industry/workplace requirements
  o duty of care under common law
  o OHS legislation
  o recording information and confidentiality requirements
  o anti-discrimination including equal opportunity, racial vilification and disability discrimination
  o workplace relations
  o industrial awards/enterprise agreements
• OHS relating to the facilitation of group-based learning, including:
  o assessment and risk control measures
  o reporting requirements for hazards
  o safe use and maintenance of relevant equipment
  o emergency procedures
  o sources of OHS information
  o role of key workplace persons
  o policies and procedures relevant to the learning environment
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Establish and maintain the assessment environment | 1.1 The assessment plan is interpreted and assessment system policies and procedures and organisational/legal/ethical requirements for conducting assessment are confirmed with relevant people.  
1.2 The relevant benchmarks for assessment and nominated assessment tools are accessed and interpreted to confirm the evidence to be collected and how it is to be collected.  
1.3 Details of the assessment plan and the assessment process are explained, discussed and clarified with the candidate including opportunities for assessment, reasonable adjustment, re-assessment and appeals.  
1.4 Proposed changes to the assessment process are negotiated and agreed with the candidate, where relevant. |
| 2. Gather quality evidence | 2.1 The assessment plan is followed to guide the conduct of assessment and assessment methods and assessment tools are used to gather, organise and document evidence in a format suitable for determining competence.  
2.2 The principles of assessment and rules of evidence are applied in gathering quality evidence.  
2.3 Opportunities for evidence gathering in work activities/simulated work activities are determined with the candidate and relevant personnel.  
2.4 Opportunities for integrated assessment activities are identified and assessment tools are modified, where required.  
2.5 Identified assessment system policies and procedures and organisational/legal/ethical and requirements for assessment are addressed. |
3. Support the candidate

3.1 Candidates are guided in gathering their own evidence to support recognition of current competence

3.2 Appropriate communication and interpersonal skills are used to develop a professional relationship with the candidate which reflects sensitivity to individual differences and enables two-way feedback

3.3 Decisions on reasonable adjustment/s, where applicable, are made with the candidate, based on candidate's needs and characteristics

3.4 Reasonable adjustments must maintain the integrity of the relevant competency standards and provide balanced application of the principles of assessment and rules of evidence

3.5 Specialist support is accessed, where required, in accordance with the assessment plan

3.6 Any occupational health and safety (OHS) risk to person or equipment is addressed immediately

4. Make the assessment decision

4.1 Limitations in obtaining and evaluating quality evidence are identified and assistance is sought, where required, from relevant people

4.2 Collected evidence is examined and evaluated to ensure that it reflects the evidence required to demonstrate competency and which:

   4.3 Encompasses all component parts of the competency standards and the dimensions of competency (where competency standards are the benchmarks for assessment)

   4.4 Addresses other related documentation

   4.5 Complies with the rules of evidence

   4.6 Judgement is used to infer whether competence has been demonstrated, based on the available evidence

   4.7 Relevant assessment system policies and procedures and organisational/legal/ethical considerations are addressed in making the assessment decision

   4.8 Clear and constructive feedback is provided to the candidate regarding the assessment decision and a follow-up action plan is developed, where required
5. Record and report the assessment decision

5.1 Assessment outcomes are recorded promptly and accurately in accordance with assessment system policies and procedures and organisational/legal/ethical requirements.

5.2 An assessment report is completed and processed in accordance with assessment system policies and procedures and organisational/legal/ethical requirements.

5.3 Recommendations for follow up action are submitted to relevant people, where required.

5.4 Other relevant parties are informed of the assessment decision where required, and in accordance with confidentiality conventions.

6. Review the assessment process

6.1 The assessment process is reviewed against criteria in consultation with relevant people to improve and modify future assessment practice.

6.2 The review is documented and recorded in accordance with relevant assessment system policies and procedures and organisational/ legal/ethical requirements.

6.3 Reflection skills are used to review and self-evaluate assessment practice.
Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

An assessment plan is the overall planning document for the assessment process and may include:

- the purpose and aims of the assessment
- the context of assessment
- identified personnel
- relevant competency standards and other assessment documentation
- evidence plan
- identified assessment methods and assessment tools
- possibilities for clustering units of competency for assessment purposes
- identified OHS hazards, including assessed risks and control strategies
- material/physical resources required
- organisational arrangements for conducting assessment
- OHS reporting requirements
- any special assessment needs, e.g. personal protective equipment requirements
- outline of assessment milestones, time lines and target dates
- candidate self-assessment procedures
- connections to relevant organisational plans, polices and procedures
Assessment system policies and procedures may include:

- candidate selection
- rational and purpose of competency-based assessment
- assessment records/data management/information management
- recognition of current competency/recognition of prior learning/credit arrangements
- assessors - needs, qualifications, maintaining currency
- assessment reporting procedures
- assessment appeals
- candidate grievances/complaints
- validation
- evaluation/internal audit
- costs/resourcing
- access and equity/reasonable adjustment
- partnership arrangements
- links with human resource or industrial relations systems
- links with overall quality management system

Benchmark/s for assessment refers to:

- the criterion against which the candidate is assessed which, may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications

Assessment tools contain both the instrument and the procedures for gathering and interpreting evidence in accordance with designated assessment methods and may include:

- the instruments to be used for gathering evidence such as:
  - a profile of acceptable performance measures
  - templates/proformas
  - specific questions or activities
  - evidence/observation checklists
  - checklists for the evaluation of work samples
  - candidate self-assessment materials
- the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and assessment conditions

Reasonable adjustment must not compromise the integrity of the competency standard and may include:

- adjustments to the assessment process taking into account candidate's language, literacy, numeracy requirements
- provision of personal support services, for example, reader, interpreter, attendant carer, scribe, member of community in attendance
- use of adaptive technology or special equipment
- flexible assessment sessions to allow for fatigue or administering of medication
- format of assessment materials, for example, in Braille, first language, use of audiotape/videotape
Assessment methods are the particular techniques used to gather different types of evidence and may include:

- adjustments to the physical environment or venue
- revising proposed assessment methods/tools
- considerations relating to age and/or gender,
- considerations relating to cultural beliefs, traditional practices, religious observances
- direct observation, for example:
  - real work/real time activities at the workplace
- structured activities, for example:
  - simulation exercises/role-plays
  - projects
  - presentations
  - activity sheets
- questioning, for example:
  - written questions, e.g. on a computer
  - interviews
  - self-assessment
  - verbal questioning
  - questionnaires
  - oral/written examinations (for higher NQF levels)
- portfolios, for example:
  - collections of work samples by the candidate
  - product with supporting documentation
  - historical evidence
  - journal/log book
  - information about life experience
- review of products, for example:
  - products as a result of a project
  - work samples/products
- third party feedback, for example:
  - testimonials/reports from employers/supervisors
  - evidence of training
  - authenticated prior achievements
  - interview with employer, supervisor, peer
Principles of assessment guide the assessment process and must address:

- validity
- reliability
- flexibility
- fairness

Rules of evidence are closely related to the assessment principles and provide guidance on the collection of evidence to ensure that it is:

- valid
- sufficient
- authentic
- current

Quality evidence addresses the rules of evidence and must:

- encompass the Performance Criteria to demonstrate achievement of the outcomes (Elements)
- reflect the skills, knowledge and attributes defined in the relevant units of competency
- show application of the skills in the context described in the Range Statement
- demonstrate competence over a period of time
- demonstrate repeatable competence
- be the work of the candidate
- be able to be verified
- demonstrate current skills/knowledge of the candidate
- not inflate the language, literacy and numeracy requirements beyond those required in the performance of the competency

Guided means to explain to the candidate:

- what is recognition-based assessment
- what are assessment tools
- how to use these tools
- the rules of evidence that must be met by the evidence they provide

Recognition of current competence is defined as:

- the process of assessment and formal recognition by an assessor of competence currently held by a candidate which has been gained through any combination of formal, informal training and education, work experience or real life experiences
All component parts of the competency standards refers to:

- Elements
- Performance Criteria
- Range Statement/range of variables, including:
  - contextualisation
  - link to knowledge and enterprise requirements
  - focus of assessment
  - underpinning language, literacy and numeracy requirements
- Evidence Guide requirements, including:
  - underpinning/required knowledge
  - underpinning/required skills and attributes
  - underpinning language, literacy and numeracy requirements
  - critical aspects of evidence to be considered/quality evidence requirements
  - concurrent assessment and interdependence of units
  - assessment methods/resources/context
- dimensions of competency, which include:
  - task skills
  - task management skills
  - contingency management skills
  - job role/environment skills

Related documentation may include:

- the assessment criteria of accredited modules
- evidence to be collected as set out in assessment plans
- definition and interpretation of evidence in developed assessment tools
- any requirements of OHS, legislation, codes of practice, standards, guidelines
- organisational requirements for work performance
- product specifications
- integrated competency assessment tool

Judgement is a two-step process and means:

- the decision made by the assessor on whether the evidence provided meets the principles of assessment and rules of evidence
- the decision made by the assessor, based on the evidence provided and evaluated, on whether the candidate is competent/not yet competent
Evidence guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range statement.

**Overview of assessment**

To demonstrate competence against this unit candidates must be able to provide evidence that they can assess the competence of another individual through a process of collecting and reviewing evidence and making an informed judgement.

The evidence provided must show: how the assessment environment was established and how the candidate’s needs were met; how the units of competency were interpreted to determine the evidence requirements; how the assessment plan was followed; how the assessment tools were used in collecting evidence; the basis for the assessment decision using the rules of evidence; communication skills used to guide, support and provide feedback to the candidate during the assessment process; records and reports; and how the assessment process was reviewed.

**Products that could be used as evidence include:**

- completed assessment tools/templates/checklists
- documentation of evidence collected and assessment decisions
- feedback from candidate/assessor/supervisor
- feedback to candidate with recommendations for future options
- completed assessment records/reports
- reviews of assessment practices and recommended changes to future practices

**Processes that could be used as evidence include:**

- how competency standards and other documents were interpreted
- how assessment activities were scheduled
- how the assessment plan was modified to meet candidate needs
- how evidence was collated and evaluated against the rules of evidence

**Resource implications for assessment include:**

- access to candidates to be assessed
- access to competency standards
- access to assessment materials and tools
- access to suitable assessment venue/equipment
- workplace documentation
- access to documentation/records of candidate to determine specific requirements
- cost/time considerations
- personnel requirements
The collection of quality evidence requires that:

- assessment must address the scope of this unit and reflect all components of the unit, i.e. the elements, performance criteria, range statement, evidence guide
- a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
- a significant level of evidence must be gathered in the teaching/assessment environment the learner is normally working in or is likely to work in
- the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement of competence should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrate

Specific evidence requirements must include:

- carrying out assessment of a number of candidates, assessed against different units of competency or accredited curricula, following the relevant assessment plan
- at least one candidate must be assessed through an assessment only pathway
- at least one assessment must include consideration of reasonable adjustment and the reasons for decisions and approach
- all must show:
  - the application of different assessment methods and tools involving a range of assessment activities and events
  - demonstration of two-way communication and feedback
  - how judgement was exercised in making the assessment decision how and when assessment outcomes were recorded and reported
  - completion of assessment records/reports in accordance with assessment system - legal/organisational ethical requirements
  - how the assessment process was reviewed and the review outcomes documented

Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving relevant units.
Essential Knowledge and Skills to be assessed

Required skills:

Required skills and attributes include:

- **analysis and interpretation skills to:**
  - unpack competency standards
  - interpret assessment tools and other assessment information
  - identify candidate needs
  - make judgements based on assessing available evidence
- **observation skills to:**
  - determine candidate readiness for assessment
  - observe candidate performance
  - identify when candidate may need assistance throughout the assessment processes
- **research and evaluation skills to:**
  - access required human and material resources for assessment
  - access assessment system policies and procedures
  - evaluate evidence
  - evaluate the assessment process
- **cognitive skills to:**
  - weigh up the evidence and make a judgement
  - consider and recommend reasonable adjustments
- **decision making skills to:**
  - make a decision on a candidate's competence
- **literacy skills to:**
  - read and interpret relevant information to conduct assessment
  - prepare required documentation and records/reports of assessment outcomes in required format
- **communications/interpersonal skills to:**
  - explain the assessment process to the candidate
  - give clear and precise instructions
  - ask effective questions
  - provide clarification
  - discuss process with other relevant people
  - give appropriate feedback to the candidate
  - discuss assessment outcome with the candidate
  - using language appropriate to the candidate and assessment environment
  - establish a working relationship with the candidate
- **attributes including:**
  - a willingness to guide and support candidates
  - capacity to encourage, accept and utilise feedback
  - sensitivity to individual difference and need
  - ethical conduct in assessment
Required knowledge:

Required knowledge includes:

- competency-based assessment covering:
  - vocational education and training as a competency-based system
  - assessment is criterion referenced/distinction to norm referenced assessment
  - criterion used in national TVET competency standards defining specifications for performance of work/work functions and skills/knowledge
  - reporting of competency-based assessment
  - competency standards as the basis of qualifications
  - the principles of competency-based assessment
  - the structure and application of competency standards
- what are the principles of assessment and how are they applied (validity, reliability, fairness, flexibility)
- what are the rules of evidence and how are they applied (valid, authentic, sufficient, current)
- the range of assessment purposes and assessment contexts
- different types of assessment methods, including suitability for gathering various types of evidence; suitability for content of units; resource requirements and associated costs
- what are reasonable adjustments/when are they applicable/not applicable
- basic evaluation methodologies suitable for reviewing personal assessment practice
- types and forms of evidence, including assessment tools that are relevant to gathering different types of evidence
- practical knowledge of the potential barriers and processes relating to assessment tools and methods
- the assessment system and assessment policies and procedures established by the industry, organisation or training authority
- cultural sensitivity and equity considerations
• relevant policy, legislation, codes of practice and national standards including legislation for example:
  o copyright and privacy laws in terms of electronic technology
  o security of information
  o plagiarism
  o competency standards
  o licensing requirements
  o industry/workplace requirements
  o duty of care under common law
  o recording information and confidentiality requirements
  o anti-discrimination including equal opportunity, racial vilification and disability discrimination
  o workplace relations
  o industrial awards/enterprise agreements

• OHS responsibilities associated with assessing competence such as:
  o requirements for reporting hazards and incidents
  o emergency procedures and procedures for use of relevant personal protective equipment
  o safe use and maintenance of relevant equipment
## Learning Program Template

### Name of RTO

<table>
<thead>
<tr>
<th>Client(s)</th>
<th>Target Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Delivery period

To be advised (approximately <> weeks)

### Code and title of qualification

These units form part of

### Units of competency

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Core/Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Pre-requisites

None

### Delivery and Assessment

**Duration**

The program is to be delivered over a period of < sessions> (or days), which can be spread over a longer period of time if required to accommodate client’s staffing and rostering schedules.

Each training session is for 5-hour duration.

**Organisation**

The program is organised to provide participants with a theoretical aspects of training and the psychological principles of learning and to support all those who have to initiate, organise and supervise learning across a broad spectrum of industry, community, public or the private sector.

The alignment between the units/topics and the learning program appears below.

### Alignment with units/topics

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Unit(s) /Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Delivery modes

This program is to be delivered off the job in a classroom (with simulated area for demonstrated activities), with additional components being completed on-the-job (where applicable). It combines face-to-face trainer led theory classes and practical sessions involving small group and individual activities. The skills and knowledge gained will be utilised and put into practice, under supervision, in the workplace. Including the final practical assessment, which will be, conducted off-the-job (where applicable).
## Evidence-gathering techniques

The ticks on this chart refer to the documented evidence gathering techniques used in each unit/topic.

<table>
<thead>
<tr>
<th>Key</th>
<th>A</th>
<th>Demonstration</th>
<th>B</th>
<th>Questioning - Written or Oral</th>
<th>C</th>
<th>Workplace observation</th>
<th>D</th>
<th>Scenario-Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td></td>
<td>Role-play</td>
<td>F</td>
<td>Case Study</td>
<td>G</td>
<td>Interview</td>
<td>H</td>
<td>Third Party</td>
</tr>
</tbody>
</table>

### Program area

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Prepare training activity

| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

---

## Schedule

The training program is conducted over period of 2-3 days, which can be spread over a longer period of time if required to accommodate client’s staffing needs.

As the assessment of practical skills must take place only after a period of supervised practice and repetitive experience this will be conducted on the third day after completing the rest of the program.

The shaded areas show the Session(s)/day(s) when a particular unit will be delivered and assessed.

<table>
<thead>
<tr>
<th>Session</th>
<th>Delivery</th>
<th>Assessment gathering techniques</th>
<th>Workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Scenario – problem solving</td>
<td>Written/ oral test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Observation Third party report</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Role-play</td>
<td>Written Test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Written/oral test</td>
<td>Written/oral test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Scenario – problem solving</td>
<td>Written questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Written/oral test</td>
<td>Written/oral test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Case Study</td>
<td>Questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Written/oral test</td>
<td>Written/oral test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Summative Assessment for the unit</td>
<td>Case Study to be handed in.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Observed assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Third party report (if applicable)</td>
</tr>
</tbody>
</table>

### Delivery and assessment staff

<table>
<thead>
<tr>
<th>Program area</th>
<th>Staff</th>
<th>Delivery/Assessment</th>
<th>Competencies of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Technical</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

46  jlo/ntc_instructor_qualification_17/04/10
<table>
<thead>
<tr>
<th>Assessment validation process</th>
<th>The processes used to validate assessment activity in this program are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infrastructure requirements</td>
<td>☑ All staff (including full time, part time staff) involved in the delivery and assessment of this qualification, have direct access to the current version of the relevant Training Package, including the appropriate units of competency, assessment guidelines and qualification.</td>
</tr>
<tr>
<td></td>
<td>☑ All staff (including full time, part time staff) involved in delivering the program has access to trainer, assessor and candidate support materials relevant to their areas of delivery and assessment.</td>
</tr>
<tr>
<td></td>
<td>☑ All assessors have access to staff and training/assessment resources to meet the requirements of candidates with special needs and have an assessment process that incorporates reasonable adjustment procedures.</td>
</tr>
<tr>
<td></td>
<td>☑ All assessors have access to print and electronic copies of the assessment tools used in this program.</td>
</tr>
<tr>
<td></td>
<td>☑ The RTO has reviewed the equipment and facility requirements for each unit of competency in the qualification and guarantees it has access to training aids and equipment needed to implement the program.</td>
</tr>
<tr>
<td>Pathways</td>
<td>The three units of competency covered in this program are listed as core &amp; one elective units for all programs from NQF SoA in training, SoA in instructing &amp; NAT Cert 4 and offer an excellent pathway for the participant to completing a SoA in TOT and Workplace Assessment.</td>
</tr>
<tr>
<td></td>
<td>Dependent on the qualification and stream the participant wishes to attain, additional competency standards will need to be completed – Training component not covered.</td>
</tr>
<tr>
<td>Program Manager’s endorsement:</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>Client/Industry Representative:</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
</tbody>
</table>
### DELIVERY PLAN TEMPLATE

**Trainer/Assessor:**

<table>
<thead>
<tr>
<th>Training package</th>
<th>Unit</th>
<th>Client</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Venue</th>
<th>Number of participants</th>
<th>Training dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Prerequisites

**None**

### Session time

### Individual learning needs and characteristics

<table>
<thead>
<tr>
<th>Name</th>
<th>Learning Style</th>
<th>Personality Profile</th>
<th>Special needs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Delivery Methods

- Face to face
- Role-play
- Individual work
- Group work

#### Assessment Process/Methods

- Oral questions
- Practical Observation - simulated assess peer

### Materials and resources

1. Whiteboard
2. Learner induction pack
3. Overhead projector/transparencies (option)
4. Content - TOT Toolbox (CD/DVD) and TOT manual
5. Butcher’s paper
6. Multimedia projector
7. Computer and network access
8. Evaluation form
SESSION PLAN TEMPLATE

Trainer/Assessor:

Objectives and outcomes

At the end of this session the learner will be able to:

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Main points/ Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Learning Program Cost Summary Template

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Sub Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Title:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Program Dates:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Duration:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Location:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Item</strong></td>
<td><strong>Quantity</strong></td>
<td><strong>Sub Total</strong></td>
</tr>
<tr>
<td><strong>Salary/Wages Staff</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Consultant</td>
<td>nil</td>
<td></td>
</tr>
<tr>
<td>Office support staff</td>
<td>nil</td>
<td></td>
</tr>
<tr>
<td>Technical support staff</td>
<td>nil</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>nil</td>
<td></td>
</tr>
<tr>
<td>External trainers/consultants</td>
<td>nil</td>
<td></td>
</tr>
<tr>
<td>Guest speakers</td>
<td>nil</td>
<td></td>
</tr>
<tr>
<td><strong>Equipment &amp; Resources</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment purchase</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>Equipment hire</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>Video/film hire</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>Resource books</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>Specialized Equipment</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>Specialized resources</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>DVD/CD (interactive learning media)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials/Consumables</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stationary</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>Photocopying</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>Printing</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>Binding</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>Transparencies</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>Training Manual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pens/markers pencils etc.</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>File Manuals</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>Handouts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificates (SoA in Assessment)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Venue &amp; Catering</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Venue Hire</td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td>Catering Hire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meals</td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td>Morning/Afternoon teas</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overall Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# PRE-ASSESSMENT CHECKLIST TEMPLATE

<table>
<thead>
<tr>
<th>Candidate Name:</th>
<th>Assessor Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Location:</td>
</tr>
</tbody>
</table>

### UNIT/S TO BE ASSESSED DURING THIS ASSESSMENT

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Names</th>
<th>CO/NYC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Checklist for Conducting the Assessment**

1. Candidate confirms readiness to be assessed.
2. Time and date of the assessment was diarised and agreed to by the Candidate.
   - Date: 
   - Time: 
   - Location: 
3. Criteria against which the candidate’s performance will be assessed are explained to the candidate.
4. Assessment method, process and documentation have been explained to candidate.
5. Has candidate any special requirements?
   - Special requirements: ____________________________
6. Confidentiality of assessment outcome has been explained.
7. Right to appeal assessment decision has been explained to the candidate.
8. All hygiene, Occupational Safety and Health requirements have been met?

**Comments:**

In signing this form the candidate acknowledges that s/he is ready for assessment and that the assessment process has been fully explained. The assessment information gathered (including candidate name, but no other personal details) will be used by the training organisation for specific record keeping purposes.

**Candidate’s Signature:**

**Assessor’s Signature:**
# ASSESSMENT MATRIX FOR DOCUMENTATION TEMPLATE

<table>
<thead>
<tr>
<th>Work activity</th>
<th>Insert the activity of this Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit(s) of competency</td>
<td>Insert Unit Code and Unit Name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence requirements</th>
<th>Evidence gathering techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relate to the performance criteria</td>
<td>EVIDENCE TYPE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Insert Element Name</td>
<td>Insert Performance Criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insert Element Name</td>
<td>Insert Performance Criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insert Element Name</td>
<td>Insert Performance Criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insert Element Name</td>
<td>Insert Performance Criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

or Delete rows

or Delete rows

or Delete rows

or Delete rows

or Delete rows
**ASSESSMENT PLAN TEMPLATE**

<table>
<thead>
<tr>
<th>Qualification or Competency</th>
</tr>
</thead>
</table>

This Assessment plan is to be completed with the assessor. Your assessor will discuss the following areas with you. They should be ticked off once you are confident that you have understood the information and procedures regarding this assessment.

- [ ] Purpose and outcomes of the assessment process
- [ ] Relevant units of competency
- [ ] Appeals process
- [ ] Confidentiality and security of information
- [ ] Special needs/Additional information

<table>
<thead>
<tr>
<th>Candidate’s Name</th>
<th>Phone No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessor’s Name</td>
<td>Phone No.</td>
</tr>
<tr>
<td>Employer Contact Details</td>
<td>Phone No.</td>
</tr>
<tr>
<td>Location of Assessment</td>
<td></td>
</tr>
<tr>
<td>Assessment Date</td>
<td>Time</td>
</tr>
<tr>
<td>Industry Specialist if required.</td>
<td></td>
</tr>
</tbody>
</table>

**Purpose of Assessment:**

**Unit of Competency:**

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria to be assessed are:</th>
</tr>
</thead>
</table>

**Conditions of Assessment (Context):**
**Assessment Instructions to the candidate:**

<table>
<thead>
<tr>
<th>ASSESSMENT TOOLS:</th>
<th>Brief Description of Tasks required during the gathering or evidence or during assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Methods of Assessment</strong> <em>(Delete methods not required)</em></td>
<td>To demonstrate competence in this unit you are required to complete the following assessment tasks: <em>(Remove any tasks (ie if assessment is conducted as a whole of workplace duties observation) or add more tasks if required)</em></td>
</tr>
<tr>
<td>Portfolio</td>
<td></td>
</tr>
<tr>
<td>Practical Demonstration</td>
<td></td>
</tr>
<tr>
<td>Written Assessment</td>
<td></td>
</tr>
<tr>
<td>Questionnaire - Oral or written to assess underpinning knowledge</td>
<td></td>
</tr>
<tr>
<td>Observation/Performance Checklists for demonstration practical skills</td>
<td></td>
</tr>
<tr>
<td>Supplementary Evidence <em>(Third party &amp; Workplace Documents. When and if applicable)</em></td>
<td></td>
</tr>
</tbody>
</table>

**Resource requirements for assessment:**

For the Assessment of this unit of competency the following resources may be required:

- **Supplementary Evidence (to be provided by candidate as agreed upon)**

  *Eg. Third Party report by supervisor*
### Key Competencies

*Key competencies at _______ Level have been integrated into the assessments which relate to this unit of competency and this assessment plan*

### Allowable Adjustments:

<table>
<thead>
<tr>
<th>Date of assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment will take place at a mutually agreed time between the candidate and the assessor.</td>
</tr>
<tr>
<td>DATE: _______________ <em>(Insert agreed date)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessor/s signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In signing this form the candidate acknowledges that the assessment plan has been fully explained and s/he understands and agrees to the assessment process as described above.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Candidate’s signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>
# PRE-ASSESSMENT CHECKLIST TEMPLATE

<table>
<thead>
<tr>
<th>Candidate Name:</th>
<th>Assessor Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Location:</td>
</tr>
</tbody>
</table>

## UNIT/S TO BE ASSESSED DURING THIS ASSESSMENT

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Names</th>
<th>CO/NYC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Checklist for Conducting the Assessment

- [x] Candidate confirms readiness to be assessed.
- Time and date of the assessment was diarised and agreed to by the Candidate.
  - Date: 
  - Time: 
  - Location: 
- Criteria against which the candidate's performance will be assessed are explained to the candidate.
- Assessment method, process and documentation have been explained to candidate.
- Has candidate any special requirements?
  - Special requirements: ____________________________________________
- Confidentiality of assessment outcome has been explained.
- Right to appeal assessment decision has been explained to the candidate.
- All hygiene, Occupational Safety and Health requirements have been met?

## Comments:

In signing this form the candidate acknowledges that s/he is ready for assessment and that the assessment process has been fully explained. The assessment information gathered (including candidate name, but no other personal details) will be used by the training organisation for specific record keeping purposes.

## Candidate’s Signature:

## Assessor’s Signature:
# OBSERVATION RECORD TEMPLATE

<table>
<thead>
<tr>
<th>Candidate name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessor name:</td>
<td></td>
</tr>
<tr>
<td>Unit of competency:</td>
<td></td>
</tr>
<tr>
<td>Workplace:</td>
<td></td>
</tr>
<tr>
<td>Date of assessment:</td>
<td></td>
</tr>
<tr>
<td>Brief description of task:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did the candidate perform the following skills:</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>❑</td>
<td>❑</td>
<td></td>
</tr>
<tr>
<td></td>
<td>❑</td>
<td>❑</td>
<td></td>
</tr>
<tr>
<td></td>
<td>❑</td>
<td>❑</td>
<td></td>
</tr>
<tr>
<td></td>
<td>❑</td>
<td>❑</td>
<td></td>
</tr>
<tr>
<td></td>
<td>❑</td>
<td>❑</td>
<td></td>
</tr>
<tr>
<td></td>
<td>❑</td>
<td>❑</td>
<td></td>
</tr>
</tbody>
</table>

The candidate’s performance was: Competent ❑ Not Yet Competent ❑

**Feedback to candidate**

*This signature confirms candidate agreement that the above record is a true reflection of the task performed.*

Candidate signature: Date:

*This signature confirms that the candidate has demonstrated competence in the practical performance and theoretical understanding of the observed task.*

Assessor signature: Date:
### ORAL OR WRITTEN QUESTION/S

### ASSESSMENT CHECKLIST

**<<Unit Name>>**

**<<Unit Code>>**

Questions assessed *(please select)* – Orally - Written

<table>
<thead>
<tr>
<th>Questions assessed</th>
<th>Satisfactory response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Q1</td>
<td></td>
</tr>
<tr>
<td>Q2</td>
<td></td>
</tr>
<tr>
<td>Q3</td>
<td></td>
</tr>
<tr>
<td>Q4</td>
<td></td>
</tr>
<tr>
<td>Q5</td>
<td></td>
</tr>
<tr>
<td>Q6</td>
<td></td>
</tr>
<tr>
<td>Q7</td>
<td></td>
</tr>
<tr>
<td>Q8</td>
<td></td>
</tr>
</tbody>
</table>

**ASSESSOR/OFFICE USE ONLY:**

The candidate’s underpinning knowledge was:

- Competent [ ]
- Not Yet Competent [ ]

Signed by the assessor:………………………………………………………… Date: …………………

Signed by the Candidate:………………………………………………………… Date:……………………

Feedback to candidate:

Acceptable answers are:

Q1
Q2
Q3
Q4
Q5
## Assessment summary and feedback form

### Candidate information

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position:</td>
</tr>
<tr>
<td>Employer:</td>
</tr>
<tr>
<td>Manager/Supervisor:</td>
</tr>
<tr>
<td>Assessor’s name:</td>
</tr>
<tr>
<td>Assessor’s signature:</td>
</tr>
<tr>
<td>Assessment date:</td>
</tr>
</tbody>
</table>

### Units of competency

<table>
<thead>
<tr>
<th>Unit code and title:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment application:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Assessment decision

- [ ] Competent
- [ ] Not yet competent

<table>
<thead>
<tr>
<th>Is re-assessment necessary?</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] YES</td>
</tr>
</tbody>
</table>

### Further evidence required

### Feedback and future action

<table>
<thead>
<tr>
<th>Gaps in performance:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies for further improvements:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessor signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Candidate signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

*Candidate signature confirms understanding and agreement with the feedback*
### Assessment Record Template

<table>
<thead>
<tr>
<th>Unit(s):</th>
<th>Descriptor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate name:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elements</th>
<th>Summary of evidence provided</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessor comments:**

- [ ] Unit of competency achieved
- [ ] Unit of competency not yet achieved

**Candidate signature:**

**Date:**

**Assessor signature:**

**Date:**
## EVIDENCE PLAN TEMPLATE

<table>
<thead>
<tr>
<th>Name of candidate:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit:</td>
<td></td>
</tr>
<tr>
<td>Registered training organisation</td>
<td>OLS</td>
</tr>
</tbody>
</table>

### Sources of evidence

<table>
<thead>
<tr>
<th>Agreed Evidence</th>
<th>Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio</td>
<td></td>
</tr>
<tr>
<td>Supervised Test/Practical demonstration</td>
<td>Practical demonstration to assessor for the following tasks:</td>
</tr>
<tr>
<td>Questions</td>
<td></td>
</tr>
<tr>
<td>Third Party Report</td>
<td></td>
</tr>
</tbody>
</table>

### Arrangements:

<table>
<thead>
<tr>
<th>Agreements</th>
<th>Dates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td></td>
</tr>
</tbody>
</table>

### Agreement

- Evidence to be submitted by:
- Interview date
- I agree to the evidence plan (sign below)

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Signature/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate:</td>
<td></td>
</tr>
<tr>
<td>Manager:</td>
<td></td>
</tr>
<tr>
<td>Assessor:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dated:</th>
</tr>
</thead>
</table>
## EVIDENCE COLLECTION PLANNER TEMPLATE

<table>
<thead>
<tr>
<th>Work activity</th>
<th>[fill in details as required as per competency standards]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Code:</td>
<td>[fill in details as required as per competency standards]</td>
</tr>
<tr>
<td>Unit(s) of competency</td>
<td>[fill in details as required as per competency standards]</td>
</tr>
<tr>
<td>Registered Training Organisation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence gathering techniques</th>
<th>Task</th>
<th>Evidence requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workplace observation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questioning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third party report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Candidate Feedback After Assessment Template

## POST-ASSESSMENT INTERVIEW

| Candidate Name: |  |
| Assessor Name: |  |

### Assessment Task | Date: |
|-------------------|--------|

### Assessment results | YES | NO |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence summary discussed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judgement of competency discussed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment record signed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Candidate’s feedback |

- Understood assessment process and requirements  |
- Expectations met  |

### Candidate’s comments:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Future strategies agreed as a result of the decision:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Date of interview: | Candidate signature: | Assessor signature:

---