Implementing the NQF and Quality Framework.

New Forms and Processes
Summary of Accreditation and Registration Forms Approved by the NTC in 2008/2009.

1. Application for Registration as a Training Provider or a TVET Programs.
2. Application for Registration as a Master Trainer or a Consultant Trainer.
3. Explanation of the PNG National Training Quality Framework.
4. Application for Registration as a Senior Trainer.
5. Application for Registration as a Trainer.
6. Application for Registration as an Instructor.
7. Application for registration as an Assessor.
8. Application for registration of Delivery/Assessment of a Qualification.
9. Application for registration of Delivery/Assessment of a Foreign Qualification.
10. Course Specifications.
11. Module Template
12. Unit of Competency Template.
13. Work Evidence Template
Introduction

The PNG National Training Quality framework is a set of standards for the registration and audit of technical and vocational education and training (TVET) institutions. This framework is not intended for higher education sector. The quality framework comprises of standards for trainers, courses and institutions. For registration and audit purposes, institutions must comply with all three sets of standards.

This document provides an explanation of each element of each standards.

Accreditation Bodies

Accreditation bodies are responsible for registration and auditing TVET training providers based on the National Training Quality. The two accrediting agencies are National Training Council and TVET Division of the National Department of Education.

National Training Council

The National Training Council coordinates the review of the National Training Quality Framework with all stakeholders and provides assistance to other agencies that are involved in the registration of training providers. The National Training Council also directly registers private organisations, foreign organisations and government providers not otherwise accredited by TVET Division of the National Department of Education.

TVET Division, National Department of Education

TVET Division registers Department of Education Technical/Business Institutions, Vocational Training Centres, Community Colleges and Technical High School.

¹Technical and vocational education and training (TVET) is all training for all sectors of the economy that are carried out, for the occupations that are below professional levels (require higher education qualifications.) The TVET sector includes technical/business institutes of the Department of Education, vocational training centres, community colleges, technical high schools, government training institutions, private sector training centres and private training colleges.
Definitions:

Assessor is a registered person who only assesses the outcomes of training programs.

Consultant trainer is a person who provides key education advisory services to institutions. Key functions include: advising measures to improve the overall quality of that institution in accordance with the quality framework.

Instructor is a registered person who delivers and assesses training programs.

Master trainer is a registered person who provides overall educational leadership within an institution of ten or more equivalent full time staff directly involved in training and assessment. Key functions include: managing overall quality of that institution in accordance with the quality framework; training staff; determining and addressing training needs; and, managing the registration of the registered trainers.

Registered training organisation (RTO) is any organisation that is registered nationally to deliver and/or assess and issue qualifications. The organisation can only issue qualifications that it is registered to deliver.

Senior trainer is a registered person who provides overall educational leadership within an institution of less than ten full time staff directly involved in training and assessment. Key functions include: managing the overall quality of that institution in accordance with quality framework; determining and addressing training needs; and, managing the registration of the institution.

Trainer is a registered person who provides educational leadership in the training of specific occupations in an institution. Key functions include: developing delivery and assessment resources and tools; providing guidance to instructors; monitoring the effectiveness of delivery and assessment; planning delivery and assessment; addressing the learning needs of students; and delivering and assessing training programs.

Technical and Vocational Education and Training (TVET) is all training for all sectors of the economy that are carried out for occupations that are below professional levels (i.e. require higher education qualifications). Hence TVET is focused on a wide range of occupations including those in the public sector, the retail and services sector, finance garment production, hospitality, primary industry and manufacturing. TVET programs are distinguished by having clearly defined training outcomes that address the capability require for an occupation below professional level.

Units of Competency constitute by areas of performance or functions expected in an occupation. Generally units of competency address the specific products or services provided by an individual in that occupation. Units of competency are generally complete in themselves rather that forming part of something else such as specific knowledge or skills. Each unit of competency is comprised of elements, associates performance criteria for each element, a range statement and an evidence guide.

Version 1.0
Standard 1

The Registered Training Organisation (RTO) has trainers who are capable of developing delivery and assessment strategies and materials and, assessing training for each qualification.

Elements

1.1 Each RTO with ten or full time equivalent staff directly involved in training and assessment must either employ a registered master trainer or contract a registered consultant trainer to manage the educational processes.

Explanation

Registered Training Organisation (RTOs) must have expertise in educational leadership at the institutional level. For institutions that have more ten full time equivalent staff involved directly in training and assessment, there should at least be one person registered as a master trainer. Key function of a master trainer include: managing the overall quality of that institution in accordance with the quality framework; training staff; determining and addressing training needs; and, managing the registration of the institution. In managing quality, the master trainer exercises a leadership role in the delivery and assessment practices within the institution.

Institutions however without a master trainer can satisfy this requirement through employing the service of a consultant trainer. In employing consultant trainers, institutions should document the use of a consultant and demonstrate clearly that the key educational leadership services within the functions of master trainer have been provided.

1.2 Each RTO with less than ten full time equivalent staff directly involved in training and assessment must either employ a registered senior trainer or a consultant trainer to manage the educational processes.

Explanation

Registered Training Organisation (RTOs) must have expertise in educational leadership at the institutional level. For institutions with less than ten full time equivalent staff involved directly in training and assessment, there should at least be one person registered as a senior trainer. A senior trainer performs all the leadership functions of a master trainer with the expectation of not having to perform the functions of training other staff and undertaking the more complex aspects of training needs analysis.

Institutions however without a senior trainer can satisfy this requirement through employing the service of a consultant trainer. In employing consultant trainers, institutions should document the use of a consultant and demonstrate clearly that the key educational leadership services within the functions of senior trainer have been provided.
1.3 Each RTO must employ at least one registered trainer for every ten or less full time equivalent instructors.

**Explanation**

Institutions must demonstrate that they have educational leadership at the delivery and assessment level. Institutions must demonstrate that they employ at least one registered trainer and more than one if they have in excess of ten full time equivalent instructors. For example: The requirement for an institution of twenty one full time equivalents is three registered trainers.

A full time instructor will be a person who works 35 hours per week in education related work. Hence a person who works in an institution for nine hours a week constitutes a 2.5 full time equivalent.

1.4 All classes of trainer must have at least achieved the qualification/unit of competency that they are directly involved in delivering and/or assessing. Possession of the qualification/unit of competency must be documented to satisfy audit purposes.

**Explanation**

Institutions must ensure that everyone who delivers and/or assesses a unit/s of competency, must possess technical qualifications and experience that is at least the same as the unit/s of competency. This means that the person will either have a transcript indicating achievement of the unit/s of competency (for example, results of NATTB skills test) or will have an equivalent qualification.

Equivalency however must be documented. Institutions should have documentation for audit examination that explains how the qualifications and experience that is at least at the level of the unit/s of competency. Particular care needs to be exercised for qualifications at National Certificate 3 or higher. In the case of National Certificate 3 qualifications in trade areas, there should be documentation that recognises the individual as a tradesperson.

1.5 All trainers involved in direct delivery and assessment must have had at least two years work experiences directly related to the subject matter being delivered. The work experience should at least at the level of the qualification/ unit of competency.

**Explanation**

Work experience means full time employment or self-employment. The level of work experience required will be highly dependent upon the level of the unit/s of competency. For National Certificate 3 unit/s of competency, it will be necessary that the person has had skilled worker experience (e.g. as a tradesperson). For qualifications at National Certificate 4 and above, the trainer must have worked either in a technician or professional role.
1.6 *Master, consultant* and *senior trainers* must have had at least five years training experience.

**Explanation**

To gain registration as a master, consultant or senior trainer, the applicant must have had a total of five full years in direct delivery/assessment and other educational functions primarily within post schooling TVET institutions. The experience should include performing an educational leadership role within a TVET institution. Experience in administration or general management of an institution will not count towards the experience.

1.7 *Trainners* must have had at least three years training experience.

**Explanation**

To gain registration as a *trainer*, the applicant must have had at least three full time years experience in direct delivery/assessment and other educational functions primarily within post schooling TVET institutions. The experience should include significant involvement in resources development and providing educational leadership within a group of trainers’ directly delivering and assessing training. Experience in administration or general management of an institution will not count towards the requirement.

1.8 Trainers must possess relevant national qualifications in training. For each class of trainer there will be a national qualification each of which will require the achievement of a set of units of competency. For example, *master and consultant trainers* must possess all units of competency in the table below whereas *instructor* only require two units of competency. The units of competency associated with each of these classes of trainer are as follow:

<table>
<thead>
<tr>
<th>Units of competent</th>
<th>Classes of trainer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research and develop competency standards</td>
<td>X</td>
</tr>
<tr>
<td>Develop teams and individual</td>
<td>X</td>
</tr>
<tr>
<td>Undertake organisational training needs analysis</td>
<td>X</td>
</tr>
<tr>
<td>Determine and manage scope of training and assessment services</td>
<td>X</td>
</tr>
<tr>
<td>Lead and conduct training and/or assessment evaluations</td>
<td>X</td>
</tr>
<tr>
<td>Lead and coordinate assessment systems and services</td>
<td>X</td>
</tr>
<tr>
<td>Lead and coordinate training services</td>
<td>X</td>
</tr>
<tr>
<td>Use competency standards to meet client needs</td>
<td>X</td>
</tr>
<tr>
<td>Design and develop learning programs</td>
<td>X</td>
</tr>
<tr>
<td>Plan and organise assessment</td>
<td>X</td>
</tr>
<tr>
<td>Develop assessment tools</td>
<td>X</td>
</tr>
<tr>
<td>Design and organise learning resources</td>
<td>X</td>
</tr>
<tr>
<td>Facilitate group based delivery</td>
<td>X</td>
</tr>
<tr>
<td>Assess competence</td>
<td>X</td>
</tr>
</tbody>
</table>
Explanation

The list above indicates the units of competency required for class of trainer. Hence the requirements for a master trainer are completion of all units of competency. Achievement of these units of competency will require enrolment with training provide that is registered to deliver and assess these units of competency. Once the applicant has received a certificate/testamur (official document) form the registered training provider which lists all the units above and satisfied other requirements, he/she can apply for registration.

Because many people will have already completed or will be completing a range of significant existing trainer training programs, provision has been made for equivalency for training qualifications. Up till January 2011, TAA40104 Certificate IV in Training and Assessment will be an equivalent to the set units of competency required for master/consultant trainers. Up till January 2013, the following qualifications are equivalent to the training qualification requirements for trainer level and below: Diploma of Teaching (Technical) and Diploma in Technical & Vocational Education and Training from University of Goroka; and the Diploma of Vocational Education & Training from PNGEI. Higher education TVET qualifications similar in the nature to the university of Goroka and PNGEI qualifications are also equivalent to the qualification requirements of trainers.

1.9 Where more than one person is involved in delivering and assessing unit of competency, one person can satisfy the pedagogical requirements and the other can satisfy the technical expertise requirements provided that the totality of the requirements for an instructor or assessor is present.

Explanation

To satisfy the quality framework, anyone engage in delivering and assessing units of competency must process all the trainer units of competency as well as the relevant technical background. Where more than one person is involved, it is possible to pool expertise. Provided the totality of requirements is met, one person can satisfy the trainer standards while one or more people can provide the technical expertise. This will be particularly useful in work based learning where the training provider provides guidance in delivery and assessment to workplace mentors who in turn train and assess staff.

Version 1.0
Standard 2

The courses registered must be NQF qualifications.

Elements

2.1 All courses must address nationally registered qualifications NATTB standards (where they exist) and use the title of the national qualification or NATTB standards (for example, National Certificate 2 in Commercial Cookery).

Explanation

Industry will define the outcomes that it requires in various occupations through creating national qualifications. Training providers in turn will be required to use these qualifications rather than develop their own qualifications. Training providers however can develop their own subjects and modules as pathways to these units of competency. A key issue for each training provider is whether they can enable students to achieve all the units of competency in a national qualification (i.e. National Certificate 1, 2, 3 etc). If not, they may have to create other qualifications such as “Statement of Attainment” (explained below).

In all documentation the RTO must use the exact title of the qualifications.

2.2 Where a course achieves some but not all units of competency from a qualification/s the course title will be “Statement of Attainment in (name, as agreed by the industry)”.

Explanation

Some RTOs may wish to offer part of a national qualification. RTOs can create a course, provided that at least one unit of competency can be achieved by the students. A condition of registration of the qualification will be industry verification that the course provides an employable outcome and agreement with the use of the name of the course. A course of this nature must use the title of “Statement of Attainment” (for example, Statement of Attainment in Cooking Seafood”). The title should also reflect the unit of competency achieved.

2.3 Where a course provides some of the underpinning knowledge and skills associated with a set of units of competency, the course title will be “Statement of Attendance in (name)”

Explanation

Some RTOs may be able to offer either a national qualification or a “Statement of Attainment” but nonetheless provide a significant level of theory and skills associated with national qualifications. In these situations the course should be called a “Statement of Attendance” (for example, “Statement of Attendance in Village Motor Maintenance”).

Version 1.0
2.4 Where standards do not exist for an occupation, the course proponents must develop draft standards (or adopt existing standards from elsewhere) in association with industry and achieve those standards.

**Explanation**

National Certificates 1 to 4, National Advanced Diploma courses must be comprised of units of competency. Where national qualification do not exist, training providers in association with the industry will need to create them. This will involve either developing national units of competency or using existing national or international units. A qualification created this way will become the national qualification to be used by all training providers.

In submitting a course for registration, the RTO must indicate the process of consultation with the industry, including all if those involved. The RTO must also provide a signed statement agreeing that the national qualification (i.e. the qualification structure and the units of competency) can freely used by other RTOs.

2.5 Where units of competency do not exist or do not meet a specific training need, short courses can be created but require support from the industry that they meet a defined need. The course will carry the title of “Course in (name)”.

**Explanation**

Where a training provider wants to offer a short course (i.e. a program below 200 hours) dealing with specific skills and knowledge that are not covered or only partly covered by existing units of competency, the program will carry the title of the “Course in”. Support however will be required from the industry that it meets a defined need. The process of determining the need for the course must be documents including consultations and support.

2.6 Delivery and assessment specifications (which include duration, staff/student ratios and on job experience) must be appropriate for the achievement of the standards.

**Explanation**

When a training provider wishes to be registered to deliver a given qualification, a training plan with delivery and assessment specifications must be developed and presented to the accrediting authority. The training plan should include the content/activities and how they are structured (including duration) and the assessment scheme. The overall plan should particularly indicate how each unit of competency is delivered and assessed. The plan should be appropriate for the qualification level and target group of students. A Diploma qualification aimed at school leavers for example is unlikely to be achieved in less then six months. Care needs to be exercised that an adequate level of work experience is provided especially for units of competency that are unlikely to be achieved solely through an institutional pathway.

Version 1.0
2.7 Where NATTB skills testing is a requirement for a national qualification, the national qualification can only be issued if the learner successfully passes the NATTB skilled test.

**Explanation**

Industry has strongly supported the establishment of skills tests in seven occupational areas to ensure that individuals with qualifications have the associated capability. For this reason, no national qualification in the seven occupational areas should be issued without the individual passing the associated skills test. Where training providers have been involved in training and assessing in the seven occupational areas, it will be desirable for training providers to have a partnership arrangement with NATTB. As part of the partnership arrangement, the parties can jointly issue a testamur/certificate.

2.8 All courses must include studies about HIV/AIDS prevention.

**Explanation**

Training providers should demonstrate that each national qualification has studies not less than a half an hour duration dealing with HIV/AIDS prevention.

2.9 Qualifications that have been registered overseas by accreditation bodies recognised by the NTC, and which comply with the Government policy and regulations will gain automatic recognition as a foreign (but not national) qualifications.

**Explanation**

Training providers may wish to offer foreign qualifications. These qualifications will be automatically recognised with the status of a foreign qualification. Because they will not have the status of a national qualification, the national logo should not be used in any associated documentation or promotion. For automatic recognition to be given, there are the following provisos:

a) The qualification must be registered by an accreditation body recognised by NTC.
b) Quality control of the delivery and assessment of the qualification is vested with the foreign accreditation body.
c) The qualification complies with the government policy and regulations.

2.10 National logos can be used on testamurs for registered national qualifications and training providers.

**Explanation**

A national logo will be an important symbol of quality as it will signify that the course and provider satisfies national quality standards. This in turn will give greater confidence to both employers and potential students about the qualification received.
The use of this logo will be restricted to national qualifications and training providers registered to deliver and/or assess the national qualification. Hence a training provider who is registered to deliver national qualifications will be able to use the logo on the certificates/testamurs for each of the qualifications on the scope of registration. Conversely, a training provider who is not registered to deliver/assess specific national qualifications will not be able to use the logo on the certificates/testamur of those qualifications.

2.11 Testamur with national logos may only contain the following information: name of RTO/s and associated signature/s, name of graduate, qualification title and unit/s of competency achieved. Details of modules/subjects studied can be provided if necessary on a separate document which should not contain the national logo.

Explanation

In order to provide clear consistent information to employers about graduates’ overall performance, there needs to be a defined set of information on each certificate/testamur with the national logo. The certificate should contain the name of the RTO or RTOs (in the case of more than one RTO being responsible), signatures of the RTO/s management, the name of the students, the qualification title and the units of competency achieved. Because the focus is on the national qualifications, the same information will be on each certificate/testamur regardless of the training provider. No other information such as subjects or modules studied should appear on the certificate/testamur. This information however can be provided on a transcript which should not contain the national logo.

2.12 Where more than one training provider has been involved in the training/assessment of a student, the testamur for qualification should have the names of all the providers.

Explanation

More than one training provider may have been involved in the delivery/assessment of a qualification. In such a cases of partnership between training providers, the certificate/testamur issued to graduates should carry the name of all RTOs. An example is where a training provider has delivered and assessed a national qualification which is also subject to a NATTB skills test. In this situation, the certificate/testamur should have the name of the training provider as well as the NATTB.

Version 1.0
**Standard 3**

The Registered Training Provider (RTO) has the capability to deliver and/or assess qualifications in their scope of registration in accordance with the Government of PNG policy.

**Elements**

3.1 The RTO must possess or have access to facilities, tools, equipment and material appropriate to achieve the relevant standards.

**Explanation**

Units of competency contain in a range of specifications about the performance that is required. This may often include the use of specific tools and equipment, the products to be produced and various contextual factors. It is therefore a requirement for all training providers who wish to offer national qualifications/units of competency to possess or to have access to all the facilities, tools, equipment and materials implied by the specifications. This means either the institution has all the requirements on its own premises or has rental arrangements for specific equipment when required or has structured arrangements in place with workplaces which have all necessary physical resources. Structured arrangements with workplaces will normally comprise the organisation of experiences of students on key activities related to the unit/units of competency.

Training providers may require students to gain workplace experience before issuing a qualification. However training providers cannot simply satisfy the physical resource requirement through students undertaking their own work experience.

3.2 The RTO is a viable entity both from a management and financial perspective.

**Explanation**

The RTO must be able to provide documentation to demonstrate that it is a viable entity. Documentation should include the following:

a) Contact details – residential address, postal address and telephone number.
b) A mission statement addressing HRD objectives.
c) A set of objectives for the institution.
d) An inventory on physical assets of the institution
e) A staff list indicating for each staff member: name, position (including in the case of teachers-subject matter taught), hours per week, qualifications and experience.
f) Bank financial statements
g) Estimates income and expenditure for a 12 months period.
3.3 Private training providers must be registered with the Investment Promotion Authority.

**Explanation**

Local private companies and foreign companies seeking registration as RTOs must provide documentation showing they are registered with the Investment Promotion Authority.

3.4 The fees charged are reasonable.

**Explanation**

A condition of registration is that RTOs do not charge excessive fees. At registration, providers should provide a schedule of fees. If the fees significantly exceed that of other RTOs, include an explanation (generally with inputs and costings) why fees are much higher.

3.5 Promotion should:

   a) only include courses that are registered.
   b) contain such as entry/selection requirements, course requirements and employment outcomes.

**Explanation**

RTOs are expected to be ethical in the promotion of their programs. All promotion material must not be misleading and it must accurately convey key information to prospective students. It a training provider is not registered to conduct a specific course, the latter should not be promoted. Advertisements and course/s (as approved); entry requirement²; course selection criteria³; specific requirements for completing the course such as personal equipment and clothing, work placement and travel; and, the employment outcomes from the program. All requirements need to be inclusive and not discriminatory (e.g. has a gender bias).

At registration, the training providers will supply copies of their promotional material. Monitoring of promotional material will be an ongoing part of the registration agency.

3.6 Have a program of awareness raising of HIV/AIDS within the workplace.

**Explanation**

RTOs must ensure for registration purposes that their institution supports the Government of PNG policy in regard to HIV/AIDS. There should be a program for raising awareness about HIV/AIDS with the employees and strategies in place to deal with those who have become HIV positive. In applying for registration, training providers should provide a copy of their workplace policy on HIV & AIDS management & prevention.
3.7 Comply with all Government of PNG laws and regulations including those related to the employment of foreign expertise.

**Explanation**

A condition of ongoing registration is compliance with PNG laws and regulations. An area of particular concern is the employment of a foreign nationals in private organisations. The private institution must have work permits for all foreign nationals and have structured training in place for local staff.

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2 Entry requirements are the minimum requirements for entry to a course to ensure successful completion. Hence a student who does not meet the minimum requirements should not be enrolled regardless of whether there are vacancies or not.

3 Selection criteria are the means of choosing students for a course where are more eligible applications (i.e. students who satisfy the entry requirements) than places.

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3.8 Training organisations that have been registered overseas by accreditation bodies recognised by NTC will gain automatic recognition.

**Explanation**

Where a training organisation has been registered in another country to deliver specific qualifications, then the institution will gain automatic registration subject to the following provisos:

a) The institution must registered by an accreditation body recognised by the NTC.

b) Quality control of the institution including activity in PNG is vested with the foreign accreditation body.

c) The institution complies with the government policy and regulations.

Indicate that they are “registered Applicants for registration should provide documentation of their registration with the foreign accreditation body. Institutions that gain automatic registration may not use the PNG national logo but may with the NTC (or other relevant body)”.

Version 1.0
## Summary of Accreditation and Registration Forms Approved by the NTC in 2008/2009

<table>
<thead>
<tr>
<th>Submission Type</th>
<th>Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration of national qualifications.</td>
<td>No specific form. Submission must include documentation of the industry ratification of the units of qualification package in the qualifications. Where the units of competency are developed they should be in the format of the form. <strong>MECRS Unit of Competency Templates.</strong></td>
</tr>
</tbody>
</table>
| Registration of PNG qualifications for delivery and assessment. | **MECR1** - Application for Registration of Delivery/Assessment of a Qualification.  
**MECR3** - Course specification.  
**MECR4** - Module Template.  
**MECR6** - Work Evidence Template. |
| Registration of a foreign qualification.             | **MECR2** - Registration pf a foreign qualification                  |
| Trainer registration.                               | **METR1** - Application for registration as a Master or a consultant trainer.  
**METR2** – Application for registration as a senior trainer.  
**METR3** – Application for registration as a trainer.  
**METR4** – Application for registration as an instructor.  
**METR5** – Application for registration as an assessor. |
| Registration of an Institution.                      | **METR01** – Application for registration as a training provider or a TVET programs. |
1.

APPLICATION FOR REGISTRATION AS A TRAINING PROVIDER OR TVET PROGRAMS.
APPLICATION FOR REGISTRATION AS A TRAINING PROVIDER OR TVET PROGRAMS.
APPLICATION FOR REGISTRATION AS A TRAINING PROVIDER OR TVET PROGRAMS

This form is for private training providers and public sector training organisations wishing to become a Registered Training Organisation (RTO). You will also need to seek separate registration of the courses that you plan to offer as part of this application.

If your application is successful you will become a registered training organisation (RTO) enabling you to offer the technical and vocational education and training (TVET) programs that you sought application for. This will not entitle you to offer secondary education programs for which separate registration must be sought from other authorities. Should you wish to offer additional TVET programs in the future, then you must submit an application for each additional program that you plan to offer.

To become and remain an RTO you must satisfy all the standards of the quality framework (available on application to NTC). Audits will be conducted initially and periodically against the standards of the quality framework to determine whether you gain or retain the status of an RTO.

2. DETAILS OF ORGANISATION

1.1 Organisation name: ……………………………………………………………………………………

1.2 Name and title of executive/managing director: …………………………………………………

1.3 Address of organisation (location): ……………………………………………………………

1.4 Address and title of contact: ………………………………………………………………………

1.5 Contact details: ………………………………………………………………………………………
1.6 Is the organisation registered with the Investment Promotion Authority?

Yes ☐ no ☐

1.7 If yes, please provide details of registration (e.g. registration number)…………………………

1.8 Is the organisation registered to deliver TVET program in other countries?

Yes ☐ no ☐

1.9 If yes, please provide details of registration…………………………………………………………

1.10 Date of establishment of organisation………………………………………………………………

1.11 Provide details of the activities of the organisation over the past three years (attach
details)

1.12 What hours/days does your organisation operate as a training organisation?

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

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1.13 Is your organisation affiliated with any other training organisation?

Yes ☐ no ☐

If no, please proceed to question 1.16

1.14 If yes, please state the name of the training organisation and any relevant registration
details (including any foreign registration).

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1.15 If yes, what is the nature of the cooperation?

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1.16 Mission statement of the organisation.

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1.17 Please state the specific objectives of the organisation.
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………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………

2 FUNDING SOURCES

2.1 Please indicate what percentage of your funding comes from the following sources (Please indicate in the appropriate box).

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students fess</td>
<td></td>
</tr>
<tr>
<td>Donations</td>
<td></td>
</tr>
<tr>
<td>Grants</td>
<td></td>
</tr>
<tr>
<td>Other commercial activities</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

For grants, other commercial activities and others, please provide more details.
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
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2.2 Please attach details of the annual training budget of your institution, showing details of income and expenditure. This should include a bank financial statement.

2.3 Please also supply a financial forecast for the next three years indicating likely funding sources.
3. TRAINING FACILITIES AND RESOURCES

3.1 Please complete the table below detailing your training facility.

<table>
<thead>
<tr>
<th>Type of facility (e.g. classroom, computer laboratory, auto workshop)</th>
<th>Location</th>
<th>Quantity</th>
<th>Ownership (please tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Owned</td>
</tr>
</tbody>
</table>

3.2 If the facilities are leased, please indicate the period of the lease (and copy of the portion of the lease document indicating the period)

………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
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3.3 If you indicated “other” ownership, please explain what this is and indicate the term you have occupancy of the premises.

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3.4 If you offer accommodation as part of your services, please respond to the questions below:

3.4.1 What do you charge each student per week K …………………………………………………

3.4.2 Please indicate the services the student gets for this charge by ticking appropriate boxes.

Breakfast ☐ Lunch ☐ Dinner ☐

Regular charge of bed linen ☐
Clothes washed ☐

3.4.3 Please indicate the nature of the accommodation by answering each question below:
Number of mail boarders .................................................................

Number of female boarders ...........................................................

Number of bedrooms – female ..........................................................

Number of exclusively female bathrooms/toilets .................................

Is there a separate source area for the female boarders yes □ no □

Is there boarder exclusive use of a kitchen yes □ no □

Is there boarder exclusive use of the laundry yes □ no □

4 STAFF

4.1 Staff directly involved with training activity

<table>
<thead>
<tr>
<th>Name</th>
<th>Title (Mr., Mrs. Etc.)</th>
<th>Job function (e.g. instructor of office administration, head of instructor of accounting etc.)</th>
<th>Class of trainer (master trainer, senior trainer, instructor, assessor, unregistered trainer)</th>
<th>Registration number</th>
<th>Hours per week related to training activity</th>
<th>Experience (tick if yes)</th>
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</tbody>
</table>
### 4.2 Educational staff background

<table>
<thead>
<tr>
<th>Name</th>
<th>Formal qualifications related to training activity</th>
<th>Work experience related to training activity</th>
</tr>
</thead>
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</table>

### 4.3 Details of support staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title (Mr., Mrs.)</th>
<th>Job function (e.g. finance officer)</th>
<th>Hours per week employed</th>
<th>Expatriate (tick if yes)</th>
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</tbody>
</table>
4.4 Approval details of expatriate staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Work permit no</th>
<th>Expiry date of work permit</th>
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</thead>
<tbody>
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</tbody>
</table>

5 ENROLMENT

5.1 Attach a copy of your student application process and student application form.

5.2 Attach copy of your student orientation program

5.3 Please provide statistics on your enrolments in all courses over the past three years (if applicable).

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>No of enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
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</tbody>
</table>
6. OTHER REQUIREMENTS

6.1 Please attach your management plan for HIV/AIDS.

7. STATEMENT BY ORGANISATION STAFF

I, the undersigned, confirm that this application represents an accurate statement of the current status and operations of the organisation. I confirm that I have studied or have advised on policies and procedures of particular relevance to registration and national qualification approval. To the best of my knowledge the establishment’s activities comply with any relevant legislative requirements.

I confirm that we have considered any aspects of our operations that may place students or the public at risk and have implemented policies and procedures to ensure protection.

I confirm that I understand the standards of the national quality framework that apply to registered training organisation and commit to ensure the best of our ability they will be met by the time of audit on a continuous basis throughout our period of registration.

Name of contact: ………………………………………………………………………………………………

(Plase print clearly)

Signature: ………………………………………………………………………………………………………

Date: …………………………………………………………………………………………………………

Name of executive / managing director: …………………………………………………………………

(Plase print clearly)

Signature: ………………………………………………………………………………………………………

Date: …………………………………………………………………………………………………………

Institution seal/stamp: 
2. APPLICATION FOR REGISTRATION AS A MASTER TRAINER OR A CONSULTANT TRAINER.
APPLICATION FOR REGISTRATION AS A
MASTER TRAINER OR A CONSULTANT TRAINER.
Application for registration as a Master Trainer or a Consultant Trainer.

Registration as a master trainer or a consultant trainer means that you are able to provide educational leadership for an institution. This requires that you have significant ability to manage or advise the management of educational processes especially competency based training approaches. You will be asked to indicate whether you have already achieved units of competency or whether you have evidence that you have the performance associated with the units of competency. You will need to demonstrate that you have either achieved or have evidence of achievement of all the units. Please note that while acceptance of your evidence will enable you to be registered, this will not constitute a recognition process for issuance of documentation indicating achievement of units of competency.

Registration as a master trainer or consultant trainer requires the following:

1. Existing registration as a trainer and instructor
2. Five years full time experience as a trainer in post schooling TVET institutions.
3. Possession of Trainer of Trainer (TOT) qualification or a certificate IV in Training and Assessment (or equivalent).
4. A transcript from a registered training organisation indicating that a set of units of competency have been achieved by you or evidence to indicate that you have adequately performed the processes associated with this set of units of competency. Alternatively the Certificate in Training and Assessment is an equivalent.
1. Registration sought (tick appropriate box)

Master Trainer ☐ Consultant Trainer ☐

2. Personal/Contact Details

2.1 Name: .................................................................................................................................

2.2 Private Address: ......................................................................................................................

2.3 Contact details: ...........................................................................................................................

<table>
<thead>
<tr>
<th>Phone (private)</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>Mobile number</td>
<td>Fax</td>
</tr>
</tbody>
</table>

3. Current Employment

3.1 Organisation name: ..................................................................................................................

3.2 Address: ..................................................................................................................................

3.3 Position or designation: ...........................................................................................................

3.4 Contact details

| Phone: | Fax: | Email: |

4. Technical/Occupational Qualifications

<table>
<thead>
<tr>
<th>Qualification Received</th>
<th>Institution and location</th>
<th>Date of receipt of qualification</th>
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</thead>
<tbody>
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5. Training Experience

<table>
<thead>
<tr>
<th>Period</th>
<th>Institution and location</th>
<th>Approx contact hours per week</th>
<th>Training undertaken</th>
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</tbody>
</table>
6. Trainer and Instructor Registration.

6.1 Are you registered as a trainer?  Yes  ☐  No  ☐

Registration number: ………………………………………………………………………………………………………

Note: If you are not registered for either or both, you are ineligible for registration as a master or consultant trainer.

7. Possession of specific master/consultant competencies

7.1 Do you possess the Australian Certificate IV in Training and Assessment (or its predecessor).

Yes  ☐  No  ☐

If yes, attach certificates from registered training organisation that assessed you and complete the signatures at the end of this application form.

7.2 If no to question 7.1, please indicate yes or no whether you possess certificates from a registered training organisation indicating achievement of the following:

<table>
<thead>
<tr>
<th>Unit so competency (or an equivalent Australian unit of competency)</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Research and develop competency standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop teams and individual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undertake organisational training needs analysis</td>
<td></td>
<td></td>
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<tr>
<td>Determine and manage scope of training and assessment services</td>
<td></td>
<td></td>
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<tr>
<td>Lead and conduct training and/or assessment evaluation</td>
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<tr>
<td>Lead and coordinate assessment systems and services</td>
<td></td>
<td></td>
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<tr>
<td>Lead and coordinate training services</td>
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<td></td>
</tr>
</tbody>
</table>

If yes to any, attach certified copies of certificates from registered training organisation that assessed you and proceed to question 7.3. If yes to all, complete the signatures at the end of this application form.

7.3 If you don’t have transcript for some or all of the units, please answer the questions below for each of these units (by ticking the yes/no boxes).

**Research and develop competency standards.**

Have you undertaken any occupational or job analysis  Yes  ☐  No  ☐

If yes, please explain and attach a copy of the analysis.

........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
Have you written competency standards (in NATTB format)  
Yes ☐  No ☐

If yes, please attach examples.

**Develop teams and individuals**

Do you have evidence of (a) learning plans that you have developed for a team and individual in a registered organisation and (b) evidence of active professional development of teams and individuals in a training environment.

Yes ☐  No ☐

If yes, please attach documentation

**Undertake organisational training needs analysis**

Have you prepared reports on analysis of client needs, the work performance gaps and advice and recommendation on training and assessment needs for individual organisations?

Yes ☐  No ☐

If yes attach a list of reports written with sample report

Determine and manage scope of training and assessment services.

Have you prepared an analysis for an organisation about what training and assessment services can be provided cost effectively and in line with quality framework.

Yes ☐  No ☐

Have you prepared documentation for a registration authority (e.g. NTC) for authority to conduct specific training and/or assessment services?

Yes ☐  No ☐

If yes please attach details of your evaluation comprising:

An evaluation plan which should include: evaluation scope, objectives and outcomes; evaluation schedule/timelines, evaluation processes for gaining evidence; evaluation methods for collecting evidence; feedback and reporting strategies and timelines; contingency plans; reporting procedures; confidentiality requirements; and, resource requirements.

Evaluation report which should include – the methodology, data and recommendations clearly based on objectives data.
**Lead and coordinate assessment systems and services.**

Have you lead and monitored the assessment practices of a number of staff in your organisation.

Yes ☐  No ☐

What specific activities have you engaged in over the past three years to understand current and relevant research into assessment practices (please detail).

Have you lead group sessions of staff where approaches of different assessors are discussed with recommendations made for improvements.

Yes ☐  No ☐

Have you manage and assessment appeals process?

Yes ☐  No ☐

**Lead and coordinate training services**

Have you led and manage the overall training carried out in a training institutions?

Yes ☐  No ☐

If yes, detail your role and activities in:

a) Organising and arranging training services.

.................................................................
.................................................................
.................................................................
.................................................................
.................................................................

b) Organising and leading training personal.

.................................................................
.................................................................
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.................................................................

c) Monitoring training operations.

.................................................................
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.................................................................
I certify that the information supplied above is an accurate and true statement.

Application signature………………………………………………………………………………
Date: ………………………………………………………………………………………………..

………………………………………………………………………………………………………
Head of Organisation’s Signature.
Title: ………………………………………………………………………………………………
Organisation: ………………………………………………………………………………………
Date: ………………………………………………………………………………………………..

Stamp of Organisation.
3.

APPLICATION FOR REGISTRATION AS A SENIOR TRAINER
Application for registration as a Senior Trainer
Application for registration as a Senior Trainer

Registration as a senior trainer means that you are able to provide educational leadership for an institution of less than ten full time training staff. This requires that you have significant ability to manage or advise the management of educational processes especially competency based training approaches. You will be asked to indicate whether you have already achieved units of competency or whether you have evidence that you have the performance associated with the units of competency. You will need to demonstrate that you have either achieved or have evidence of achievement of all the units. Please note that while acceptance of your evidence will enable you to be registered, this will not constitute a recognition process for issuance of documentation indicating achievement of units of competency.

Registration as a master trainer or consultant trainer requires the following:

1. Existing registration as a trainer and instructor
2. Five years full time experience as a trainer in post schooling TVET institutions.
3. A transcript from a registered training organisation indicating that a set of units of competency have been achieved by you or evidence to indicate that you have adequately performed the processes associated with this set of units of competency.
4. Alternatively the Certificate IV in Training and Assessment is an equivalent.
1. Personal/Contact Details

1.1 Name: .............................................................................................................

1.2 Private Address: ..........................................................................................

1.3 Contact details: ............................................................................................

<table>
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<tr>
<th>Phone (private)</th>
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<tr>
<td>Mobile number</td>
<td>Fax</td>
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</table>

2. Current Employment

2.1 Organisation name: ......................................................................................

2.2 Address: ........................................................................................................

2.3 Position or designation: ..............................................................................

2.4 Contact details

| Phone: | Fax: | Email: |

3. Technical/Occupational Qualifications

<table>
<thead>
<tr>
<th>Qualification Received</th>
<th>Institution and location</th>
<th>Date of receipt of qualification</th>
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4. Training Experience

<table>
<thead>
<tr>
<th>Period</th>
<th>Institution and location</th>
<th>Approx contact hours per week</th>
<th>Training undertaken</th>
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</table>
5. Trainer and Instructor Registration.

5.1 Are you registered as a trainer?  Yes □  No □

Registration number: ………………………………………………………………………………………………………

Note: If you are not registered for either or both, you are ineligible for registration as a master or consultant trainer.

6. Possession of specific senior trainer competencies

6.1 Do you possess the Australian Certificate IV in Training and Assessment (or its predecessor).

Yes □  No □

If yes, attach certificates from registered training organisation that assessed you and complete the signatures at the end of this application form.

6.2 If no to question 7.1, please indicate yes or no whether you possess certificates from a registered training organisation indicating achievement of the following:

<table>
<thead>
<tr>
<th>Unit so competency (or an equivalent Australian unit of competency)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine and manage scope of training and assessment services</td>
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<td></td>
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<tr>
<td>Lead and conduct training and/or assessment evaluations</td>
<td></td>
<td></td>
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<tr>
<td>Lead and coordinate assessment systems and services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead and coordinate training services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If yes to any, attach certified copies of certificates from registered training organisation that assessed you and proceed to question 7.3. If yes to all, complete the signatures at the end of this application form.

6.3 If you don’t have transcript for some or all of the units, please answer the questions below for each of these units (by ticking the yes/no boxes).

**Determine and manage scope of training and assessment services**

Have you prepared an analysis for an organisation about what training and assessment services can be provided cost effective and in line with quality framework.

Yes □  No □
Have you prepared documentation for a registration authority (e.g. NTC) for authority to conduct specific training and/or assessment services?

Yes ☑ No ☐

If yes please attach details of your evaluation comprising:

An evaluation plan which should include: evaluation scope, objectives and outcomes; evaluation schedule/timelines, evaluation processes for gaining evidence; evaluation methods for collecting evidence; feedback and reporting strategies and timelines; contingency plans; reporting procedures; confidentiality requirements; and, resource requirements.

Evaluation report which should include – the methodology, data and recommendations clearly based on objectives data.

**Lead and coordinate assessment systems and services.**

Have you lead and monitored the assessment practices of a number of staff in your organisation.

Yes ☑ No ☐

What specific activities have you engaged in over the past three years to understand current and relevant research into assessment practices (please detail).

Have you lead group sessions of staff where approaches of different assessors are discussed with recommendations made for improvements

Yes ☑ No ☐

Have you manage and assessment appeals process?

Yes ☑ No ☐
Lead and coordinate training services

Have you led and manage the overall training carried out in a training institutions?

Yes ☐ No ☐

If yes, detail your role and activities in:

a) Organising and arranging training services.

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

b) Organising and leading training personal.

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c) Monitoring training operations.

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………………………………………………………………………………………………
I certify that the information supplied above is an accurate and true statement.

Application signature………………………………………………………………………………

Date: ………………………………………………………………………………………………..

.................................................................................................................................
Head of Organisation’s Signature.

Title: ….......................................................................................................................

Organisation: ..............................................................................................................

Date: …......................................................................................................................

...........................................................................................................................................
Stamp of Organisation.
4.

APPLICATION FOR REGISTRATION AS A TRAINER
Application for registration as a Trainer
Application for registration as a Trainer

Registration as a trainer means that you are able to provide educational leadership with a group of instructor. This requires that you have significant ability to deal appropriately with educational processes especially competency based training approaches. You will be asked to indicate whether you have already achieved units of competency or whether you have evidence that you have the performance associated with the units of competency. You will need to demonstrate that you have either achieved or have evidence of achievement of all the units. Please note that while acceptance of your evidence will enable you to be registered, this will not constitute a recognition process for issuance of documentation indicating achievement of units of competency.

Registration as a trainer requires the following:

1. Possession of Trainer of Trainer (TOT), Certificate IV in Training and Assessment, Diploma of teaching (Technical) and diploma in technical & vocational education and training from University of Goroka or the Diploma of vocational education & training from PNGEI.
2. Three years full time experiences as a trainer in post schooling TVET institutions.
3. Possession of a set of units of competency or evidence to indicate that you have adequately performed the process associated with this set of units of competency. Alternatively, the following qualifications will be accepted as fulfilling the requirements: Certificate IV in Training and Assessment, Diploma of teaching (Technical) and the Diploma in Technical & Vocational Education and Training from the University of Goroka or Diploma of Vocational Education & Training from PNGEI.
4. Prior registration as an instructor.
1. **Personal/Contact Details**

1.1 Name: ………………………………………………………………………………………………

1.2 Private Address: …………………………………………………………………………………

1.3 Contact details: ……………………………………………………………………………………

<table>
<thead>
<tr>
<th>Phone (private)</th>
<th>Email</th>
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<tbody>
<tr>
<td>Mobile number</td>
<td>Fax</td>
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</tbody>
</table>

2. **Current Employment**

2.1 Organisation name: …………………………………………………………………………………

2.2 Address: ……………………………………………………………………………………………

2.3 Position or designation: …………………………………………………………………………

2.4 Contact details

   | Phone: | Fax: | Email: |

3. **Technical/Occupational Qualifications**

   | Qualification Received | Institution and location | Date of receipt of qualification |

4. **Training Experience**

   | Period | Institution and location | Approx contact hours per week | Training undertaken |


5. Instructor Registration.

5.1 Are you registered as an instructor? Yes ☐ No ☐

Registration number: …………………………………………………………………………………………………………………………………………..

Note: If you are not registered as an instructor, you are ineligible for registration as a trainer.

6. Possession of specific senior trainer competencies

6.1 Do you possess the Australian Certificate IV in Training and Assessment (or its predecessor) or any of the following qualifications: Diploma of teaching (Technical) and diploma in technical & vocational education and training from University of Goroka, and, the Diploma of vocational education & training from PNGEI.

Yes ☐ No ☐

If yes, attach certificates from registered training organisation that assessed you and complete the signatures at the end of this application form.

6.2 If no to question 6.1, please indicate yes or no whether you possess certificates from a registered training organisation indicating achievement of the following:

<table>
<thead>
<tr>
<th>Unit so competency (or an equivalent Australian unit of competency)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of competency standards to meet clients needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designed and develop learning programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan and organise assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop assessment tools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design and develop learning resources</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If yes to any, attach certified copies of certificates from registered training organisation that assessed you and proceed to question 6.3. If yes to all, complete the signatures at the end of this application form.

6.3 If you don’t have transcript for some or all of the units, please answer the questions below for each of these units (by ticking the yes/no boxes).

**Use of competency standards to meet clients needs**

Have you undertaken training needs analysis for a given client where work functions of the given jobs have been identify and units of competency/ existing modules have been identify to satisfy the need.

Yes ☐ No ☐

If yes, attach copies of the reports.
Design and develop learning programs

Have you designed and develop learning programs which include: identifying the outcomes required with the client group; identifying the learning group and their characteristics; developing an overall strategy; and, a review?

Yes ☐ No ☐

If yes, attach documentation which can include a curriculum.

Plan and organise assessment.

If yes, you will need to provide the following evidence (for at least two different modules or a set of units of competency)?

Yes ☐ No ☐

Have you planned and organised the assessment process for a whole course or a set of modules or a set of units of competency assessed separately);

a) Documented assessment plans for a number of students that includes a range of assessment events.
   b) Documentation of the organisation and reporting of the assessment process.

Develop assessment tools

Have you developed assessment tools (i.e. the actual instruments to be used for gathering assessment information e.g. exams) that support different assessment methods (e.g. direct observation, questioning, portfolios) for at least three different types of modules/units of competency.

Yes ☐ No ☐

If yes, you will need to provide the following evidence;

A range of assessment tools developed by you that should contain: procedures, information and instructions for the assessor/candidate; and, documentation of processes to trail and review the instruments.

Design and develop learning resources.

Have you developed print-based learning resources (which can include training guides, assessment materials, learner guides).

Yes ☐ No ☐
If yes, you will need the following evidence:

a) evidence of contributing to the development of a number of learning resources
b) a complete print-based learning resource produced by you which includes: documentation on researching and documenting the resource requirements; and documentation on the evaluation of the design and development process.

I certify that the information supplied above is accurate and true statement.

Application signature: …………………………………………………………………………………

Date: …………………………………………………………………………………………………

Head of Organisation’s Signature

Title: …………………………………………………………………………………………………

Organisation: ………………………………………………………………………………………

Date: …………………………………………………………………………………………………

Stamp of Organisation.
5.

APPLICATION FOR REGISTRATION AS AN INSTRUCTOR.
Application for registration as an Instructor
Application for registration as an Instructor

Registration as an instructor means that you are able to provide educational leadership with a group of instructor. This requires that you have significant ability to deal appropriately with educational processes especially competency based training approaches. You will be asked to indicate whether you have already achieved units of competency or whether you have evidence that you have the performance associated with the units of competency. You will need to demonstrate that you have either achieved or have evidence of achievement of all the units. Please note that while acceptance of your evidence will enable you to be registered, this will not constitute a recognition process for issuance of documentation indicating achievement of units of competency.

Registration as an instructor requires the following:

(a) Possession of a trainer of a training qualification or relevant units of competency for a Certificate IV in Training and Assessment (or equivalent).

(b) Possession of a set of units of competency or evidence to indicate that you have adequately performed the process associated with this set of units of competency. Alternatively, the following qualifications will be accepted as fulfilling the requirements: Certificate IV in Training and Assessment, Diploma of teaching (Technical) and the Diploma in Technical & Vocational Education and Training from the University of Goroka or Diploma of Vocational Education & Training from PNGEI.
1. Personal/Contact Details

1.1 Name: ………………………………………………………………………………………………………

1.2 Private Address: ………………………………………………………………………………………

1.3 Contact details: ………………………………………………………………………………………

<table>
<thead>
<tr>
<th>Phone (private)</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>Mobile number</td>
<td>Fax</td>
</tr>
</tbody>
</table>

2. Current Employment

2.1 Organisation name: ………………………………………………………………………………………

2.2 Address: …………………………………………………………………………………………………

2.3 Position or designation: ……………………………………………………………………………..

2.4 Contact details

| Phone: | Fax: | Email: |

3. Technical/Occupational Qualifications

<table>
<thead>
<tr>
<th>Qualification Received</th>
<th>Institution and location</th>
<th>Date of receipt of qualification</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
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4. Training Experience

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<tr>
<th>Period</th>
<th>Institution and location</th>
<th>Approx contact hours per week</th>
<th>Training undertaken</th>
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</tr>
</tbody>
</table>
5. Possession of specific instructor competencies

5.1 Do you possess the Australian Certificate IV in Training and Assessment (or its predecessor) or any of the following qualifications: Diploma of teaching (Technical) and the Diploma in Technical & Vocational Education and Training from the University of Goroka or Diploma of Vocational Education & Training from PNGEI.

Yes ☐ No ☐

If yes, attach certified copies of certificates from registered training organisation that assessed you and complete the signatures at the end of this application form.

5.2 If no to question 5.1, please indicate yes or no whether you possess certificates from a registered training organisation indicating achievement of the following:

<table>
<thead>
<tr>
<th>Unit so competency (or an equivalent Australian unit of competency)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate group based learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assess competence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If yes to any, attach certified copies of certificates from registered training organisation that assessed you and proceed to question 5.3. If yes to all, complete the signatures at the end of this application form.

5.3 If you don’t have certificates for some or all of the units, please answer the questions below for each of these units (by ticking the yes/no boxes).

Facilitate group based delivery

Your supervisor (who must be a registered trainer) will provide a report on three training sessions that you conducted group based training (attach). These need to address different training environments and learners. Please attach these with your application.

The NTC secretariat will conduct a further assessment.

Assess competence

Your supervisor (who is a registered trainer) will provide a report on your ability to assess competency for a unit of competence (or equivalent). The assessment must include at least one of the recognition of prior learning (RPL) and include a range of appropriate assessment methods/evidence gathering tools. Please attach these with your application.

The NTC secretariat will conduct a further assessment where you will have to demonstrate your ability to assess a unit of competency that is different to the one reported on by your supervisor. The learners should also be different for this assessment.
I certify that the information supplied above is accurate and true statement.

Application signature: .................................................................................................................................

Date: ............................................................................................................................................................

............................................................................................................................................................

Head of Organisation Signature

Title: .............................................................................................................................................................

Organisation: ................................................................................................................................................

Date: .............................................................................................................................................................
Supervisor’s Report

Name: ………………………………………………………………………………………………

Institution: ………………………………………………………………………………………

Contact detail: ……………………………………………………………………………………..

Trainer registration number: ……………………………………………………………………

Please supply information as requested for each of the units of competency and also sign each page.

………………………………………………………………………………………………………
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………………………………………………………………………………………………………

I certify that the information supplied above is accurate and true statement.

Signature (supervisor): ……………………………………………………………………………

Date: ………………………………………………………………………………………………..

Head of Organisation’s Signature

Title: ………………………………………………………………………………………………..

Date: ………………………………………………………………………………………………..

Stamp of organisation.
**Facilitate group based delivery.**

You are requested to check the ability of the candidate in facilitating group based delivery in three separate sessions of at least one hour each for significant work skills (which can include theory but not limited to theory). Two of the sessions should be concurrent and one of the sessions should have a different learning environment and group learners.

Please indicate work skills, learning environment and group of learners associated with each training session:

<table>
<thead>
<tr>
<th>Session 1:</th>
<th>Date: …………………………..</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 2:</td>
<td>Date: …………………………..</td>
</tr>
<tr>
<td>Session 3:</td>
<td>Date: …………………………..</td>
</tr>
</tbody>
</table>

For each element of competency (i.e. each row) and training session, indicate with a Y (for yes) or N (for no) if the specifications for the element have been satisfied or not.

<table>
<thead>
<tr>
<th>Elements of Competence</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>The applicant is able to demonstrate that he/she is able to establish an environment conducive to group learning. In particular the applicant must be able to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Read and interpret the learning program and delivery plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>confirm delivery requirements for the specified session.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confirm availability of all resource needs prior to commencement of session/s.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Obtain outcomes of learner recognition processes from relevant persons to provide flexible responses to individual learner needs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Introduce the learning program/segment of the learning program—Discuss, clarify and gain agreement on the objectives, expectations and requirements including occupational health and safety (OHS).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Initiate relationships with and between learners which support inclusivity, acknowledge diversity and enable a positive learning environment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The applicant is able to demonstrate that he/she is able to deliver and facilitate training sessions. In particular the applicant must be able to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Interact with learners based on the application of learning principles in accordance with learner styles and identified learner characteristics.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Conduct each training session in accordance with session plans but modify where appropriate to meet needs of learners.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Address all resource requirements for delivery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Use the diversity of the group as another resource to support learning.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Address in the delivery of generic skills that are relevant to learning objectives.
- Employ a range of delivery methods.
- Use appropriate technology as training aids to optimise the learner experience – Build opportunities for practice and formative assessment into the delivery, where assessment is required.

<table>
<thead>
<tr>
<th>The applicant is able to demonstrate that he/she has effective facilitation skill. In particular the applicant must be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Use presentation skills to ensure the delivery is engaging and relevant.</td>
</tr>
<tr>
<td>(b) Use group facilitation skills to ensure effective participation and group management.</td>
</tr>
<tr>
<td>(c) Use oral communication and language skills to motivate the learner and to transfer knowledge and skills.</td>
</tr>
<tr>
<td>(d) Use interpersonal skills to maintain appropriate relationships and ensure inclusivity.</td>
</tr>
<tr>
<td>(e) Use observation skills to monitor individual and group progress.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The applicant is able to demonstrate that he/she is able to support and monitor learning. In particular the applicant must be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Monitor and document learner progress to ensure outcomes are being achieved and the needs of individual learners are being met.</td>
</tr>
<tr>
<td>(b) Adjust the delivery plan to reflect specific needs and circumstances and unanticipated situations.</td>
</tr>
<tr>
<td>(c) Encourage learners to reflect on personal learning progress.</td>
</tr>
<tr>
<td>(d) Manage group dynamics to ensure effective participation by all learners and to maintain effective relationship.</td>
</tr>
<tr>
<td>(e) Manage inappropriate behaviour using conflict resolution and negotiation skills to ensure learning can take place.</td>
</tr>
<tr>
<td>(f) Maintain, store and secure learner records in accordance with legal/organisational requirements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The applicant is able to demonstrate that he/she is able to review and evaluate the effectiveness of learning. In particular the applicant must be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Evaluate the delivery plan to determine its effectiveness as a tool in guiding the learning process.</td>
</tr>
<tr>
<td>(b) Provide feedback is to the delivery plan writer, as appropriate.</td>
</tr>
<tr>
<td>(c) Seek feedback from learners/management/peers on the quality of delivery, and identify areas for improvement and document.</td>
</tr>
<tr>
<td>(d) Reflect on own performance in training delivery.</td>
</tr>
<tr>
<td>(e) Consider and implement areas of improvement/new ideas to improve the quality of delivery/facilitation and to enhance the learning experience.</td>
</tr>
</tbody>
</table>
Assess competence

You are requested to check the ability of the candidate in assessing competence in one unit of competency or equivalent\(^2\) which should deal with different learning environments and learners. The assessments must include at least one recognition of prior learning (RPL) and include a range of appropriate assessment methods/evidence gathering tools.

Unit of competency (or equivalent) assessed:

Date: ………………………………………………………………………………………………………………………………

\(^2\)Equivalent means a function, product or service produced.

Assessment methods used: ………………………………………………………………………………………………………

Evidence gathering tools used: …………………………………………………………………………………………………

For each element of competency, (i.e. each row) indicate with a Y (yes) or N (no) if the specifications for the element have been satisfied or not.

<table>
<thead>
<tr>
<th>Element of competency</th>
<th>Y or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The applicant is able to demonstrate that he/she is able to establish and maintain the assessment environment. In particular the applicant must be able to:</td>
<td></td>
</tr>
<tr>
<td>a. Interpret the assessment plan</td>
<td></td>
</tr>
<tr>
<td>b. Interpret assessment system policies and procedures</td>
<td></td>
</tr>
<tr>
<td>c. Confirm organisational/legal/ethical requirements for conducting assessment with relevant people.</td>
<td></td>
</tr>
<tr>
<td>d. Access and interpret the relevant benchmarks for assessment and nominated assessment tools to confirm the evidence to collect and how it is to be collected.</td>
<td></td>
</tr>
<tr>
<td>e. Explain, discuss and clarify details of the assessment plan and the assessment process with the candidate including opportunities for assessment, reasonable adjustment, re-assessment and appeals.</td>
<td></td>
</tr>
<tr>
<td>f. Negotiate and agree to proposed changes to the assessment process with the candidate, where relevant.</td>
<td></td>
</tr>
</tbody>
</table>
The applicant is able to demonstrate that he/she is able to gather quality evidence. In particular the applicant must be able to:

- a. Follow the assessment plan to guide the conduct of assessment and assessment methods.
- b. Use assessment tools to gather, organise and document evidence in a format suitable for determining competence.
- d. Determine opportunities for evidence gathering in work activities/simulated work activities with the candidate and relevant personal.
- e. Identify opportunities for integrated assessment activities.
- f. Modify assessment tools where required.
- g. Identify assessment system policies and procedures.
- h. Address organisational/legal/ethical requirements for assessment.

The applicant is able to demonstrate that he/she is able to support the candidate. In particular the applicant must be able to:

- a. Guide Candidate gathering their evidence to support recognition of current competence.
- b. Use appropriate communication and interpersonal skills to develop a professional relationship with the candidate which reflects sensitivity to individual differences and enable two-way feedback.
- c. Make decisions on reasonable adjustment/s, where applicable, with the candidate, based on candidate’s needs and characteristics.
- d. Maintain the integrity of the relevant competency standards and provide balanced application of the principles of assessment and rules of evidence in the case of reasonable adjustment.
- e. Access specialist support, where required, in accordance with the assessment plan.
- f. Address immediately any occupational health and safety (OHS) risk to person or equipment.

³i.e. assessment is valid, there is sufficient evidence, the assessment is authentic and it is focused on current practice.
The applicant is able to demonstrate that he/she is able to make the assessment decision. In particular the applicant must be able to:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Y or N</td>
<td></td>
</tr>
<tr>
<td>a. Identify limitation in obtaining and evaluating quality evidence and seek assistance, where required, from relevant people.</td>
<td></td>
</tr>
<tr>
<td>b. Examine collected evidence and evaluate to ensure that it reflects the evidence required to demonstrate competency and which: encompasses all components parts(^4) of the competency standards and the dimensions of competency(^5) (where competency standards are the benchmarks for assessment).</td>
<td></td>
</tr>
<tr>
<td>c. Address other related documentation.</td>
<td></td>
</tr>
<tr>
<td>d. Comply with rules of evidence.</td>
<td></td>
</tr>
<tr>
<td>e. Use judgement to infer whether competence has been demonstrated, based on the available evidence.</td>
<td></td>
</tr>
<tr>
<td>f. Address relevant assessment system polices and procedures and organisational/legal/ethical consideration in making the assessment decision.</td>
<td></td>
</tr>
<tr>
<td>g. Provide clear and constructive feedback to the candidate regarding the assessment decision.</td>
<td></td>
</tr>
<tr>
<td>h. Develop a follow-up action plan, where required.</td>
<td></td>
</tr>
</tbody>
</table>

The applicant is able to demonstrate that he/she is able to record and report the assessment decision. In particular the applicant must be able to:

<p>| | |</p>
<table>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Y or N</td>
<td></td>
</tr>
<tr>
<td>a. Record assessment outcomes promptly and accurately in accordance with assessment system policies and procedures and organisational/legal/ethical requirements.</td>
<td></td>
</tr>
<tr>
<td>b. Complete an assessment report and process in accordance with assessment system policies and procedures and organisational/legal/ethical requirements.</td>
<td></td>
</tr>
<tr>
<td>c. Submit recommendations of the assessment decision, where required, and in accordance with confidentially conventions.</td>
<td></td>
</tr>
</tbody>
</table>

The applicant is able to demonstrate that he/she is able to review the assessment process. In particular the applicant must be able to:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Y or N</td>
<td></td>
</tr>
<tr>
<td>a. Review the assessment process against criteria in consultation with relevant people to improve and modify future practice.</td>
<td></td>
</tr>
<tr>
<td>b. Document and record the review is documented in accordance with relevant assessment system policies and procedures and organisational/legal/ethical requirements.</td>
<td></td>
</tr>
<tr>
<td>c. Use reflection skills to review and self-evaluate assessment practice.</td>
<td></td>
</tr>
</tbody>
</table>

\(^4\) i.e. elements of competency, performance criteria, range statement and evidence guide.

\(^5\) Performance of task skills task management skills, contingency management skills and job role/environment skills

\(^6\) i.e. assessment is valid, there is sufficient evidence, the assessment is authentic and it is focused on current practice.
6.

APPLICATION FOR REGISTRATION AS AN ASSESSOR
Application for registration as an Assessor
Application for registration as an Assessor

Registration as an assessor means that you are able to assess competency. This requires that you have the ability to deal with competency based training approaches. You will be asked to indicate whether you have already achieved units of competency or whether you have evidence that you have the performance associated with the units of competency. You will need to demonstrate that you have either achieved or have evidence of achievement of all the units. Please note that while acceptance of your evidence will enable you to be registered, this will not constitute a recognition process for issuance of documentation indicating achievement of units of competency.

Registration as a master trainer or consultant trainer requires the following:

(a) Completion of an assessor training program.

(b) Possession of a set of units of competency or evidence to indicate that you have adequately performed the process associated with this set of units of competency. Alternatively, the following qualifications will be accepted as fulfilling the requirements: Certificate IV in Training and Assessment, Diploma of teaching (Technical) and the Diploma in Technical & Vocational Education and Training from the University of Goroka or Diploma of Vocational Education & Training from PNGEI.
1. Personal/Contact Details

1.1 Name: .......................................................... ..........................................

1.2 Private Address: .........................................................................................

1.3 Contact details: ..........................................................................................

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</thead>
<tbody>
<tr>
<td>Mobile number</td>
<td>Fax</td>
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</tbody>
</table>

2. Current Employment

2.1 Organisation name: ....................................................................................

2.2 Address: .....................................................................................................

2.3 Position or designation: ............................................................................... 

2.4 Contact details

| Phone: | Fax: | Email: |

3. Technical/Occupational Qualifications

<table>
<thead>
<tr>
<th>Qualification Received</th>
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</table>

4. Training Experience

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<th>Period</th>
<th>Institution and location</th>
<th>Approx contact hours per week</th>
<th>Training undertaken</th>
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<td></td>
</tr>
</tbody>
</table>
5. Possession of specific assessor competencies.

5.1 Do you possess the Australian Certificate IV in Training and Assessment (or its predecessor) or any of the following qualifications: Diploma of teaching (Technical) and diploma in technical & vocational education and training from University of Goroka, and, the Diploma of vocational education & training from PNGEI.

Yes ☐ No ☐

If yes, please attach certified copies of certificates from registered training organisation that assessed you and complete the signatures at the end of this application form.

5.2 If no to question 5.1, please indicate yes or no whether you possess certificates from a registered training organisation indicating achievement of the following:

<table>
<thead>
<tr>
<th>Unit so competency (or an equivalent Australian unit of competency)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop assessment tools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assess competence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If yes to any, attach certified copies of certificates from registered training organisation that assessed you and proceed to question 5.3. If yes to all, complete the signatures at the end of this application form.

5.3 If you don’t have transcript for some or all of the units, please answer the questions below for each of these units (by ticking the yes/no boxes).

**Assess competence**

Your supervisor (who is a registered trainer) will provide a report on your ability to assess competency for a unit of competence (or equivalent¹). The assessment must include at least one of the recognition of prior learning (RPL) and include a range of appropriate assessment methods/evidence gathering tools. Please attach these with your application.

The NTC secretariat will conduct a further assessment where you will have to demonstrate your ability to assess a unit of competency that is different to the one reported on by your supervisor. The learners should also be different for this assessment.

---

¹Equivalency here means a job function or a whole service or product.
Develop assessment tools

Having you developed assessment tools (i.e. the actual instruments to be used for gathering assessment information e.g. exams) that support different assessment methods (i.e. direct observation, questioning, portfolios) for at least three different type of modules/units of competency.

You will need to provide the following evidence;

A range of assessment tools developed by you that should contain: procedures, information and instructions for the assessor/candidate; and documentation of the processes to trial and review the instruments.

I certify that the information supplied above is accurate and true statement.

Application signature: .................................................................

Date: .................................................................

Head of Organisation’s Signature

Title: .................................................................

Organisation: .................................................................

Date: .................................................................

Stamp of Organisation.
Supervisor’s Report

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

Institution: ..........................................................................................................................

Contact detail: .........................................................................................................................

Trainer registration number: ............................................................................................... 

Please supply information as requested for each of the units of competency and also sign each page.

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I certify that the information supplied above is accurate and true statement.

Signature (supervisor): ...........................................................................................................

Date: ....................................................................................................................................

........................................................................................................................................

Head of Organisation’s Signature

Title: ....................................................................................................................................

Date: ....................................................................................................................................

Stamp of organisation.
Assess competence

You are requested to check the ability of the candidate in assessing competence in one unit of competency or equivalent² which should deal with different learning environments and learners. The assessments must include at least one recognition of prior learning (RPL) and include a range of appropriate assessment methods/evidence gathering tools.

Unit of competency (or equivalent) assessed:

Date: .................................................................

Detail of RPL carried out: ..................................................

Assessment methods used: ................................................

Evidence gathering tools used: ...........................................

For each element of competency, (i.e. each row) indicate with a Y (yes) or N (no) if the specifications for the element have been satisfied or not.

<table>
<thead>
<tr>
<th>Element of competency</th>
<th>Y or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The applicant is able to demonstrate that he/she is able to establish and maintain the assessment environment. In particular the applicant must be able to:</td>
<td></td>
</tr>
<tr>
<td>a. Interpret the assessment plan</td>
<td></td>
</tr>
<tr>
<td>b. Interpret assessment system policies and procedures</td>
<td></td>
</tr>
<tr>
<td>c. Confirm organisational/legal/ethical requirements for conducting assessment with relevant people.</td>
<td></td>
</tr>
<tr>
<td>d. Access and interpret the relevant benchmarks for assessment and nominated assessment tools to confirm the evidence to collect and how it is to be collected.</td>
<td></td>
</tr>
<tr>
<td>e. Explain, discuss and clarify details of the assessment plan and the assessment process with the candidate including opportunities for assessment, reasonable adjustment, re-assessment and appeals.</td>
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</tr>
<tr>
<td>f. Negotiate and agree to proposed changes to the assessment process with the candidate, where relevant.</td>
<td></td>
</tr>
<tr>
<td>The applicant is able to demonstrate that he/she is able to gather quality evidence. In particular the applicant must be able to:</td>
<td></td>
</tr>
<tr>
<td>a. Follow the assessment plan to guide the conduct of assessment and assessment methods.</td>
<td></td>
</tr>
<tr>
<td>b. Use assessment tools to gather, organise and document evidence in a format suitable for determining competence.</td>
<td></td>
</tr>
<tr>
<td>c. Gather quality evidence based on the principles of assessment and rules of evidence³.</td>
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</tr>
<tr>
<td>d. Determine opportunities for evidence gathering in work activities/simulated work activities with the candidate and relevant personal.</td>
<td></td>
</tr>
<tr>
<td>e. Identify opportunities for integrated assessment activities.</td>
<td></td>
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<tr>
<td>f. Modify assessment tools where required.</td>
<td></td>
</tr>
<tr>
<td>g. Identify assessment system policies and procedures.</td>
<td></td>
</tr>
<tr>
<td>h. Address organisational/legal/ethical requirements for assessment.</td>
<td></td>
</tr>
</tbody>
</table>

The applicant is able to demonstrate that he/she is able to support the candidate. In particular the applicant must be able to:

| a. Guide Candidate gathering their evidence to support recognition of current competence. |
| b. Use appropriate communication and interpersonal skills to develop a professional relationship with the candidate which reflects sensitivity to individual differences and enable two-way feedback. |
| c. Make decisions on reasonable adjustment/s, where applicable, with the candidate, based on candidate’s needs and characteristics. |
| d. Maintain the integrity of the relevant competency standards and provide balanced application of the principles of assessment and rules of evidence in the case of reasonable adjustment. |
| e. Access specialist support, where required, in accordance with the assessment plan. |
| f. Address immediately any occupational health and safety (OHS) risk to person or equipment. |

\[^{3}\text{i.e. assessment is valid, there is sufficient evidence, the assessment is authentic and it is focused on current practice.}\]
The applicant is able to demonstrate that he/she is able to make the assessment decision. In particular the applicant must be able to:

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<tbody>
<tr>
<td>a.</td>
<td>Identify limitation in obtaining and evaluating quality evidence and seek assistance, where required, from relevant people.</td>
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<tr>
<td>b.</td>
<td>Examine collected evidence and evaluate to ensure that it reflects the evidence required to demonstrate competency and which: encompasses all components parts(^4) of the competency standards and the dimensions of competency(^5) (where competency standards are the benchmarks for assessment).</td>
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<tr>
<td>c.</td>
<td>Address other related documentation.</td>
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<tr>
<td>d.</td>
<td>Comply with rules of evidence.</td>
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<tr>
<td>e.</td>
<td>Use judgement to infer whether competence has been demonstrated, based on the available evidence.</td>
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<tr>
<td>f.</td>
<td>Address relevant assessment system polices and procedures and organisational/legal/ethical consideration in making the assessment decision.</td>
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<tr>
<td>g.</td>
<td>Provide clear and constructive feedback to the candidate regarding the assessment decision.</td>
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<td>h.</td>
<td>Develop a follow-up action plan, where required.</td>
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The applicant is able to demonstrate that he/she is able to record and report the assessment decision. In particular the applicant must be able to:

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<tbody>
<tr>
<td>a.</td>
<td>Record assessment outcomes promptly and accurately in accordance with assessment system policies and procedures and organisational/legal/ethical requirements.</td>
</tr>
<tr>
<td>b.</td>
<td>Complete an assessment report and process in accordance with assessment system policies and procedures and organisational/legal/ethical requirements.</td>
</tr>
<tr>
<td>c.</td>
<td>Submit recommendations of the assessment decision, where required, and in accordance with confidentially conventions.</td>
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</tbody>
</table>

The applicant is able to demonstrate that he/she is able to review the assessment process. In particular the applicant must be able to:

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<tbody>
<tr>
<td>a.</td>
<td>Review the assessment process against criteria in consultation with relevant people to improve and modify future practice.</td>
</tr>
<tr>
<td>b.</td>
<td>Document and record the review is documented in accordance with relevant assessment system policies and procedures and organisational/legal/ethical requirements.</td>
</tr>
<tr>
<td>c.</td>
<td>Use reflection skills to review and self-evaluate assessment practice.</td>
</tr>
</tbody>
</table>

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\(^4\) i.e. elements of competency, performance criteria, range statement and evidence guide.

\(^5\) Performance of task skills task management skills, contingency management skills and job role/environment skills

\(^6\) i.e. assessment is valid, there is sufficient evidence, the assessment is authentic and it is focused on current practice.
EXPLANATION OF THE NATIONAL TRAINING QUALITY FRAMEWORK.
Explanation of the PNG National Training Quality Framework
8.

APPLICATION FOR REGISTRATION OF DELIVERY/ASSESSMENT OF A QUALIFICATION.
APPLICATION FOR REGISTRATION OF DELIVERY/ASSESSMENT OF A QUALIFICATION.
APPLICATION FOR REGISTRATION OF DELIVERY/ASSESSMENT OF A QUALIFICATION.

If you wish to offer a qualification, you must be able to demonstrate the following:

1. The qualification is a national qualification or a Competency Based Training (CBT) program that conforms to the National Qualification Framework (NQF).
2. The learning and assessment strategy is appropriate for achievement of the qualifications.
3. Access to the relevant human and physical resources.
4. The qualification complies with the government policy and regulations.

Note: Use a separate application for each qualification/suite of qualification (for example; National Certificate 4 in Accounting, National Diploma of Accounting, National Award Advanced Diploma in Accounting).
1 Organisation Details
1.1 Organisation name: .................................................................
1.2 Address: ..............................................................................

2. Personal/Contact Details of Applicant
2.1 Name: ..................................................................................
2.2 Position or designation: ......................................................
2.3 Contact details

<table>
<thead>
<tr>
<th>Phone (private)</th>
<th>Fax (private)</th>
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</thead>
<tbody>
<tr>
<td>Phone (business)</td>
<td>Fax (business)</td>
</tr>
<tr>
<td>Mobile number</td>
<td>Email</td>
</tr>
</tbody>
</table>

3. Detail of Qualification/Suit of Qualifications to be offered
3.1 Please complete the table below.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Duration</th>
<th>Fees</th>
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</tbody>
</table>

3.2 Please attach course module syllabus
4. Qualifications and work experience of staff who will deliver and/or assess the qualification/s

<table>
<thead>
<tr>
<th>Name of staff member</th>
<th>Qualification</th>
<th>Work experience relevant to the occupation being trained for</th>
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5. Physical Resources (please provide an overview of rooms and equipment).

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Signed: .................................................................................................................................

Stamp of Institution
9.

APPLICATION FOR REGISTRATION DELIVERY OF DELIVERY/ASSESSMENT OF A FOREIGN QUALIFICATION.
APPLICATION FOR REGISTRATION DELIVERY OF DELIVERY/ASSESSMENT OF A FOREIGN QUALIFICATION.
APPLICATION FOR REGISTRATION OF DELIVERY/ASSESSMENT OF A FOREIGN QUALIFICATION.

If you wish to offer a qualification, you must be able to demonstrate the following:

a) a valid reason exists to offer the foreign qualification (e.g. foreign employment).
b) access to the relevant human and physical resources.
c) Having an accreditation status by an authority (recognised by the NTC) in the country of origin of the qualification or being in a partnership arrangement with an accredited organisation.
d) the organisation that is accredited (in the country of origin of the qualification) to offer the qualification actually issues the certificate.
e) Quality control of the institution that issues the certificate including activity in PNG is vested with the foreign accreditation body.
f) the qualification complies with the government policy and regulations.

Use a separate application for each qualification/suite of qualifications (for example; Certificate IV in Accounting, Diploma of Accounting, Advance Diploma in Accounting).
1. ORGANISATIONAL DETAILS.

1.1 Organisation name: ……………………………………………………………………………..

1.2 Address: ………………………………………………………………………………………...

2. PERSONAL/CONTACT DETAILS OF APPLICANT.

2.1 Name: …………………………………………………………………………………………...

2.2 Position or designation: ………………………………………………………………………....

2.3 Contact details

<table>
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<tr>
<th>Phone (private)</th>
<th>Fax (private)</th>
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<tbody>
<tr>
<td>Phone (business)</td>
<td>Fax (business)</td>
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<tr>
<td>Mobile number</td>
<td>Email</td>
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</tbody>
</table>

3. PARTNERING ORGANISATION. In case of partnership arrangements to deliver qualification/suite of qualifications, name of partnering organisation:

3.1 Contact details of partnering organisation:

<table>
<thead>
<tr>
<th>Contact name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone (business)</td>
<td>Phone (private)</td>
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<tr>
<td>Mobile number</td>
<td>Email</td>
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<tr>
<td>Address of business</td>
<td>Fax (business)</td>
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</tbody>
</table>
4. DETAILS OF QUALIFICATION/SUITE OF QUALIFICATIONS TO BE OFFERED

4.1 Qualification titles (e.g. Diploma of Accounting):

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4.2 Qualification codes if relevant (e.g. TAA40104):

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4.3 Details of registration of qualifications in the country of origin (include web site if relevant).

Website: ....................................................................................................................................... 

Date of registration: ....................................................................................................................... 

Expiry date: .................................................................................................................................... 

5. REGISTERED TRAINING PROVIDERS DETAILS

Indicate details of either your registration to deliver/assess or details of training provider with whom you have a partnership arrangement.

5.1 Registration details of training provider.

5.1.1 Name of training provider: ................................................................................................. 

5.1.2 Registration authority: ...........................................................................................................

5.1.3 Details of registration of training provider to deliver/assess qualification:

..................................................................................................................................................... 
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Website (if relevant): …………………………………………………………………………

Other details (for example, date of decision, period of registration, any conditions).

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5.2 Who will issue the certificate: ……………………………………………………………

6. REASON TO OFFER FOREIGN QUALIFICATION RATHER THAN LOCAL QUALIFICATION (please explain).

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7. QUALIFICATIONS AND WORK EXPERIENCE OF THE STAFF.

<table>
<thead>
<tr>
<th>Name of staff member</th>
<th>Qualification</th>
<th>Work experience relevant to the occupation being trained for</th>
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8. PHYSICAL RESOURCE (please provide an overview of rooms and equipment).

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10.

COURSE SPECIFICATIONS
COURSE SPECIFICATIONS

1. Name of Course (i.e. national qualification, course in, statement of attainment etc):
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2. Duration (include a range of possible pathways if relevant to such as a workplace learning):
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3. Enter criteria¹:
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4. Enter criteria²:
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¹Minimum standards for entry to the course. Applicants who fail to meet these criteria will not be admitted. These must be free of any bias including those of a gender nature.
²Where there are more applicants who meet the entry requirements than places available, these are the criteria used for selection. These must be free of any bias including those of a gender nature.
5. Need and demand for the course (please provide details of industry consultations, past enrolments).

6. Fees and charges (please provide all details of costs to be borne by students including costs to other organisations). Include all course fees, other institution charges, materials, equipments, books, clothing, and footwear to be purchased/hired by the students.

<table>
<thead>
<tr>
<th>Nature of Costs to student</th>
<th>Amount</th>
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7. Structure

7.1 Units of Competency

Compulsory Units
### Elective Group 1 *(Units to be completed)*

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### Elective Group 2 *(Units to be completed)*

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### Elective Group 3 *(Units to be completed)*

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</table>
**Compulsory Modules** *(Additional to and not mapped to any units of competency)*

<table>
<thead>
<tr>
<th>Module 1</th>
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<tbody>
<tr>
<td>Module 2</td>
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<td>Module 3</td>
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<td>Module 4</td>
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<td>Module 7</td>
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<td>Module 8</td>
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<tr>
<td>Module 9</td>
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<td>Module 10</td>
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</tbody>
</table>
7.2 Modules to achieve units of competency (also indicate work evidence units). Alternatively, if you don’t use modules ensure this is fully documented in form MECR3.

<table>
<thead>
<tr>
<th>Modules</th>
<th>Duration</th>
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<tbody>
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</table>

7.3 Mapping (relationship between modules/work evidence and units of competency).

<table>
<thead>
<tr>
<th>Unit of Competency</th>
<th>Modules/work evidence that lead to achievement of unit of competency.</th>
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<tbody>
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</table>
8. Staff student ratio:


10. Overall Assessment strategy.

11. Course promotional material
    
    (Please attach information about the course provided to prospective students)
11. MODULE TEMPLATE
MODULE TEMPLATE
NTC Form MECR4

MODULE TEMPLATE

Name of Module: …………………………………………………………………………………………………

Duration: ………………………………………………………………………………………………………

Relationship to competency standards:

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Objectives:

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Delivery strategy:

Assessment Schemes:
12. UNIT OF COMPETENCY TEMPLATE
UNIT OF COMPETENCY TEMPLATE
UNIT OF COMPETENCY TEMPLATE

Unit Title: ....................................................................................................................

Unit Code: ....................................................................................................................

Elements of Competency and Performance criteria:

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Range Statement:

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WORK EVIDENCE TEMPLATE
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Tasks/Skills:

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Evidence sought (specific skills/tasks, number of times performed and context)
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Relationship to unit of competency (specify any related modules that need to be completed)

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