COMPETENCY STANDARDS

National Certificate 3 in Training and Assessment NC3TRA30022B

LEVEL 3 - Trainer

Reviewed 2015. Version 2.0
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National Qualifications Framework (NQF-TVET)

COMPETENCY STANDARDS FOR CERTIFICATE 3 IN TRAINING AND ASSESSMENT

Qualification Code: **NC3TRA30022B**

<table>
<thead>
<tr>
<th>Qualification Title:</th>
<th>NQF National Certificate 3 Training and Assessment – NC3TRA30022B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code description:</td>
<td><strong>NC</strong>: National Certificate</td>
</tr>
<tr>
<td></td>
<td><strong>TRA</strong>: Training and Assessment</td>
</tr>
<tr>
<td></td>
<td><strong>3</strong>: Level – Trainer</td>
</tr>
<tr>
<td></td>
<td><strong>00</strong>: Sequence digits (e.g. 300/301/302)</td>
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<tr>
<td></td>
<td><strong>2</strong>: Version</td>
</tr>
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<td><strong>2</strong>: Year of Endorsement (2010)</td>
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<td><strong>B</strong>: Revised version 2015</td>
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</tbody>
</table>

**Color Coding:**

- Blue - Design
- Purple - Assessment
- Green - Delivery
**Introduction**

This qualification may reflect the role of individual in an institution, organisation and industry within the public and the private sector who organises learning collaboratively with the trainee/learner, learns together with others, promotes independence and self-direction in learners/trainees, advocates on behalf of learners/trainees, reconciles experiences of work and learning, works alongside learner/trainee, draws on others in the workplace to help facilitate the learning process (this includes asking others in the workplace to work with the trainee/learner; bringing in other people to the learning discussions, etc.), assesses work and learning using both formal and informal processes, demonstrates techniques, processes, etc., and supervise the instructor and assessor.

**Trainers Certification Level**

The trainer’s competency is structured into five national qualifications in line with the institution registration and accreditation requirements. The qualifications are not only reflect the knowledge and skills required to deliver and assess competency but also the specific job/roles and responsibilities of trainers in the workplace. It also reflects the following category of trainer registration:

<table>
<thead>
<tr>
<th>Category</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master/Consultant Trainer</td>
<td>National Diploma of Training and Assessment</td>
</tr>
<tr>
<td>Senior Trainer</td>
<td>National Certificate 4 in training and assessment</td>
</tr>
<tr>
<td><strong>Trainer</strong></td>
<td><strong>National Certificate 3 in training and assessment</strong></td>
</tr>
<tr>
<td>Instructor</td>
<td>National Certificate 2 in instructing</td>
</tr>
<tr>
<td>Assessor</td>
<td>Statement of Attainment in assessing</td>
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</tbody>
</table>

**National Certificate 3 in Training and Assessment UOC:**

- **NC3TRDES30122B** Use units of competency to meet client needs
- **NC3TRDES30222B** Design and develop learning programs
- **NC3TRASS30322B** Plan and organise assessment
- **NC3TRASS30422B** Develop assessment tools
- **NC3TRDES30522B** Develop and design learning resources
- **Use Technology to produce learning documents and materials (Elective)**

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**Review and changes information:**

Version 2 include Level 2 Employability Skills – Use Technology to produce learning documents and materials (Elective).
EXPLANATION OF TERMS

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

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

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

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

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

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

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

RANGE OF VARIABLES
Place a defined competency in the context in which it will be applied. These include industry and enterprise specific factors which apply to the standard, i.e. particular technology or equipment.
## UNITS OF COMPETENCY

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NC3TRDES30122B</td>
<td>Use units of competency to meet client needs</td>
</tr>
<tr>
<td>NC3TRDES30222B</td>
<td>Design and develop learning programs</td>
</tr>
<tr>
<td>NC3TRASS30322B</td>
<td>Plan and organise assessment</td>
</tr>
<tr>
<td>NC3TRASS30422B</td>
<td>Develop assessment tools</td>
</tr>
<tr>
<td>NC3TRDES30522B</td>
<td>Develop and design learning resources</td>
</tr>
<tr>
<td>Employability Skills</td>
<td>Use Technology to produce learning documents and materials (Elective)</td>
</tr>
</tbody>
</table>

## NATIONAL CERTIFICATE 3 IN TRAINING AND ASSESSMENT

**Qualification Code:** - NC3TRA30022B

**Purpose of qualification:**
The holders of this qualification are expected to work as a Trainer and will be working under the supervision of a Senior, Master/Consultant Trainer or Training & Development Manager

**Regulations for the qualification:**
NC3 in Training and Assessment will be awarded to those who are competent in units; 1+2+3+4+5 +1 unit from the employability skills - Use Technology to produce learning documents/materials.

### Schedule of units

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Unit Code</th>
<th>Nominal Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use units of competency to meet client needs</td>
<td>NC3TRDES30122B</td>
<td></td>
</tr>
<tr>
<td>Design and develop learning programs</td>
<td>NC3TRDES30222B</td>
<td></td>
</tr>
<tr>
<td>Plan and organise assessment</td>
<td>NC3TRASS30322B</td>
<td></td>
</tr>
<tr>
<td>Develop assessment tools</td>
<td>NC3TRASS30422B</td>
<td></td>
</tr>
<tr>
<td>Develop and design learning resources</td>
<td>NC3TRDES30522B</td>
<td></td>
</tr>
<tr>
<td>Use technology to produce learning documents and materials (Elective)</td>
<td>Employability skills set</td>
<td></td>
</tr>
</tbody>
</table>

### Accreditation Requirements

The training provider should have a class room and computer lab or relevant training facility for hands-on sessions/events related to this qualification

### Packaging Rules:

#### Recommended sequencing of units

30

#### Recommended number of hours

5-10 days face to face (accumulation of 40-140 nominal hours)
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Define the basis for using national qualifications | 1.1 Discussions are held with relevant persons to confirm training and/or assessment needs of the client  
1.2 Competency standards which could satisfy client needs are identified and sourced  
1.3 Competency standards are explored to determine whether client needs are addressed  
1.4 Additional sources of information are identified to clarify content and requirements, where necessary  
1.5 The specific purpose and application/s of competency standards and national qualifications are confirmed with relevant persons |
| 2. Analyse and interpret the qualifications framework | 2.1 The specifications in national qualifications and competency standards are read and interpreted accurately  
2.2 Advice is sought from experts and others where guidance on interpretation is needed  
2.3 The qualifications framework is applied to meet client needs, where appropriate |
| 3. Analyse and interpret competency standards for client application/s | 3.1 Individual competency standards are selected to meet client needs in accordance with any co-relationships between units  
3.2 All parts of the competency standards and qualification structure are read, analysed and interpreted for meaning  
3.3 All parts of the competency standard and/or accredited modules are analysed for English language, literacy and numeracy requirements  
3.4 The selected competency standards and/or accredited modules are analysed to identify the dimensions of competency  
3.5 The relationships between the parts of the competency standard are identified and the whole competency standard is used in the application to meet client needs  
3.6 The relationship between parts of modules are identified and the whole module is used in the application to meet client needs  
3.7 Advice is sought from experts where guidance on interpretation is needed  
3.8 Analysis and interpretation of competency standards is documented |
<table>
<thead>
<tr>
<th>4. Contextualise competency standards and accredited courses for client application/s</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.1</strong> Clarification is sought from the client regarding the need for contextualisation of competency standards</td>
</tr>
<tr>
<td><strong>4.2</strong> If required, competency standards are contextualised</td>
</tr>
<tr>
<td><strong>4.3</strong> Feedback is sought from experts to ensure contextualisation meets the competency standards specifications</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Analyse and interpret assessment guidance for client application</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5.1</strong> All sections of the evidence guide of the competency standards are read, interpreted and applied to the application</td>
</tr>
<tr>
<td><strong>5.2</strong> Where two or more competency standards are used to meet client needs, the evidence guide of each is applied</td>
</tr>
<tr>
<td><strong>5.3</strong> Advice is sought from experts where guidance on interpretation is needed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Use national qualifications and competency standards as an integrated tool for client application</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.1</strong> All analysis and interpretation of the content of competency standards is reviewed against the purpose and the application to meet client needs</td>
</tr>
<tr>
<td><strong>6.2</strong> All analysis and interpretation of national qualifications and competency standards content is reviewed against requirements and guidelines</td>
</tr>
<tr>
<td><strong>6.3</strong> The user of the national qualifications and competency standards reflects on the process and continuous improvements for other applications</td>
</tr>
</tbody>
</table>
Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Training and/or assessment needs may be:
- a learning program to meet a skill/competency gap or need
- learning product development/modification
- delivery
- assessment
- professional development
- generic skill development
- maintenance of currency
- recognition of current competency/prior learning
- organisational skill development needs

Client may include:
- target learner group
- individual learners
- candidates for assessment
- business/organisation
- group training company
- government department or agency
- internal clients - other personnel in the training and/or assessment organisation

Evidence Guide

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

Overview of assessment
To demonstrate competency against this unit candidates must be able to provide evidence that they can source, analyse, interpret and use competency standards and national qualifications to contextualise or adapt competency standards for an industry, organisation or individual.

Products that could be used as evidence include:
- learning or organisational applications which have been developed using competency standards as a framework

Processes that could be used as evidence include:
- how different components of the competency standards/national qualifications were analysed
- how different parts of the competency standards were analysed
- how the competency standards/national qualifications were used to meet the needs of a particular industry or organisation
- how competency standards/national qualifications operate in vocational education and training

Resource implications for assessment include:
- competency standards
- access to appropriate personnel for consultation and advice
The collection of quality evidence requires that:

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

Specific evidence requirements must include:

• a minimum of two examples of unpacking national qualifications/ competency standards

Integrated assessment means that:

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

Required skills:

Required skills and attributes include:

- communication skills to collaborate with others on using national qualifications and competency standards, for example:
  - discussing issues
  - asking questions
  - accepting feedback and instruction
  - interpreting written information
- planning skills to:
  - develop a structure for a particular application of the national qualifications and competency standards
  - coordinate the use of more than one national qualification or more than one set of competency standards
- cognitive skills to:
  - analyse, interpret and apply the qualifications frameworks of selected national qualifications and competency standards
  - select, analyse and interpret individual competency standards/accredited modules
  - analyse, interpret and apply all sections of the evidence guide
- research skills to:
  - analyse and interpret national qualifications and competency standards content against purpose and application to meet client needs
  - determine learning or organisational application
  - use a range of sources to access competency standards
  - identify opportunities to integrate components within and across units
Required knowledge:

Required knowledge includes:

- the function of national qualifications and competency standards as national benchmarks in a competency-based training and assessment system of vocational education and training
- the different purposes for which national qualifications and competency standards can be used
- the structure of national qualifications and competency standards
- the language and terminology used in national qualifications and competency standards, for example:
  - acronyms used to describe components of, and organisations within, the vocational education and training environment
  - meanings of words and phrases concerning workplace training and assessment
  - the language style in which national qualifications and competency standards and other vocational education and training documentation is written
- where to access national qualifications and competency standards information.
- how to use national qualifications and competency standards in relation to different applications
- the format and structure of competency standards
- the format and structure of national qualifications
- the dimensions of competency
- how to interpret and use competency standards for a range of applications and purposes, for example:
  - training
  - assessment
  - human resources
  - recognition
  - credit transfer/articulation
- the accreditation period of national qualifications
- the parts of national qualifications and competency standards which can be contextualised and those which cannot
- the diversity of TVET clients, client needs and expectations and how national qualifications and competency standards can meet client needs
- relevant policies, legal requirements, codes of practice and national standards for example:
  - copyright and privacy laws in terms of electronic technology
  - security of information
  - plagiarism
  - licensing
  - industry/workplace requirements
  - duty of care under common law
  - anti-discrimination including equal opportunity, racial vilification and disability discrimination
  - workplace relations
  - industrial awards/enterprise agreements
- occupational health and safety (OHS) relating to the work performance outcomes and requirements set out in competency standards, including:
  - internal policies and procedures to meet OHS requirements
  - hazards commonly found in the work environment to which learning is related
Level 3 Units of Competency

Unit Title: Design and organise learning programs

Descriptor: This unit define the competency required to design and organise learning programs

Unit Code: NC3TRDES30222B Level 3 - Trainer

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
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</table>
| 1. Define the parameters of the learning program in consultation with the client/s | 1.1 The purpose and focus of the learning program is clarified  
1.2 Competency standards or other relevant specifications on which to base the learning program are identified, accessed and confirmed  
1.3 Competency standards/other relevant specifications are read, analysed and interpreted to determine specific learning objectives/outcomes/goals, and language, literacy and numeracy requirements  
1.4 The scope and breadth of the learning program is discussed and interpreted  
1.5 The target group learners and their characteristics are identified and considered  
1.6 Other sources of information to support the learning program are identified and accessed  
1.7 The learning environment, operational resource requirements and safety implications are identified |
| 2. Generate options for designing the learning program | 2.1 Relevant learning strategy documentation is accessed and used to guide the learning program development, where appropriate  
2.2 The competency/educational profile and learning styles of the target group learners are investigated to inform the learning program design  
2.3 Research is conducted to identify existing learning programs and/or learning resources and learning materials which could be used and/or customised  
2.4 A range of options for the learning program content is generated in collaboration with other persons and based on research findings and application of learning principles  
2.5 Broad time frames, possible costs and logistics of the learning program are considered  
2.6 The information and ideas are evaluated and the most appropriate option/s selected |
3 Develop the learning program content

3.1 The specific subject matter content is researched, developed and documented in accordance with agreed design option/s and based on application of learning principles.

3.2 Existing learning resources, learning materials are accessed and evaluated for content relevance and quality.

3.3 Selected learning resources, learning materials are customised, where appropriate, to suit the learning purposes and audience.

3.4 New, relevant and engaging learning activities and related learning materials are developed and documented, based on application of learning principles.

3.5 In a learning and assessment pathway, assessment requirements for the learning program are specified.

4 Design the structure of the learning program

4.1 The learning content is broken into manageable chunks/segments of learning and sequenced appropriately to enhance and support effective learning and to enable achievement of identified criteria.

4.2 The time frame for each segment is determined and the overall time frame is finalised.

4.3 The delivery strategies and assessment methods and tools are determined/confirmed.

4.4 Organisational requirements to implement the learning program are identified and documented.

5 Review the learning program

5.1 The learning program draft is reviewed in collaboration with key stakeholders using an appropriate evaluation tool.

5.2 The evaluation feedback is gathered, summarised and analysed to enhance the quality of the content.

5.3 The draft learning program is adjusted to reflect the review outcomes, where appropriate.

5.4 Final approval is obtained from appropriate personnel.

5.5 The learning program documentation is held in an accessible form and updated on a regular basis following implementation and feedback.
Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

**Learning strategy documentation includes:**
- learning strategies developed for units of competency

**Competency/educational profile may include:**
- previous qualifications
- highest level of qualification
- existing certified/uncertified competency
- human resource (HR) information
- job/work descriptions

**Learning materials may include:**
- handouts for learners
- worksheets
- workbooks
- prepared case studies
- prepared task sheets
- prepared activity sheets
- prepared topic/unit/subject information sheets
- prepared role-plays
- prepared presentations and overheads
- prepared scenarios, projects, assignments
- materials sourced from the workplace, e.g. workplace documentation, operating procedures, specifications
- prepared research tasks

**Design options for the learning program content may include:**
- following the design approach of the learning strategy
- organising the learning program around discrete unit/criteria requirements
- integrating units/criteria within the learning program
- focusing the content on knowledge and/or skill acquisition
- focusing the content on activities/experiences as the focus of learning
- listing existing learning activities, learning materials, learning resources that could be used in developing content
- considering the most appropriate delivery and/or assessment methods

**Learning principles include:**
- adults have a need to be self-directing
- adults have a range of life experience, so connecting learning to experience is meaningful
- adults have a need to know why they are learning something
- training needs to be learner-centred to engage learners
- the learning process needs to support increasing learner independence
- emphasis on experimental and participative learning
- use of modelling
- the learning process should reflect individual circumstances
Learning activities may include:

- discussions
- role-plays
- written activities
- case studies
- simulation
- audio or visual activities
- demonstrations
- practice, e.g. practicum or supervised teaching/facilitation
- individual activities/projects/assignments
- group activities/projects/assignments
- workplace practice
- research
- problem-based tasks
- 'thinking skills' exercises
- question and answer
- self-paced learning materials
- games

A learning and assessment pathway involves:

- a combination of planned and sequenced learning experiences and assessment opportunities which enable an individual to develop and achieve the defined criteria/learning outcomes

Assessment requirements may include:

- meeting the rules of evidence
- physical resource requirements
- specialist support (if required)
- reasonable adjustments to the assessment process
- assessment tools and methods
- formative assessment processes
- legislative requirements

Delivery strategies may include:

- the focus of delivery, for example:
  - groups of varying sizes
  - groups from single context/from multiple contexts
  - groups of similar educational/competency levels/groups with divergent educational/competency backgrounds
  - on individuals
- the context of delivery, for example:
  - in the workplace - work in situ
  - in a simulated work environments
  - in the training room/classroom
  - in specialist environments - e.g. laboratory/ computer room
  - through the world wide web
  - at home
  - in a community setting
• the mode of delivery, for example:
  o face-to-face
  o technology-based electronic/computer-based/online/audiovisual
  o experiential
  o distance resource-based
  o blended
• delivery methods, for example:
  o lock step/learner-paced/mixed
  o interactive/participative/collaborative
  o trainer/facilitator-centred/learner-centred
  o time and place dependent/independent
  o demonstration
  o instruction
  o presentations
  o guided facilitation
  o guided activities/applications/experiences
  o tutoring
  o project-based
  o individual facilitation techniques - coaching/mentoring
  o blended delivery methods

Evidence guide

Essential Knowledge and Skills to be assessed

Critical Aspects of Evidence

Evidence of the following is critical:

• the preparation and development of a minimum of two learning programs. These must contain:
  o differentiated learning program designs to reflect particular needs, contexts and timelines
  o at least one learning program must be based on competency standards

Written/oral questions and/or documentation relating to:

• how competency standards and other documents were analyzed
• why learning content was included
• how learning content was developed
• how learning was sequenced
• how activities were developed and what was their purpose
• how learning resources/learning materials were identified and gathered and why they were selected
Resource implications for assessment may include:

- access to relevant learning strategy/ies
- access to relevant competency standards
- access to content information/documentation and learning resources/learning materials needed to develop the learning program
- time to achieve the unit and meet the evidence requirements
- access to relevant persons

The collection of quality evidence requires that:

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

Specific evidence requirements must include:

- the preparation and development of a minimum of two learning programs. These must contain:
  - differentiated learning program designs to reflect particular needs, contexts and timelines
  - at least one learning program must be based on competency standards or accredited courses

Integrated assessment means that:

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

Required skills:

Required skills and attributes include:

- communication skills, for example:
  - negotiation skills
  - ability to elicit information
  - questioning skills
  - listening skills
  - collaboration skills
- design skills to:
  - define the learning program structure and content
  - develop learning activities
  - design learning materials
- analysis skills to:
  - interpret information about learners' needs from enrolment forms and other documentation
  - interpret requirements of competency standards and workplaces, including language, literacy and numeracy
  - develop the learning program content
- organisational skills to:
  - ensure resources are available
  - manage other work
- time management skills to:
  - pace learning
  - structure learning
  - determine the time required for each learning segment and the overall timelines of the learning program
  - design and develop the learning program in an appropriate timeframe
- problem solving skills, to:
  - organise information and content so that it is meaningful, accurate and logical
  - negotiate with others for resources or budget
- cognitive skills to:
  - develop the learning program content
  - design the structure of the learning program
  - review the learning program
- literacy and language skills to:
  - use widely understood language and vocational education and training terminology
  - write clearly and in plain English
  - read and interpret a range of documentation including:
    - competency standards
    - accredited courses
    - legislation
    - codes of practice
    - guidelines and regulations
    - organisational documentation
    - technical and subject matter documents
    - references and texts
**Required knowledge:**

Required knowledge includes:

- relevant competency standards to be used as the basis of the learning program
- other performance standards/criteria to be used as the basis of the learning program, where relevant
- the distinction and relationship between national qualifications, learning strategy and learning program, where linked
- different purposes and focus of learning programs
- a sound knowledge of learning principles, including:
  - training needs to be learner-centred
  - adults have a need to be self-directing and decide for themselves what they want to learn
  - adults have a range of life experience, so connecting learning to experience is meaningful
  - adults have a need to know why they are learning something
- an introductory knowledge of adult learning theory, including:
  - behavioural learning theory
  - cognitive learning theory
  - information processing theory
  - andragogy
- industry content/subject matter knowledge specific to the area/s of the learning program
- learners profile, learner target group characteristics
- learning styles that best suit the learner profile/target group, for example:
  - theorist
  - pragmatist
  - activist
  - reflector
  - kinaesthetic
  - auditory
  - visual
- instructional design principles relating to different design options for learning program design/structure
- availability and types of different relevant learning resources, learning materials and pre-developed learning activities
- how to develop and document new learning activities and related learning materials
- different delivery modes and delivery methods for example:
  - face-to-face
  - work-based
  - online
  - distance-resource-based
  - individual facilitation techniques
  - blended delivery
- different assessment methods
- how to prepare costing related to the development of the learning program
• relevant policies, legal requirements, codes of practice and national standards including legislation, for example:
  o copyright and privacy laws in terms of electronic technology
  o record keeping and security of information
  o plagiarism
  o competency standards
  o licensing requirements
  o OHS
  o industry/workplace requirements
  o duty of care under common law
  o anti-discrimination including equal opportunity, racial vilification and disability discrimination
  o workplace relations
  o industrial awards/enterprise agreements
• relevant OHS knowledge relating to the work role, and OHS considerations which need to be included in the learning program, including:
  o internal policies and procedures to meet OHS requirements
  o hazards commonly found in the work environment to which learning is related
• evaluation and feedback methods
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Determine focus of assessment</td>
<td>1. Candidate/s are identified/confirmed and the purpose/s and context of assessment are established/confirmed with relevant people in accordance with legal/organisational/ethical requirements</td>
</tr>
<tr>
<td></td>
<td>1.2 The assessment strategy is accessed and used to guide the development of the assessment plan, where applicable</td>
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<tr>
<td></td>
<td>1.3 The benchmarks for assessment are identified/confirmed and accessed</td>
</tr>
<tr>
<td>2. Prepare the assessment plan</td>
<td>2.1 The assessment benchmarks are interpreted to determine the evidence and types of evidence needed to demonstrate competency in accordance with the rules of evidence</td>
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<td></td>
<td>2.2 Where competency standards are used as benchmarks, all component parts of the competency standards, are addressed in defining and documenting the evidence to be collected</td>
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<td></td>
<td>2.3 Any related documentation to support planning the assessment process is accessed and interpreted</td>
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<td></td>
<td>2.4 Assessment methods and assessment tools are selected/confirmed which address the evidence to be collected in accordance with the principles of assessment</td>
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<tr>
<td></td>
<td>2.5 Specific material and physical resources required to collect evidence are identified and documented</td>
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<td></td>
<td>2.6 Roles and responsibilities of all people involved in the assessment process are clarified, agreed and documented</td>
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<tr>
<td></td>
<td>2.7 Timelines and time periods for evidence collection are determined and all information to be included in the assessment plan is documented</td>
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<td></td>
<td>2.8 The assessment plan is confirmed with relevant personnel</td>
</tr>
</tbody>
</table>
## 3. Contextualise and review assessment plan

### 3.1 Characteristics of the candidate/s and any allowances for reasonable adjustments and/or specific needs are identified/clarified with relevant people and documented

### 3.2 Selected assessment methods and assessment tools are examined and adjusted, where required, to ensure continuing applicability taking into account:

- **3.2.1** any contextualisation of competency standards
- **3.2.2** reasonable adjustment/s, where identified
- **3.2.3** integration of assessment activities, where appropriate and practical
- **3.2.4** capacity to support application for recognition of current competence

### 3.3 Adjusted assessment tools are reviewed to ensure the specifications of the competency standards are still addressed

### 3.4 The assessment plan is updated, as needed, to reflect ongoing contextualisation needs, any changes in organisational resource requirements or changes in response to the conduct of assessment

### 3.5 Assessment plan/s are stored and retrieved in accordance with assessment system policies and procedures and legal/organisational/ethical requirements

## 4. Organise assessment arrangements

### 4.1 Identified material and physical resource requirements are arranged in accordance with assessment system policies and procedures and legal/organisational/ethical requirements

### 4.2 Any specialist support required for assessment is organised and arranged in accordance with organisational/ethical/legal requirements, where required

### 4.3 Roles and responsibilities of all people involved in the assessment process are organised

### 4.4 Effective communication strategies are established to encourage regular communication flow and feedback with relevant people involved in the assessment process

### 4.5 Assessment record keeping and reporting arrangements are confirmed
Range statement

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

The assessment strategy is a documented framework to guide and structure assessment arrangements for a vocational education and training qualification. In a learning and assessment pathway it is addressed as part of the learning strategy. In an assessment only pathway it is a separate document. The assessment strategy may encompass:

- the identification of the competency standards forming the qualification and
- interpretation of the packaging rules of the qualification,
- interpretation of the competency standards as the benchmarks for assessment
- arrangements for recognition of existing competence (RCC/RPL), including provision of guidance and assistance to candidates in gathering and evaluating evidence
- determination of assessment methods for identified competency standards
- selection of assessment tools for identified competency standards
- organisational arrangements for assessment, including physical and human resources, roles and responsibilities and partnership arrangements (where relevant)
- nominated quality assurance mechanisms
- identified risk management strategies

Benchmark/s for assessment refers to:

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

Evidence is:

- material collected which, when matched against the specifications in the competency standards, provides proof of competency achievement

Types of evidence may include:

- direct, e.g. observation of work activities under real/simulated work conditions, examples of work products
- indirect, e.g. third party reports from a range of sources
- supplementary, e.g. question and answer, work records, training records, portfolios
- candidate gathered evidence
- assessor gathered evidence
- current/recent/historical
- combination of above
The rules of evidence guide the evidence collection process to ensure evidence is:

- valid, for example:
  - address the elements and Performance Criteria
  - reflect the skills and knowledge described in the relevant unit/s of competency
  - show application in the context described in the Range Statement
  - demonstrate performance skills and knowledge are applied in real/simulated workplace situations

- current, for example:
  - demonstrate the candidate's current skills and knowledge
  - comply with current standards

- sufficient, for example:
  - demonstrate competence over a period of time
  - demonstrate repeatable competence
  - not inflate the language, literacy and numeracy requirements beyond those required in performing the work task

- authentic, for example:
  - be the work of the candidate
  - be corroborated/verified

All component parts of the competency standards refers to:

- Elements
- Performance Criteria
- Range Statement including advice on:
  - range of contexts/conditions to be met in assessment
  - aspects of the Performance Criteria that can be contextualised
  - information which adds definition to support assessment
  - links to knowledge and skills
  - underpinning language, literacy and numeracy requirements

- Evidence Guide requirements, including:
  - underpinning/required knowledge
  - underpinning/required skills and attributes
  - underpinning language, literacy and numeracy requirements
  - critical aspects of evidence to be considered/quality evidence requirements
  - concurrent assessment and interdependence of units
  - assessment methods/resources/context

- dimensions of competency, which include:
  - task skills
  - task management skills
  - contingency management skills
  - job role/environment skills
Assessment methods are the particular techniques used to gather different types of evidence and may include:

- real work/real time activities at the workplace
- work activities in a simulated workplace environment
- structured assessment activities, for example:
  - simulation exercises/role-plays
  - projects
  - assignments
  - presentations
  - activity sheets
- questioning, for example:
  - written questions, e.g. on a computer
  - interviews
  - self-assessment
  - verbal questioning questionnaires
  - oral/written examinations (for higher NQF levels)
- portfolios, for example:
  - collections of work samples by the candidate
  - product with supporting documentation
  - historical evidence
  - journal/log book
  - information about life experience
- review of products, for example:
  - products as a result of a project
  - work samples/products
- third party feedback, for example:
  - testimonials/reports from employers/supervisors
  - evidence of training
  - authenticated prior achievements
  - interview with employer, supervisor, peers
- the instruments developed from the selected assessment methods to be used for gathering evidence such as:
  - a profile of acceptable performance measures
  - templates/proformas
  - specific questions or activities
  - evidence/observation checklists
  - checklists for the evaluation of work samples
  - candidate self-assessment materials

Assessment tools contain:

- the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and assessment conditions
- selected on the basis that they are suitable and effective in collecting the evidence in light of the purpose and context
**Principles of assessment** are:
- reliability
- flexibility
- fairness
- documents required for the assessors and candidates, including competency standards and assessment tools

**Assessment plan** is the overall planning document for the assessment process and may include:
- the context of assessment
- relevant competency standards to be used as the benchmarks for assessment
- other assessment information/documentation identified as relevant
- identified personnel
- identified assessment methods and assessment tools
- possibilities for clustering units of competency for assessment purposes
- identified OHS hazards, including assessed risks and control strategies
- material and/or physical resources required
- organisational arrangements for conducting assessment
- OHS reporting requirements
- any special assessment needs, e.g. personal protective equipment requirements
- outline of assessment milestones, time lines and target dates
- candidate self-assessment procedures
- connections to relevant organisational plans, polices and procedures
- self in such contexts as one-person/small training and/or assessment organisation

**Assessment system policies and procedures** may include:
- rational and purpose of competency-based assessment
- assessment records/data management/information management
- recognition of current competency/recognition of prior learning/credit arrangements
- assessors - needs, qualifications, maintaining currency
- assessment reporting procedures
- assessment appeals
- candidate grievances/complaints
- validation
- evaluation/internal audit
- costs/resourcing
- access and equity/reasonable adjustment
- partnership arrangements
- links with human resource or industrial relations systems
- links with overall quality management system
- assistance by third party - carer, interpreter
Evidence guide

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

Overview of assessment

To demonstrate competence against this unit candidates must be able to provide evidence that they have developed an assessment plan and organised the material resources and personnel to support the assessment process.

The evidence provided must describe how the purpose of assessment was identified; contain structured plans that detail the selection/confirmation of assessment methods and tools, and assessment environments; include appropriate communication strategies with relevant people regarding the assessment process; outline resource requirements and special assistance required throughout the assessment process; and include recording and reporting requirements.

Products that could be used as evidence include:

- assessment plans
- modified/adjusted assessment tools to allow for specific needs
- contextualised competency standards
- documentation of consultations with clients and other stakeholders regarding the assessment purpose and context

Processes that could be used as evidence include:

- how competency standards and other documents were interpreted
- how assessment activities were scheduled
- how resources were identified and obtained
- how communication systems were used to include relevant stakeholders in the planning process
- how assistance was sought from individuals providing specialist support

Resource implications for assessment include:

- access to relevant competency standards
- access to assessment materials and tools
- access to other relevant assessment information
- access to suitable assessment venue/equipment
- workplace documentation
- cost/time considerations
- personnel requirements
The collection of quality evidence requires that:

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

Specific evidence requirements must include:

- evidence of planning and organising the assessment process on a minimum of two occasions. The evidence collected must:
  - address the provision of documented assessment plans
  - cover a range of assessment events
  - cater for a number of candidates
  - relate to different competency standards or accredited curricula
  - address recognition assessment
  - involve the contextualisation of competency standards and the selected assessment tools, where required
  - incorporate consideration of reasonable adjustment strategies
  - include organisational arrangements

Integrated assessment means that:

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

Required skills:

Required skills and attributes include:

- cognitive interpretation skills to:
  - accurately interpret competency standards and other assessment documentation
  - identify opportunities for integrated competency assessment
  - contextualise competency standards to the operating assessment environment
  - sort information

- observation skills to:
  - assess the effectiveness of the organisation’s assessment operations
  - identify where improvement to the assessment process can be made

- technology skills to:
  - use appropriate equipment and software to communicate effectively with others

- research and evaluation skills to:
  - obtain competency standards and other assessment information, assessment tools and other relevant assessment resources
  - research candidate characteristics and any reasonable adjustment needs
  - identify and confirm required material and physical resources
  - evaluate feedback, and determine and implement improvements to processes
  - make recommendations

- planning skills relating to formulation of the assessment plan

- organisational skills relating to organising resources required

- literacy skills to:
  - read and interpret relevant information to design and facilitate assessment and recognition processes
  - prepare required documentation and information for those involved in assessment processes

- communication skills to:
  - discuss assessment processes with clients and assessors
  - establish professional relationships and networks

- sensitivity to access and equity considerations and candidate diversity

- capacity to promote and implement equity, fairness, validity, reliability and flexibility in planning an assessment process
Required knowledge:

Required knowledge includes:

- competency-based assessment: work focused, criterion referenced, standards-based, evidence-based
- the different purposes of assessment and different assessment contexts
- how to read and interpret the identified competency standards as the benchmarks for assessment
- how to contextualise competency standards within relevant guidelines
- the four principles of assessment and how they guide the assessment process
- what is evidence and different types of evidence
- the four rules of evidence and how they guide evidence collection
- different types of assessment methods, including suitability for collecting various types of evidence
- assessment tools and their purpose; different types of tools; relevance of different tools for specific evidence gathering opportunities
- different resource requirements for assessment and associated costs
- where to source other relevant assessment information and how to incorporate this into the plan
- the principles of inclusivity, and strategies for reasonable adjustment, without compromise to the competency standards
- sources and types of specialist support to candidates
- methodologies suitable for reviewing assessment tools
- the assessment system policies and procedures established by the industry and/or organisation
- risks and requirements associated with different assessment applications in various contexts, including:
  - capacities of assessors at higher NQF levels
  - when linked to licensing
  - legal implications of assessing competence
- the relevant organisational/legal/ethical requirements impacting on the planning and organisation of assessment, as set out in the Range Statement of the relevant competency standards
- other relevant policy, legislation, codes of practice and national standards including national legislation for example:
  - copyright and privacy laws in terms of electronic technology
  - security of information
  - plagiarism
  - licensing requirements
  - anti-discrimination including equal opportunity, racial vilification and disability discrimination
  - workplace relations
  - industrial awards/enterprise agreements
- OHS responsibilities associated with planning and organising assessment, such as:
  - hazards commonly found, and preferred risk controls for the specific assessment environment
  - OHS procedures to be observed in the assessment process
  - safe use and maintenance of relevant equipment
  - sources of OHS information
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</table>
| 1. Determine the focus of the assessment tool | 1.1 The target group of candidates and the purpose/s and context/s of assessment are identified/clarified  
1.2 The relevant benchmarks for assessment are accessed and interpreted to establish the evidence required to demonstrate competency  
1.3 Where competency standards form the assessment benchmark/s, all component parts of the competency standards are interpreted and, where relevant, these standards are contextualised to meet organisational/legal/ethical requirements, in accordance with contextualisation guidelines  
1.4 Other related documentation is identified to inform assessment tool development  |
| 2. Determine assessment tool needs        | 2.1 Assessment methods are selected which will support the collection of defined evidence, taking into account the context in which the assessment will take place and meeting the principles of assessment  
2.2 Nominated assessment methods enable candidates to show or support their claim for recognition of current competency  
2.3 Different instruments for the selected assessment methods are considered and options for assessment activities are generated using critical thinking skills |
| 3. Design and develop assessment tools    | 3.1 Specific instruments are developed to address the evidence to be collected based on devising assessment activities which:  
3.2 Assessment instruments are developed using appropriate:  
3.3 Clear and specific procedures instructing the assessor and/or candidate on the administration and use of the instruments are defined and documented  
3.4 Relevant assessment system policy and procedures requirements are considered and addressed including storage and retrieval needs, review and evaluation, version control procedures |
4. Review and trial assessment tools

4.1 Draft assessment tools are checked against evaluation criteria and amended, where necessary

4.2 Draft assessment tools are trialled to validate content and applicability

4.3 Feedback from relevant people involved in trialling is collected and documented

4.4 Amendments to the final tools are made based on analysis of feedback, where required

4.5 Revised assessment tools are appropriately formatted and filed in accordance with assessment system policies and procedures and organisational/legal/ethical requirements

**Range Statement**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

**Assessment tools** contain:

- the instruments to be used for gathering evidence such as:
  - a profile of acceptable performance measures
  - templates/proformas
  - specific questions or activities
  - evidence/observation checklists
  - checklists for the evaluation of work samples
  - candidate self-assessment materials

- the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and the conditions for assessment

**Context/s of assessment** may include:

- the environment in which the assessment will be carried out, including real work/simulation
- opportunities for collecting evidence in a number of situations
- who carries out the assessment
- relationships between competency standards and work activities in the candidate's workplace
- relationships between competency standards and learning activities
- assessment under partnership arrangements
- the period of time during which the assessment takes place
- apportionment of costs/fees, if applicable
- quality assurance mechanisms
- individual unit or integrated approaches to competency assessment
Assessment methods are the particular techniques used to gather evidence and may include:

- direct observation, for example:
  - real work/real time activities at the workplace
  - work activities in a simulated workplace environment
- structured activities, for example:
  - simulation exercises/role-plays
  - projects
  - presentations
  - activity sheets
- questioning, for example:
  - written questions, e.g. on a computer
  - interviews
  - self-assessment
  - verbal questioning
  - questionnaires
  - oral or written examinations (applicable at higher NQF levels)
- portfolios, for example:
  - collections of work samples compiled by the candidate
  - product with supporting documentation
  - historical evidence
  - journal/log book
  - information about life experience
- review of products, for example:
  - products as a result of a project
  - work samples/products
- third party feedback, for example:
  - testimonials/reports from employers/supervisors
  - evidence of training
  - authenticated prior achievements
  - interview with employer, supervisor, peer

Instruments are the documented questions/assessment activities developed to support the selected assessment method/s used to collect the evidence of candidate competence and may include:

- oral and written questions
- observation/demonstration checklists
- projects, case studies, scenarios
- candidate self-assessment guides
- recognition portfolios
- workplace portfolios
- simulation activities
- definition of relevant workplace documents
- a profile of acceptable performance measures
- templates/proformas
- evidence/observation checklists
- checklists for the evaluation of work samples
Evaluation criteria may include:

- effectiveness and relevance to the competency standards
- whether the assessment tool meets the principles of assessment
- whether the assessment tool meets the rules of evidence
- whether the assessment tool is appropriate to selected assessment methods
- whether the assessment tool is appropriate to the target group/assessment context
- whether the assessment tool provides guidance on reasonable adjustments
- whether the assessment tool addresses organisational/legal/ethical requirements including OHS requirements
- whether the assessment tool enables the candidate to demonstrate current competency
- level of engagement and direct participation of candidates
- appropriateness of language and literacy used for intended audience
- clarity
- simplicity/ease of use/practicability
- inclusivity/avoidance of bias
- guidance on reasonable adjustments
- cost effectiveness
Evidence Guide

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

Overview of assessment

To demonstrate competence against this unit candidates must be able to provide evidence that they have developed assessment tools that support different assessment methods and which address at least three units of competency packaged at different NQF levels.

These tools must include the instruments for collecting evidence reflecting the principles of assessment and the rules of evidence and the related instructions to assessor/s and candidates. They must also show how the contextual needs of different environments were addressed. Evidence must also include a report on the trial and review of the assessment tools, including any proposed changes.

Products that could be used as evidence include:

- a plan for developing the assessment tools
- draft assessment tools including instruments and related procedures
- documents demonstrating version control
- reports on the trialling of the assessment tools, including any proposed changes
- identified amendments addressing trial/review outcomes
- final assessment tools

Processes that could be used as evidence include:

- how competency standards and other documents were interpreted
- how the target group was identified
- why certain instruments were developed
- how the assessment tools meet the components of competency for the target group and why
- how the assessment tools were reviewed

Resource implications for assessment include:

- access to competency standards and other relevant assessment documentation
- access to workplace documentation
- access to environment and resource needs
- cost/time considerations
- access to assessors, candidates and appropriate assessment contexts for trial/review

The collection of quality evidence requires that:

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

- evidence of the development and trialling of new assessment tools that support a range of different assessment methods
- the tools must address at least three units of competency packaged in qualifications at different NQF levels
- the processes used to trial and review the tools, including feedback obtained from relevant personnel
- documentation setting out the specific instruments and procedures that have been developed

**Integrated assessment means that:**

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

Required skills and attributes include:

- analysis and interpretation skills to:
  - unpack and interpret competency standards
  - analyse work functions
  - review/evaluate the assessment tools
- critical thinking skills to translate the interpreted competency standards and other relevant assessment information into meaningful assessment instruments
- design skills to order to develop different assessment tool designs
- research and evaluation skills to:
  - evaluate units of competency to determine appropriate evidence requirements
  - evaluate different environments, target group needs and special circumstances for assessment
  - evaluate assessment tools on the basis of trials and feedback
- literacy and communication skills to:
  - read and interpret relevant information to determine evidence requirements
  - give clear and precise information/instructions
  - receive and interpret feedback on assessment tools
  - prepare required documentation using clear and comprehensible language; using a layout appropriate to the audience and competency standard as it is applied in the workplace
- editing and proofreading skills to:
  - modify and validate assessment tools
- balancing different needs and demands
- attributes, including:
  - capacity to think logically and clearly in order to develop tools
  - willingness to encourage, accept and utilise feedback
Required knowledge:

Required knowledge includes:

- competency-based assessment including:
  - vocational education and training as a competency-based system
  - assessment is criterion referenced/distinction to norm referenced assessment
  - reporting of competency-based assessment
  - competency standards as the basis of qualifications
  - the principles of competency-based assessment
  - the structure and application of competency standards
- what is an assessment only pathway and a learning and assessment pathway
- the principles of assessment and how these principles are applied in developing assessment tools
- what is evidence, different types of evidence and rules of evidence
- what are the different purposes of assessment
- different assessment contexts and relationship with developing assessment tools
- how to interpret competency standards, including components of competency and dimensions of competency
- what is the meaning of contextualisation of competency standards and what are contextualisation guidelines
- what is the evidence guide of competency standards and what information in the guide is relevant to developing assessment tools
- different assessment methods, their purposes and uses
- what are assessment tools including:
  - what do they comprise
  - different types of assessment instruments and procedures
  - relationship to assessment methods
  - how tools support the assessment process
- different assessment tool design for different purposes including:
  - styles
  - format
  - media
  - presentation
- what is recognition of prior learning- designing an assessment tool for recognition purposes
- evaluation methodologies appropriate to the trial and review of assessment system tools
- principles of reasonable adjustment
- relevant workplace information including:
  - organisational policies and procedures
  - workplace tasks and activities
  - standard operating procedures
  - procedures for use of relevant personal protective equipment
- relevant policy, legislation, codes of practice and national standards
- relevant OHS legislation, codes of practice, standards and guidelines that need to be reflected in the assessment tool design and content
Level 3 Units of Competency

Unit Title: Design and develop learning resources

Descriptor: This unit defines the competency required to design and develop learning resources

Unit Code: NC3TRDES30522B  Level 3 - Trainer

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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| 1. Research and interpret the learning resource requirements | 1.1 The brief, focus and type of learning resource is clarified with the client  
1.2 The likely target audience/s, their learning needs and the learning environment for the resource are researched  
1.3 The characteristics of the learners/end users of the learning resource are identified  
1.4 Existing information which may be relevant is gathered, collated and analysed  
1.5 Ethical and legal considerations are identified and acted upon  
1.6 A development work plan is written and documented |
| 2. Design the learning resource and plan the content | 2.1 A range of design options is generated using a variety of principles and techniques  
2.2 Time is taken to reflect on the designs, identifying the implications of each  
2.3 The diversity of learners/end users and their learning styles are researched and embedded into the design specifications  
2.4 An outline or prototype for the learning resource is developed and confirmed with the client  
2.5 The content specifications of the learning product are analysed and the proposed content is mapped out  
2.6 The breadth and depth of the proposed content is determined, in accordance with the design prototype, content specifications and financial constraints  
2.7 Relevant personnel are identified to support the development phase, if needed |
### 3. Develop the learning resource content

3.1 Content and content specification is developed in accordance with the agreed design

3.2 Modifications are made to the design and/or content, where necessary, to address changes in project parameters

3.3 Mechanisms for reviewing work in progress are established

3.4 Text is clear, concise, grammatically correct and appropriate for the intended audience/s

3.5 Visuals are relevant, instructive and appropriate for the intended audience/s

3.6 The resource is formatted using an appropriate style guide

### 4. Review learning resource prior to implementation

4.1 Content of the resource is checked to ensure the accuracy and relevance of information against content specifications

4.2 Text, format and visual design are checked for clarity and focus

4.3 An external review is conducted using appropriate methods, and feedback is incorporated where relevant

4.4 Final draft is reviewed against the brief and other relevant criteria to ensure it meets all requirements prior to delivery to the client

### 5. Evaluate the design and development process

5.1 The design and development process is reviewed against appropriate evaluation criteria

5.2 Time is taken to reflect and identify areas for improvement

5.3 Identified improvements are documented for future projects
Range statement

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

Type of learning resource may include:

- Units of competency support materials, such as:
  - learner/user guides
  - trainer/facilitator guides
  - training guides
  - example training programs
  - specific case studies
  - professional development materials
  - assessment materials
- other published, commercially available support materials for units of competency
- organisational learning resources
- competency standards as a learning resource
- videos
- CDs and audio tapes
- references and texts
- manuals
- record/log books
- learning resources produced in languages other than English as appropriate to target group learners and workplace

The learning resource is:

- designed to enhance and support the effectiveness of the learning process. It provides guidance, materials, learning and assessment activities, and relevant information that addresses the competencies/learning outcomes to be achieved by the learner

Design options may include:

- use and extent of practical activity-based content and passive content (reading, interpreting and absorbing information)
- use and extent of text-based information and graphical information
- level of depth of text-based information and sophistication of language
- level of completeness in addressing the focus
- options for presenting text-based information e.g. straight text, question and answer, case studies
- visual design
- sequencing of material
- sources of further information/further reading
- style guides
- visual look
Principles and techniques may include:

- instructional design, for example:
  - presenting material in a logical order and sequence
  - opportunities for collaborative learning between learners
  - navigation tools
  - presenting material in order of increasing difficulty
  - opportunities for review of material and repetition
  - the need for learner activity and interactivity
  - inclusion of a variety of approaches and techniques for presenting information and activities and for encouraging participation by learning
  - structure of the information
  - ensuring learning is embedded in a realistic and relevant context
  - techniques to engage the learner in learning

- creative thinking, for example:
  - brainstorming
  - mind mapping
  - scenario setting
  - lateral thinking

- visual/graphic design, for example:
  - format
  - composition
  - balance
  - typography
  - images/graphics
  - charts/diagrams

- research and evaluation, for example:
  - of other learning resources
  - up-to-date research on learning

Evidence guide

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

Overview of assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they have designed and developed learning resources.

The learning resources provided as evidence must: clearly identify the target audience; be appropriate to the target group; and be well structured, clear, interesting, appropriate, easy to use, and accessible.

Competency also requires demonstrated ability to research learning resource requirements and content, seek and accept feedback, work effectively with a project team or other experts as required, and critically evaluate own work.
Products that could be used as evidence include:
- learning resources developed
- letters to relevant personnel seeking comments and feedback
- evaluation forms
- minutes of meetings
- drafts of resources
- feedback received from others

Processes that could be used as evidence include:
- how research was undertaken and why
- how consultative process was set up
- how industry or end user requirements were established
- how resource was evaluated and reviewed
- what methods were used to evaluate the process used for resource development and why
- ways in which personal skills and efficiency were developed and monitored and why
- how personal workload was managed

Resource implications for assessment include:
- research for content of resources
- access to experts for review and consultation

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

Specific evidence requirements must include:
- a complete print-based learning resource product that demonstrates competency in accordance with the specifications of this unit or
- evidence of contributions to a range of learning resources and learning materials that in combination demonstrate competency in accordance with the specifications of this unit
- evidence of transferable application to the development of other learning resources
- print-based

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

Required skills:

Required skills and attributes include:

- review and analysis skills to:
  - identify areas for improvement
  - recognise personal limitations
- communication and interpersonal skills to:
  - collaborate with a range of people
  - seek feedback from others
  - be open to feedback and suggestions
  - maintain a network
  - listen
  - negotiate
- computer/technical skills, for example:
  - using a range of software programs
  - using a range of office equipment
- literacy/writing skills, including:
  - writing from the learner’s perspective
  - writing for different audiences
  - using plain English and correct grammar
  - pitching writing to the appropriate level
  - using an appropriate style
  - having an eye for detail
- time management skills, including keeping to appropriate timelines
- analytical skills to:
  - identify critical learning points
  - structure and weight the contents appropriately
  - determine appropriateness of feedback
- ability to develop a range of learning activities
- research skills to:
  - find content and relevant information
  - interview relevant people
  - solve problems
  - ask questions
Required knowledge:

Required knowledge includes:

- sound knowledge of the vocational education and training system, including:
  - relevant terminology
  - training and assessment processes
  - competency standards
  - Quality framework requirements
  - the National Qualifications Framework (NQF)
- instructional design, for example:
  - planning, analysis, development, synthesis, evaluation
  - presenting material in a logical order and sequence
  - opportunities for collaborative learning between learners
  - navigation tools
  - presenting material in order of increasing difficulty
  - opportunities for review of material and repetition
  - the need for learner activity and interactivity
  - inclusion of a variety of approaches and techniques for presenting information and activities and for encouraging participation by learning
  - structure of the information
  - ensure learning is embedded in a realistic and relevant context
  - techniques to engage the learner in learning
- visual design principles/techniques, for example:
  - format
  - composition
  - balance
  - typography
  - images/graphics
  - charts/diagrams
- research and evaluation techniques, including:
  - interviews
  - focus groups
  - workshops
  - questionnaires
  - literature reviews
  - web research
  - pilot processes
- a general knowledge of the main branches of learning theory, for example:
  - behavioural learning theory
  - information processing theory
  - cognitive learning theory
  - andragogy
  - vocational education and training pedagogy
- learning principles, including:
  - adults are autonomous and self-directed
  - adults have life experience to draw on
  - adults are goal-oriented
  - adults need relevance
  - adults are practical
  - adults need to be shown respect
• cultural awareness
• a range of learning approaches and styles of learning resources
• different learning styles, including:
  o activist
  o reflector
  o theorist
  o pragmatist
  o kinaesthetic
  o auditory
  o visual
• language, literacy and numeracy (LLN) issues, for example:
  o principles and definitions
  o how to work out the LLN level of likely users, and LLN requirements of the resource
• relevant policy, legislation, codes of practice and national standards including legislation, for example:
  o copyright and privacy laws relating to electronic technology
  o security of information
  o plagiarism
  o competency standards
  o licensing
  o industry/workplace requirements
  o duty of care under common law
  o anti-discrimination including equal opportunity, racial vilification and disability discrimination
  o workplace relations
  o industrial awards/enterprise agreements
• relevant OHS knowledge relating to the work role, and OHS procedures which need to be included in the content of the learning resource
• OHS obligations of the training and/or assessment organisation, the trainer/facilitator and learner
References:
National Training Council – Development and Endorsement of NQF and NQA 2008
Stakeholders – TVET-DoE and OHE
Units of competency approved July 2009
Dr. Paul Bray – Development of Units of Competency Level 3 - Trainer 2008 - AusAids funding support
Joe Lokes – Reviewer; NQA-TVET Competency Standards for NC4TRA40010 – 2010-2015
NQF-TVET Competency Standard for NC4TRA40022B Level 4 Trainer
NQF-TVET Competency Standard for NC2TRA20022B Level 2 Instructor