

Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

VET sector requirement	Aspire's approach
Australian Qualifications Framework The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework. You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.	Aspire's learning resources have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: www.aqf.edu.au .
Volume of learning When developing training and assessment strategies for this unit and the qualification for which it is relevant, you and your training organisation must take into account the volume of learning requirements as defined by the Australian Qualifications Framework. An explanation of volume of learning can be accessed at: www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf	Aspire ensures that each unit of competency is covered completely and in depth in both the learning content and the assessment. This approach will help you meet volume of learning requirements as you develop your training and assessment strategies.

2.3 Aspire resources available for this unit

Aspire's resources are structured to meet the requirements of the unit of competency. They are designed to **complement**, not replace, the learning and assessment strategies you or your training organisation have put in place.

As the trainer, **you are in the best position to judge** the full training and assessment requirements of a unit of competency. The judgments that you make in this regard should form part of your training organisation's broader training and assessment strategy.

The following Aspire resources are available to support delivery in this unit.

Resource	General overview/how to use
Learner guide	<p>The learner guide's preliminary pages include information on:</p> <ul style="list-style-type: none"> • how to work through the learner guide • foundation skills. <p>The preliminary pages also include a checklist the learner can use to identify the topics they may already know.</p> <p>Each topic matches an element in the unit of competency.</p> <p>The learner guide content is presented in plain English so it is easy for the learner to understand. It describes procedures and current industry practice, and includes examples, checklists, documents, images and case studies. There are also illustrations or diagrams to add interest and aid learning.</p> <p>The topic summaries provide an opportunity to review the topic content.</p> <p>The learner guide activities can be used to consolidate and evaluate learning. It is up to you and the learner to decide which ones are necessary. Remember, these activities are not finite. You can add to them, change them or substitute your own tasks according to the interest level, the experience of the learners and the specific situation. Encourage learners to keep their answers to activities as these will build towards their evidence and demonstration of competency.</p>
eBook	An eBook version of the learner guide is also available from Aspire.
Online resource	<p>The online resource provides all the learning content and activities in an online format that can be accessed by learners through a training organisation's learning management system. It includes the following features:</p> <ul style="list-style-type: none"> • Interactive learning objects to display content • Benchmark responses to practice tasks so online learners can check their progress

Section 3: Training requirements

3.1 Delivery approach

To comply with the requirements of the VET Quality Framework (VQF) and the Standards for Registered Training Organisations/Australian Quality Training Framework (AQTF), RTOs must develop a training and assessment strategy for the training programs they deliver. The training and assessment approach adopted by an RTO must accord with the need of their learners, current industry requirements and the requirements of the training package.

Trainers and assessors must make judgments about the most appropriate way to meet these requirements. These judgments should form part of the organisation's overall training and assessment strategy.

3.2 Learning mapping

TAELLN411 Address adult language, literacy and numeracy skills, Release 2

Unit of competency	Content	Activities
Element 1: Analyse LLN requirements	Topic 1: Analyse LLN requirements	n/a
1.1 Determine LLN skill requirements of the training specification	1A Determine LLN skill requirements of the training specification	1
1.2 Identify and analyse the LLN skill requirements essential to workplace performance	1B Identify and analyse the LLN skill requirements essential to workplace performance	2
1.3 Determine the LLN skills of the learner group from validated tools and other sources	1C Use validated tools and other sources to determine learners' LLN skills	3
Element 2: Select and use resources and strategies to address LLN skill requirements	Topic 2: Select and use resources and strategies to address LLN skill requirements	n/a
2.1 Identify resources to support LLN skill development	2A Identify, customise and use learning and assessment materials to support LLN skill development	4
2.2 Use learning and assessment materials to support identified LLN requirements, customising where necessary	2A Identify, customise and use learning and assessment materials to support LLN skill development	4
2.3 Apply learning support strategies in training delivery appropriate to LLN requirements and learner group	2B Apply appropriate learning support strategies in training delivery	5
2.4 Determine assessment strategies appropriate to LLN requirements and learner group	2C Determine assessment strategies appropriate to learners and LLN requirements	6

	<p>production.</p> <ul style="list-style-type: none">• Session 7: Ensure final document is previewed, checked, adjusted and printed in accordance with organisational and task requirements, including time lines.• Session 8: Name and store document in accordance with organisational requirements and exit application without information loss/damage.• Session 9: Final assessment.• Session 10: Feedback, review, preparation for next unit.	
Assessment: Formative or summative	<ul style="list-style-type: none">• Formative assessment: LLN specialist advice and assistance with setting up and maintaining vocabulary list formative assessment task.• Summative assessment: LLN specialist advice for reasonable adjustment to final assessment task.	
Session review/follow up: Time is allocated in each session and in week 10. Trainer and LLN specialist are to meet at the end of the program to plan the next program in accordance with learners' needs and progress to date.		

Trainer comments:

Activity 9

Example response to Question 1

Techniques may include:

- surveys informal conversations about the training
- observation
- feedback forms.

People who could provide relevant feedback include:

- learners
- other trainers providing VET to the same group
- workplace managers and supervisors
- colleagues

Assessment overview

The assessment provided in Aspire's Assessment and RPL resource includes an overview that is laid out as follows (or similar):

To demonstrate your competency using this assessment you must successfully complete the following assessment tasks.

All candidates must complete the following tasks	<ul style="list-style-type: none">• Part A – Portfolio of evidence You will collate and submit evidence (documents, photographs, videos or logbooks, etc.) that will assist your assessor in determining your competency.• Part B – Questions You will demonstrate a sound knowledge of the unit requirements in your responses.• Part C – Observation* Your work performance will be documented while being observed by an assessor or a third party observer.
RPL candidates only	RPL candidates are required to submit evidence to validate and verify their previous experience and qualifications. This may be in addition to, or instead of, the specific evidence requirements outlined in Part A. Evidence requirements should be discussed with your assessor or RTO.

* Please note that Part C is only included where the Assessment requirements for the unit of competency specify aspects of performance evidence that are observable and must be demonstrated.

How to use the assessment plan

Once assessment tasks and options have been discussed with the candidate, they should be documented in the assessment plan. An example of the assessment plan is provided here.

This confirms that:

- the candidate is fully aware of the expectations of the assessment process
- the candidate has been engaged in negotiating an assessment plan that best fits their particular needs and situation
- the candidate is ready to proceed with the assessment
- the arrangements for the assessments to occur have been agreed.

Date, time and place for assessments	
Candidate name	
Candidate contact and email	
Assessor name	
Assessor contact and email	
Date, time and place for assessments	
Unit(s) of competency	
Assessment tasks	Part A – Portfolio Evidence
	Part B – Questions
RPL Assessment	<input type="checkbox"/> Yes <input type="checkbox"/> No
Method of submission	
Candidate to supply	
Assessor to supply	
Special consideration	

Ready for assessment declaration	<p>I confirm that the purpose and procedures of this assessment have been clearly explained to me. I have been consulted about any special needs I might have in relation to the assessment process. The criteria to be used for this assessment have been discussed with me, as have the consequences and possible outcomes of the assessment.</p> <p>I have accessed and understand general assessment information as provided by my training organisation.</p> <p>I have been given fair notice of the date, time, venue and other arrangements for this assessment. I have completed a self-assessment of my performance of the skills and knowledge for this unit and confirm that I am ready for assessment.</p>
Candidate signature	
Date	

* Please note that Part C is only included where the Assessment requirements for the unit of competency specify aspects of performance evidence that are observable and must be demonstrated.

4.3 Assessment mapping

TAELLN411 Address adult language, literacy and numeracy skills, Release 2

Unit of competency	Part A – Portfolio of evidence	Part B – Questions
Element 1: Analyse LLN requirements		
1.1 Determine LLN skill requirements of the training specification	P1	Q1, Q2, Q3
1.2 Identify and analyse the LLN skill requirements essential to workplace performance	P2	Q4, Q5
1.3 Determine the LLN skills of the learner group from validated tools and other sources	P3	Q6, Q7
Element 2: Select and use resources and strategies to address LLN skill requirements		
2.1 Identify resources to support LLN skill development	P4	Q8, Q9
2.2 Use learning and assessment materials to support identified LLN requirements, customising where necessary	P5	Q11, Q12
2.3 Apply learning support strategies in training delivery appropriate to LLN requirements and learner group	P6	Q13, Q14, Q15, Q16, Q17, Q18
2.4 Determine assessment strategies appropriate to LLN requirements and learner group	P8	Q19, Q20
Element 3: Use specialist LLN support where required		

Solutions to the assessment tasks

Part A – Portfolio of evidence

Instructions to the assessor (relates to all candidates, including RPL)	<p>Please refer to the assessment task as outlined in the Aspire Assessment and RPL resource.</p> <p>The candidate will collate and submit evidence (documents, photographs, videos or logbooks, etc.) that you will use to determine their competency.</p> <p>You need to use your judgment to decide if the candidate's evidence is satisfactory against the criteria listed in the Assessment evidence: Portfolio checklist provided.</p> <p>The checklist provides the candidate with criteria on which their evidence will be judged. You can use this checklist to record and confirm the evidence supplied to you and determine whether it meets the rules of evidence.</p> <p>The format for the portfolio of evidence should be discussed with the candidate in the Assessment Plan. You may require evidence to be submitted via hard copy or by electronic means.</p> <p>The candidate should remove references to personal, financial or commercially sensitive information before it is submitted as evidence. Evidence submitted as assessment will be retained by the assessor/RTO for a period of time. Original copies of official certificates must be sighted and authenticated by the assessor and returned to the candidate.</p> <p>You may undertake an interview with the candidate to discuss the evidence they have presented. At the interview, you may ask questions to clarify the depth of their knowledge. You may direct candidates to undertake gap training where necessary.</p>
Reasonable adjustment	<p>The format for the portfolio can be negotiated with the candidate as there are many different types and formats suitable as portfolio evidence.</p>
Feedback/unsatisfactory outcomes	<p>All portfolio criteria items must be satisfactorily demonstrated by the candidate.</p> <p>Where a portfolio item is judged to be incomplete or unsatisfactory, you may provide the candidate with feedback on how the evidence can be improved or provide examples of additional evidence that would be suitable. Usually, the candidate would only be required to focus on the portfolio items that were not satisfactory in the submission.</p> <p>The portfolio item(s) may be re-submitted at your discretion and must be in line with the training organisation's assessment policies and procedures.</p>

4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the candidate, the assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the assessment tasks are completed and marked. An example is provided here.

Record of outcome

Training organisation name:		
Candidate name:		
Unit code and title:	TAE411 Address adult language, literacy and numeracy skills, Release 2	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	Part A – Portfolio of evidence	<input type="checkbox"/>
	Part B – Questions	<input type="checkbox"/>
	RPL candidates only – RPL documentation: <ul style="list-style-type: none"> Trainer/assessor capability record Professional résumé Position description of current role 	<input type="checkbox"/>
Declaration:	<p>In completing this assessment, I confirm that the candidate has demonstrated all unit outcomes through consistent and repeated application of skills and knowledge with competent performance demonstrated in multiple instances over a period of time.</p> <p>Evidence collected has been confirmed as:</p>	

Section 7: Glossary of VET terminology

The following glossary is taken from the Standards for Registered Training Organisations (RTOs) 2015.

Access and equity means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

Accredited short course means a course accredited by the VET Regulator in accordance with the Standards for VET Accredited Courses that leads to an AQF statement of attainment.

AQF certification documentation is the set of official documents that confirms that an AQF qualification or statement of attainment has been issued to an individual.

AQF qualification means an AQF qualification type endorsed in a training package or accredited in a VET accredited course.

Assessment means the process of collecting evidence and making judgments on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

Assessment system is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment and the Rules of Evidence.

Assessors are persons who assess a learner's competence.

Audit means an audit or compliance audit undertaken by the VET Regulator.

Australian Qualifications Framework (AQF) means the framework for regulated qualifications in the Australian education and training system, as agreed by the Commonwealth, State and Territory ministerial council with responsibility for higher education.

Authenticated VET transcript has the meaning given in the *Student Identifiers Act 2014*.

Client means a learner, enterprise or organisation that uses or purchases the services provided by an RTO.

Code means the unique identifier for units of competency, skill sets, VET accredited courses, modules, AQF qualifications or training packages as required by the Standards for Training Packages and Standards for VET Accredited Courses.