

Before you begin

This learner guide is based on the unit of competency *TAEDES402 Use training packages and accredited courses to meet client needs*, Release 1. Your trainer or training organisation must give you information about this unit of competency as part of your training program. You can access the unit of competency and assessment requirements at: www.training.gov.au.

How to work through this learner guide

This learner guide contains a number of features that will assist you in your learning. Your trainer will advise which parts of the learner guide you need to read, and which activities you need to complete. The features of this learner guide are detailed in the following table.

Feature of the learner guide	How you can use each feature
Overview	This section provides general information about the vocational education and training sector and its essential components (such as training packages), which will underpin your learning.
Introduction	The introduction covers the key concepts relevant to this particular unit of competency, including the terminology that will be used throughout this learner guide.
Learning content	Read each topic in this learner guide. If you come across content that is confusing, make a note and discuss it with your trainer. Your trainer is in the best position to offer assistance. It is very important that you take on some of the responsibility for the learning you will undertake.
Templates	Templates are referred to throughout the guide. These are samples of working documents similar to those found in a training organisation. Completed templates may be useful as evidence for portfolio assessments. Ask your trainer for sample templates provided with the <i>Trainer's and assessor's guide</i> for this unit.
Examples	Examples of completed documents that may be used in a workplace are included in this learner guide. Examples highlight learning points and provide realistic examples of workplace situations.
Activities	Activities give you the opportunity to put your skills and knowledge into action. Your trainer will tell you which activities to complete.
Summary	Key learning points are provided at the end of each topic.

Foundation skills

As you complete learning using this guide, you will be developing the foundation skills relevant for this unit. Foundation skills are the language, literacy and numeracy (LLN) skills and the employability skills required for participation in modern workplaces and contemporary life.

The following table outlines specific foundation skills noted for your learning in this learner guide.

Foundation skill area	Foundation skill description
Reading	Sources, analyses and interprets information, to identify relevance to client needs
Writing	Prepares information that incorporates the interpretation and analysis of information, using appropriate language in a format and style suited to the audience and context
Oral Communication	Uses appropriate communication techniques to provide and elicit information, confirm understanding and communicate conclusions
Navigate the world of work	Follows organisational protocols, policies and procedures regarding quality assurance
Interact with others	Recognises the importance of consultation and negotiation to confirm client needs
Get the work done	<ul style="list-style-type: none"> ▶ Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes ▶ Identifies and responds to problems and opportunities for improvement and innovation, and considers options for different approaches ▶ Uses information and communications technology (ICT) based tools to conduct research, design work processes, and to complete work tasks

Throughout this learner guide, reference is made to both sets of Standards, presented as VQF/AQTF.

The Australian Qualifications Framework

The Australian Qualifications Framework (AQF), a component of the VQF, is a policy framework that defines the standards for regulated qualifications in Australian education and training. It specifies the learning outcomes for 16 nationally recognised qualifications. The following diagram represents the 10 levels of the AQF.



Reproduced with permission of the AQF council, from AQF Second Edition, January 2013, p. 19.

An RTO must issue qualifications and statements of attainment that align to the AQF and meet the requirements of the AQF Qualifications Issuance Policy and the endorsed training packages within that RTO's scope of registration.

Training and assessment

The primary role of RTOs in the VET system is to deliver accredited training and assessment-based units of competency and qualifications. You may be employed by an RTO to facilitate classroom, online or blended learning; to deliver workplace-based training and assessment on-site to enterprise staff; or to coordinate and support enterprise trainers, coaches and mentors in their roles.

Alternatively, you may be an enterprise trainer whose role is to facilitate learning and carry out assessment in the workplace, perhaps based on national units of competency or internal enterprise standards. The work you do may or may not lead to a recognised qualification.

When working with training packages and before providing training or assessment services, there are two aspects of competency and units of competency that you need to understand:

- ▶ How to identify and 'unpack' the key features of a unit of competency
- ▶ The dimensions of competency and their role in ensuring that competency incorporates all aspects of work performance



Topic 1

In this topic you will learn how to:

- 1A** Confirm the client's training and assessment needs

- 1B** Identify and source appropriate training packages and accredited courses

- 1C** Use training products that meet VET sector and quality assurance guidelines

Select the appropriate training package or accredited course

Training packages and accredited courses are designed to apply to a broad range of contexts. This approach allows training organisations to customise the material to meet the needs of a given client or target group. Selecting the right training package or accredited course therefore depends largely on the needs of the client.

A trainer will be likely to be working in an RTO that has a particular suite of courses on scope, for a particular mode of delivery and target group. Their job will be to assess client needs, work out if there's a good fit between the client and the RTO, and customise products to fit the client's need.

The initial steps of understanding the client's needs and selecting the appropriate resources are vital to successfully developing contextualised training programs.

2A Interpret qualification rules and determine licensing requirements

Most training packages are similar in the way information is presented, and each one has sections relating to qualifications. It is important that you thoroughly understand any qualification that you are considering using to address client needs.

Each qualification has instructions that explain how the qualification may be 'packaged' to suit a variety of contexts. These instructions are called the 'packaging rules' and in most cases allow the course designer to create specific, job-focused courses relevant to their target clients.



Packaging rules

Packaging rules state how training may be customised. The rules provide guidance on selecting units that will suit the needs and circumstances of clients and set limits so that qualification requirements are met.

The packaging rules cover the following important points:

Total number of units

- ▶ The rules state the total number of units required to complete the qualification; for example, TAE40116 Certificate IV in Training and Assessment requires learners to complete 10 units.

Number of core and elective units

- ▶ The rules state the number of core and elective units required to complete the qualification; for example, TAE40116 Certificate IV in Training and Assessment requires learners to complete nine core units and one elective.

Core units

- ▶ The core units represent the skills and knowledge that are essential to carrying out the role according to industry. They are listed by code and title.

Elective units

- ▶ The elective units provide a choice for the trainer and learner to select competencies they believe will suit job requirements and meet local industry needs. The rules specify which electives may be chosen; this may be restricted to the elective list for that qualification, or you may be able to choose units from another training package. The rules will also tell you how many units you can select from a lower or higher qualification level.

Example

Interpret qualification rules

James is seeking to gain a BSB30115 Certificate III in Business that suits his current and possible future roles at the carpet factory where he has been employed for two years. His manager agrees, and approaches a local RTO to create a relevant training program. A trainer with experience in business qualifications, Isabel, is assigned to the job. She agrees that a Certificate III qualification is appropriate for James.

James, Isabel and James’s manager arrange a meeting to discuss electives. Beforehand, they review a summary of the packaging rules in the BSB Business Services Training Package prepared by Isabel.

Total number of units = 12 (1 core unit plus 11 elective units)
 7 of the elective units must be selected from those listed
 The other 4 elective units may be selected from the remaining elective units listed or from any accredited course or training package (must be at same qualification level)
 If not listed below, 1 elective unit may be selected from a Certificate II qualification and 2 elective units may be taken from a Certificate IV qualification
 Elective units must be relevant to the work environment and the qualification, align to the AQF and contribute to a valid, industry-supported vocational outcome

Isabel explains the broad scope of possibilities when interpreting the packaging rules of a qualification. Each unit must build on James’s understanding, but also be relevant to his job requirements. It is also important not to choose electives that are too similar in outcome.

The group discusses how they can use the electives to form a relevant training program for James.

Activity 4

Research the packaging rules of at least two qualifications. (Select the qualifications from different training packages and at different AQF levels.) You should consider who the qualification would be suitable for. One of the training packages should be the qualification for the client you are currently working with, or for Lucy from General Office Supplies from the case study.

1. Use the layout below to summarise your findings or prepare a similar table.

Training package	Qualification (AQF) level	Number of core units and elective units	Summary of packaging rules

2B Determine suitable electives

Elective units allow training developers to customise learning content to best meet the needs of their clients. As discussed, client needs vary greatly, so it is important to understand the specific needs of an individual or group before creating the learning program. You need to have skills to analyse, interpret and apply the various components of selected training packages and accredited courses. You will also need the communication and interpersonal skills to collaborate with clients and others.



It is important to determine suitable electives for the following reasons:

- ▶ Specific work outcomes may not be met if unsuitable electives are chosen.
- ▶ If industry advice is not taken into account, the elective chosen may not meet future industry requirements.
- ▶ If a client (whether an individual or an organisation) considers the unit to be suitable, they are likely to have more engagement in, or support for the training.
- ▶ Electives must meet a specific work outcome.

You must also ensure the RTO has the resources to provide a particular elective and that the workplace can support the learner with the equipment and resources needed for that elective.

Identify electives

An elective is a unit of competency that can be selected as part of a qualification. A person chooses to do a particular elective in order to make the qualification relevant to their workplace and training outcomes. Electives are created by training package developers in consultation with industry groups to ensure the units are needed in the industry, and can produce outcomes that are desirable to employers.

Most training packages allow for flexibility and provide an extensive list of electives that can be selected, including units from other endorsed training packages. The packaging rules also state whether electives can be chosen from higher or lower AQF levels than the qualification the person is doing. There may also be a reminder not to choose electives that are similar in content.

Select electives

You may be involved with choosing electives for a specific client, or choosing electives for a learning program you are developing for a range of people.

Electives should be chosen to meet the needs of the client and a specific work outcome. Here are steps in selecting electives.

Consult with industry

Ideally, industry engagement results in a list that directly applies to the workplace and job role. Of course, you can consult directly with the employer when dealing with organisational clients and learners undertaking traineeships and apprenticeships.

When dealing with public enrolments, you must create a qualification that broadly meets the needs of target groups. Again, industry engagement is important. It is a VQF/AQTF requirement for RTOs and is essential to make sure that the qualification (including the selection of electives) meets a current industry need. Institutions may not be able to offer the entire range as listed in the training package because they need to make effective use of limited resources.

RTOs can change electives that are allowable within their scope of registration.

Consider goals

Once you are familiar with the range of electives on offer, you need to decide which ones enable the client to meet the outcomes that you and the client have established (see section 1A). For example, the client may want to fill a skills gap or a language or literacy need; their employer may want them to focus on a specific learning stream; or they may need to gain a licence. These needs help you select units that achieve the client's outcomes as part of a balanced learning program.

Discuss options

Discuss the range of electives with the client and/or the client's manager or training supervisor. You need to be familiar with all the elective units of competency in the qualification you are dealing with so you can describe what each unit involves and advise on its appropriateness for the needs of the client and the organisation. The client and manager can then consider whether it is appropriate for the client to do.

Communicate effectively

Make sure you speak clearly and unambiguously so everyone knows what the unit contains and what would be expected of the learner. Listen to their views and consider options they suggest. Give everyone plenty of time to consider your advice and suggestions. If you need time to research other training packages before providing advice, then let them know and get back to them as soon as you can with the information. Choosing hastily could have negative consequences later on.

Example

Determine suitable electives

A training organisation is developing a BSB30715 Certificate III in Work Health and Safety and BSB41415 Certificate IV in Work Health and Safety for delivery to local and state government clients. In their initial audit, the State Training Authority auditor asks how they have met the VQF/AQTF requirement of industry engagement to ensure they have considered the most appropriate electives.

The RTO manager outlines how he has accessed the list of electives from the BSB Business Services Training Package and has also chosen units from the LGA04 Local Government Training Package. He explains how he created three alternative course outlines and summarised each one to send out to local government representatives and a member of the State Training Authority and state safety regulator for feedback.

He shows how each representative provided feedback and how this feedback was used to formulate the final course structure.

Activity 5

1. Research and list the assessor requirements for *SISFFIT019 Incorporate exercise science principles into fitness programming* from the SIS Sport, Fitness and Recreation Training Package.

2. List key requirements for all trainers and assessors as stated in Standards 1.13–1.15 of the Standards for RTOs 2015.

3. What are the additional requirements for trainers and assessors delivering TAE40116 Certificate IV in Training and Assessment?

3

Identify overlaps

Highlight overlapping skills and knowledge components as you go. With the unit in front of you, identify links or repetitions in knowledge and skills evidence in the performance criteria. Arrange these in the order you intend to deliver the unit.

4

Assessment requirements

Analyse the assessment requirements of the unit to establish where assessment items overlap or where they could be combined to form a holistic assessment activity.

5

Summarise

Create a summary of your analysis to show which parts of the unit could be trained/assessed together to avoid redundancy and inefficiency.

Example

Read, analyse and interpret selected unit or module and links

A group of units or modules that have been selected to address client needs should also be analysed for any links between them. The same legislation or codes of practice may be common knowledge evidence requirements for a group of units.

You can follow the same steps to analyse links between units in a qualification, as in this example:

John is a trainer at an organisation that provides support, outreach, training, advocacy and material aid to people who have newly arrived in Australia as refugees. He has been asked to put together a training program for new volunteers. He and his supervisor have selected two units of competency that will be the foundation of the training program. The aim is for participants to develop competence in communicating, supporting and advocating for the centre’s clients, many of who experience disadvantage. Training based on the following units of competency will be offered over several weeks.

- ▶ CHCCOM002 Use communication to build relationships (Release 2)
- ▶ CHCDIV001 Work with diverse people (Release 1)

After reading the units of competency, John notes that some of the criteria, knowledge and skills are similar between the units:

CHCCOM002

- ▶ 2.1 Recognise and support communication needs of clients, colleagues and external networks
- ▶ 2.2 Facilitate access to interpreter and translation services as required
- ▶ 2.3 Identify and address problems and communication barriers

Knowledge evidence

Communication strategies to:

- ▶ build and maintain relationships and trust
- ▶ negotiate for optimal outcomes
- ▶ address barriers
- ▶ solve problems and resolve conflict.

CHCDIV001

- ▶ 3.3 Where a language barrier exists, use effective strategies to communicate in the most efficient way possible
- ▶ 3.4 Seek assistance from interpreters or other persons according to communication needs
- ▶ 4.1 Identify issues that may cause communication misunderstandings or other difficulties
- ▶ 4.2 Where difficulties or misunderstandings occur, consider the impact of social and cultural diversity
- ▶ 4.3 Make an effort to sensitively resolve differences, taking account of diversity considerations
- ▶ 4.4 Address any difficulties with appropriate people and seek assistance when required

John decides to focus on communication skills training in one of the scheduled sessions and on using interpreter services in another. He recognises that the formative assessment activities he develops will foster the development of skills that overlap in the two units.

Activity 7

Select two or more units from BSB30115 Certificate III in Business or the qualification that you have been using to address the needs of your client or Lucy from the case study.

1. Using the steps described in this section, identify which components of the unit may be trained simultaneously and whether the units could be linked with others in the qualification.

2. Explain how this will benefit your client.

Summary

1. The methods for identifying and selecting appropriate units for a client vary depending on the type of client and the RTO's policies and processes.
2. Allowances for negotiation of selected units must be made where possible.
3. The structure of a unit of competency is designed to help you easily access and identify each component. Being familiar with each aspect of the unit of competency provides you with a better overview of the intended work outcomes and evidence needed for assessing competence.
4. When identifying possible links within and between units or modules, it is important to start with an overall view of the work tasks that need to be completed.
5. Documenting the outcome of the selection analysis is important for planning purposes; to improve training and assessment processes; to clarify the agreed units, training and assessment approaches; and to create a record of conversation with your client.



Topic 4

In this topic you will learn how to:

4A Use information from client to contextualise units and modules

4B Use advice from course developer to contextualise units and modules

Contextualise units of competency and modules

For a unit or module to be relevant and produce the best outcomes for your client, the content must be contextualised. Contextualisation is about tailoring the content of a unit in order to reflect the client's needs and work environment. Contextualisation allows a diverse range of VET clients to be trained and assessed to the same competency standard (unit of competency), although their industry sector, location and organisation differs.

Contextualisation needs to be done in accordance with strict guidelines in order to maintain the integrity and compliance of the existing unit. Changes made must not diminish the breadth of application of the competency nor reduce its portability.

You need to know which parts of a training package can be contextualised and which cannot.

4A Use information from client to contextualise units of competency and modules

When preparing a course to meet the needs of a client you should be aware of what can and cannot be done to a unit of competency or module. When considering options for contextualising, you will need to take into account:

- ▶ the limitations and abilities of the RTO
- ▶ the requirements and desires of the client
- ▶ VQF/AQTF requirements
- ▶ the requirements of the training package.

When consulting with the client, it is important to have a thorough understanding of what can and cannot be done to maintain the balance between contextualisation and staying true to the purpose of the unit.



Contextualising

Contextualisation is the term given to linking the requirements of a unit, module or qualification to the specific work environment and local outcomes of a client or client group. It allows for different work environments and situations that may affect performance. For example, when the unit *CHCADV001 Facilitate the interests and rights of clients* is delivered to learners in the mental health sector, the issues, legislation, case studies and documentation requirements that are discussed will be different to those for learners in the aged care sector.

Contextualisation involves applying the performance criteria to suit particular delivery methods, learner profiles, enterprise equipment requirements, and local needs. Contextualisation could involve additions or amendments to the unit of competency to suit the particular learner group. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

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 providing this does not change the competency outcomes.

Steps in contextualising

Contextualising applies to both delivery of content and to assessment. For example, a product such as a project or something they have made like a piece of furniture, that an assessment candidate may be asked to provide derives from what is possible in a workplace or RTO, as long as the unit's assessment conditions, performance evidence, knowledge evidence and performance criteria requirements are met.

Here is a methodology to contextualise competency standards to meet diverse clients' needs.

Identify the work environment

First, you must identify the work environment of the client or target group and the expected outcomes for the client of the training and assessment. This is done during the initial consultation with the client or can be the result of research you conduct into a particular target group. Make note of specific legislation and procedures that affect the client's work, equipment they use, people they interact with and organisational policies and procedures.

Examine performance criteria

You then need to work through each performance criterion and highlight areas that need to be customised for the client.

Do not reword

As you work through the unit of competency, keep in mind that performance criteria cannot be reworded to exclude any requirement.

Take account of method of training delivery and assessment

Is the method e-learning, face-to-face learning or a combination? Learners in remote locations, for instance, may need some assessments contextualised to suit their needs.

Crucial areas in contextualising

The following four areas are crucial in contextualising. Discuss each of these with your client and identify the documentation you will need to help you with this process. Contextualising the training and assessment gives the client a better opportunity to relate the learning to their real work context and achieve better outcomes from the training. The training offered to an organisational client will better match the workplace outcomes sought.

Identifying specific tools and equipment

One avenue of contextualisation is the choice of tools and equipment used in the training. Ask the client about the products, tools, machinery and personal protective equipment used in the work role. Make a list so you can incorporate these into the learning plan. The range statement located in the implementation guide/companion volume may provide a list of commonly used equipment, but keep in mind that the client's workplace may have additional specialised equipment that needs to be addressed.

Identifying relevant policies and procedures

In almost all competencies in national training packages you can find references to policies, procedures and/or legislation, such as WHS legislation.

An organisation documents its procedures to ensure all work practices meet national safety, quality standards and other legislative requirements. Make sure you have a copy of the policies and procedures so you can discuss specific areas with the client. As you work through the elements and performance criteria, highlight references to 'organisational policies and procedures'. Then cross-check to the organisation's manual and list any specific procedure that you and the client believe would need to be included in a training and assessment plan.

Using organisation-specific terminology

Many industries and organisations have their own terminology or jargon (special words relating to equipment, procedures or personnel). Terms differ between states and territories. It is important to incorporate the terminology used in the workplace or industry to avoid confusion. With the client, make a list of company terminology and highlight where this needs to be included in the learning plan.

You also need to highlight the language, literacy and numeracy requirements in the performance criteria and adjust them to match the LLN skills routinely used in the client's workplace (including speaking).

Also take into consideration the client's cultural background and identify whether anything needs to be adjusted to meet their preferences.

Identifying specific people relevant to the competency

Competencies deal with specific roles such as supervisors, managers, apprentices and WHS representatives. Industry requirements, as described in training or job specifications, can be used to contextualise a unit of competency. Contextualising the learning and assessment of a competency should include relating the organisation's job roles to the competency.

Highlight all references in the performance criteria to 'organisational personnel'. It is useful for you and the client to compile a list of the people they interact with. Include:

- ▶ their title
- ▶ contact details
- ▶ roles and responsibilities
- ▶ role and level of authority in relation to the learner.

In this way, the training is customised to the client's workplace and the people they interact with.

Example

Use information from client to contextualise units and modules

A group of defence personnel are attending a one-day course at a civilian establishment. The course covers a unit from BSB42015 Certificate IV in Leadership and Management. Prior to the training session, the trainer and her manager consult with the officer in charge of the personnel booked into the course. Their aim is to better understand the terminology and protocols for dealing with people of different ranks and positions in the service.

The trainer is familiar with some defence force terminology, but wants to ensure she uses it appropriately to avoid embarrassment and confusion. The trainer also wants to find out about the language and literacy levels of the participants and ensure that they can interpret the information delivered to them. After the meeting, all parties feel confident that communication will proceed smoothly on the day, and the trainer and participants will be able to focus on the learning.

4B Use advice from course developer to contextualise units and modules

Training packages are developed by Skills Service Organisations in consultation with industry and in accordance with the Training Package Development and Endorsement Process Policy. The aim is to produce training units that are designed to meet work-specific training needs. Accredited courses can be developed by TAFEs and individual commercial organisations and must be registered in the state of operation.

The Skills Service Organisations must produce companion volume implementation guides to support the implementation of the training package by RTOs. Advice about contextualising units of competency may be found in this guide.

Accredited course developers may choose to license their materials or make them available through a commercial arrangement.

You need to be familiar with how training packages and courses are created for the industry you are training in so that you can use the advice and support offered by the developers. Additionally, you need to know how to apply this information when contextualising units and courses for your client.



Identify and access the training package developer

The developer of the training package is published on the training.gov.au website. Their contact information can be sourced by following the link to the developer's site.

Once you have identified the developer, you need to determine what support they offer for the contextualisation of the training package. This varies between packages from very little (apart from what is already defined in the training package guidelines) to extensive support materials with options for contextualisation, advice on how to contextualise and course planning examples.

You can gain access to the relevant Skills Service Organisation via email or by phone and should be able to receive advice if necessary. This can be useful when clarifying issues such as the intent of the unit, the extent of contextualisation the developer intended, or other advice on where to go for examples or sample documents.

For example, PWC's Skills for Australia can answer and clarify information on the qualification TAE40116 Certificate IV in Training and Assessment.

Implementation guides

Training package development, current SSOs and companion volume implementation guides that SSOs must produce were covered briefly in Topic 1.

Implementation guides provide specific information on:

- ▶ the set of qualifications included in the training package
- ▶ access and equity
- ▶ foundation skills
- ▶ any general or state- or territory-specific registration requirements for RTOs
- ▶ mapping information for qualifications, skill sets and units of competency
- ▶ licensing requirements for the specific industry, state or territory
- ▶ links to resources and training/industry contacts
- ▶ apprenticeships and traineeships offered by the package.

Some of this information may be relevant when you are contextualising a particular unit of competency. The implementation guide may also provide explicit advice about what is required in a particular unit or training package.

General advice on contextualising

Some of the information to be found in implementation guides is repeated across all training packages for example, an assessment system must not discriminate against anyone, so you must know how to contextualise the assessment to meet the needs of each candidate.

The guide may include a general statement such as the one that comes from the BSB v1 implementation guide:

‘RTOs may contextualise units of competency to reflect local skill needs.

Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, or specific enterprise requirements. Any contextualisation must ensure the integrity of the outcome of the unit of competency is maintained.

Industry requirements, as described in training or job specifications, can be used to contextualise a unit of competency.’

You can research the implementation guides that apply to your training package and state or territory by searching for key words with an internet search, clicking on the link provided on the training.gov.au website, or contacting the course developer in the case of an accredited course.

You can access the companion volume implementation guide for the BSB Business Services Training Package and the CHC Community Services Training Package at: www.vetnet.education.gov.au.

You need to learn whether the candidate is able to have the same opportunity to perform and complete assessments as all other candidates and discuss appropriate adjustments.

You may need to explain the limits that apply to modifying courses and assessments. The integrity of the course and qualification must be maintained. The candidate is still required to demonstrate that they have skills and knowledge required by the units of competency or modules.

If you have not assessed a candidate with a particular need before, you may need to speak with colleagues or access information from advocacy organisations or networks to make sure you can communicate sensitively with them.

Strategies for reasonable adjustment

You can find information and a guide to making reasonable adjustments to assessment for people who have a disability at: www.adcet.edu.au.

To comply with inclusive practice and ensure people are provided with fair and valid assessments, you may need to discuss and employ strategies such as the following.

Provide alternatives or support

Take LLN needs into account by providing alternative ways to assess competence; for example, oral assessment. Ensure instructions are easy to understand; they may be written in the learner's language if applicable. Include diagrams and images in instructions. Access specialist support if necessary.

Provide flexibility

Flexible assessment sessions may be needed to allow for fatigue, administering medication, toilet breaks, childcare arrangements and other individual needs. People who have an intellectual disability may experience fatigue and comprehension difficulties, so you will need to conduct their assessment over short durations and at times to suit optimum performance. People who have a medical condition may need flexibility in the timing and circumstances of their assessment.

Adjust the physical environment

You may need to organise wheelchair access; limit noise; provide appropriate air and light.

Provide support

Provide support for people with a disability, low literacy levels or when English is a second language; for example:

- ▶ personal support services, such as a reader, Auslan interpreter or scribe
- ▶ assistive technology or special equipment
- ▶ an appropriate format of assessment materials, for example, braille task instructions.

Check assessment methods and tools

Question whether the method and tool allows for equity. You may need to gather evidence from an oral rather than a written response or accept a video of performance rather than a direct observation for remote or e-learners.

Summary

1. The assessment requirements of each unit are the performance evidence, knowledge evidence and assessment conditions of the unit. These must be analysed in conjunction with the performance criteria, elements and foundation skills specified for the unit to determine what competence looks like.
2. Each unit, and therefore each qualification in a training package, is endorsed after a process of development that involves industry consultation. They combine to form the benchmarks that provide the standards for assessment.
3. It is important to meet quality standards that apply to assessment: the standards in clauses 1.5, 1.6 and 1.8 of the Standards for Registered Training Organisations 2015, the Principles of Assessment and the Rules of Evidence.
4. Standards for assessment are fair to candidates but valid and rigorous enough to determine that they have the skills and knowledge required to complete work tasks competently in relevant work roles.
5. Handling special requirements requires organisational and contingency planning skills as well as the ability to communicate sensitively with clients.
6. Special needs can include LLN needs, learning needs, physical needs, organisational needs, compliance requirements, cultural requirements and psychosocial needs.
7. Reasonable adjustment is a legislative requirement. It means choosing alternative assessment methods or tools to meet the individual needs of candidates while maintaining the integrity of the unit of competency.