

# Assessment Guidelines

## Introduction

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in FPI05. They are designed to ensure that assessment is consistent with the Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

## Assessment System Overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF requirements, licensing/registration requirements, and assessment pathways.

## Benchmarks for Assessment

Assessment within the National Training Framework is the process of collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency

In the areas of work covered by this Training Package, the endorsed units of competency are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

## Australian Quality Training Framework Assessment Requirements

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the *Standards for Registered Training Organisations*.

The *Standards for Registered Training Organisations* can be downloaded from the DEST website at [www.dest.gov.au](http://www.dest.gov.au) or can be obtained in hard copy from DEST. The following points summarise the assessment requirements under the AQTF.

*The technology, size and complexity of the equipment to be used, occupational health and safety issues, and legislative and regulatory requirements, may require assessment for an AQF qualification in some sectors of the Forest and Forest Products Industry to be conducted in the workplace or a simulated situation. On-the-job assessment conducted in the workplace or in a simulated situation ensures that candidates can function effectively in the real work environment and that the competencies assessed are relevant to the work site and industry.*

- **Registration of Training Organisations**

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering/Course Accrediting Body in accordance with the Standards for Registered Training Organisations. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration. See Section 1 of the Standards for Registered Training Organisations.

- **Quality Training and Assessment**

Each RTO must have systems in place to plan for and provide quality training and assessment across all its operations. See Standard 1 of the *Standards for Registered Training Organisations*.

- **Assessor Competency Requirements**

Each person involved in training, assessment or client service must be competent for the functions they perform. See Standard 7 of the *Standards for Registered Training Organisations* for assessor competency requirements. Standard 7 also specifies the competencies that must be held by trainers.

- **Assessment Requirements**

The RTO's assessments must meet the requirements of the endorsed components of Training Packages within its scope of registration. See Standard 8 of the *Standards for Registered Training Organisations*.

- **Assessment Strategies**

Each RTO must identify, negotiate, plan and implement appropriate learning and assessment strategies to meet the needs of each of its clients. See Standard 9 of the *Standards for Registered Training Organisations*.

- **Mutual Recognition**

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See Standard 5 of the *Standards for Registered Training Organisations*.

- **Access and Equity and Client Services**

Each RTO must apply access and equity principles, provide timely and appropriate information, advice and support services that assist clients to identify and achieve desired outcomes. This may include reasonable adjustment in assessment. See Standard 6 of the *Standards for Registered Training Organisations*.

- **Partnership Arrangements**

RTOs must have, and comply with, written agreements with each organisation providing training and/or assessment on its behalf. See Standard 1.6 of *Standards for Registered Training Organisations*.

- **Recording Assessment Outcomes**

Each RTO must have effective administration and records management procedures in place, and must record AQF qualifications and Statements of Attainment issued. See Standards 4 and 10.2 of the *Standards for Registered Training Organisations*.

- **Issuing AQF qualifications and Statement of Attainment**

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the *AQF Implementation Handbook* and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued where the individual is assessed as competent against fewer units of competency than required for an AQF qualification. See Standard 10 and Section 2 of the *Standards for Registered Training Organisations*.

### **Licensing/Registration Requirements**

This section provides information on licensing/registration requirements for FPI05, with the following important disclaimer.

Licensing and registration requirements that apply to specific industries, and vocational education and training, vary between each State and Territory, and can regularly change. The developers of this Training Package, and DEST, consider that the licensing/registration requirements described in this section apply to RTOs, assessors or candidates with respect to this Training Package. While reasonable care has been taken in its preparation, the developers of this Training Package and DEST cannot guarantee that the list is definitive or accurate at the time of reading, the information in this section is provided in good faith on that basis.

Individuals being assessed under statutory licensing and industry registration systems must comply with training and experience requirements additional to the minimum requirements identified in this Training Package.

The driving of plant on public roads will require the driver to obtain the relevant class drivers licence from the relevant transport department or equivalent in their jurisdiction.

Local or State/Territory laws may also stipulate permits to conduct firewood cutting, post and pole cutting, native seed collection, foliage collection, mobile woodchipping and portable sawmilling, these however, are generally not occupational licences.

Business registrations/licences are also required for activities including fuel storage, chemical storage, sawmill operation, tree harvesting and commercial tree harvesting.

The additional requirements are:

Jurisdiction: Australian Capital Territory	
License/ Registration	Website Details
Boom type elevating work platform (boom length 11m or more) Forklift truck Front End Loader Front End Loader/Backhoe Front End Loader (Skid Steer type) Excavator	ACT WorkCover <a href="http://www.workcover.act.gov.au">www.workcover.act.gov.au</a>
Pest Management Technician Fumigator	WorkCover New South Wales <a href="http://www.workcover.nsw.gov.au">www.workcover.nsw.gov.au</a> (ACT operators are licensed via this NSW department)
Jurisdiction: New South Wales	
License/ Registration	Website Details
Boom type elevating work platform (boom length 11m or more) Forklift truck Front End Loader Front End Loader/Backhoe Front End Loader (Skid Steer type) Excavator Pest Management Technician Fumigator	WorkCover New South Wales <a href="http://www.workcover.nsw.gov.au">www.workcover.nsw.gov.au</a>
Shot Firer	Department of Mineral Resources <a href="http://www.minerals.nsw.gov.au">www.minerals.nsw.gov.au</a>
Chainsaw Operator Manual Tree Faller Machine Operator Truck Driver Log Grader/Segregator Harvesting Supervisor Other Operator (Mechanic)	State Forests of NSW <a href="http://www.forest.nsw.gov.au/">www.forest.nsw.gov.au/</a>

Jurisdiction: Northern Territory	
License/ Registration	Website Details
Industrial truck (forklift) operation Shot firer	Northern Territory Work Health Authority <a href="http://www.deet.nt.gov.au/wha/">www.deet.nt.gov.au/wha/</a>
Pest Control Operator Provisional Pest Control Operator	Northern Territory Department of Health and Community Services <a href="http://www.nt.gov.au/health">www.nt.gov.au/health</a>
Jurisdiction: Queensland	
License/ Registration	Website Details
Operator of a boom type elevating work platform with a boom length of 11m or more Operator of a dozer Operator of an excavator (engine capacity of more than 2L) Operator of a fork lift truck (other than pedestrian operated) Operator of a front end loader (engine capacity of more than 2L) Operator of a front end loader/backhoe (engine capacity of more than 2L) Operator of a grader Operator of a roller (engine capacity of more than 2L) Operator of a skid steer loader (engine capacity of more than 2L) Operator of a scraper	Department of Industrial Relations (Workplace Health and Safety Division) <a href="http://www.dir.qld.gov.au">www.dir.qld.gov.au</a>
Shot Firer	Department of Natural Resources and Mines <a href="http://www.nrm.qld.gov.au/mines">www.nrm.qld.gov.au/mines</a>
Pest Management Technician	Queensland Health <a href="http://www.health.qld.gov.au">www.health.qld.gov.au</a>

Jurisdiction: South Australia	
License/ Registration	Website Details
Forklift truck Front End Loader Front End Loader/Backhoe Front End Loader (Skid Steer type) Excavator Dozer	South Australia Workcover Corporation <a href="http://www.workcover.com">www.workcover.com</a>
Blaster	Workplace Services <a href="http://www.eric.sa.gov.au">www.eric.sa.gov.au</a>
Pest Controller Pest Management Technician	Environment Protection Authority <a href="http://www.epa.sa.gov.au">www.epa.sa.gov.au</a>
Jurisdiction: Tasmania	
License/ Registration	Website Details
Boom type elevating work platform (boom length 11m or more) Forklift truck	Workplace Standards Tasmania <a href="http://www.wst.tas.gov.au">www.wst.tas.gov.au</a>
Dozer Traxcavator Skidder Excavator Fulghum Log Handler Loader Grader Chainsaw Mechanical Harvesting Cable Logging	Workcover Tasmania <a href="http://www.workcover.tas.gov.au">www.workcover.tas.gov.au</a>
Pest Management Technician	Department of Primary Industries, Water and Environment <a href="http://www.dpiwe.tas.gov.au">www.dpiwe.tas.gov.au</a>

Jurisdiction: Victoria	
License/ Registration	Website Details
Boom type elevating work platform (boom length 11m or more) Forklift truck Front End Loader Front End Loader/Backhoe Front End Loader (Skid Steer type) Excavator	Victorian WorkCover Authority <a href="http://www.workcover.vic.gov.au">www.workcover.vic.gov.au</a>
Blasting explosives	Department of Primary Industries (Minerals and Petroleum Division) <a href="http://www.nre.vic.gov.au">www.nre.vic.gov.au</a>
Chainsaw Operator Faller Machine Operator Truck Driver Tree Climber	Department of Sustainability and Environment <a href="http://www.dse.vic.gov.au">www.dse.vic.gov.au</a>
Pest Management Technician Pest Management Trainee	Department of Human Services <a href="http://www.dhs.vic.gov.au">www.dhs.vic.gov.au</a>
Jurisdiction: Western Australia	
License/ Registration	Website Details
Forklift operation (optional) Boom type elevating work platform (boom length 11m or more)	Department of Consumer and Employment Protection (Worksafe) <a href="http://www.safetyline.wa.gov.au">www.safetyline.wa.gov.au</a>
Shot Firer	Department of Industry and Resources <a href="http://www.dme.wa.gov.au">www.dme.wa.gov.au</a>
Pest Management Technician Fumigator	Department of Health <a href="http://www.health.wa.gov.au">www.health.wa.gov.au</a>

### ***Requirements for Assessors***

In order to conduct assessment for statutory licensing or other industry registration requirements, assessors must meet the requirements *of the relevant state or territory regulatory authority(ies)* and should check relevant licensing/registration requirements.

### ***Requirements for RTOs***

Selected units of competency and qualifications in this Training Package provide the basis for a range of statutory licensing and industry registration arrangements. To satisfy these licensing and registration arrangements in the Forest and Forest Products Industry, RTOs must meet the additional requirements of the relevant state or territory regulatory authority(ies) and should check relevant licensing/registration requirements.

### ***Requirements for Candidates***

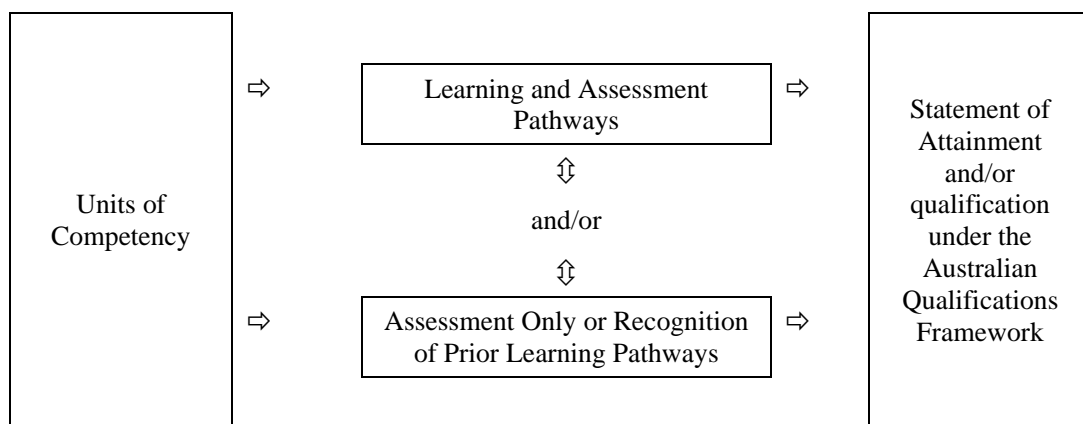
Individuals being assessed under statutory licensing and industry registration systems must comply with training and experience requirements additional to the minimum requirements identified in this Training Package. These additional requirements must meet the requirements of the relevant state or territory regulatory authority(ies) and should check relevant licensing/registration requirements.

### **Pathways**

The competencies in this Training Package may be attained in a number of ways including through:

- formal or informal education and training
- experiences in the workplace
- general life experience, and/or
- any combination of the above.

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram.



Each of these assessment pathways leads to full recognition of competencies held – the critical issue is that the candidate is competent, not how the competency was acquired.

Assessment, by any pathway, must comply with the assessment requirements set out in the *Standards for Registered Training Organisations*.



## Learning and Assessment Pathways

Usually, learning and assessment are integrated, with assessment evidence being collected and feedback provided to the candidate at anytime throughout the learning and assessment process.

Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based, conducted by distance or e-learning, and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit New Apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

## Assessment-Only or Recognition of Prior Learning Pathway

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were achieved.

In an assessment-only or Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor, such as in the compilation of portfolios, or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of Standard 8.2 of the *Standards for Registered Training Organisations* must be met.

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, and work samples. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate's own work)
- valid (directly related to the current version of the relevant endorsed unit of competency)
- reliable (shows that the candidate consistently meets the endorsed unit of competency)
- current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency), and
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

The assessment only or recognition of prior learning pathway is likely to be most appropriate in the following scenarios:

- candidates enrolling in qualifications who want recognition for prior learning or current competencies
- existing workers
- individuals with overseas qualifications
- recent migrants with established work histories
- people returning to the workplace, and
- people with disabilities or injuries requiring a change in career.

### **Combination of Pathways**

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

### **Assessor Requirements**

This section identifies the mandatory competencies for assessors, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

### **Assessor Competencies**

The *Standards for Registered Training Organisations* specify mandatory competency requirements for assessors. For information, Standard 7.3 from the *Standards for Registered Training Organisations* follows:

- 7.3 **a** The RTO must ensure that assessments are conducted by a person who has:
- i the following competencies from the TAA04 Training and Assessment Training Package, or demonstrated equivalent competencies:
    - a TAAASS401A Plan and organise assessment,
    - b TAAASS402A Assess competence,
    - c TAAASS4040A Participate in assessment validation, and
  - ii relevant vocational competencies, at least to the level being assessed.
- b** However, if a person does not have all of the competencies in Standards 7.3 **a** (i) and 7.3 **a** (ii), one person with the competencies listed in Standard 7.3 **a** (i), and one or more persons who have the competencies listed in Standard 7.3 **a** (ii) may work together to conduct assessments.

## Designing Assessment Tools

This section provides an overview on the use and development of assessment tools.

### Use of Assessment Tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency.

There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

### Using Prepared Assessment Tools

If using prepared assessment tools, assessors should ensure these are benchmarked, or mapped, against the current version of the relevant unit of competency. This can be done by checking that the materials are listed on the National Training Information Service (<http://www.ntis.gov.au>). Materials on the list have been noted by the National Training Quality Council as meeting their quality criteria for Training Package support materials.

### Developing Assessment Tools

When developing their own assessment tools, assessors must ensure that the tools:

- are benchmarked against the relevant unit or units of competency
- are reviewed as part of the validation of assessment strategies as required under 9.2i of the *Standards for Registered Training Organisations*, and
- meet the assessment requirements expressed in the *Standards for Registered Training Organisations*, particularly Standards 8 and 9.

A key reference for assessors developing assessment tools is the Training Package - TAA04 *Training and Assessment* and the unit of competency TAAASS403A *Develop Assessment Tools*.

## Conducting Assessment

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

### Mandatory Assessment Requirements

Assessments must meet the criteria set out in Standard 8 from the *Standards for Registered Training Organisations*. For information, Standard 8 from the *Standards for Registered Training Organisations* is reproduced below.

### **RTO Assessments**

The RTO's assessments meet the requirements of the endorsed components of Training Packages and the outcomes specified in accredited courses within the scope of its registration.

The RTO must ensure that assessments, regardless of whether through a training and assessment pathway or an assessment-only pathway:

- i comply with the Assessment Guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses,
  - ii lead to the issuing of a Statement of Attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Package or modules specified in the applicable accredited course,
  - iii comply with the principles of validity, reliability, fairness and flexibility,
  - iv provide for applicants to be informed of the context and purpose of the assessment and the assessment process,
  - v where relevant, focus on the application of knowledge and skill to the standard of performance required in the workplace and cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills,
  - vi involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained,
  - vii provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options,
  - viii are equitable for all persons, taking account of cultural and linguistic needs, and
  - ix provide for reassessment on appeal.
- 8.2 a The RTO must ensure that RPL is offered to all applicants on enrolment.
- b The RTO must have an RPL process that:
- i is structured to minimise the time and cost to applicants, and
  - ii provides adequate information and support to enable applicants to gather reliable evidence to support their claim for recognition of competencies currently held, regardless of how, when or where the learning occurred.

### **Access and Equity**

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities. Adjustments include any changes to the assessment process or context that meet the individual needs of the person with a disability, but do not change competency outcomes. Such adjustments are considered 'reasonable' if they do not impose an unjustifiable hardship on a training provider or employer. When assessing people with disabilities, assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.

## Further Sources of Information

The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

### Contacts

Department of Education, Science & Training  
16 Mort Street  
CANBERRA CITY ACT 2601  
PO Box 9880  
CANBERRA CITY ACT 2601  
Telephone: (02) 6240 8111  
Web: [www.dest.gov.au](http://www.dest.gov.au)

Australian Training Products Ltd  
Level 25, 150 Lonsdale Street  
MELBOURNE VIC 3000  
PO Box 12211  
MELBOURNE VIC 8006  
Telephone: (03) 9655 0600  
Fax: (03) 9639 4684  
Email: [sales@atpl.net.au](mailto:sales@atpl.net.au)  
Web: <http://www.atpl.net.au>

Innovation & Business Skills Australia  
Level 2, 192 Burwood Road  
HAWTHORN VIC 3122  
Telephone: (03) 9815 7000  
Fax: (03) 9815 7001  
Web: [www.ibsa.org.au](http://www.ibsa.org.au)  
Email: [admin@bsitab.org](mailto:admin@bsitab.org)

### General Resources

*AQF Implementation Handbook, third Edition.* Australian Qualifications Framework Advisory Board, 2002 <http://www.aqf.edu.au>

Australian Quality Training Framework (AQTF) – for general information go to: <http://www.anta.gov.au/aqtfWhat.asp>

Australian Quality Training Framework (AQTF) – for resources and information go to: <http://www.anta.gov.au/pubBundle.asp?qsID=10>

Australian Quality Training Framework *Standards for Registered Training Organisations*, Australian National Training Authority, Melbourne, 2001. Available in hard copy from ANTA or can be downloaded from <http://www.anta.gov.au/pubBundle.asp?qsID=10>

TAA04 *Training Package for Assessment and Workplace Training*. This is available from the following organisations and can be viewed, and components downloaded, from the National Training Information Service (NTIS). Available from: Innovation and Business Skills Australia Ltd or Australian Training Products Ltd

National Training Information Service, an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses. <http://www.ntis.gov.au/>

*Training Package Development Handbook*, Australian National Training Authority, Melbourne, 2001. Available in hard copy from ANTA or can be downloaded from <http://www.anta.gov.au/publication.asp?qsID=213>

*Style Guide for Training Package Support Materials*, Australian National Training Authority, Melbourne, 2003. Available in hard copy from ANTA or can be downloaded from <http://www.anta.gov.au>

## **Assessment Resources**

*Training Package Assessment Guides* - a range of resources to assist RTOs in developing Training Package assessment materials developed by ANTA with funding from the Department of Education, Training and Youth Affairs. It is made up of 10 separate titles, as described at <http://www.anta.gov.au/project/tpAssessment/>. Go to <http://www.resourcegenerator.gov.au/loadpage.asp?TPAG.htm>

Printed and / or CD-ROM versions of the Guides can be purchased from Australian Training Products (ATP). The resource includes the following guides:

- Training Package Assessment Materials Kit
- Assessing Competencies in Higher Qualifications
- Recognition Resource
- Kit to Support Assessor Training
- Candidate's Kit: Guide to Assessment in New Apprenticeships
- Assessment Approaches for Small Workplaces
- Assessment Using Partnership Arrangements
- Strategies for ensuring Consistency in Assessment
- Networking for Assessors
- Quality Assurance Guide for Assessment

## **Assessment Tool Design and Conducting Assessment**

VETASSESS & Western Australian Department of Training and Employment 2000, *Designing Tests – Guidelines for designing knowledge based tests for Training Packages*.

Vocational Education and Assessment Centre 1997, *Designing Workplace Assessment Tools, A self-directed learning program*, NSW TAFE.

Manufacturing Learning Australia 2000, *Assessment Solutions*, Australian Training Products, Melbourne.

Rumsey, David 1994, *Assessment practical guide*, Australian Government Publishing Service, Canberra.

## **Assessor Training**

Australian Committee on Training Curriculum (ACTRAC) 1994, *Assessor training program – learning materials*, Australian Training Products, Melbourne.

Australian National Training Authority, *A Guide for Professional Development*, ANTA, Brisbane.

Australian National Training Authority, *Facilitator Packs for Certificate IV in Assessment and Workplace Training*.

Australian National Training Authority, *Learners Packs for Certificate IV in Assessment and Workplace Training*.

Australian Training Products Ltd, *Assessment and Workplace Training, Training Package – Toolbox*, ATPL Melbourne.

Green, M, et al. 1997, *Key competencies professional development Package*, Department for Education and Children's Services, South Australia.

Victorian TAFE Association 2000, *The professional development CD: A learning tool*, VTA, Melbourne.

### **Assessment System Design and Management**

Office of Training and Further Education 1998, *Demonstrating best practice in VET project – assessment systems and processes*, OTFE Victoria.

Toop, L., Gibb, J. & Worsnop, P. *Assessment system designs*, Australian Government Publishing Service, Canberra.

Western Australia Department of Training and VETASSESS 1998, *Kit for Skills Recognition Organisations*, WADOT, Perth.





## Competency Standards

### What is Competency?

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

Competency covers all aspects of workplace performance and involves performing individual tasks, managing a range of different tasks, responding to contingencies or breakdowns, and, dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. In line with this concept of competency Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focussing on the learning process itself.

Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualifications.

### Contextualisation of Units of Competency by RTOs

Registered Training Organisation (RTOs) may contextualise units of competency to reflect local outcomes required. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

Any contextualisation of units of competency in this endorsed Training Package must be within the bounds of the following advice. In contextualising units of competency, RTOs:

- must not remove or add to the number and content of elements and performance criteria
- may add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes
- may make amendments and additions to the Range Statement as long as such changes do not diminish the breadth of application of the competency and reduce its portability, and / or
- may add detail to the Evidence Guide in areas such as the critical aspects of evidence or resources and infrastructure required where these expand the breadth of the competency but do not limit its use.

## **Components of Units of Competency**

The components of units of competency are summarised below, in the order in which they appear in each unit of competency.

### **Unit Title**

The unit title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique, both within and across Training Packages.

### **Unit Descriptor**

The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of competency from other endorsed Training Packages, summary information is provided.

### **Pre-requisite Units (optional)**

If there are any units of competency that must be completed before the unit, these will be listed.

### **Application of the Unit**

This sub-section fleshes out the unit of competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.

### **Competency Field (Optional)**

The competency field either reflects the way the units of competency are categorised in the Training Package or denotes the industry sector, specialisation or function. It is an optional component of the unit of competency.

### **Elements of Competency**

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

### **Performance Criteria**

The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. They are usually written in passive voice. Critical terms or phrases may be written in bold italics and then defined in Range Statement, in the order of their appearance in the performance criteria.

## **Required Skills and Knowledge**

The essential skills and knowledge are either identified separately or combined. Knowledge identifies what a person needs to know to perform the work in an informed and effective manner. Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

## **Key Competencies**

The way the Key Competencies relate to the unit will be described (unless the developer has described them at the level of the qualification). The Key Competencies are described in more detail at the end of this section.

## **Range Statement**

The Range Statement 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.

## **Evidence Guide**

The Evidence Guide is critical in assessment as it provides information to the Registered Training Organisation (RTO) and assessor about how the described competency may be demonstrated. The Evidence Guide does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context. The Evidence Guide describes:

- conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment
- relationships with the assessment of any other units of competency
- suitable methodologies for conducting assessment including the potential for workplace simulation
- resource implications, for example access to particular equipment, infrastructure or situations
- how consistency in performance can be assessed over time, various contexts and with a range of evidence, and
- the required underpinning knowledge and skills.

## Key Competencies

All Training Packages require the integration of Key Competencies either in each unit of competency, or across a qualification, depending on industry needs and preferences.

The Key Competencies were first defined in 1992 in the project report, *Putting General Education to Work: The Key Competencies Report* (Mayer Committee 1992). The skills and knowledge they describe are essential for effective workplace participation and involve the sorts of capabilities commonly used by employers as selection criteria. They underpin the ability of employees to adapt to technological, organisational, societal and functional change.

The Key Competencies are generic, in that they apply to work in general, rather than to particular occupations or industries. They focus on the application of knowledge and skills in an integrated way in workplace situations. The seven Key Competencies are:

### 1. Collecting, analysing and organising information

The capacity to locate, sift and sort information in order to select what is required and to present it in a useful way, and evaluate both the information itself and the sources and methods used to collect it.

### 2. Communicating ideas and information

The capacity to communicate effectively with others using the range of spoken, written, graphic and other non-verbal means of expression.

### 3. Planning and organising activities

The capacity to plan and organise one's own work activities, including making good use of time and resources, sorting out priorities and monitoring one's performance.

### 4. Working with others in teams

The capacity to interact effectively with other people both on a one-to-one basis and in groups, including understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal.

### 5. Solving problems

The capacity to apply problem-solving strategies in purposeful ways, both in situations where the problem and the solution are clearly evident and in situations requiring creative thinking and a creative approach to achieve a desired outcome.

### 6. Using mathematical ideas and techniques

The capacity to use mathematical ideas, such as number and space, and techniques such as estimation and approximation, for practical purposes.

### 7. Using technology

The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.

## Performance Levels

There are three levels of performance defined within the Key Competencies. These are stand-alone levels and do not correspond to the AQF qualification levels.

- **Performance Level 1** is concerned with the level of competency needed to *undertake* activities efficiently with sufficient self-management to meet the explicit requirements of the activity, and to make judgements about the quality of outcomes against established criteria.
- **Performance Level 2** describes the competency needed to *manage* activities requiring the selection, application and integration of a number of elements, and to select from established criteria to judge quality of process and outcome.
- **Performance Level 3** describes the competency needed to *evaluate and reshape* processes, to establish and use principles in order to determine appropriate ways of approaching activities, and to establish criteria for judging quality of process and outcome.

However, relating performance to the specific industry or workplace context may be more useful than interpreting the somewhat abstracted performance levels provided above. Where the Key Competencies are defined in the unit of competency, you will find them in a table, together with examples of their application, to help with assessment of their performance. Also, in evaluating the level of performance for the Key Competencies, consider the performance expectations at the AQF qualification level involved.

## Delivery and Assessment of Key Competencies

The Key Competencies are integral to workplace competency, and, as such must be explicitly considered in the design, customisation, delivery and assessment of vocational education and training programs as represented diagrammatically below.

