Introduction to Vocational Education and Training
TAE40110 Certificate IV Training and Assessment: Learner Manual 1
*Introduction to Vocational Education and Training*

Version 1.0

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Introduction

Welcome to the wonderful world of VET! That is, the world of vocational education and training.

This Learner Guide has been developed to help you *Work effectively within vocational education and training.*

More specifically, this guide will help you develop skills and knowledge to enable you to:
- Work within the vocational education and training (VET) policy framework
- Work within the training and/or assessment organisation’s quality framework
- Manage work and work relationships
- Demonstrate a client-focused approach to work, and
- Understand and manager Occupational Health and Safety (OHS) within the training and assessment environment.

Additional Support and Resources

You will find additional learning resources (including video and audio guides) in your e-Learning Area at [http://www.livtraining.edu.au/learners](http://www.livtraining.edu.au/learners). To access your e-Learning Area you will need the username and password issued along with your enrolment confirmation.

When you log into your e-Learning Area you will notice a link to the Training and Assessment Discussion Forum where you can post any questions you would like answered by a trainer.

Acronyms and Glossary

A list of Acronyms is included in Appendix A of this Learner Guide. A glossary of terms is included in Appendix B of this Learner Guide.
Part 1: ‘Talking the talk’ about VET organisations, policies and frameworks

Do you ever feel challenged by the acronyms and jargon of those around you in the office, at meetings or when reading memos?

Have you developed avoidance strategies for sentences written in 'VET speak'?

Do you feel you have just mastered one set of acronyms only to have to come to terms with another?

Or, are you new to the VET sector, and feeling a little overwhelmed by the variety of acronyms, bodies and frameworks?

Welcome to the vast, complex, ever-changing world of the vocational education and training (VET) sector.

This unit will give you an overview of some VET concepts. It will not provide an exhaustive list; however, it will give you directions on where to go for further information.

**What is VET?**

VET stands for vocational education and training. This is study and/or practical training that develops the skills and knowledge that people need for employment. Vocational education and training is ‘education and training for work’. It exists to develop and recognise the competencies or skills of learners.

VET has traditionally been seen as post-secondary, non-university education and training that focused on apprenticeships. This view of VET education is now changing, and reforms in the past decade have resulted in:

- Vocational education and training programs offered in secondary schools
- Stronger links with university study options
- Six levels of qualifications offered in most industries, including high growth, new economy industries.

The Australian VET system is one of the most sophisticated in the world because it is:

**Industry-led**

The employers, unions and professional associations of an industry define the outcomes that are required from training.

**National**

The VET system is jointly-managed by state, territory and Australian governments, in partnership with industry and training providers.

**Client focused**

Clients of the VET system are employers and individuals who use it or intend to use it. This simple, flexible and relevant system responds to client needs.
What is Competency-based Training?

Competency-based training is an approach to learning where emphasis is placed on what a learner can do in the workplace as a result of their training. Learners who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

Competency-based training is usually based on performance standards that have been set by industry. Competency-based assessment materials are designed to ensure that each learner has achieved all the outcomes (skills and knowledge) required by each unit of competency.

Competency-based training allows for flexible entry and exit for learners enabling them to complete their studies much quicker. Once they have achieved competency in a unit of competency they can then move onto the next unit. Training can take place both on and off-the-job using a variety of delivery modes and methods.

What is the Department of Education, Employment & Workplace Relations?

A new Government led by the Leader of the Australian Labor Party, the Hon Kevin Rudd MP, was sworn in by the Governor-General on 3 December 2007.

The Government announced the creation of the Department of Education, Employment and Workplace Relations (DEEWR).

Training and skills summary

The training and skills sector, also known as vocational education and training or VET, gives Australians the opportunity to gain the skills they need to enter the workforce for the first time, to re-enter the workforce, to retrain for a new job or to upgrade their skills for an existing job. Australian Apprenticeships are available in traditional trades, and in a diverse range of emerging careers, in most sectors of business and industry.

The Department of Education, Science and Training helps the Australian Government achieve its agenda for post-school education and training through three distinct, but closely interrelated, areas:

- Quality policy advice and other support provided to the Minister, underpinned by capabilities in research, analysis and evaluation that also inform the policy debate within the vocational education and training and higher education sectors

- Efficient national program management

- Effective working relationships with state and territory governments, industry, education and training providers, and other stakeholders.

The department administers diverse programs and legislation to achieve the Australian Government’s policy objectives. It also collaborates with Centrelink to deliver some programs, and manages a Business Partnership Agreement with Centrelink for this purpose.

The department also provides funding to support the Australian Government’s role in promoting the uptake of information and communication technology in education and training.
What is the VET Sector?
The VET sector is part of the education system. Other components of the education system are the:

- Schools sector
- The higher education sector and
- The adult and community education sector.

It is possible for a person to have what they have learned in one sector recognised in another sector.

The VET sector includes the following VET providers:

- Secondary schools
- The TAFE (technical and further education) system
- Private colleges and institutions
- Businesses that provide on-the-job training for their employees
- Organisations that ensure the needs of industry and government are addressed, design courses or training programs, conduct assessments, or manage apprenticeships and traineeships.

A structure chart of the VET sector
VET policies and frameworks

Being a trainer and/or assessor in the VET sector can be a challenge - we are bound by national policy and frameworks, and things are constantly changing. To begin with it can seem overwhelming keeping up with all the standards under which you have to operate. Hopefully, my advice here will help you locate and understand the specific areas that you need to be aware of.

First up, let's talk about the AQTF - Australian Quality Training Framework. As stated in the DEEWR website:

'It the Australian Quality Training Framework (AQTF) provides the basis for Australia's nationally consistent, high quality vocational education and training system.'

It is the key compliance framework for all VET providers (public and private) to ensure they are providing quality services. Each Registered Training Organisation (RTO) must apply the standards specific to RTOs when planning to deliver training, assess competence and issue Australian Qualifications Framework (AQF) qualifications, and are regularly audited against the standards of the AQTF.

You can find out more about the AQTF or download the AQTF standards from http://www.training.com.au/.

Of course, that's not all we need to know about! We also have to be aware of Occupational Health and Safety (OHS) legislation. You can find out what areas of national OHS policy apply specifically to you as a VET trainer/assessor using the Guidelines for Integrating OHS at the SafeWork Australia website.

Access and equity is another major area that we focus on as VET trainers/assessors. It's important that every learner has fair and equitable access to learning, regardless of any geographical, physical, mental or other issues/limitations they may have. We strive to create equal opportunities for all, regardless of race, gender, ethnic or cultural background. You can find out more about what VET is doing to provide access and equity for learners at the equity section of DEEWR’s website.

In addition to these national policies and frameworks, you should also be aware of any policies, frameworks or VET related initiatives that apply within your own State/Territory. These are managed primarily by your local training and/or education department. Also, as a VET trainer/assessor, you are employed under certain conditions - you could be on a contract, part-time or full-time, permanent or casual basis, so it's important that you know and understand what your rights and responsibilities are in relation to industrial and employee relations. Once again, your State/Territory VET body can help with this information. Listed below are the relevant departments across Australia, with a link to the website for each one.

You should also be familiar with your State/Territory Training Authority, with whom these government departments collaborate on VET policy and practice. The websites listed below provide local information on these authorities, including links to relevant websites.
State Training Authorities

Australian Capital Territory
ACT Department of Education and Training

Northern Territory
Department of Education and Training (DEET)

Queensland
Vocational Education, Training and Employment Commission
http://www.trainandemploy.qld.gov.au

New South Wales
NSW Board of Vocational Education and Training
http://www.bvet.nsw.gov.au

Victoria
Skills Victoria

Western Australia
Department of Education and Training
http://www.training.wa.gov.au

Tasmania
Department of Education

South Australia
Department of Further Education, Employment, Science and Technology (DFEEST)

What is the National Training Framework?
The National Training Framework (NTF) is a national system to ensure that when a VET provider is registered and the qualifications it offers are based on Training Packages or accredited courses the qualifications are recognised anywhere in Australia.

The NTF applies nationally, and is made up of:
- The Australian Quality Training Framework (AQTF) and
- Training Packages.
The NTF is a nationally consistent, industry-led system designed to:
- Provide high-quality skill outcomes to maintain individuals' employability and increase their productivity
- Provide for nationally recognised qualifications
- Improve the competitiveness of enterprises and the nation.

One of DEEWR's roles is to develop, manage and promote national aspects of the NTF. State and territory training authorities administer the NTF.

**What is the AQTF?**
The Australian Quality Training Framework (AQTF) is the set of nationally agreed quality assurance arrangements for training and assessment services delivered by training organisations.

Training organisations must be registered under the AQTF in order to deliver, assess and issue Australian Qualifications Framework (AQF) qualifications or statements of attainment in endorsed Training Packages and accredited courses.

The AQTF ensures that all RTO's and the qualifications they issue are recognised throughout Australia.

The AQTF is one of three core elements in the system of vocational education and training that operates in Australia, known as the National Training Framework. The key objective of the AQTF is to provide the basis for a nationally consistent, high quality vocational education and training system.

Trainers and assessors working in VET must familiarise themselves with the AQTF standards. To access the AQTF standards go to training.com.au and select the AQTF link on the menu to the left.

**What is the Australian Qualifications Framework (AQF)?**
The Australian Qualifications Framework (AQF) is a single, coherent framework for qualifications from Senior Secondary Certificates through to Doctoral Degrees. The Framework links together all these qualifications and is a highly visible, quality-assured national system of educational recognition, which promotes lifelong learning and a seamless and diverse education and training system.

It covers qualifications issued by secondary schools, vocational education and training (VET) providers and higher education institutions. All qualifications are nationally recognised.

Within the framework, there are six VET qualifications available: Certificates I, II, III and IV; Diploma; Advanced Diploma.

Training Packages specify the combination of competency standards required to achieve a particular qualification. Learners who complete some (but not all) standards for a qualification are awarded a statement of attainment. When they are assessed as competent in the remaining standards, they attain the qualification.
**Certificates I - IV**

Certificates I - IV prepare candidates for both employment and further education and training. Certificates I and II are largely new qualifications recognising basic vocational skills and knowledge and Certificates III and IV largely replace the outdated category of trade certificates.

Certificates I - IV:
- Recognise skills and knowledge that meet nationally endorsed industry/enterprise competency standards as agreed for those qualifications by the relevant industry, enterprise, community or professional group
- Include preparatory access and participation skills and knowledge and industry specific competencies, of increasing complexity and personal accountability at each level of the Certificate qualification
- May be gained through a wide range of pathways, including New Apprenticeships (including traineeships), work-based and/or school/institution-based training, and recognition of prior learning.

**Diplomas and Advanced Diplomas**

Diplomas and Advanced Diplomas prepare candidates for self-directed application of skills and knowledge based on fundamental principles and/or complex techniques. These qualifications recognise capacity for initiative and judgment across a broad range of technical and/or management functions.

The Advanced Diploma is a more specialised qualification and signifies skill and knowledge of a greater complexity and a higher level of personal accountability than is required at a Diploma level.

Diplomas and Advanced Diplomas may be gained through a wide range of pathways, and programs of varying lengths, according to which education and training sector issues the qualification. Pathways include:
- Work-based and/or institution-based training
- Recognition of prior learning.

Time taken varies according to the particular pathways and industry involved, with full time study at a university or VET institution typically involving the equivalent of two years for the Diploma and up to three years for the Advanced Diploma.

**What is the National Reporting System?**

A condition of receiving government training funds is that Registered Training Organisations (RTOs) report a range of information such as the courses and subjects in which learners are enrolled, their age and gender and where training is occurring.
This information is used at both a national and State/Territory level to develop a picture of the vocational education and training sector in Australia, inform policy decisions, allow reporting of what has been achieved with public funds and assist future planning.

Reporting requirements may change as government policy changes. While every effort is made to minimise changes to reporting requirements, it is sometimes unavoidable. Be sure to keep up to date with changes in reporting requirements.

For more information on the reporting requirements in your State or Territory, please contact your local state/territory training authority.

**Registered Training Organisations (RTO)**

Under the AQTF, training and assessment organisations need to be registered as Registered Training Organisations (RTOs) to be able to deliver accredited VET training; that is, courses formally recognised by the state or territory training authority.

Training and assessment organisations can include:

- TAFE institutes
- Adult and Community Education (ACE) providers
- Private providers
- Community organisations
- Higher education institutions
- Commercial and enterprise training providers
- Industry bodies
- Group training companies, and
- Schools.

**What are Training Packages?**

Training Packages are sets of nationally endorsed standards and qualifications for recognising and assessing people's skills.

Training Packages describe the skills and knowledge needed to perform effectively in the workplace. They do not prescribe how an individual should be trained. Teachers and trainers develop learning strategies (the "how") depending on learners' needs, abilities and circumstances.

Training Packages are developed by industry through national industry advisory bodies, recognised bodies or by enterprises to meet the identified training needs of specific industries or industry sectors. Reviews ensure Training Packages remain current to meet industry needs and allow issues that arise during their implementation to be addressed.

To gain national endorsement, developers must provide evidence of extensive consultation and support within the industry area or enterprise. Training Packages complete a quality assurance
process and then are endorsed by the National Quality Council (NQC) and placed on the National Training Information Service (NTIS).

**Incorporating EMPLOYABILITY skills into Training Packages**

In May 2005, the approach to incorporate Employability Skills within Training Package qualifications and units of competency was endorsed. As a result, from 2006 Employability Skills will progressively replace Key Competency information in Training Packages.

**Background to Employability Skills**

Employability Skills are also sometimes referred to as generic skills, capabilities or Key Competencies. The Employability Skills discussed here build on the Mayer Committee’s Key Competencies, which were developed in 1992 and attempted to describe generic competencies for effective participation in work.


The report indicated that business and industry now require a broader range of skills than the Mayer Key Competencies Framework and featured an Employability Skills Framework identifying eight Employability Skills*:

- Communication
- Teamwork
- Problem solving
- Initiative and enterprise
- Planning and organising
- Self-management
- Learning
- Technology.

The report demonstrated how Employability Skills can be further described for particular occupational and industry contexts by sets of facets. The facets listed in the report are the aspects of the Employability Skills that the sample of employers surveyed identified as being important work skills. These facets were seen by employers as being dependent both in their nature and priority on an enterprise’s business activity.

Personal attributes that contribute to employability were also identified in the report but are not part of the Employability Skills Framework.

**Employability Skills Framework**

The following table contains the Employability Skills facets identified in the report *Employability Skills for the Future.*
<table>
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<tr>
<th>Skill</th>
<th>Facets</th>
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| **Communication** that contributes to productive and harmonious relations across employees and customers | - Listening and understanding  
- Speaking clearly and directly  
- Writing to the needs of the audience  
- Negotiating responsively  
- Reading independently  
- Empathising  
- Using numeracy effectively  
- Understanding the needs of internal and external customers  
- Persuading effectively  
- Establishing and using networks  
- Being assertive  
- Sharing information  
- Speaking and writing in languages other than English |
| **Teamwork** that contributes to productive working relationships and outcomes | - Working across different ages irrespective of gender, race, religion or political persuasion  
- Working as an individual and as a member of a team  
- Knowing how to define a role as part of the team  
- Applying teamwork to a range of situations e.g. futures planning and crisis problem solving  
- Identifying the strengths of team members  
- Coaching and mentoring skills, including giving feedback |
| **Problem solving** that contributes to productive outcomes | - Developing creative, innovative and practical solutions  
- Showing independence and initiative in identifying and solving problems  
- Solving problems in teams  
- Applying a range of strategies to problem solving  
- Using mathematics, including budgeting and financial management to solve problems  
- Applying problem-solving strategies across a range of areas  
- Testing assumptions, taking into account the context of data and circumstances  
- Resolving customer concerns in relation to complex project issues |
| **Initiative and enterprise** that contribute to innovative outcomes | - Adapting to new situations  
- Developing a strategic, creative and long-term vision  
- Being creative  
- Identifying opportunities not obvious to others  
- Translating ideas into action  
- Generating a range of options  
- Initiating innovative solutions |
| **Planning and organising** that contribute to long and short-term strategic planning | - Managing time and priorities - setting time lines, coordinating tasks for self and with others  
- Being resourceful  
- Taking initiative and making decisions  
- Adapting resource allocations to cope with contingencies  
- Establishing clear project goals and deliverables  
- Allocating people and other resources to tasks  
- Planning the use of resources, including time management  
- Participating in continuous improvement and planning processes  
- Developing a vision and a proactive plan to accompany it  
- Predicting - weighing up risk, evaluating alternatives and applying evaluation criteria  
- Collecting, analysing and organising information  
- Understanding basic business systems and their relationships |
| **Self-management** that contributes to employee satisfaction and growth | - Having a personal vision and goals  
- Evaluating and monitoring own performance  
- Having knowledge and confidence in own ideas and visions  
- Articulating own ideas and visions  
- Taking responsibility |
| **Learning** that contributes to ongoing improvement and expansion in employee and company operations and outcomes | - Managing own learning  
- Contributing to the learning community at the workplace  
- Using a range of mediums to learn - mentoring, peer support and networking, IT and courses  
- Applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work)  
- Having enthusiasm for ongoing learning  
- Being willing to learn in any setting - on and off the job |
Employability Skills Summary

An Employability Skills Summary exists for each qualification. Summaries provide a lens through which to view Employability Skills at the qualification level and capture the key aspects or facets of the Employability Skills that are important to the job roles covered by the qualification. Summaries are designed to assist trainers and assessors to identify and include important industry application of Employability Skills in training and assessment strategies.

The following is important information for trainers and assessors about Employability Skills Summaries.

- Employability Skills Summaries provide examples of how each skill is applicable to the job roles covered by the qualification.
- Employability Skills Summaries contain general information about industry context which is further explained as measurable outcomes of performance in the units of competency in each qualification.
- The detail in each Employability Skills Summary will vary depending on the range of job roles covered by the qualification in question.
- Employability Skills Summaries are not exhaustive lists of qualification requirements or checklists of performance (which are separate assessment tools that should be designed by trainers and assessors after analysis at the unit level).
- Employability Skills Summaries contain information that may also assist in building learners' understanding of industry and workplace expectations.

Industry requirements for Employability Skills

IBSA has used the Generic Employability Skills Framework for IBSA Training Packages to further identify facets of Employability Skills that describe industry occupations for each IBSA Training Package qualification.

These facets were used to create an Employability Skills Summary for each qualification as an example of how facets would apply to one specific job role covered by the qualification. The text making up the Employability Skills Summary for each qualification was developed directly from the units of competency to ensure that the language and essence of the job role were appropriately reflected.

From the Employability Skills Summary, trainers and assessors can then work out how facets of Employability Skills would apply to other job roles relevant to the particular qualification they are using.
Industry Skills Councils (ISCs)

Industry Skills Councils (ISCs), formally called Industry Training Advisory Bodies (ITABs), are the conduits of advice and information between the VET sector and industry. They have a primary responsibility for the development and maintenance of Training Packages.

For a full list a ISCs, refer to NTIS (www.ntis.gov.au)

Language, literacy and numeracy

When training is being delivered, any communication skills (reading, writing, speaking, listening and numeracy) required to get the task done shouldn’t be overlooked as part of the training. When an assessment is being designed, care must be taken to ensure that the assessment does not inflate the language, literacy and numeracy requirements beyond those required in the performance of the work role.

Keeping up-to-date with changes in VET

The VET system has been evolving over the last few years, and will continue to do so. It is important that as a trainer you not only develop your knowledge and understanding – but also the ability to continue to learn and adapt to changes. Take for example the AQTF. This used to be a series of 12 standards and then in July 2007 it was updated to a new version incorporating only 3 standards, and then updated again in 2010. A trainer working within VET would then need to have the ability to research the new standards and learn them to ensure their currency.

It is important to stay in the information loop.

As well as being able to access up to date information on the sites below, many of them allow you to sign up for automatic updates by email.

- Department of Education, Employment and Workplace Relations (DEEWR) http://www.deewr.gov.au
- Training.com http://www.training.com.au
- Australian Training Products (ATP) http://www.atpl.net.au/

Opportunities to Contribute

The VET sector is a dynamic, evolving environment. As well as knowing the changes to VET that affects you in your work role, you can contribute to the development process of VET policy.

Some of these opportunities may be in the form of:

- Attendances at workshops, involving consultations conducted by VET organisations and stakeholders
- Written submissions and feedback to VET organisations and stakeholders
- Participating in forums, networks or conferences
- Participating in your practice environment’s meetings
- Contributing to online consultations.
Part 2: Working in a Training and Assessment Organisation

What is your organisation’s quality framework made of?

You will find there are Policies and procedures, ethics and law, plans and risks management procedures, and many other things. You may not need to know them word-for-word, but you will need to know where to find them and which apply to you.

Working within the organisation’s quality framework

When working in any organisation as an employee, you must ensure you understand and work within the organisation’s policies and procedures, and the relevant industrial and employee relations systems and practices. You also need to know about the organisation’s ethical and legal obligations and how to meet them.

Risk management

Risk management is a key area in the AQTF, and it is also essential in running a successful business.

Risk is the chance of something occurring that will result in damage. Risk may relate to personal injury, harassment, financial damage, threat of prosecution, or damage to personal or RTO reputation.

Policies, Procedures, & Tools

All organisations should have policies, procedures and tools.

Policies

Policies are statements of principles and practices dealing with the ongoing management and administration of the organisation. Policies act as a guiding frame of reference for how the organisation deals with everything from its day-to-day operational problems, to how it responds to and fulfils its requirements to comply with legislation, regulation and codes of practice.

Policies and procedures should cover all aspects of your organisation’s activities, particularly its operational activities. They may deal with practices specific to your organisation’s industry such as the automotive industry or the hospitality industry. Alternatively, they may be more general and apply to all organisations whether large or small, public, private or not-for-profit, in any state or territory in Australia—for example, the legal requirements applicable to finance and tax laws or occupational health and safety.
Procedures

Procedures explain how to perform tasks and duties. A procedure may specify who in the organisation is responsible for particular tasks and activities, or how they should carry out their duties.

For organisations that provide vocational education and training, even if they are not an RTO, the Standards for RTOs are a good guide to what policies and procedures a training and/or assessment organisation should have.

Under the AQTF, all RTOs must have policies and procedures to cover all aspects of work. An organisation’s policy documents need to cover internal quality assurance policies and procedures, including:

- Risk management
- Continuous improvement
- Occupational Health and Safety (OHS)
- Access and equity policies and approaches
- Discrimination and workplace harassment
- Dealing with clients
- Staff disciplinary procedures
- Financial management
- Records management
- Management of educative materials
- Recruitment and induction of staff
- Staff qualifications
- Professional staff development.

Tools

Tools are aides that are sometimes needed for particular Policies & Procedures. Examples of such tools may include:

- Forms
- Checklist
- Learner guides
- Assessment tools

Access and Equity

These particular policies and approaches ensure that VET is responsive to the diverse needs of various clients, and that VET is available to everyone on an equitable basis.

The types of learners who are supported through access and equity policies and approaches are:

- Women, where they are under-represented
- People with disabilities
- People whose first language is not English
- Indigenous Australians
- Rural and remote learners.

RTOs are required to have and apply access and equity policies and procedures.
Ethics

As a trainer and/or assessor you must always act ethically. Ethical behaviour includes:

- trust
- integrity
- privacy and confidentiality of the session
- following organisational policies
- knowing own limitations
- having a range of other intervention referrals ready when needed
- honesty
- fairness to others.

Managing work and work relationships

When you work in VET, you never work in isolation! At various times, you will need to work with other people in your organisation. These people may be your clients. They may be people with whom you work on projects or undertake operational activities who are in the same team, workgroup, division or department. They may be peers, colleagues, supervisors, coordinators, managers and staff. You may also need to work with external clients. They may be learners, candidates for assessment, enterprises, government departments or agencies.

Planning, prioritising and organising your work

Your work may be made up of a combination of tasks that you are solely responsible for, and other tasks that you need to work in teams to accomplish. In either case, you will need to plan, prioritise and organise your work so that you meet the expected deadlines and outcomes.

This involves identifying the tasks (or subtasks) that need to be completed, the completion date for the tasks and how long each will take. If you are working in a team, someone will need to identify who is responsible for carrying out each task.

Once the list of tasks is developed, identify the priorities and be realistic about how long each task will take. You may need to obtain guidance about this by discussing it with the relevant people.

When you are working in a team, your personal work schedule must reflect the needs of the team.

Where there are time pressures, work overload or competing demands, negotiate how to deal with these with the relevant person. This might be your supervisor, another team member or your client.

You will probably need to be flexible about your schedule, as tasks and deadlines depend on other people and may change, sometimes at short notice. So it is important to review your schedule on a regular basis. If problems recur, think about your work practices—are you being distracted by emails, phone calls or other interruptions; is the technology available to do the job a help or a hindrance; are your timelines realistic; are you managing your time effectively? It’s valuable to get feedback from colleagues and clients about this aspect of your work and act on their advice.
Feedback

Giving and receiving feedback is a valuable way of identifying gaps in skills. Giving feedback can be a difficult thing to do, but very valuable for keeping a team working productively together. It’s useful to set some basic ground rules for your team to work with. These tips may help:

- Be clear about what you want to say
- Focus on the positive
- Be specific
- Focus on the behaviour rather than the person or group
- Be descriptive rather than evaluative
- Own the feedback—use ‘I’ statements
- Avoid generalisations—all, never, always, are rarely acceptable
- Be careful with advice. It’s more useful to help someone come to a better understanding of their issue, how it developed, and how they can identify actions to address an issue more effectively.

Developing skills

Feedback may identify gaps in skills that can often be addressed by professional development programs. There is a range of programs for people who work in the VET sector; they may be offered by industry, by the employer or by funding bodies.

Professional Development (PD)

Professional Development is the process of extending and maintaining knowledge, skill and expertise in a particular profession or occupation through ongoing learning. Professional development needs are determined from the perspective of the individual and his/her lifelong learning and career needs, whether or not this is immediately relevant to organisational objectives. Professional development promotes and maintains currency.

Professional Development activities may include but not be limited to:

- Further Training
- Other or Higher Area Experience
- Mentoring

Collaborating with others

In addition to collaborating with others to plan, prioritise and organise work, when working in VET you will often need to work with others in order to get the job done. This may be in formal teams, for example, for a specific project, or less formally, such as offering information to help a colleague undertake their work task.

Teams work well when all the team members work together. This involves being committed to the team goals, cooperating and communicating with each other, trusting and supporting each other and being flexible.

Commitment means agreeing with the team goals; specifically, its outcomes and timeframes. If a member of the team doesn’t agree with this, it can impact on the effectiveness of the team and perhaps on the outcomes for learners or the timeframes for a project.
Members of teams often have different skills and knowledge. This can be an advantage: team members can share ideas and learn from each other; people may be able to do the tasks they are most comfortable or familiar with; or they may be able to stretch themselves to do tasks they are less comfortable with if they have support and guidance from others.

Communication is invaluable in a team environment. For example, it may enable a problem to be solved before it becomes too difficult, and tasks and goals can be clarified so that the work schedules and demands of team members are on track.

Trust and support involves knowing that those you work with respect your work, and will encourage you and provide feedback. This ensures that goals are met, timeframes will be kept and decisions will be adhered to.

Finally, if you are working in a team, you need to be flexible. Something may come up that was not planned or thought about originally; the client may change their mind and this will need to be dealt with; new work may come in that may take you or another team member away from the team; or someone might be doing the work in a different way to how you would do it.

**Terms and conditions of employment**

Employment conditions for those working in a VET environment vary enormously. There is often a complex range of variables. However, all staff are entitled to know the terms and conditions under which they are employed, and they expect the organisation to honour these. Conversely, the organisation has the right to expect that people will honour their agreements.

**Workplace induction**

RTOs are required to have an induction process in place that meets the requirements set in the AQTF Standards for RTOs.
Part 3: Focusing on clients’ needs and expectations

'Keep the client happy' is an overly used phrase, but if the client is 'happy', chances are the organisation is too!

Who are your clients?

What are their needs and expectations?

The clients of the VET sector are an integral part of the framework.

It is important to define who you mean when you use the term ‘client’, as all of the following could be termed clients:

- Individual learners, students, apprentices, trainees
- Candidates for assessment
- Enterprise or industry
- Other parts of the training and/or assessment organisation
- Government departments or agencies.

It is also important to know what the needs and expectations of your clients are—they may vary enormously. For example:

- Your practice environment may provide classroom training to develop the skills and competencies of the apprentices or trainees of a warehousing business
- You may work in part of an RTO that develops the learning material for the facilitators and learners of another part of the organisation
- An individual may ask you (or someone else in your practice environment) to assess whether or not they have the competencies to obtain qualifications
- Your practice environment may have successfully tendered to develop learning material to be used in another organisation; it might be a government department or agency or a private sector organisation
- You may have been contracted to coordinate a review into a part of the VET framework.

Meeting the needs and expectations of the client

You should be aware of the many different aspects of how to meet client needs and expectations. How you meet these needs will depend on operational limitations. These may include:

- Occupational health and safety requirements
- Staffing resources
- Physical environment
- Cost limitations
- Time limitations
- Scheduling difficulties.
Supporting learners

As a facilitator and/or assessor, your role in supporting the learner is vital. To be able to support learners, you will need to:

- Know a little about the learner, including why they are doing the training and/or assessment
- Help learners plan their learning
- Describe qualification pathways
- Take the initiative to generate and encourage communication
- Advise learners of your availability for contact, including any limits and how you can be contacted, for example, by phone or email
- Keep in touch with learners
- Help learners monitor their own learning
- Link learning to learners’ experience
- Give effective feedback
- Motivate learners to keep them going
- Encourage learners to learn from each other.

Communicating with learners

There are many ways to communicate with learners, and for learners to engage with learning. These include face-to-face, phone, fax, email, online chat rooms and discussion boards. You can use computers to produce documents and learning materials. You can give presentations aided by computer software and projection equipment. You can use videos, CDs and online learning resources.

Providing information to the learner

All training and/or assessment organisations should have information available for learners and prospective learners. Usually this is in the form of an induction booklet, and includes information on:

- Enrolment and induction
- Complaints, grievances and appeals
- Assessment, including recognition processes, pre-assessment and appeals
- Identification of training support requirements
- Fees
- Privacy
- Access and equity
- Welfare and guidance
- Issuing qualifications
- Recognition of qualifications, credit and articulation arrangements.
Recognition processes

Has there been a time when you enrolled in a learning program, and found that you already knew much of what was being taught? Have you wished that you had only been required to do what you didn’t already know?

It is helpful for learners if training and/or assessment organisations have processes in place to analyse what learners know before they start training. If your practice environment is an RTO, this is a requirement of the AQTF.

In the past, training was mainly offered in a classroom situation. Assessment was based on what had been covered in class, in relation to teaching goals. Now, learning is acknowledged as happening in a variety of ways, including classroom-based, distance-based, on-the-job, in community activities, in volunteer organisations and through managing a home and family. Assessment is in relation to the skills and knowledge (competencies) required to ‘do the job’, not in terms of hours spent in the classroom.

Acknowledgement of competencies achieved through previous learning is called Recognition, Recognition of Prior Learning (RPL), or Recognition of Current Competence (RCC).

The recognition process is covered in greater detail in 'Learner Guide 4 – Assessment'.

However, it is important to understand that as a part of their registration requirement, RTOs must recognise qualifications issued by other RTOs.

Acknowledging how adults learn

An effective VET learning environment provides a wide range of opportunities for people to access learning and allows for different learning styles.

Access to learning

For learners who are not able to attend face-to-face, there are other options for them to access learning. Most state and territory systems offer a form of distance-based delivery that enables learners to study from home or work. These websites can be accessed through state and territory training authority websites.

Fair go in training for people with a disability: meeting your Australian Quality Training Framework obligations is a useful resource that looks at how training and/or assessment organisations can meet requirements of the AQTF when training or assessing people with a disability. It includes helpful suggestions about meeting the learning needs of people with specific disabilities. It is available through the website at:

In this publication, the author suggests that training and assessment organisations that develop a range of options are likely to meet the needs of all their learners.
These options include:

- A full range of part-time and full-time training choices
- Face-to-face training sessions:
  - At the enterprise
  - At the training facility
  - Inside and outside of business hours
- Practical demonstration of skills and competencies delivered in a range of time and locations
- An electronic learning centre at the training organisation
- Training delivered by a work supervisor in consultation with the trainer
- Web-based training developed according to universal design principles
- Paper-based training and assessment materials developed using 'plain English' principles
- Electronically available versions of training materials.

**Learning styles**

It is obvious that people engage with information in different ways:

- Visual learners like reading, television and material presented with graphics, cartoons or diagrams.
- Auditory learners like discussion, listening and talking; they remember what they hear more readily than what they see.
- Kinaesthetic learners learn by doing and practising skills, rather than hearing about them or watching them; they remember what they do more readily than what they see or hear.

Including a variety of techniques in your training will make sure that all learners are catered for.

Given the learning styles outlined above, what sort of learner are you?

In your own experience as an adult learner, have you had any especially positive experiences of learning? What were the factors that made for such a rewarding experience?

Learners in VET are usually adults. This means that in most cases they learn best when they:

- Know the relevance of what is being taught; the 'what's in it for me' factor
- Build on previous experience or understanding
- Draw on their own preferred way of learning
- Actively participate in the learning process
- Are motivated.

Learning styles are covered in a lot more detail in the Delivery Learner Guide.

**Continuous improvement**

Another area of importance in the AQTF is continuous improvement. In order to improve what we do, as well as gathering feedback from colleagues, we need to gather feedback from our clients. Informal feedback can be gathered through observation, monitoring enrolments and return business. However, under the AQTF, training and assessment organisations are required to have formal processes in place.
Part 4: Maintaining information requirements

This area of the Learner Guide deals with the competency required to maintain training and/or assessment information requirements.

Providing initial and ongoing information training/assessment services

Think about the information about the range of training and/or assessment services that your organisation provides to potential clients. You may come up with the following:

- Providing recognised training and assessment services leading to a qualification or Statement of Attainment
- Providing in-house learning programs
- Conducting training needs analysis
- Developing endorsed and/or non-endorsed components of a Training Package, including:
  - Units of competency
  - Learning resources, assessment materials, professional development resources

A training and/or assessment organisation refers to:

- A Registered Training Organisation (RTO), i.e. an organisation registered to deliver recognised vocational education and training services; includes TAFE institutes, private commercial colleges/companies, enterprises, community organisations, group training companies and schools
- An organisation working in a partnership arrangement with a RTO to deliver recognised vocational education and training
- An organisation that delivers non-recognised vocational education and training

Potential clients can be defined as:

- Potential learners
- Current or ongoing learners/clients
- Existing industry/enterprise employees
- School leavers/new entrants to the workforce
- Apprentices/trainees
- Individuals learning new skills/knowledge
- Individuals seeking to upgrade skills/knowledge
- Individuals changing careers
- Individuals who are unemployed
- Individuals who have a disability
- Members of target groups such as Aboriginal and Torres Strait Islander communities
- Overseas learners
- Recent migrants
- Individuals/groups meeting licensing or other regulatory requirements
Consider the potential clients for training in your organisation or industry. It is important to get the right information to your clients using appropriate communication and interpersonal skills. These skills can include things such as:

- Using effective and appropriate verbal and body language
- Building rapport with the learner
- Using critical listening and questioning skills and techniques
- Accurately interpreting verbal messages
- Inviting learners to paraphrase advice/instructions to the trainer/facilitator
- Providing clear and concrete presentations of options/advice
- Using appropriate terminology and language of the industry/profession
- Ensuring language, literacy and numeracy (LLN) used is appropriate to the learner

Additionally it is important to show respect for the expertise and background of the learner and demonstrate sensitivity to diversity, disability, culture, gender and ethnic backgrounds.

Work to engage in two-way interaction with your potential clients and try to encourage the expression of diverse views and opinions. You should use language and concepts appropriate to cultural differences and work on accurately interpreting non-verbal messages. Take a few moments to consider any "non-verbal" messages that might be commonly displayed by a potential client.

What sort of information do you think you might need to explain to learners prior to starting a VET course? Would sort of information would you want to know prior to starting a new course?

Typically this would include specific learning strategy/learning program content and assessment requirements.

Learning strategies and learning programs may include things such as:

- A nationally endorsed qualification from a Training Package or accredited course
- A traineeship or apprenticeship program
- An accredited course which includes Training Package outcomes
- A subset of a learning strategy
- A short course/vocational program
- A professional development program
- A community education program
- A workplace learning program
- Part of a VET in Schools program
- Part of an apprenticeship/traineeship
- A short-term development plan developed by a coach
- A short-term induction program

Once you have provided the appropriate initial information you will then need to confirm the training schedule with relevant personnel and then disseminate the information to learner/s.

(Training schedule is defined as: a calendar of training events for specific learning programs/learning strategies/delivery areas). It may include:

- Start dates and end dates
- What areas training will address
- Dates and times when training is scheduled
- Venue where training will take place
- Trainers/facilitators, assessors responsible for delivery and/or assessment
The Relevant Personnel

Who are the “relevant personnel” that you might need to confirm the schedule with? The first and most obvious people who need to be in the loop are trainers/facilitators, assessors but it may also include others. Consider program coordinators, supervisors/managers, and personnel responsible for analysing statistics and data to ensure the training and/or assessment organisation complies with the relevant standards across all of its operations and training and/or assessment activities, users of training information such as finance personnel, human resource personnel, employers, contract managers and perhaps even union/employee representatives.

The Organisation’s Policies and Procedures

Consider your organisation’s policies and procedures that apply and influence the information provided prior to, during and on conclusion of a training course (You may wish to research another organisation if you’re not currently working). A number of policies and procedures will have an influence on the training. They might include:

- Access and equity
- Grievance and appeals processes
- Enrolment and induction/orientation procedures
- Client services
- Fees and payment schedule
- Mutual recognition obligations
- Support services available
- Assessment procedures/options
- Confidentiality requirements
- Human resources (HR) policies/procedures and legal requirements including anti-discrimination, equal employment, occupational health and safety (OHS)
- Administrative and records management system, for example:
  - Reporting/recording requirements and arrangements
  - Maintenance, retention, archiving, retrieval, storage and security of training and/or assessment information and records
  - Privacy and access to training and/or assessment information and records
  - Document version control

Any of these that apply to the services provided will need to be accessed, and provided and explained to learner/s.

Other than internal policies and procedures what other organisational/legal requirements may apply? Consider things such as:

- Registration requirement as defined in the AQTF Standards for Registered Training Organisations (RTOs)
- State/territory legislation and regulations governing registration and accreditation
- Requirements of endorsed Training Packages
- Requirements set by Commonwealth and state/territory legislation relating to OHS; anti-discrimination, workplace/industrial relations, workers’ compensation; apprenticeships/traineeships
- Requirements set by awards/enterprise bargaining agreements
- Requirements set by professional associations
- Requirements set by quality systems
- Licensing requirements
- Organisational requirements
Providing the Resources to Learners

Once the above arrangements have been dealt with, you can organise and provide the learning resources to learners, as required.

These learning resources may include:

- Training Package noted support materials, such as:
  - Learner/user guides
  - Facilitator guides
  - How to organise training guides
  - Example training programs
  - Specific case studies
  - Professional development materials
- Assessment Guidelines
- Other published, commercially available support materials for Training Packages or accredited courses
- Organisational learning resources
- Competency standards as a learning resource
- Videos
- CDs and audio tapes
- References and texts
- Manuals
- Record/log book
- Learning resources and learning materials developed under the Workplace English Language and Literacy (WELL) program
- Learning resources produced in languages other than English as appropriate to learner group and workplace

What further advice and support might you need to provide to learner/s?

Record Keeping

People working for a registered training organisation will have an obligation to assist the organisation in complying with the AQTF and other requirements. Along with this often there are a number of records that need to be completed and maintained. What training/assessment records would you need to keep in your organisation?

What personal learner information do you think you would need to collect, verify and accurately recorded on the learner records management system?

You will find at the very least you will be keeping records of:

- Address details
- Contact number
- Date of birth
- Payment details

RTOs often use some sort of learner records management system which provides an administrative tool to manage the progress of a learner from enrolment to completion. More organisations are using electronic systems to manage their records. What do you think some of the advantages of using electronic records management systems are as opposed to paper-based records management? What are some of the disadvantages?

Further details of the learning strategy/learning program to be undertaken need to be collected, verified and accurately recorded on the learner records management system.
Details of the specific learning strategy/learning program may include:
- Training and/or assessment organisation details and training and/or assessment location
- Program of training, unit of competency, or module
- Learner information – enrolment form
- An enrolment, including start date and end date and outcome/results
- Qualification completed (when appropriate)
- Internal/local learning program coding

Any additional requirements should be confirmed and accurately recorded, if relevant. These additional requirements may include things like:
- Fees to be paid
- Payment scheduling
- Legal/contractual agreements
- Training contract information

What sort of information would you collect and use to assist you in recording learner progress in a timely manner? Learner assessment outcomes will also need to be confirmed and accurately recorded in a timely manner.

**Certification and Record Keeping**

The most rewarding part of completing a course is getting that certificate at the end! This means the persons responsible for any certification processes will need to organise this in accordance with national reporting requirements, where appropriate.

This means:
- Using the correct certification form
- Accurately entering critical details, for example:
  - Name of learner/candidate
  - Name of learning program successfully completed
  - Assessment result
  - Dating and signing the qualification/Statement of Attainment/internal organisational award
- Forwarding the completed qualification/Statement of Attainment/internal organisational award to learner
- Sending a copy of the completed qualification/Statement of Attainment/internal organisational award to the relevant authority
- Storing a copy of the completed qualification/Statement of Attainment/internal organisational award in accordance with organisational and legal requirements

An RTO has an obligation to retain records of the issuance of a qualification for 30 years! What can you do to ensure the accuracy and integrity of the records?

Custody and records management requirements may include:
- The secure physical and storage of assessment/training records and information
- Authorised access to assessment/training records and information
- The secure disposal or return of assessment/training records and information

Does your organisation need to fulfil any reporting requirements? These may cover:
- AQTF Standards for Registered Training Organisations (RTOs)
- AVETMISS, nationally consistent standards for the collection, analysis and reporting of vocational education and training
- Further organisational documentation
- Reporting for apprenticeship/traineeship program delivery
- Reporting for in-house or internal program delivery
- Financial reporting for funding and payments from the funding body
- Availability of all reports and records for audit and monitoring purposes
- Enrolment form
- Performance agreement
- Training Contract/RTO notification
- New Apprenticeship Centre (NAC) Incentive Forms/Completion Letter
- OHS incident reporting systems

**Final Reporting**

Final reporting results and requirements are then completed and forwarded to appropriate personnel for signature, using systems to support reporting.

These systems as mentioned before to support reporting may include:

- Electronic student management system which complies with Student Statistical Collection Guidelines
- Internal organisational recording/reporting systems
- Arrangements for the issuing of qualifications or Statements of Attainment
- Arrangements for recognising and recording current competencies
- Record keeping policies and procedures

Any data for national reporting purposes needs to be finalised, checked and provided to appropriate personnel for signature and any issues/irregularities in recording and reporting activities should be identified, documented and addressed in a timely and effective manner.

Some of these issues or irregularities might include:

- Inaccuracies or inconsistencies
- Lost information/records
- Not meeting timelines for reporting
- OHS issues

What do you do if there are any issues or irregularities? If it is outside of your area of responsibility/knowledge you should refer the matter to appropriate personnel for resolution, if relevant.

Any certification arrangements are then finalised, sent to learners, and copies are stored in accordance with organisational/legal requirements, where appropriate.
Part 5: Understanding OHS

Part 5 of this guide is focused on the Occupational Health and Safety (OHS) requirements and responsibilities of trainers and assessors in the VET environment. It covers four main topics:

- What is OHS?
- Your role and responsibilities in OHS as a VET trainer and/or assessor
- The legislative framework under which OHS operates in Australia
- Consultation.

OHS - what's it all about

Each year, 650,000 workers suffer a work-related injury or illness - that's one in every 12 Australian workers. At least 120,000 of these injured or ill workers require more than five days off work. It is also estimated there are at least 2,900 work-related deaths in Australia each year. This is nearly one and half times the number of deaths each year from motor vehicle accidents. Each year, around 430 fatalities occur in Australian workplaces as a result of traumatic accidents - the remainder of deaths are linked to work-related diseases, often the result of exposure to hazardous substances many years before.

Economic losses from work-related deaths, injuries and disease impose a heavy burden on the Australian economy. The total cost of that workplace injury and disease is estimated at $27 billion each year. High worker’s compensation and medical costs can reduce your company’s ability to compete. In a competitive environment like the VET sector, no RTO can afford to lose money due to OHS issues, and taking a proactive attitude towards Managing OHS can be very cost effective in the long term.

Your role and responsibilities in OHS as a trainer and/or assessor

Health and safety competencies have been introduced into all national Training Packages. As a result, it is important for a trainer/assessor to have the required knowledge, skills and expertise to train and assess these competencies in a range of industry and workplace contexts.

As a trainer/assessor, you have a responsibility to ensure the health and safety of your clients, your learners, yourself and your colleagues. More specifically, however, you have a particular duty of care responsibility towards any person/s for whom you are responsible, and this includes learners when they are with you.

This duty of care extends to all situations, whether you are training or assessing in a formal training room setting or in a workplace.
OHS requires a team effort, in which every individual takes a personal responsibility for maintaining a safe and healthy environment. As you have a duty of care towards your learners, so does your manager have a duty of care towards you, and so on. Although this may seem to be a hierarchical approach, it simply means that some people in an organisation may have a higher level of OHS responsibility, depending on their role.

Your role in ensuring a healthy and safe learning environment will vary, depending on issues such as:

- The industry area in which you are doing the training and/or assessment
- What types of risks are involved
- The circumstances of each situation
- How experienced your learners are
- The kind of activities you are undertaking.

As a trainer/assessor, you should reasonably be expected to have some key responsibilities. These include:

1. Always visit the workplace or learning environment before your training or assessment is due to take place.

2. Be familiar with the policy and procedures that they have in place, in relation to both general work practice and OHS.

3. Through consultation with appropriate personnel, address any OHS issues that need to be rectified and agree on actions to be taken.

4. Check that agreed actions have been taken and reassess the learning environment.

**What is a learning environment?**

A learning environment could refer to a range of settings. It applies to both training and assessment contexts, and could include:

- A traditional classroom or workshop setting, either at your own organisation or external venue
- A workplace setting, where learners have their training on-site or on-the-job
- A work placement, where you are responsible for the learner but may not have direct control over their environment
- An external setting such as outdoors or at a specialised venue
- An online environment where learners are not physically present
- A distance learning scenario where learners are not physically present.

The types of risks and hazards will vary from environment to environment, but your role remains essentially the same - to ensure the health and safety of your learners.
Here are some common training environments and possible OHS considerations which could exist for each one

**A training room**
The training room may seem like a fairly safe place, but it can be full of potential hazards. The main things to consider are:

**General environment and atmosphere in the room – eg:**
- Is the light at a suitable level for reading?
- Is it quiet and free of noise?
- Is there good air flow through the room?
- Is the temperature comfortable?

**Set up and arrangement of furniture – eg:**
- Are electrical cords away from walkways and traffic areas?
- Is there room to move comfortably around the furniture?
- Are there clear and unobstructed walkways around the room?
- Are the tables positioned in a way that avoids learners having to twist and turn to see the trainer?

**Emergency situations – eg:**
- Are exit doorways easily accessible?
- Do you know what procedure to follow should there be an emergency?

**Ergonomics – eg:**
- Are the desks or tables at a suitable height, or adjustable for individual needs?
- Do the chairs offer back support, and are they adjustable for individual needs?

**A workplace or external setting**
With the increased focus on industry specific and workplace training, more and more VET training and assessment is taking place within the learner’s workplace.

This can present many potential OHS risks and hazards, both for the trainer/assessor and for the learners. The level of risk will vary from very low to extremely high, depending on the particular environment into which you are going. For example:

- In an office environment, the risks are probably fairly low - things like walkways, ergonomics, lighting etc - much the same as the things you would have to consider in your own training room.
- In a trades area, such as a mechanic’s workshop or building site, the risks could be fairly high. You should definitely conduct an OHS check to ensure that the environment is as safe as possible before your training or assessment takes place.
- In some industry areas such as sport and recreation, you may utilise external venues for your training and assessment. Examples may include a sports field, swimming pool or gymnasium. The risks could be fairly high, so you should definitely conduct an OHS check before conducting your training or assessment.
A work placement

Many VET programs include a work placement component. In these situations, your duty of care is shared with the host workplace that will have responsibility for the health and safety of your learner whilst he/she is on the premises.


Example: A work placement

You are running some hospitality training, and have arranged for a learner in your course to begin a work placement at a local restaurant. These are the steps you should take to ensure her health and safety.

1. Visit the restaurant before the learner begins her placement.

2. Meet with the restaurant manager, and use an OHS checklist to inspect the environment and look for any health and safety hazards.

3. You notice that the kitchen does not have any charts or information displayed about emergency procedures or basic first aid.

4. You point this out to the restaurant manager, and request that this issue is rectified before your learner begins the placement.

5. When you accompany your learner on her first day of work placement at the restaurant, you check the kitchen and note that a full colour “What to do in an emergency” poster, and a large basic first aid/CPR chart have been placed on the wall in the kitchen.

6. You thank the manager for taking such prompt action with the charts, and point out the information to your learner.

Online training and assessment

Many VET courses are now being offered online, which is an attractive option for busy learners. In an online training/assessment situation your learners may be undertaking their study at home, at a friend's place, at a library, or any number of other possible places. This can mean that you are not able to have direct control over their health and safety whilst they are learning.
However, this does not mean that you are absolved of responsibility towards their health and safety. You should make sure that you provide your online learner/s with information to help them ensure that the learning environment that they have set up is safe and healthy. This may include information on things such as:

- How to set up a computer and workstation so that it is ergonomically sound.
- The importance of taking regular breaks away from the computer screen.
- How to ensure that lighting is suitable.
- Correct posture for computer-based work.
- Some simple exercises that can be done to reduce physical and visual strain.

WestOne Services has developed an excellent online tutorial to help learners set up a safe and healthy learning environment - you can view the tutorial at [http://www.westone.wa.gov.au/courses/guide/s2/fs-obase.htm](http://www.westone.wa.gov.au/courses/guide/s2/fs-obase.htm). This tutorial is free and would make a great addition to the information you provide to your learners when they commence an online learning program.

Another, more detailed version of this tutorial is available at [http://www.westone.wa.gov.au/intotheinternet/topic08/index.htm](http://www.westone.wa.gov.au/intotheinternet/topic08/index.htm) - this is one topic of a complete "Introduction to Online Learning" course that is freely available for you to use.

**Distance Training and Assessment**

OHS considerations for training and assessment for distance learners are important, and are still part of your duty of care. However, you may have no immediate control over the environment in which your distance learner is undertaking their study. This means that you may have very little ability to change or fix any OHS issues.

In this situation, it is important that you provide your learner with appropriate and relevant information that will help ensure that he or she is aware of OHS issues, and can take steps to minimise any potential risks.

If you are collaborating with an employer or other trainer/assessor in the delivery of your distance programs, the responsibility for your learner’s OHS will be shared. This may well be a very appropriate strategy, since the employer or other trainer/assessor is more likely to be physically close to the learner and therefore more able to monitor OHS issues.

**The workplace as a learning environment**

In the VET sector, many trainers and assessors find themselves delivering training in the client’s workplace. So what should you look for in a workplace that will also be a learning environment?

First up, you should talk with the manager, the supervisor in the area and any health and safety representative. You will ask questions such as:

- Is there a documented OHS policy?
- Are OHS procedures and operating procedures documented?
- What are the processes for reporting hazards and incidents?
- Are these reports investigated and control measures implemented as a result of the report?
• What information or induction will be provided to the learner?
• How, and by whom will the learner be supervised?
• Are emergency procedures documented in the workplace?

From your knowledge of hazards and risk controls for the industry, you will need to make some sort of judgement on how well organised the workplace is in relation to OHS. Your RTO may already have a checklist for workplace visits, and there may also be a workplace inspection checklist designed for hazard identification. This will also be of assistance but remember you are NOT conducting a workplace inspection to identify all hazards in the workplace, but to identify hazards that need to be addressed for your learner/s.

**Who are the key players?**

Although OHS is a shared responsibility, some individuals within an organisation will have a higher level of accountability - commensurate with their level of authority within the organisation. Possible OHS responsibilities within a large corporate company could include:

**Governing Board or Council**

Monitors OHS performance at an organisation level, considers the organisation’s legal and regulatory requirements. Investigates high-level OHS issues and recommends appropriate action/s to be taken where required.

**Directors and/or Senior Managers**

Monitor OHS performance at a section, branch or divisional level and provide leadership to other staff in all OHS matters. Bring OHS issues to the attention of the Board where appropriate.

**Managers and/or Supervisors**

Have a “hands-on” role in monitoring and maintaining a safe and healthy workplace. Conduct regular audits and arrange OHS training where required. Bring OHS issues to the attention of a Director or Senior Manager.

**Employees**

Have a personal responsibility for own OHS, and that of colleagues. Are aware of OHS policies and procedures and take steps to maintain a safe and healthy workplace. Bring OHS issues to the attention of a Manager or Supervisor.

**What is your role and responsibility?**

Duty of care requires everything reasonably practicable to be done to protect the health and safety of others at the workplace. This duty is placed on:

• All employers
• Their employees
• Any others who have an influence on the hazards in a workplace.
Your key role in OHS as a trainer/assessor is to ensure the health and safety of your learners. This responsibility towards others is referred to as "Duty of Care". A definition of this is:

The duty of care places into a legal form a moral duty to anticipate possible causes of injury and illness and to do everything reasonably practicable to remove or minimise these possible causes of harm.

The key factors relating to duty of care generally are that:

- It applies wherever there is special relationship - this may be employer to employee, RTO to client, facilitator to client etc
- It applies to all circumstances of the relationship
- An individual's duty of care cannot be delegated but roles and functions may be
- It applies personally to individuals
- It applies to all risks that are foreseeable and preventable, and
- It includes the concept of ‘reasonably practicable’.

The RTO and individual designers, facilitators, assessors also have a duty to ensure as far as is reasonably practical that the learning or assessment process does not create risks for the learner or others.

Specific rights and duties logically flow from the duty of care. These include:

- Provision and maintenance of safe plant and systems of work
- Safe systems of work in connection with plant and substances
- A safe working environment and adequate welfare facilities
- Information and instruction on workplace hazards and supervision of employees in safe work
- Monitoring the health of their employees and related records keeping
- Employment of qualified persons to provide health and safety advice
- Nomination of a senior employer representative, and
- Monitoring conditions at any workplace under their control and management.

These are representative of the employer’s specific duties in all Australian States and Territories.

The 'hierarchy of control' refers to the range of feasible options for managing the risk to health and safety. The hierarchy normally ranges over the following controls: elimination of the hazard; its substitution with a less harmful version; its redesign; engineering controls; isolation of the hazard from people at the workplace; safe work practices; redesigning work systems; and the use of personal protective equipment by people at the workplace.
Remember, you won’t be the only one responsible for ensuring a safe and healthy learning environment. Occupational Health and Safety is a shared responsibility, so depending on your situation, there will be a number of people involved.

These might include:

- Your (or the learning environment’s) manager, coordinator or supervisor
- The director of the training/assessment organisation
- The employer
- The Health and Safety Advisor in your workplace or training/assessment organisation
- Human Resources personnel.

Don’t forget, your learner has a role to play too but only at the level of their control, and thus any responsibility may be minimal. Look at this situation below to see how this translates into an OHS situation.

In this scenario, was the trainer at fault? Did she neglect her duty of care... or was this accident the learner’s fault?

**ANSWER:** The trainer’s Duty of Care in this situation was to ensure that learners understood about OHS in the workshop, to ask them to wear safety equipment, and to ensure that appropriate safety equipment was provided for the learner’s protection. Since she did all these things, the learner’s personal responsibility was then to do as the trainer had instructed him, which he decided against by not wearing the safety gear. However, there is room for improvement - perhaps the trainer should have walked around and continually checked that each learner was wearing the safety equipment, but this is not always going to be possible. Therefore, the learner has to take some responsibility for this accident, as the trainer upheld her Duty of Care responsibilities.
OHS legislation, regulations and guidelines

Australia is a federation of six States and two Territories. Under our system of government, the States and Territories have responsibility for making laws about workplace health and safety and for enforcing those laws. This is referred to as the Regulator Framework. The SafeWork Australia website at http://safeworkaustralia.gov.au/ is a great source of information on all this legislation, but here are some basics to get you started:

**OHS Acts**
Each State and Territory has a principal OHS Act, which sets out requirements for ensuring that workplaces are safe and healthy. These requirements spell out the duties of different groups of people who play a role in workplace health and safety. These requirements are known as the Duty of Care.

**OHS Regulations and Codes of Practice**
Some workplace hazards have the potential to cause so much injury or disease that specific regulations or codes of practice are warranted. These regulations and codes, adopted under State and Territory principal OHS Acts, spell out the duties of particular groups of people in controlling the risks associated with specific hazards. Regulations are legally enforceable. Codes of Practice provide advice on how to meet regulatory requirements. As such, codes are not legally enforceable, but they can be used in courts as evidence that legal requirements have or have not been met.

**SafeWork Australia**
Lead and coordinate Australia’s national effort to:
- Promote best practice in occupational health and safety (OHS)
- Improve workers’ compensation arrangements
- Improve rehabilitation and return to work of injured workers

Role:
- Develop national occupational health and safety (OHS) and workers’ compensation policy
- Encourage policy discussion and research
- Promote consistency in legislation developed by states and territories

**Contact List for State and Territory OHS Authorities**
The OHS Authority in each State and Territory should be contacted for information on the actual requirements of their OHS laws. Comcare Australia administers OHS laws for employment in the Commonwealth sector.

**Can you be found personally liable?**
The health and safety legislation throughout Australia allows for Directors and Officers of a business to be held personally accountable for a breach of an OHS Act. Managers and Employees can also be held individually accountable for a breach of an OHS Act. If you are seen to obstruct or fail to support your managers and employees in achieving solutions to health and safety problems you are personally at risk of a fine or notice of improvement being imposed upon you.
The advice is simply:

- Directors must visibly and actively demonstrate that they support their managers in achieving health and safety solutions.
- Managers must ensure that they support their supervisors in achieving health and safety solutions.
- Supervisors must ensure that they allow employees to raise health and safety issues and follow up on these issues. They must also ensure that employees act in accordance with the training and information that has been provided to them.
- Employees must cooperate with management and their efforts to comply with their health and safety responsibilities.

The Managing Director, CEO or person of similar level is ultimately responsible when a workplace is unsafe. Some common examples of weaknesses in the management chain are:

- Not providing sufficient resources and training to improve health and safety.
- Ignoring or not putting into place recommendations from external health and safety reports, e.g. audit reports, medical opinion reports of work related injuries etc.
- Ignoring recommendations for improving health and safety put forward by a manager following a workplace accident.
- Ignoring or not taking seriously a customer or employee complaint about the behaviour of one of your employees.
- Instructing an employee to complete a new job task without first assessing if there is a risk to that employee’s health and safety.
- Not providing employees with safety and health information about a chemical they are using.

**Consultation**

When changes are made in the workplace, Managers have a legal obligation to consult employees and/or health and safety representatives on the potential effects of these changes on health and safety in the workplace. Managing change means assessing every change at the earliest stage for its potential impact on health and safety. The earliest possible stage is the moment an idea or proposed change comes to light.

**Penalties**

The penalties for breaching an Act and Regulations are based on monetary fines. Fines are usually stated in the form of a maximum amount. These amounts are usually referred to in an Act or Regulation as a penalty unit.

**Who administers and enforces the legislation?**

The legislation is administered in each State and Territory by the occupational health and safety government authority (OHS authority). Authorised Inspectors of OHS authorities are responsible for advising, administering and enforcing the legislation. Inspectors in each jurisdiction have powers of entry into any workplace. Your OHS authority will be able to tell you the current value of a penalty unit and the powers of Inspectors.
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**What OHS laws and guidelines should I know about?**

Knowing and understanding your statutory obligations and the legal issues associated with workplace health and safety will assist you in avoiding the unnecessary costs and damage to your company’s image associated with workplace injury and illness.

Australian health and safety law is governed by a framework of Acts, Regulations and support material including codes of practice and standards, as illustrated in the diagram below.

**Acts**

An Act is law made by parliament and enforced by government departments. They set out legal rules that govern workplaces to ensure persons in workplaces do not suffer injury or illness, and apply at any place where people are required to work.

Acts are made by parliament and they are rules that MUST be followed. Not complying with an Act is considered an offence and can result in a fine, or the issuing of either an improvement or prohibition notice. Some States and Territories are able to issue on the spot fines. A breach of an Act does not have to result from an accident or a person being injured at work. For example a dangerous piece of unguarded machinery being used in the workplace would in itself constitute a breach.

**Regulations**

A Regulation is made under the principal Acts governing occupational health and safety legislation.

Regulations support a principal Act by outlining how the general obligations of an Act will be applied in a workplace. Regulations are usually made in relation to a particular type of health
and safety issue, such as asbestos, first aid, or a dangerous chemical. Not complying with a regulation is considered an offence and can result in a fine, issuing of an improvement or prohibition notice or imprisonment.

**Codes of Practice**

State and Territory Governments are able to approve Codes of Practice through the powers of the principal occupational health and safety Act. Codes of Practice give practical advice and guidance on how to comply with the general obligations set out in the Act and Regulations.

Codes of Practice apply wherever the Act and Regulations apply. However, sometimes the guidance provided in a code may only cover specific areas of the principal Act or regulation.

A breach of a code is not by itself a breach of an Act or Regulation. However all codes of practice can be used as evidence in court to demonstrate what an employer should have been doing to comply with the obligations under the Act or Regulations to ensure a safe workplace. For this reason it is best to comply with the requirements of a code of practice.

**Standards**

There are two main sources of standards relevant to health and safety:

- **National Standards** produced by the National Occupational Health and Safety Commission (NOHSC), in consultation with the State/Territory Health and Safety Authorities, employee unions and employer associations.
- **Australian Standards** produced by Standards Australia, a non-government, non-profit organisation that makes standards in consultation with overseas standards bodies and Australian working parties. The working parties comprise employer and employee organisations, and representatives from relevant State and Territory government agencies.
- States and Territories adopt national Standards into their occupational health and safety legislation. Standards are only enforceable by law when they are specifically included in a State/Territory health and safety regulation.

**Industry Specific Standards/Codes of Practice and National Guidance Notes**

Relevant employer associations, trade unions and industry bodies are responsible for jointly developing Industry Specific Standards and Codes of Practice. The National Occupational Health and Safety Commission (NOHSC) is responsible for Guidance Notes.

Together, these provide practical advice and guidelines for controlling hazards and risks. Industry specific standards and codes of practice usually include solutions to common health and safety problems relevant to an industry group.

Industry specific standards and codes of practice apply to an industry group. Guidance Notes will apply to any workplace throughout Australia. They are not enforceable by law, however industry specific standards usually aim to achieve the same if not a better result than general national standards or codes of practice.
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Industry specific standards and codes of practice apply to an industry group. Guidance Notes will apply to any workplace throughout Australia. They are not enforceable by law; however industry specific standards usually aim to achieve the same if not a better result than general national standards or codes of practice.

Each State/Territory has a central piece of law, the principal occupational health and safety Act. Supporting material outlines how employers in consultation with their employees should approach the management of health and safety at work.

It is important that you are familiar with the OHS legislation and Act that applies within your own State/Territory. You can find out more by visiting the websites below.

Western Australia  

Northern Territory  

South Australia  
http://www.workcover.com/

Queensland  

Tasmania  

Victoria  

New South Wales  

ACT  
Consultation

Consultation is an important part of the OHS legislation in every state, and is based on the concept that those who are exposed to the risk are often not those who make the decisions about OHS. Also those who are exposed to the risk are often also the best source of information when identifying hazards, assessing the risk and they know what will work when implementing controls.

Consultation will be the key to fulfilling your OHS responsibilities as a trainer or assessor. You will need to consult throughout the process - not just at the start.

To help ensure that you are undertaking the appropriate level of consultation in OHS matters, check if you know the answers to these questions:

- What are the requirements for consultation under your OHS state legislation?
- What is the role of the OHS representative under your State/Territory legislation?
- What is the role of the OHS Committee under your State/Territory legislation?
- What are the implications for these consultation requirements for you as a designer, trainer or assessor?

The answers can be found in the OHS Act documentation that applies to your State/Territory.
Part 6: Managing OHS

Part 6 of this guide is focused on the day-to-day management of Occupational Health and Safety (OHS) for a trainer/assessor in the VET environment. It covers five main topics:

- Identifying OHS hazards
- Assessing OHS risks
- What do your learners need to know?
- Reporting requirements
- Emergency procedures.

Identifying OHS hazards

There are three key steps in an OHS management process:

1. Identify OHS hazards
2. Assess OHS risks
3. Control OHS risks

These steps follow the logic that the first stage is always to undertake a hazard assessment, from which you can determine what level of OHS risk you are dealing with. Having done that, you can then put control measures into place to minimise the risk to people’s health and safety.

What is an OHS hazard?

An OHS hazard can be defined as any situation that has the potential to cause (or lead to) harm, and/or can be harmful to people or property.

Each environment has its own types of hazards, and unfortunately a learning environment is unlikely to be hazard free. The elimination of each hazard in a learning environment is the aim but it is more likely that strategies will be put in place to control the effect of the hazard (reduce the risk).

The process used by organisations to identify, evaluate and control hazards is called risk management. Organisations have to continually:

- Identify hazards
- Assess the risk of illness and injury from the hazards
- Implement control measures to eliminate or mitigate the effects of the hazards.

Examples of OHS hazards

Occupational hazards can be physical, chemical, biological, mechanical or psychological. Depending on the industry area in which you are doing your training and assessments, you may come into contact with all or only some of these.
Physical
Hot/Cold objects, Airborne particles, Equipment, Machinery, Electricity, Falling objects, Emissions, Sharp objects

Environmental
Hot/cold environments, Air quality, Noise, Pollution

Chemical
Hazardous substances, Dangerous goods, Hazardous atmosphere, Combustible materials, Fire, Explosion

Biological
Pathogens, Micro-organisms, Animals or insects, Toxins

Ergonomic
Manual handling, High repetition tasks, Fatigue, Posture

Psycho-social
Workload, Stress, Personal life, Family issues, Health

Don’t make the mistake of thinking that some of these potential hazards couldn't be present in your training room or learning environment. It's just that some are more obvious than others.

Undertaking an OHS hazard analysis
Whether your learning environment is an actual workplace, a laboratory, a workshop, a kitchen or a training room, there will be hazards that the learner will face. You, as the trainer/assessor, need to ensure that you have done what is in your control and what is reasonable to identify hazards. This will mean:

- Inspecting the workplace/learning environment
- Discussing the OHS issues with key people
- Ensuring that each party to the learning process is meeting their obligation to the learner and others
- Where necessary, visiting the actual work area where the learner will be placed.

When inspecting the workplace/learning environment and looking at the OHS issues, you need to consider not only the physical environment but also the individual learner's skill levels and other characteristics such as:

- Communication skills
- Assertiveness
- Any learning or behavioural issues
- Any physical limitations or special needs.

You must also consider any possible impact the hazard could have on the safety of others in the working/learning environment. This process of identifying hazards means that you (and your training/assessment organisation) have taken reasonable steps to ensure the health and safety of the learner, as required by OHS legislation.
Before conducting your training or assessment, you should always undertake a hazard analysis - both for your own safety and that of your learners. Remember though, your responsibility for OHS is limited to the duty of care you have for your learners. You cannot be responsible for the OHS outside of your learning environment, such as that in other areas of the workplace.

There is two main ways to approach an inspection for hazards:

1. You may simply observe the learning environment and discuss its level of safety with other stakeholders when visiting prior to your training or assessment taking place.
2. You could use a checklist. This is the most effective way to ensure that all hazards are identified.

Most RTOs have a Hazard Checklist proforma that is used during an inspection. An example of a Hazard Checklist used by Liv Training is available in the OHS folder on your Learner USB.

**Identifying OHS risks**

Once you have identified a hazard, the next step is to determine its immediate or possible impact/s on the health and safety of your learners. This is the process of risk assessment.

So in practical terms, this means that you need to decide:

- The possibility of a hazard affecting your learners
- The likelihood of each hazard affecting your learners
- The severity of the outcome should there be an incident.

People can perceive the severity and impact of a risk differently, and this can influence whether a specific risk is acceptable or not. However, it is important to stay objective when identifying OHS risks rather than letting your own perceptions cloud your judgement. To help you assess the level of risk, you need to ask:

- How likely is it that this hazard will cause an injury?
  - Has it happened before?
  - Have other people been injured?
  - What are the measures in place to prevent an accident happening?
  - How good/reliable are these measures?
- If the learner is injured, how bad is the injury likely to be?
Assessing OHS risks
Assessing OHS risks is all about the balance between likelihood and severity. The main purpose of risk assessment for the trainer/assessor is to assess risks in order to decide on a priority level, that is, whether:

- The risk must be addressed before the learner is placed in the workplace/learning environment
- The risk must be addressed before the learner can work independently
- It is desirable to address the risk.

Pictured below are some scenarios where the balance is at a range of places along the scale.

Controlling risks - the hierarchy of control
Having identified a hazard and assessed its risk, you then need to consider what action/s you can take to control the risk. There are a number of control strategies available, and this is referred to as the "Hierarchy of Controls".

The Hierarchy of Controls is the golden rule for reliably and cost effectively controlling hazards.

Eliminate:
Eliminate the hazard – remove it completely. For example; if noise is a hazard – remove the source of the noise.

Substitute:
Where it is not possible to completely eliminate the hazard, minimise the risk by substituting it with a hazard of lower risk. For example; where glass beakers full of liquid in a chemistry lab are high risk due to being easily broken, substitute them with Pyrex beakers.

Isolate:
The third option on the hierarchy is to isolate – this can mean either to isolate personnel from the risk or vice versa. For example; move dangerous chemicals into another room.
**Engineering:**
Apply engineering controls such as putting guards on dangerous machinery, installing automatic cut-off switches, or providing assistive equipment such as a trolley for lifting heavy loads. Note that this can be a costly option.

**Administration:**
Further down the hierarchy is the option to apply administrative controls. Examples of these include developing workplace procedures, providing specialist training, or putting a supervisor in place to monitor the environment.

**Personal Protective Equipment (PPE):**
Considered a last resort control, personal protective equipment such as safety goggles and glasses will minimise the risk but not really address the hazard.

Note that as you go down the list of options, the controls become less reliable, more costly and require more work to ensure they are maintained. In most situations, the actual method for controlling the risk is a combination of options in the hierarchy.

In high-risk situations, you might also need to consider applying short-term control measures while the most appropriate long-term controls are identified, designed and implemented. Examples of short-term controls could be:

- In a trades workshop where there is a high level of risk, it may be that restricted personnel are allowed access to the workshop until it can be made completely safe. Training is postponed until it is a safe environment for learners.
- While waiting for special machine guards to arrive for some high speed cutting equipment, staffs are issued with personal protection equipment to minimise the risk of injury.

To apply the hierarchy of control, always start at the top - the best solution always is to try and **eliminate** the hazard. However, cost is a factor that must be considered.

Generally, the higher up controls in the hierarchy such as elimination and substitution are most cost effective in the long term as they are more reliable and require less maintenance to ensure effectiveness. PPE is a good example of a control measure at the bottom of the hierarchy - it’s cheap to purchase a few pairs of goggles, gloves and overalls - but they need cleaning and replacing regularly. It would be more cost effective to implement other more long-term measures.

Having decided on the control measure to be taken, you can complete your Risk Control Action Plan.

This is when it may become obvious that addressing some of these safety issues may not be part of your responsibility as a trainer/assessor. It may be necessary during the risk control process to seek assistance from an OHS expert or advisor, such as:

- In-house or external OHS personnel
- Ergonomists
- Health professionals
- Specialist OHS experts for this specific industry area.
The Safety Institute of Australia is a professional body for safety practitioners. Its website at http://www.sia.org.au might be a good source of information if you need to call on some expertise.

Remember, as the trainer/assessor in a learning environment outside of your own workplace, you may not have responsibility for risk control. Your role will be to advise the employer of the hazard and assist where appropriate in managing the risk.

**Your learners' role**

Employees have responsibilities under their relevant State and Territory OHS legislation. However this is limited to taking 'reasonable' care and cooperating with the employer in relation to complying with the legislation. In the case of learners, the definition of what is 'reasonable' will be very limited.

However your learners have an important role and responsibility in the implementation and maintenance of your risk management plan. They could, for example:

- Give feedback on issues or concerns that they have
- Participate in emergency exercises
- Help to identify new hazards
- Help to design emergency procedure posters
- Suggest better ways of operating.

Whatever role you decide to let the learners play, it is your responsibility not only to make provisions for their health and safety but also to inform them of these provisions and ensure they understand existing and new policies and procedures regarding health and safety. They should also understand that your OHS responsibility as a trainer/assessor does not absolve them of a personal responsibility to behave in a manner that does not endanger the health and safety of others.

**What do your learners need to know?**

Your responsibility is to inform your learners of any OHS issues that they need to be aware of in the learning environment - this is part of your duty of care. It is best to consider this in three stages:

**Before entering the workplace/learning environment**

The information required by the learner before the training or assessment takes place will depend on a number of factors, including the nature of the industry and the learning environment, the current experience and competency of the learner and the expected learning outcomes. An assessment of current knowledge and the ability of the learner to apply the knowledge would be important in determining further information needs. Before entering the workplace/learning environment, the learners need general OHS issues, information on hazards, and procedures and requirements within that situation.
On entering the workplace/learning environment
Once inside the workplace/learning environment, the learners need specific information on hazards, procedures and requirements within that situation. You could approach this as a kind of "induction" to the workplace or learning environment. If the workplace or employer provides the information you use, you should check the content to be certain that you are covering your duty of care responsibilities adequately by providing enough information on OHS issues to your learners.

Ongoing support and answers
Although your primary responsibility is limited to what takes place inside the learning environment, you should also make sure that your learners know where to go and whom to speak with if they need assistance in any OHS matters. This is particularly important when you are arranging a work placement for your learner/s. You may have monitoring visit/s to the workplace/learning environment scheduled, but the learner should also have a contact person available where they can raise any OHS concerns or queries.

Reporting requirements
Part of ongoing OHS management relies on reporting of incidents and accidents so that they can be investigated with a view to avoiding a reoccurrence. As a trainer/assessor, your responsibility is to make sure that any hazards you identify are reported, and that any incidents that occur are reported.

With hazard reporting, your responsibility will most likely end with reporting the hazard initially. You may be required to consult with the manager/owner of the workplace or learning environment to try and address the hazard and its associated risk, but in most cases this will not be part of your role.

Incident reporting is similar, in that your primary responsibility is to complete a report when an incident occurs. In an area outside of your own workplace, it is the responsibility of the manager/owner of the venue at which the incident occurred to provide you with a report document and instructions on how to complete it.

To see an example of an incident report form used at Liv Training, you can go to the OHS section on your Learner USB.

Please note that legislation and guidelines relating to incident reporting may differ in each State/Territory. More information can be found in the "Guide to Incident Notification and Reporting" published by Comcare. Available at http://www.comcare.gov.au/safety/workplace_accidents_and_incidents/incident_notification

Emergency Procedures - what to do in an emergency
The Occupational Health and Safety Act (OHS Act) requires that persons in control of workplaces take all reasonably practicable steps to provide a work place that is safe and without risk to health and safety. This includes having an Emergency Management Plan (EMP). When developing an EMP, it is important to consult with health and safety representatives and employees, as they can assist in determining the suitability of procedures.
The plan does not have to be too complex; it only has to work for your workplace. Staff need to know what they have to do when there is an emergency. You might like to check out the EMP here at Liv Training on your Learner USB for an example.

Employers need to make available to employees written information (pamphlets, procedures, guidelines etc) regarding emergency procedures, as well as provide regular evacuation training to support safe practices. Suitably trained personnel should be nominated to act in specific roles in the case of an emergency situation. These roles may include Fire Warden, Floor Warden and First Aid Officer/s. Frank Mori is the Chief Warden here at Liv Training.

**The role of a Warden**

*Hi, I am the Chief Warden here at Liv Training. Since we are only a small organisation, there's just me, and Jasper Wellard is a Floor Warden. All our staff are trained to Senior First Aid level, just in case an incident occurs and neither Jasper nor myself are available.*

**As Chief Warden, my responsibilities are to:**

- Maintain an up-to-date list of all Floor Wardens and First Aid trained personnel, with telephone numbers and locations within the building, making sure that the list is prominently displayed on each floor
- Ensure that myself and the Deputy Warden are not simultaneously absent from the building and that we possess the skills required
- Have a complete knowledge of the building, the position of all fire fighting equipment and be familiar with all special risk areas
- Ensure that all building occupants know the evacuation procedure and designated assembly areas
- Carry out inspections and report on any defects of fire fighting equipment and fire doors, cluttered exit routes and poor housekeeping, including the careless use/storage of flammable materials and the careless use of electrical equipment.

**In an emergency situation, my job is to:**

- Ascertain the nature of the emergency and determine the appropriate course of action
- Ensure that the appropriate emergency service has been notified
- Ensure that the Floor Warden/s are kept informed of the situation
- Initiate the evacuation procedures if the situation warrants it
- Brief the Fire Brigade or other emergency services personnel upon their arrival of the nature, scope and location of the emergency and thereafter act on their instructions
- Oversee the completion of required incident reports.

Whenever you are doing training or assessment outside of your own organisation, make sure that you are familiar with emergency procedures at the site.
# Appendix A: List of Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>ACE</td>
<td>Adult and Community Education</td>
</tr>
<tr>
<td>ANTA</td>
<td>Australian National Training Authority (Now DEEWR)</td>
</tr>
<tr>
<td>AQF</td>
<td>Australian Qualifications Framework</td>
</tr>
<tr>
<td>AQFAB</td>
<td>Australian Qualifications Framework Advisory Board</td>
</tr>
<tr>
<td>AQTF</td>
<td>Australian Quality Training Framework</td>
</tr>
<tr>
<td>ASS</td>
<td>Assessment Field in the TAE10 Training and Education Training Package</td>
</tr>
<tr>
<td>ATP</td>
<td>Australian Training Products Ltd</td>
</tr>
<tr>
<td>AVETMISS</td>
<td>Australian Vocational Education and Training Management Information Statistical Standard</td>
</tr>
<tr>
<td>BSTA</td>
<td>Business Services Training Australia</td>
</tr>
<tr>
<td>CMQ</td>
<td>Coordination, Management and Quality of Training/Assessment services Field in the TAE10 Training and Education Training Package</td>
</tr>
<tr>
<td>CRICOS</td>
<td>Commonwealth Register of Institutions and Courses for Overseas Students</td>
</tr>
<tr>
<td>DEEWR</td>
<td>Department of Education, Employment and Workplace Relations</td>
</tr>
<tr>
<td>DEL</td>
<td>Delivery and Facilitation Field in the TAE10 Training and Education Training Package</td>
</tr>
<tr>
<td>DES</td>
<td>Learning Design Field in TAE10 Training and Education Training Package</td>
</tr>
<tr>
<td>DEST</td>
<td>Department of Education, Science and Training (Now DEEWR)</td>
</tr>
<tr>
<td>EEO</td>
<td>Equal Employment Opportunity</td>
</tr>
<tr>
<td>ENV</td>
<td>Learning Environment Field in TAE10 Training and Education Training Package</td>
</tr>
<tr>
<td>FAQs</td>
<td>Frequently Asked Questions</td>
</tr>
<tr>
<td>GTC</td>
<td>Group Training Company</td>
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<tr>
<td>HR</td>
<td>Human Resources</td>
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<tr>
<td>ICT</td>
<td>Information and Communications Technology</td>
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<tr>
<td>IR</td>
<td>Industrial Relations</td>
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<tr>
<td>IBSA</td>
<td>Innovation and Business Industry Skills Council (trading as Innovation &amp; Business Skills Australia)</td>
</tr>
<tr>
<td>ISC</td>
<td>Industry Skills Council, formally known as Industry Training Advisory Body (ITAB)</td>
</tr>
<tr>
<td>IT</td>
<td>Information Technology</td>
</tr>
<tr>
<td>LLN</td>
<td>Language, Literacy and Numeracy</td>
</tr>
<tr>
<td>LOTE</td>
<td>Language other than English</td>
</tr>
<tr>
<td>NAC</td>
<td>National Apprenticeships Centre</td>
</tr>
<tr>
<td>NAWT</td>
<td>National Assessors and Workplace Trainers (part of BSTA)</td>
</tr>
<tr>
<td>NCVER</td>
<td>National Centre for Vocational Education Research</td>
</tr>
<tr>
<td>NOHSC</td>
<td>National Occupational Health and Safety Commission</td>
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<tr>
<td>NRS</td>
<td>National Reporting System</td>
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<tr>
<td>NTIS</td>
<td>National Training Information Service</td>
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<tr>
<td>NQC</td>
<td>National Quality Council</td>
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<tr>
<td>OHS</td>
<td>Occupational Health and Safety</td>
</tr>
<tr>
<td>RCC</td>
<td>Recognition of Current Competency</td>
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<tr>
<td>RPL</td>
<td>Recognition of Prior Learning</td>
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<tr>
<td>RTO</td>
<td>Registered Training Organisation</td>
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<tr>
<td>STA</td>
<td>State Training Authority</td>
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<tr>
<td>TED</td>
<td>Training and Education</td>
</tr>
<tr>
<td>TAFE</td>
<td>Technical and Further Education</td>
</tr>
<tr>
<td>TAS</td>
<td>Training Advisory Services field in TAE10 Training and Education Training Package</td>
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<tr>
<td>TPO</td>
<td>Training Plan Outline</td>
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<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
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</table>
Appendix B: Glossary of Terms

**Access and equity**
means the policies and approaches that ensure vocational education and training is responsive to the diverse needs of all clients. Through the implementation of these policies and approaches, the benefits of participating in vocational education and training are available to everyone on an equitable basis, including: women where under-represented; people with disabilities; people from non-English speaking backgrounds; Indigenous Australians; and rural and remote learners.

**Accreditation**
means the process of formal recognition of a course by the State or Territory course accrediting body in line with the AQTF Standards for State and Territory Registering/Course Accrediting Bodies.

**Accredited course**
means a structured sequence of vocational education and training that has been accredited and leads to an Australian Qualifications Framework (AQF) qualification or Statement of Attainment.

**Action learning**
involves a group-based learning model in which the participants contribute their knowledge and expertise to guide the learning experience. The members learn from each other, as well as through their experiences in participating in and directing the action learning process, guided by the trainer/facilitator. This process supports learning based on individual or group project work where the project forms the basis of the learning and the learning is then integrated into real work situations.

**Adult learning principles**
means a set of principles that addresses the way in which adults learn. These include; adults have a need to be self-directing, adults have a range of life experience, and connecting learning to experience is meaningful, adults have a need to know why they are learning something, training needs to be learner-centred to engage learners, the learning process needs to support increasing learner independence.

**Appeals process**
is a process whereby the candidate, or other interested party, such as an employer, may dispute the assessment decision and seek reassessment.

**Application of the unit**
is a part of a competency standard and provides an overview of the unit’s scope, purpose and content, setting out the parameters of the unit, its potential audience and relationship to other units.

**Apprentice**
means a person undertaking an apprenticeship.

**Apprenticeship/Traineeship Training Contract**
means a contract for an apprenticeship/traineeship made between an employer and an apprentice/trainee, which is registered with the appropriate State or Territory government department or agency as may be required by State/Territory legislation.
Apprenticeships/traineeships
are regulated employment based approaches to the gaining of a relevant recognised Australian Qualifications Framework (AQF) qualification involving a combination of work and structured training that is regulated through a training contract, (also known as a training agreement), made between an employer and an apprentice/trainee, and their legal guardian if under 18 years of age.

Articulation
is the process of linking two or more qualifications into a sequential and integrated pathway so that individuals can progress from one qualification to the next in a continuum that provides an agreed and transparent quantum of credit for achievement of the prior qualification/s in relation to the destination qualification.

Aspects of competency
refers to the parts of a competency standard and includes the elements, performance criteria, range statement/range of variables, evidence guide requirements and dimensions of competency. Also referred to as parts of the competency standards and the components of competency.

Assessment of competency
means the process of collecting evidence and making judgements on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of an accredited course.

Assessment Guidelines
means an endorsed component of a Training Package which underpins assessment and which sets out the industry approach to valid, reliable, flexible and fair assessment.

Assessment judgement
involves the exercise of thinking skills by the assessor to evaluate whether the evidence provided meets the principles of assessment and rules of evidence and whether the candidate is competent/not yet competent based on the evaluated evidence.

Assessment materials
are any physical and documentary resources that assist in any part of the assessment process. They may include information for the candidate, the documented competency standards or other documented assessment benchmarks, other related documentation impacting on assessment, the assessment tools, assessment exercises/activities, equipment and tools and any other resources for the quality assurance arrangements of the assessment system.

Assessment method(s)
are the particular technique/s used to gather different types of evidence. This may include methods or techniques such as questioning, direct observation, structured activities, third party feedback, portfolios and review of products.

Based on the Training Package Assessment Materials Project

From the Training Package Assessment Materials Project
Assessment context
is the environment in which the assessment of competency will be carried out. This may be the environment where the work is performed 'in situ', a simulated environment which replicates the work environment, various contexts which address different aspects of the competency. It also includes physical and operational factors, the assessment system within which assessment is carried out, the range of opportunities for gathering evidence in a number of situations, the purpose of the assessment, who carries out the assessment and the period of time during which the assessment takes place.

Assessment only pathway
Refers to achievement of competencies/qualifications recognised through a process of formal assessment by an assessor which involves evaluative judgement of collected evidence arising from any combination of formal or informal education and training and education, work experience and/or general life experience; recognition of competence held through a process of assessment that is not directly linked to a structured learning process to support achievement of the competencies. See also Recognition processes.

Assessment plan
is the overall planning document for the assessment process and includes a range of information to guide assessors which may include purpose, context, personnel, competency standards/assessment benchmarks, assessment methods and tools, the evidence plan, organisational arrangements including physical and material resources and equipment and other relevant information.

Assessment process
is the series of key steps in the assessment cycle.

Assessment report
means the report written by the assessor after the assessment decision has been made and recorded. An assessment report may include: personal details of candidate, details of assessment events/activities, dates and times, venue/s etc, details of assessor's summary of evidence, completed assessment tools, documented feedback to and from the candidate, justification of decision, summary of candidate's action plan, other critical information including appeals and outcomes (if relevant), sign-off by assessor and candidate, electronic/paper reports to funding bodies.

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.

Assessment system
is a controlled and ordered process designed to ensure that assessment decisions made in relation to many individuals, by many assessors, in many situations are consistent, fair, valid and reliable, and may include: grievances and appeals process, validation systems and processes, reporting/recording arrangements, acquisition of physical and human resources, administrative procedures, roles and responsibilities, partnership arrangements, quality assurance mechanisms, risk management strategies and documented assessment processes.
Assessment tool
contains both the instrument and the instructions for gathering and interpreting evidence:

- Instruments/s - the specific questions or activity developed from the selected assessment method/s to be used for the assessment. (A profile of acceptable performance and the decision making rules for the assessor may also be included)
- Procedures - the information/instructions given to the candidate and/or the assessor regarding conditions under which the assessment should be conducted and recorded.

See also Evidence gathering tool.

From the Training Package Assessment Materials Project

Audit
means a systematic, independent and documented process for obtaining evidence to determine whether the activities and related outcomes of a training organisation comply with the Essential Conditions and Standards for Continuing/Initial Registration.

Audit is also defined as a technique for systemic evaluations of training and/or assessment systems and services.

Auspicing
See Partnerships.

Australian Qualifications Framework (AQF)
means the policy framework that defines all qualifications recognised nationally in post-compulsory education and training within Australia. The AQF comprises titles and guidelines, which define each qualification, together with principles and protocols covering articulation and issuance of qualifications and Statements of Attainment. The AQTF comprises the following qualifications titles:

- Senior Secondary Certificate of Education
- Certificate I
- Certificate II
- Certificate III
- Certificate IV
- Diploma
- Advanced Diploma
- Bachelor Degree
- Graduate Certificate
- Graduate Diploma
- Vocational Graduate Certificate
- Vocational Graduate Diploma
- Masters Degree
- Doctoral Degree.

From Australian Qualifications Framework, Implementation Handbook, 2002

Australian Quality Training Framework (AQTF)
means the nationally agreed quality arrangements for the vocational education and training system agreed to by the Ministerial Council.

Authenticity
is one of the rules of evidence and relates to ensuring the evidence is from or of the candidate and not another person e.g., the assessor needs to be satisfied that the evidence gathered is the candidate's own work.
**Benchmarks 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.

**Candidate**

is the person presenting for assessment.

*From the Training Package Assessment Materials Project*

**Client**

refers to a person (learner/candidate) or an organisation, that uses or purchases training and/or assessment services.

*Adapted from the Training Package Development Handbook, NQC 2007*

**Clustering**

is the process of grouping competencies into combinations which have meaning and purpose for learning, assessment or work related needs.

**Coaching**

is a technique used to facilitate and support individual learning through one-on-one guided learning activities and skills acquisition in either a formal or informal process. See also Individual facilitation.

**Code of practice for assessors**

refers to the code of practice based on an international code of ethics and practice, developed by the National Council for Measurement in Education (NCME) which forms part of the TAE10 Training and Education Training Package, Assessment Guidelines.

**Collaborative assessment arrangements**

See Partnerships.

**Competency**

See Competency standard/s.

**Competency specification/s**

See Competency standard/s.

**Competency standard/s**

define the requirements for effective workplace performance in a discrete area of work, work function, activity or process and are used as the basis for defining learning outcomes and the benchmarks for assessment within the Vocational Education and Training (VET) sector. Competency standards are expressed in outcome terms and specify knowledge and skill and the application of that knowledge and skill to the standards of performance required in the workplace. Competency standards have a standard format defined by DEEWR and are also referred to as units, units of competency, competencies, and competency specifications.

**Components of competency**

See Aspects of competency.
**Contingency management skills**
is one of the four dimensions of competency and involves the requirement to respond to irregularities and breakdowns in routine.

*(From Updated Guidelines for Training Package Developers, DEEWR 2008)*

**Contextualisation**
refers to the addition of industry or enterprise/organisation specific information to a unit of competency to tailor the standard to reflect the immediate operating context and thereby increase its relevance.

Contextualisation must be guided by the National Quality Council’s Training Package Development Handbook and relevant Training Package contextualisation guidelines.

**Credit transfer**
refers to the agreed value of the achievement or partial achievement of one qualification when related to another qualification. This value translates to the learner as equivalent to an exemption from undertaking a component or components of the destination qualification based on the acceptance that these components have already been successfully completed through previous formal study. This exemption reduces the amount of time and learning required in achieving the second qualification.

*(Adapted from Pathways to Partnerships, Report and draft Policy Guidelines May 2000)*

**Currency in assessment**
is one of the rules of evidence and relates to the age of collected evidence. Competency requires demonstration of current performance - therefore the evidence collected must be current/very recent.

**Currency in practice**
means keeping up-to-date with the technical area of work which is the focus/subject area of delivery/assessment and keeping up to date as a trainer/VET practitioner/VET professional with developments in training/assessment/VET practice.

**Customisation**
see Contextualisation.

**Delivery method/s**
are the particular techniques used to guide, facilitate and support the learning process.

**Delivery mode/s**
refers to the medium used to deliver the training/facilitate the learning and may be face-to-face, via technologies, distance resource based, blended.

**Delivery plan**
provides a context-specific plan for implementing the learning program and includes session plans, formative assessment opportunities, location of training delivery, the number of learners, activities to be used, resources to be used, any additional requirements to meet special needs of learners and occupational health and safety (OHS) considerations.

**Delivery strategy**
forms part of the learning strategy and involves developing and documenting: the focus of delivery, the context of delivery, the mode of delivery and delivery methods.
**Dimensions of competency**

Forms part of the broad concept of competency which includes all aspects of work performance as represented by: task skills, task management skills, contingency management skills and job/role environment skills.

*Adapted from the Training Package Development Handbook, NQC 2007*

**Direct observation**

Is an assessment method which involves opportunities to view real work/real time activities in the workplace or work activities in a simulated workplace environment.

**Distance learning**

Involves a learner-managed learning process that is supported by the provision of learning resources and learning materials supplied by trainer/facilitator who guides the learner through completion of the materials to achieve the desired competency standards/learning outcomes.

**E-learning**

Involves learning processes which use available electronic media as the mode of delivery to provide flexible options that suit differing client needs. It covers any learning that is assisted by information and communications technology (ICT). This mainly includes computer-based online learning, but also covers interactive CD-Rom, video, handheld computers, mobile phones, teleconferencing and video conferencing.

**E-learning delivery plan**

Provides a tool to manage and sequence e-learning and to guide implementation of the learning program through an e-based delivery mode.

**E-learning resources**

Is any learning resource that is assisted by information and communication technology. This includes but is not limited to web-based and computer-based learning resources, virtual recreations of vocational contexts, digital collaboration, Internet, Intranet, Extranet, interactive CD-Rom, hand-held computers and satellite broadcast.

**Element/s of competency**

Are part of the format of competency standards. They are the basic building block of the unit of competency specifying the critical outcomes to be achieved in demonstrating competence.

**Endorsed components of Training Packages**

Are the parts of a Training Package which are formally recognised by the National Quality Council (NQC) as meeting the identified training and assessment needs of an industry/industry sector or enterprise. These endorsed components are the competency standards, assessment guidelines and the qualifications framework.

*Adapted from the Training Package Development Handbook, NQC 2007*

**Endorsement**

Means the formal process of recognition of Training Packages undertaken by the National Quality Council (NQC).

*From Training Package Developers Handbook, DEEWR 2008*

**Evaluation**

Forms part of the quality management of the training/assessment organisation in relation to the services it provides. Evaluation is a systematic and objective process measured against specified
criteria using established evaluation methods. The focus of the evaluation may include aspects such as risk, quality/quality improvement, professionalism, efficiency, client satisfaction and compliance with legal requirements. It may take the form of an audit (compliance evaluation), self-assessment process, benchmarking or client focused evaluation.

**Evidence**

is information gathered to support a judgement of competence against the specifications of the relevant unit/s of competency. Evidence can take many forms and be gathered from a number of sources. Assessors often categorise evidence in different ways for example:

- Direct, indirect and supplementary sources of evidence, or a combination of these
- Evidence collected by the candidate or evidence collected by the assessor
- Historical and recent evidence collected by the candidate and current evidence collected by the assessor.

*Adapted from the Training Package Assessment Materials Project*

**Evidence gathering techniques**

means the particular technique or method used to gather different types of evidence. This may include methods or techniques such as questioning, direct observation, structured activities, third party feedback, portfolios and review of products.

Refer Assessment method/s.

*From the Training Package Assessment Materials Project*

**Evidence gathering tool**

See Assessment tool.

**Evidence guide**

is a part of the format of a competency standard and provides advice to inform and support appropriate assessment of the unit including assessment of required/underpinning knowledge, skills, and Key Competencies necessary for competent performance. The evidence guide identifies critical/specific evidence requirements, assessment resource implications and other relevant information.

**Evidence plan**

forms part of the documented Assessment Plan. The evidence guide documents the evidence requirements of the competency standard, information regarding who will collect the evidence and the time period involved.

*Adapted from the Training Package Assessment Materials Project*

**Fairness**

is one of the Principles of Assessment. Fairness in assessment requires: consideration of the individual candidate's needs and characteristics and any reasonable adjustments that should be applied; clarity of communication between the assessor and the candidate to ensure the candidate is fully informed, participates in and consents to the assessment process; opportunities that allow the person/s being assessed to challenge assessments and with provision for reassessment are provided.

*Assessment Guidelines*
**Flexible learning**

Flexible learning means an approach to vocational education and training which allows for the adoption of a range of learning strategies in a variety of learning environments to cater for differences in learning styles, learning interests and needs, and variations in learning opportunities (including on-line).

**Flexibility**

is one of the Principles of assessment. To be flexible, assessment should: reflect the candidate’s needs, provide for recognition of competencies no matter how, where or when they have been acquired, draw on a range of methods appropriate to the context, competency and the candidate, and be accessible to support continuous competency development.

* Assessment Guidelines

**Hazard**

referring to occupational health and safety; a source or situation with a potential for harm in terms of human injury or ill health.

**Hierarchy of control**

referring to occupational health and safety; means the preferred priority for risk control, emphasising hazard elimination. Where this is not possible, risk minimisation through the following means should be initiated: substitution with a lesser hazard, isolation of the hazard from personnel and clients at risk, engineering controls, administrative means (e.g. safe work practices, procedures and training), use of personal protective equipment.

**Inclusivity**

is a term used to define behaviours which actively acknowledge, respect and build on individual differences, and individual needs to create a positive and inclusive learning culture and environment.

**Individual facilitation**

involves the application of techniques that centre on the development of interpersonal relationships between the trainer/facilitator and the learner, focusing on the learning and goals, the learner’s learning style and the learning context. Key techniques in individual facilitation are coaching and mentoring.

**Individualised learning plan**

refers to the plan developed between the trainer/facilitator and the individual learner, in a learning/facilitation relationship, to meet the individual’s learning needs. This plan contains the learning goals to be achieved and the structure and logistics of the learning relationship.

**Industry Skills Councils (ISCs)**

are bodies responsible for industry advisory arrangements in Vocational Education and Training (VET) including the development and review of industry Training Packages. ISCs were formally known as Industry Training Advisory Bodies (ITABs).

**Instructional design**

is the design and development of instructional materials and learning activities to meet learning needs.

*From NCVER Glossary of Australian Vocational Education and Training Terms*
Instructional design principles
refers to the set of principles relating to instructional methods, learner characteristics, learning environments and outcomes.

Instructional Design Competencies: The Standards

Integrated assessment
means an approach to assessment that covers the clustering of multiple units/elements from relevant competency standards. This approach focuses on the assessment of a 'whole of job' role or function that draws on a number of units/elements of competence. This assessment approach also integrates the assessment of the application of knowledge, technical skills, problem solving and demonstration of attitudes and ethics.
See also Clustering.

Training Package Assessment materials Project

Job/role environment skills
is one of the dimensions of competency which involves demonstrating the ability to deal with responsibilities and expectations of the workplace, including working with others.

Adapted from Updated Guidelines for Training Package Developers, DEEWR 2008

Key competencies
refers to any of several generic skills or competencies considered essential for people to participate effectively in the workforce. Key competencies apply to work generally, rather than being specific to work in a particular occupation or industry.
The Finn report (1991) identified six key areas of competence which were subsequently developed by the Mayer committee (1992) into seven key competencies. These are: collecting, analysing and organising information; communicating ideas and information; planning and organising activities; working with others and in teams; using mathematical ideas and techniques and using technology.

From NCVER Glossary of Australian Vocational Education and Training Terms

Knowledge
includes conceptual and procedural forms of knowledge and the depositions (values, attitudes) that underpin them.
Conceptual knowledge comprises facts, information, propositions, assertions and concepts that range in levels of increasing complexity. Procedural knowledge comprises techniques, skills and the ability to secure goals.

From Learning in the Workplace, Strategies for effective practice, Billett, 2001

Language, Literacy and Numeracy (LLN)
taken collectively, these are the skills to communicate in oral and written form. The term includes reading and use of written information; the ability to write appropriately, in a range of contexts and the integration of speaking, listening, and critical thinking with reading and writing. (LLN) includes numeracy, such as the recognition and use of numbers and basic mathematical signs and symbols within text.

Learner styles
refers to the different ways in which individuals receive, respond and process information in order acquire and develop knowledge, skills and competence.
Learner styles may be: auditory, visual, kinaesthetic, tactile, left/right brain, global/ analytical, theoretical, activist, pragmatist, reflective.
**Learner support needs**
refers to the needs of learners which require specific and/or additional attention. Support needs may be determined by: physical, psychiatric; intellectual or sensory disabilities, learning difficulties; culture, gender, age, language and background.

**Learner support strategies**
means the strategies used to address learner support needs. These may include: providing referrals to internal and/or external services such as language, literacy and numeracy support, disability support services, counselling support, incorporating techniques such as: modelling/demonstrating, chunking, providing opportunities to practise and drawing on range of resources from first language, including peer support.

**Learning**
is an active process which is influenced by external contributions but ultimately determined and regulated by individuals. The learning process occurs with the integration of intellectual development and experience.

> Adapted from *Learning in the Workplace, Strategies for effective practice, Billet, 2001*

**Learning activities**
are the activities used to support learning. Learning activities convey content, create meaning, and support the development and transfer of skills/knowledge through practice and experience. Learning activities take many forms and may include group-based activities, role plays, written activities, case studies, simulations, audio or visual activities, practice or demonstration, individual assignments, individual group projects, workplace practice and research.

**Learning and assessment pathway**
means a pathway to achievement of competencies/qualifications that involves participation in a structured and sequenced learning process that provides relevant learning experiences and which combines formative assessment and summative assessment to determine competence.

**Learning materials**
refer to the tools used to support learning activities. Examples include: workplace practice, worksheets, workbooks, prepared case studies, prepared task 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 and prepared research tasks.

**Learning outcomes/objectives**
are evaluative statements which specify what is to be learned and assessed. In a competency based training system, learning outcomes are derived from competency standards.
Learning program
is a document that provides definition and structure to the learning process, providing the learner with a cohesive and integrated range of learning experiences and the trainer/facilitator with guidance and direction in facilitating these learning experiences. A learning program sets out learning outcomes/objectives, outlines the content to be addressed in learning experiences, the sequence of that content and the delivery methods and assessment methods (where relevant). A learning program can address a discrete area of learning/ training need or may form a subset of a learning strategy, adding detail and definition to the content areas outlined in the learning strategy.

Learning principles
are conceptual tenets drawn from learning theory, research and practice that guide teaching and learning practices.
See also Adult learning principles.

Learning resources
are products designed to enhance and support the effectiveness of the learning process, providing an integrated approach that commonly combines guidance, materials, activities, and relevant information to support delivery/facilitation, learning and/or assessment.

Learning strategy
is a documented framework to guide and structure the learning requirements and the teaching/delivery and assessment arrangements of a vocational education and training qualification.

Learning theories
are the diverse range of propositions or systems of ideas, based on educational psychology, which provides explanations of how learning occurs.
While there are many different approaches to learning theories, some examples include: behaviourist, social learning, discovery learning, cognitive, constructivist, situational, humanistic, action science, applied.

Mentoring
is a technique used to facilitate and support individual learning through one-on-one guided learning activities and skills acquisition in a formal, agreed and documented process between the mentor and mentee.
See also Individual facilitation.

Moderation
is a process used in validation which involves assessors in discussing and reaching agreement about assessment processes and outcomes in a particular industry or industry sector. This enables assessors to develop a shared understanding of the requirements of specific Training Packages, including the relevant competency standards and assessment guidelines, the nature of evidence, how evidence is collected and the basis on which assessment decisions are made.

Adapted from the Training Package Assessment Materials Project

Mutual recognition
applies nationally and means:
1. The acceptance and application of the decisions of a registering body that has registered a training organisation, or a course accrediting body that has accredited a course, by another registering body or course accrediting body, without there being any further requirement for a process beyond the initial process, including:
• The recognition and application by the registering body of each State or Territory of the decisions of the registering body of other States and Territories in relation to the registration of, imposition of sanctions on, including the cancellation of registration of training organisations; and
• The recognition and application by the course accrediting body of each State or Territory of the decisions of the course accrediting body of other States and Territories in relation to the accreditation of courses where no relevant Training Package exists.

2. The recognition by State and Territory registering bodies of the decisions of the NQC in endorsing Training Packages; and

3. The recognition and acceptance by a Registered Training Organisation of Australian Qualifications Framework qualifications and Statements of Attainment issued by other Registered Training Organisations, enabling individuals to receive national recognition of their achievements.

**National Reporting System (NRS)**

means a national framework for reporting outcomes of adult English language, literacy and numeracy programs.

*From NCVER Glossary of Australian Vocational Education and Training Terms*

**National Training Framework (NTF)**

means the system of vocational education and training that:

1. Applies nationally,
2. Is endorsed by the Ministerial Council, and
3. Is made up of the Australian Quality Training Framework and nationally endorsed Training Packages.

**National Training Information Service (NTIS)**

means the National Register for recording information about Registered Training Organisations, Training Packages and accredited courses. Information held on the NTIS is searchable and publicly accessible via the Internet. The NTIS contains comprehensive information on endorsed Training Packages which have been approved by Ministers and includes: full details of competency standards; a listing of NQC noted support materials with contact source; details of AQF accredited courses/qualifications; and contact details and scope of registration of all Registered Training Organisations.

**National Quality Council (NQC)**

means the body established by the Ministerial Council. In relation to quality assurance arrangements in the vocational education and training system, the NQC has a role in:

1. Providing advice on the operation of, and any necessary change to, the Australian Quality Training Framework (AQTF);
2. Providing information and advice to State and Territory training/recognition authorities on the implementation of the AQTF; and
3. Ministerial Council, (including the Annual National Report), information and advice on the operation of the AQTF in each State and Territory, including independent advice on State/Territory registration, audit and related processes and related Commonwealth processes as deemed necessary by the NQC.

**Non-accredited training**

See Non-recognised training.
Non-recognised training
means training, products and services operating outside the National Training Framework (NTF).

Occupational health and safety (OHS)
refers to those activities concerned with the prevention and mitigation of work-related illness or injury including illness or injury that may be of long onset.

Organisational training profile
is a document which sets out the areas of current and future training/development and training priorities linked to industry/organisational training needs analysis and reflective of:
- Workforce composition (occupational groups, formal education and training backgrounds, employment status, age, language and cultural backgrounds, gender)
- Industry trends
- Organisational strategies, business plans and other relevant documents.

Outsourcing of training/assessment services
may include partnering or contracting to another training/assessment organisation to provide training/assessment services.

Packaging
is the process of grouping units of competency into combinations that are meaningful in the workplace and which receive recognition as an AQF qualification.

Partnerships
are collaborative arrangements between a Registered Training Organisation (RTO) and other organisations including other RTOs which enable the partners to share for mutual benefit their resources, effort, time, costs, responsibility and expertise in the provision of training and/or assessment services. These arrangements are regulated by the AQTF Standards for Registered Training Organisations which requires a written agreement between the RTO and each organisation that provides training and/or assessment services on behalf of the RTO.
See also Outsourcing.

Performance criteria
are part of the format of a competency standard and specify the level of performance required to demonstrate achievement of the Element. In the TAE10 Training and Education Training Package, terms used in the performance criteria that may have a range of indicative meanings or applications are italicised and elaborated in the Range Statement.

Professional development
is the process of extending and maintaining knowledge, skill and expertise in a particular profession or occupation through ongoing learning. Professional development needs are determined from the perspective of the individual and his/her lifelong learning and career needs, whether or not this is immediately relevant to organisational objectives. Professional development promotes and maintains currency.
Qualification
is defined as formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs.
In the vocational education and training sector qualifications are awarded for the achievement of competencies.

From Australian Qualifications Framework, Implementation Handbook, 2002

Quality
means the ability of a set of inherent characteristics of a product, system or process to fulfil requirements of customers and other interested parties.

From AS/NZS ISO 9000: 2000

Quality evidence
means evidence that meets the rules of evidence. Quality evidence is a sub-section of the Evidence Guide in each TAE10 Training and Assessment unit of competency, which addresses advice and guidance on meeting the rules of evidence in the TAE context.

Range Statement/Range of variables
is a part of the format of a competency standard and provides a context for the unit of competency, describing 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. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.

From Style Manual for Training Package Endorsed Components, DEEWR 2008

Reasonable adjustment
is the process of adjusting or changing the assessment process to meet the needs and characteristics of the candidates being assessed and any equity requirements. The determination of 'reasonableness' requires judgement that must take into account the impact on the organisation and the need to maintain the integrity of the unit of competency.

Reassessment
is an assessment activity initiated as a result of an appeal against the outcome of a previous assessment.

Recognised training
means training conducted in accordance with the requirements of the Australian Quality Training Framework (AQTF).

Recognition processes
is a term that covers Recognition of Prior Learning (RPL), Recognition of Current Competency (RCC) and Skills Recognition. The term refers to assessment processes that enable recognition of competencies currently held, regardless of how, when or where the learning occurred. Under the Australian Quality Training Framework 2010, competencies may be attained a number of ways. This includes through any combination of formal or informal training and education, work experience or general life experience. In order to grant recognition of prior learning/current competency the assessor must be confident that the candidate is currently competent against the endorsed industry or enterprise competency standards of Training Packages or competency outcomes specified in Australian Qualifications Framework (AQF) accredited courses. The evidence may take a variety of forms and could include certification, references from past
employers, testimonials from clients and work samples. The assessor must ensure that the evidence is authentic, valid, reliable, current and sufficient. 
See also Assessment only pathway.

Adapted from the Training Package Assessment Materials Project

Recognition of Prior Learning (RPL)
an assessment process that assesses an individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards, for entry to and/or partial or total completion of, a qualification.

From AQTF 2007 Users’ Guide to the Essential Standards for Recognition

Records of assessment
refers to the recorded information relating to the assessment process and the assessment outcomes of candidates that is stored and retained by the organisation responsible for issuing the nationally recognised Statements of Attainment or qualifications.

Registration
means the process of formal approval and recognition of a training organisation, by a State or Territory registering body, in accordance with the AQTF Standards for RTOs and the Standards for Registering/Course Accreting Bodies. Under Mutual Recognition registration has national effect and training organisations need register only with one registering body. This will be the registering body in the State or Territory in which the training organisation has its head office or where it provides most of its training and/or assessment.

Registered Training Organisation (RTO)
means a training organisation registered in accordance with the Australian Quality Training Framework, within a defined scope of registration. 
See also Training/assessment organisations.

Reliability
is one of the Principles of Assessment and refers to the consistency of the interpretation of evidence and the consistency of assessment outcomes. Reliability requires a standard benchmark of assessor competence and relevant vocational competence or access to subject matter expertise, and can only be achieved when assessors share a common interpretation of the unit/s being assessed.

Assessment Guidelines

Reporting assessment outcomes
means the different ways in which the outcomes of the assessment process are reported to the candidate, employer and other appropriate personnel or stakeholders. Assessment outcomes may be reported in a variety of ways including graded, non-graded, statistical or descriptive reporting decision when systems.
See also Assessment report.
**Risk management**
means the systematic application of management policies, procedures and practices to the tasks of identifying, analysing, evaluating, treating and monitoring risk.

**Rules of evidence**
are closely related to the assessment principles and provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic and current.

**Scope of registration**
means training organisations are registered for a defined scope that identifies the particular services and products that can be provided. A Registered Training Organisation may be registered to provide either:
1. Training delivery and assessment services and products and issue AQF qualifications and Statements of Attainment; or
2. Assessment services and products and issue AQF qualifications and Statements of Attainment.

The scope of registration is further defined by AQF qualifications and/or endorsed units of competency.

**Simulation**
is a form of evidence gathering that involves the candidate in completing or dealing with a task, activity or problem in an off-the-job situation that replicates the workplace context. Simulations vary from recreating realistic workplace situations such as in the use of flight simulators, through the creation of role plays based on workplace scenarios to the reconstruction of a business situation on a spreadsheet. In developing simulations, the emphasis is not so much on reproducing the external circumstance but on creating situations in which candidates are able to demonstrate:
1. Technical skills
2. Underpinning knowledge
3. Generic skills such as decision making and problem solving
4. Workplace practices such as effective communication.

*From Training Package Assessment Materials Project*

**Skills**
1. An ability to perform a particular mental or physical activity which may be developed by training or practice
2. May be intellectual, manual, motor, perceptual, social
3. Specified skills are identified as part of each competency standard
4. Competence usually requires a combination of skills in the application of cognitive and psycho-motor functions

(adapted from NCVER Glossary of Australian Vocational Education and Training Terms, National Competency Standards, Policy and Guidelines, NTB)

**Staff development**
is the process of developing new, maintaining existing, and/or extending knowledge, skill and expertise in individual staff members to meet an organisation's human capital skill development and competency needs.
State or Territory registering body
means the body responsible, under the State or Territory vocational education and training legislation and decision making framework, for all decisions relating to the administration of the registration of training organisations, including the imposition of sanctions.

State or Territory registering body
means the body responsible, under the State or Territory vocational education and training legislation and decision making framework, for all decisions relating to the administration of the registration of training organisations, including the imposition of sanctions.

Statement of Attainment
means a record of recognised learning which, although falling short of an Australian Qualifications Framework (AQF) qualification, may contribute towards a qualification outcome, either as partial completion of a course leading to a qualification, attainment of competencies within a Training Package, or completion of a nationally accredited short course which may accumulate towards a qualification through RPL (Recognition) processes.

From AQF Implementation Handbook third edition 2002

Strategic industry audit
means the compliance audit of Registered Training Organisations operating in a specific industry or industry sector targeted on the basis of identified risks relating to that industry or sector.

Sufficiency
is one of the rules of evidence and relates to the amount of evidence collected. The collection of sufficient evidence is necessary to ensure all aspects of the competency have been captured and to satisfy the need for repeatable performance. Supplementary sources of evidence may be necessary.
See also Rules of evidence.

Support materials
See Training Package support materials.

Task
is a discrete meaningful component of work.

From National Competency Standards, Policy and Guidelines, NTB

Task management skills
are one of the four dimensions of competency. Task management skills involve demonstrating the ability to manage a number of different tasks/operations/activities within the job role or work environment.

From Updated Guidelines for Training Package Developers, DEEWR 2008

Task skills
are one of the four dimensions of competency. Task skills encompass the ability to perform individual tasks.

From Updated Guidelines for Training Package Developers, DEEWR 2008

Trainee
refers to a person undertaking a traineeship.
Traineeships
are regulated employment based approaches to the gaining of a relevant recognised Australian Qualifications Framework (AQF) qualification involving a combination of work and structured training that is regulated through a training contract (also known as a training agreement) between an employer and an apprentice/trainee, and their legal guardian if under 18 years of age.
See also Apprenticeships.

Training and/or assessment organisation
throughout TAE10 Training and Education Training Package units, this term is used to encompass all organisations/enterprises that carry out training and/or assessment services, and includes:
- A Registered Training Organisation (RTO), i.e., an enterprise/organisation registered to deliver recognised vocational education and training services; includes TAFE institutes, private commercial colleges/companies, enterprises, community organisations, group training companies and schools,
- An enterprise/organisation working in a partnership arrangement with a RTO to deliver recognised vocational education and training
- An enterprise/organisation that delivers non-recognised vocational education and training.

Training Package/s
represent the national industry benchmarks for nationally recognised vocational outcomes in the vocational education and training system. They are an integrated set of nationally endorsed competency standards, Assessment Guidelines and Australian Qualifications Framework qualifications for a specific industry, industry sector or enterprise.

Training Packages consist of:
- a) Endorsed components of: competency standards, assessment guidelines and qualifications, and
- b) Optional non-endorsed components of: support materials such as learning strategies,
- c) Assessment resources and professional development materials.

Training Package support materials
are the non-endorsed components of Training Packages which may include learning resources, assessment resources and professional development resources, that are based on competency standards, assessment guidelines and qualifications framework of a particular Training Package.

From the Training Package Development Handbook, NQC 2007

Training agreement/contract
means a written agreement between an employer and the apprentice/trainee (or other legal guardian if under 18 years of age), which sets out the regulated requirements of an apprenticeship/traineeship employment contract.

Training Plan
forms part of a Training contract and sets out the training requirements including the competency standards to be achieved and the delivery/assessment arrangements to be provided.
Training program
See Learning program.

Unit(s) of competency
See Competency standards.

User Choice
means a provision of New Apprenticeships whereby an employer and an apprentice or trainee can choose the training provider for the government-funded off-the-job elements of the training program. The organisation chosen can be a TAFE college or any other registered training organisation (including a school) that has been registered to deliver the required training.


Validation
has two (2) meanings:
1. Is a process involving assessors working in collaboration to review, compare and evaluate their assessment process and their assessment outcomes against the same competency standard. This includes validating assessment methods/tools and collected evidence, and the interpretation of that evidence to make a judgement of competence, in relation to the same unit/s of competency. (From the Training Package Assessment Materials Project).
2. This term is also used in competency standards development to describe the consultation processes used to validate draft products to ensure they meet industry/enterprise needs.

Validity
is one of the Principles of Assessment; assessment is valid when the process assesses what it claims to assess. Validity requires that:
- Assessment against the units of competency must cover the broad range of skills and knowledge that are essential to competent performance
- Assessment of knowledge and skills must be integrated with their practical application
- Judgement of competence must be based on sufficient evidence. Evidence should be gathered on a number of occasions and in a range of contexts, using different assessment methods. The specific evidence requirements of the units provide advice relating to sufficiency.

Vocational Education and Training (VET)
refers to the sector responsible for developing the skills and knowledge of individuals for work. It includes vocational education and training undertaken in industries, enterprises, government agencies, and community and school settings. The vocational education and training sector encompasses both recognised training leading to a qualification/Statement of Attainment under the Australian Qualifications Framework (AQF), and non recognised training, such as in-house, product-based training.

Recognised training is delivered by organisations registered by state/territory training authorities (STAs), in accordance with the Australian Quality Training Framework (AQTF).