

## **Unit of Competency: Conduct and Evaluate Learning Programs**

### **Elements of Competency**

1. **Teach Uniting Church beliefs and practices** in a manner and at a level appropriate to the particular learners with whom the Pastor is engaged

#### Performance criteria

- a. identify and discuss key themes and concepts in Scripture
- b. identify and discuss the contents of key biblical texts and their relationship to one another and to human experience
- c. describe contemporary approaches to biblical study and interpretation
- d. articulate key theological themes in the Christian faith, including Uniting Church doctrines as expressed in the Basis of Union and Assembly documents
- e. lead discussion of biblical texts in relation to contemporary human experience
- f. describe and explore practices of Christian faith and discipleship with groups and individuals

2. **Facilitate an educational program or process** appropriate to the particular learners with whom the Pastor is engaged

#### Performance criteria

- a. establish a safe, positive learning climate in terms of space, resources and relationships
- b. articulate the purposes and processes of a program to participants
- c. adapt a learning plan to allow for participants' immediate learning needs, capacities or concerns
- d. lead a range of group learning processes
- e. manage group dynamics appropriately within the learning environment
- f. set up and use the necessary resources and equipment

3. **Evaluate learning programs**

#### Performance criteria

- a. plan assessment or evaluation in relation to teaching and learning goals
- b. seek and receive appropriate feedback on learners' progress and satisfaction
- c. modify both teaching goals and teaching practices in response to evaluation
- d. provides appropriate feedback and reporting to learners, to other leaders and to supervisors or councils

# EVANGELISM COMPETENCIES

1. Identify foundations and approaches for evangelism
2. Articulate an understanding of other faiths and cultures
3. Engage in culturally appropriate conversations about faith and life
4. Plan and conduct an evangelism process
5. Foster new faith communities

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## **Unit of competency – Identify foundations and approaches for evangelism**

### Performance criteria

- a. articulate a theology of evangelism consistent with the biblical witness, with special reference to the reign of God inaugurated in Jesus Christ
- b. outline the nature of apologetics, personal faith sharing, and church planting as distinct but complementary aspects of evangelism
- c. describe the complementary nature of word and deed in living and sharing the good news of Jesus Christ

## **Unit of competency – Articulate an understanding of other faiths and cultures**

### Performance criteria

- a. demonstrate an awareness of the local cultural context(s) as a formative factor in a theology of evangelism
- b. articulate an understanding of cultural differences, including world-views, values and customs
- c. articulate an understanding of the faiths and cultures present in the cultural context(s) in which the Pastor's appointment is based

## **Unit of competency – Engage in culturally appropriate conversations about faith and life**

### Performance criteria

- a. identify characteristics of good cross-cultural communication and barriers to good communication
- b. establish and maintain genuine, trusting, open relationships with people in the community
- c. engage in culturally appropriate dialogue about faith and life
- d. articulate Christian beliefs and practices in a culturally appropriate manner

## **Unit of competency – Plan and conduct an evangelism process**

### Performance criteria

- a. demonstrate awareness of several processes of evangelism, including processes promoted by the UCA
- b. identify the advantages and disadvantages of particular processes of evangelism
- c. develop an evangelism process for a congregation or faith community in collaboration with others
- d. articulate the appropriateness of the chosen approach to evangelism for the particular generation or cultural group
- e. encourage and equip individuals for participation in the evangelism process
- f. adapt the evangelism process to account for community and congregational factors
- g. assess the evangelism process and provide constructive feedback

## **Unit of competency – Foster new faith communities**

### Performance criteria

- a. provide oversight to the discipling of new Christians
- b. identify and equip potential leaders within the new faith community
- c. work with the community to establish culturally-appropriate patterns for Christian community life
- d. identify resource needs and assist the community to find ways to address these
- e. maintain good communication links with supervisor/s and sponsoring bodies
- f. engage in ongoing theological reflection on the relationship between 'gospel and culture' in the new faith community

# LEADERSHIP COMPETENCIES

These competencies are applicable to Pastors where their role includes responsibility for “pastoral oversight of members and / or groups operating under the auspices of the Uniting Church; and / or leadership of worship in congregations or faith communities of the Church” [Regulation 2.14.2]

These competencies assumed that the Pastor has attained the Core Competencies, as defined by the Ministerial Education Commission, in particular the Unit of Competency – “Work within the Code of Ethics and Ministry Practice of the Uniting Church,” which includes:

*Articulate and practice key elements of the UCA understanding of gifts, ministry and service*

- a. *seek to care for all people regardless of age, gender, ethnicity, or other personal characteristics*
- b. *encourage and respect the giftedness and ministry of other people and be willing to learn from them*
- c. *teach in a manner that seeks to represent faithfully the Scriptures and the teachings and practices of the UCA*
- d. *work effectively in a team setting with appropriate accountability and responsibility*
- e. *engage others in respectful dialogue and decision-making and respect the decisions of the councils of the church*

## Units of Competency

1. Provide leadership and guidance within a congregation, faith community or agency
2. Provide leadership of a group
3. Mentor others
4. Evaluate effectiveness in ministry

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### Unit of Competency - Provide leadership and guidance within a congregation, faith community or agency

#### Elements of competency

##### **1. Facilitate shared vision and forward planning**

###### Performance criteria

- a. lead processes to foster shared vision for serving Christ's mission in a particular context
- b. identify key elements of strategic planning processes
- c. demonstrate characteristics of effective leadership in a context of change
- d. communicate goals and plans effectively to leaders and members

##### **2. Facilitate group life and decision-making**

###### Performance criteria

- a. identify the four levels of decision making as outlined in the UCA Manual for Meetings
- b. chair or conduct a meeting according to procedures in the UCA Manual for Meetings
- c. provide spiritual guidance and encouragement for group meetings

##### **3. Manage conflict and work collaboratively**

###### Performance criteria

- a. identify common causes of conflict and conflict behaviours, taking account of social contexts
- b. manage communication so that issues are identified, clarified and confirmed appropriately
- c. identify resolutions options including negotiation and mediation, and refers where necessary
- d. involve parties in a conflict in taking ownership and seeking solutions

#### **4. Use appropriate leadership styles**

Performance criteria

- a. identify a range of approaches to ministry leadership
- b. identify one's own preferred and primary leadership style
- c. lead at least three different facilitation processes suitable for different contexts
- d. adjust leadership style and method according to cultural factors

#### **Unit of Competency - Provide leadership of a group**

Elements of competency

##### **1. Communicate effectively with group members**

Performance criteria

- a. communicate clearly by verbal, non-verbal and written means, as is culturally appropriate
- b. articulate and encourage group's agreed purposes, direction, plans and expectations
- c. establish a 'safe' environment for participation and growth
- d. receive feedback from group members and revise plans accordingly

##### **2. Provide leadership of programs and activities**

Performance criteria

- a. understand organisational requirements regarding duty of care, use of property and resources, and reporting
- b. lead or guide program planning
- c. delegate and involve others in program leadership according to their maturity and gifts
- d. conduct evaluation, summarise learnings and implement improvements

##### **3. Facilitate group growth**

Performance criteria

- a. assist the group to establish and adhere to agreed norms and rules
- b. manage group dynamics/behaviour
- c. demonstrate processes for fostering participative decision-making, collaborative learning, and mutual accountability
- d. encourage, enthuse and inspire others in an appropriate manner

#### **Unit of Competency - Mentor others**

Performance criteria

- a. understand the nature and stages of mentoring
- b. able to establish a mentoring relationship through building trust and rapport
- c. assist the mentoree to clarify expectations, develop goals and means of progress
- d. share appropriate knowledge, experience and skills with the mentoree
- e. monitor the mentoring relationship and manage transition and closure

#### **Unit of Competency - Evaluate effectiveness in ministry**

Performance criteria

- a. articulate a theology of ministry appropriate to the particular role of the Pastor
- b. identify suitable criteria for evaluating one's ministry effectiveness in a particular context
- c. identify the strengths and weaknesses in one's current approach to ministry
- d. seek and receive feedback from other team members and supervisor/s
- e. in consultation with supervisor/s, devise and implement strategies to improve one's ministry effectiveness

# ORGANISATION AND ADMINISTRATION COMPETENCIES

## Units of Competency

1. Organise ministry priorities
  2. Undertake ministry tasks
  3. Communicate effectively with people
  4. Organise ministry information
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### Unit of Competency - Organise ministry priorities

#### Elements of Competency

##### **1. Determine ministry priorities**

###### Performance criteria

- a. explain the relationship between current ministry role, ministry tasks and organisational goals
- b. develop and prioritise clear and achievable ministry goals
- c. define strategies to fulfil ministry goals
- d. adjust priorities according to limits of resources, time, contextual and external factors

##### **2. Organise ministry tasks**

###### Performance criteria

- a. develop programs and processes to match ministry goals
- b. identify key tasks to fulfil ministry programs and processes
- c. arrange ministry tasks to match planned programs and processes
- d. identify people, resource, context and time factors related to ministry program
- e. prioritise ministry tasks according to ministry schedule, team and contextual requirements

##### **3. Evaluate ministry progress**

###### Performance criteria

- a. understand and use a range of relevant evaluation methods
- b. assess progress in ministry tasks in relation to organisational strategies
- c. seek and receive feedback from people involved
- d. identify and implement changes to ministry tasks

### Unit of Competency – Undertake ministry tasks

#### Elements of Competency

##### *1. Work according to organisational policies and procedures*

###### Performance criteria

- a. understand and apply church or agency work policies and procedures
- b. understand and apply legal requirements related to ministry role
- c. understand and apply occupational health and safety requirements related to ministry role
- d. understand and apply duty of care requirements related to ministry role

##### *2. Maintain appropriate records*

###### Performance criteria

- a. understand and apply church or agency policies regarding privacy and confidentiality
- b. understand and comply with record-keeping requirements of ministry role
- c. maintain financial records as required

### *3. Report to ministry (workplace) supervisor/s*

Note: this competency relates to the 'workplace' or local supervisor (eg. minister, agency director, school principal) rather than the person providing professional supervision, who may be at a distance.

Performance criteria

- a. understand ministry supervision relationships and requirements
- b. regularly report honestly and accurately to supervisor/s as required
- c. receive and act upon guidance and direction from supervisor/s
- d. understand avenue/s for expressing concern or complaint regarding supervision

### **Unit of Competency - Communicate effectively with people**

#### **Elements of Competency**

##### **1. Recognise ministry communication channels**

Performance criteria

- a. understand communication requirements of congregation/agency and ministry role
- b. identify communication channels used with supervisor/s, colleagues, members and clients

##### **2. Communicate effectively with people**

Performance criteria

- a. use effective questioning, active listening and feedback skills to build rapport and gather information
- b. speak clearly and respectfully with people
- c. use effective speaking skills to convey information to groups
- d. demonstrate appropriate non-verbal communication
- e. recognise and respond appropriately to non-verbal communication from others
- f. adapt communication to respond to differences in culture, language and abilities.

##### **3. Prepare written information**

Performance criteria

- a. understand congregation/agency requirements regarding reports and other written information
- b. present written information clearly with appropriate style and format

### **Unit of Competency – Organise ministry information**

#### **Elements of competency**

##### **1. Use communication systems**

Performance criteria

- a. identify communication systems in the workplace
- b. use email, telephone, facsimile machine and internet as required
- c. organise, backup and retrieve electronic files related to ministry role

##### **2. Use information systems**

Performance criteria

- a. create, format, and edit documents in a word processing program
- b. create, format, and edit documents in a spreadsheet program
- c. create, format, and edit documents in a presentation program
- d. search, sort and print information from a database

# PASTORAL CARE COMPETENCIES

These competencies shall be applied to the particular role and responsibilities of a given Pastor's appointment. Hence they will relate to the particular group or groups of people with whom a Pastor exercises a pastoral care role, taking into account people's ages, maturity, cultural backgrounds, and other capacities.

## **Units of Competency**

1. Identify foundations and approaches for pastoral care
2. Identify pastoral care issues or needs
3. Provide pastoral care
4. Review pastoral care
5. Foster a caring community

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### **Unit of Competency – Identify foundations and approaches for pastoral care**

Performance criteria

- a. articulate biblical and theological foundations for Christian pastoral care
- b. identify characteristics of human development and well-being through the life cycle
- c. identify social, environmental, cultural and other factors that relate to well-being and pastoral care needs
- d. articulate the role of the carer and the dynamics of the caring relationship
- e. identify a range of approaches to Christian pastoral care

### **Unit of Competency – Identify pastoral care issues or needs**

Performance criteria

- a. establish relationship of respect, trust and confidentiality
- b. interpret verbal and non-verbal communication
- c. assess person's well being and care needs
- d. clarify information about relevant circumstances affecting the person
- e. identify avenues for provision of pastoral care
- f. recognise referral needs and offer appropriate referral support

### **Unit of Competency – Provide pastoral care**

Performance criteria

- a. assist the person to identify and clarify needs or issues using verbal and non-verbal communication skills, active listening, questioning and feedback
- b. determine appropriate pastoral care approach(es) in consultation with person
- c. identify issues relating to boundaries, confidentiality and carer competency
- d. offer pastoral care and support as agreed with person
- e. arrange for additional support or referral as required
- f. provide appropriate support to family or others involved as required

### **Unit of Competency – Review pastoral care**

Performance criteria

- a. keep records of pastoral care in accordance with organisational policies procedures
- b. consult with person regarding effectiveness of pastoral care
- c. assess need for ongoing pastoral care with person
- d. review pastoral care performance with supervisor and identify areas for further learning

**Unit of Competency – Foster caring networks and community**

Performance criteria

- a. identify pastoral care issues in the life of the community or network
- b. incorporate care and community-building into group communication and activities
- c. identify people in network or community with pastoral care training and skills
- d. identify or establish channels and protocols for pastoral referral, support and education
- e. identify people with caring roles or gifts in community
- f. foster development or pastoral care skills for individuals and groups

**DRAFT**

## WORSHIP & PREACHING COMPETENCIES

These competencies are applicable to Pastors whose role includes responsibility for leading or facilitating worship and / or preaching or proclaiming the gospel. These competencies assumed that the Pastor has attained the Core Competencies, as defined by the Ministerial Education Commission, which include:

3. *Articulate the place and role of key aspects of the Church's life and witness, in particular*

- a. *Scripture*
- b. *Creeds and Confessions*
- c. *the Sacraments*
- d. *Christian witness to the Word, including preaching*

5. *Articulate and practice key elements of the UCA understanding of gifts, ministry and service*

- c. *teach in a manner that seeks to represent faithfully the Scriptures and the teachings and practices of the UCA*

NOTE: It is intended that Pastors with responsibility for preaching will have competency in worship and preaching equivalent to that of a Lay Preacher, currently designated as the equivalent of a Certificate IV level. In the forthcoming review by the MEC of Rules for Lay Preachers, it is proposed that the two sets of competencies be identical in the future.

These competencies shall be applied to the particular role and responsibilities of a given Pastor's appointment. Hence they will relate to the particular group or groups of people with whom a Pastor exercises a worship leadership or preaching role, taking into account the people's age, maturity, cultural background, and other capacities.

### Units of Competency

1. Prepare and lead worship services
2. Prepare and present sermons
3. Preside at Sacraments
4. Preside at Funerals

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### Unit of Competency – Prepare and lead worship services

#### Elements of competency

##### 1. *Prepare material for worship service*

###### Performance criteria

- a. articulate a biblical and theological basis for Christian worship in the UCA tradition
- b. explain the elements of the 'Service of the Lord's Day' in *Uniting in Worship 2*
- c. access print and electronic resources from *Uniting in Worship 2*
- d. identify the seasons and main liturgical celebrations of the church year
- e. explain the nature and role of the Revised Common Lectionary
- f. identify a range of other appropriate print and electronic worship resources
- g. prepare orders of service consistent with Uniting Church understandings of worship
- h. prepare orders of service appropriate to the congregation/s and group/s with whom the Pastor is working (in terms of style, culture and language)

##### 2. *Facilitate shared planning of worship services*

###### Performance criteria

- a. identify, affirm and encourage the use of others' skills and gifts in leading worship
- b. facilitate group planning processes which foster collaboration, consensus and shared responsibility
- c. contribute to the choice of music, visual and other creative elements of worship
- d. facilitate shared evaluation of worship services

### **3. Set-up and utilise worship space**

Performance criteria

- a. demonstrate awareness of the spatial characteristics of a worship space, including seating, symbols, visibility, lighting and sound aspects
- b. demonstrate appropriate ways to use and adapt a worship space for particular worship services
- c. liaise effectively with people responsible for music, sound, lighting, projection, decoration and other elements

### **4. Speak and lead in a worship setting**

Performance criteria

- a. read aloud and speak with sufficient clarity and articulation and appropriate timing and mood
- b. demonstrate effective use of microphones and presentation aids (if required)
- c. provide clear introductions, directions and explanations to facilitate participation in worship
- d. use appropriate gestures and movement to accompany speaking
- e. lead extemporaneous prayer in an appropriate manner
- f. demonstrate sensitivity and responsiveness to the work of the Spirit during worship

### **Unit of Competency – Prepare and present sermons**

**Elements of competency**

#### **1. Undertake exegesis of biblical texts**

Performance criteria

- a. understand the history and main theological themes of the books of the New Testament
- b. understand the history and main theological themes of the books of the Old Testament (Hebrew Scriptures)
- c. understand the main literary forms and styles of the Old and New Testaments
- d. understand and apply exegetical approaches and skills in studying biblical texts
- e. identify and access appropriate reference materials including recent and relevant commentaries and dictionaries

#### **2. Develop sermon appropriate to congregational or group context**

Performance criteria

- a. understand a range of preaching styles and how they might be appropriate to different communities, contexts and times
- b. address the pastoral, educational and missional characteristics of the congregation or faith community being addressed
- c. express key doctrines of the Christian faith within preaching
- d. draw upon theological and historical insights, cultural and contemporary references, and personal experience in crafting appropriate sermons

#### **3. Present sermons**

Performance criteria - as for 'Speak and lead in a worship setting' above in terms of sermon delivery, taking into account a range of sermon approaches or styles as appropriate

### **Unit of Competency – Preside at sacraments**

Note: While a Pastor may be assessed as competent in presiding at the sacraments, it should be noted that authorization to preside remains the responsibility of the Presbytery where the Sacrament is to be conducted. It is recommended that competencies in this area (knowledge and skills) are at the equivalent of a Certificate IV.

#### Performance criteria

- a. explain the foundations of UCA theology of the sacraments as expressed in the Basis of Union
- b. explain the place of Holy Communion and Baptism within life of a congregation or faith community
- c. articulate the role of the presider in worship
- d. demonstrate steps involved in preparing to celebrate the sacraments, including baptismal preparation
- e. identify issues related to celebrating sacraments in varying contexts, including ecumenical, cultural and interfaith issues
- f. identify resources to assist in the preparation of youth and adults to participate the sacraments, and in confirmation

### **Unit of Competency – Preside at funerals**

#### Performance criteria

Note: These elements assume competency in leading worship and preaching, and in providing pastoral care.

- a. articulate Christian hope and comfort in the face of dying and death
- b. provide pastoral care through bereavement visits
- c. work with a bereaved family (or next of kin) to create a funeral service
- d. work with funeral directors to complete funeral arrangements
- e. prepare the following Services, using *Uniting in Worship II* and other resources, as appropriate:
  - Funeral at a Church (with or without Committal)
  - Funeral at a Cemetery or Crematorium Chapel
  - Graveside Committal
  - Memorial Service (after a Funeral)
  - Funeral for multiple deaths
  - Dedication of Plaque or Internment/Scattering of Ashes
- f. write and deliver a tribute or eulogy

# GLOSSARY

This glossary was compiled for use in the *Training Package Assessment Materials Project*. Where definitions have been sourced from particular documentation they have been noted. Other definitions in this glossary were developed for use in this Project.

## **Accreditation**

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

*From AQTF Standards for RTOs*

## **Accredited course**

Accredited course means a structured sequence of vocational education and training that leads to an Australian Qualifications Framework qualification or Statement of Attainment.

*From AQTF Standards for RTOs*

## **Appeal process**

A process whereby the person being assessed, or other interested party, such as an employer, may dispute the outcome of an assessment and seek reassessment.

*From Training Package for Assessment and Workplace Training*

## **Assessment**

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

*From AQTF Standards for RTOs*

**Assessment context**

The environment in which the assessment will be carried out. This will include physical and operational factors, the assessment system within which assessment is carried out, opportunities for gathering evidence in a number of situations, the purpose of the assessment, who carries out the assessment and the period of time during which it takes place.

*From Training Package for Assessment and Workplace Training*

**Assessment guidelines**

Assessment guidelines are an endorsed component of a Training Package which underpins assessment and which sets out the industry approach to valid, reliable, flexible and fair assessment. Assessment guidelines include the assessment system overview, assessor requirements, designing assessment resources, conducting assessment and sources of information on assessment.

*From AQTF Standards for RTOs*

**Assessment judgement**

Assessment judgement involves the assessor evaluating whether the evidence gathered is current, valid, authentic and sufficient to make the assessment decision. The assessment judgement will involve the assessor in using professional judgement in evaluating the evidence available.

**Assessment materials**

Assessment materials are any resources that assist in any part of the assessment process. They may include information for the candidate or assessor, assessment tools or resources for the quality assurance arrangements of the assessment system.

**Assessment method**

Assessment method means the particular technique used to gather different types of evidence. This may include methods or techniques such as questioning, observation, third party reports, interviews, simulations and portfolios. Also see Evidence gathering technique.

**Assessment plan**

An assessment plan is a document developed by an assessor that includes the elements and units of competency to be assessed, when the assessment will occur, how the assessment will occur, the assessment methods to be used and the criteria for the assessment decision. Also see Evidence plan.

*From Training Package for Assessment and Workplace Training*

### **Assessment process**

The assessment process is the agreed series of steps that the candidate undertakes within the enrolment, assessment, recording and reporting cycle. The process must best suit the needs of all stakeholders and be both efficient and cost-effective. The agreed assessment process is often expressed as a flow chart.

### **Assessment strategy**

Assessment strategy means the approach to assessment and evidence gathering used by the assessor or Registered Training Organisation. It encompasses the assessment process, methods and assessment tools.

### **Assessment system**

An assessment system is a controlled and ordered process designed to ensure that assessment decisions made in relation to many individuals, by many assessors, in many situations are consistent, fair, valid and reliable.

*From Training Package for Assessment and Workplace Training*

### **Assessment tool**

An assessment tool contains both the instrument and the instructions for gathering and interpreting evidence:

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

Also see Evidence gathering tool.

### **Audit**

Audit means a systematic, independent and documented process for obtaining evidence to determine whether the activities and related outcomes of a training organisation comply with the *AQTF Standards for Registered Training Organisations*.

*From AQTF Standards for RTOs*

### **Auspicing**

See Collaborative assessment arrangements and Partnerships.

### **Australian Qualifications Framework (AQF)**

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

*From AQTF Standards for RTOs*

### **Australian Quality Training Framework (AQTF)**

Australian Quality Training Framework (AQTF) means the nationally agreed recognition arrangements for the vocational education and training sector.

*From AQTF Standards for RTOs*

### **Candidate**

A candidate is any person presenting for assessment. The candidate may be:

- a learner undertaking training in an institutional setting
- a learner/worker undertaking training in a workplace
- a learner/worker wanting their skills recognised
- or any combination of the above.

### **Competency**

The specification of knowledge and skill and the application of that knowledge and skill to the standards of performance required in the workplace.

*From Training Package for Assessment and Workplace Training*

### **Competency standard**

Competency standards define the competencies required for effective performance in the workplace. Standards are expressed in outcome terms and have a standard format comprising unit title, unit descriptor, elements, performance criteria, range statement and evidence guide. Also see Unit(s) of competency.

*From Training Package for Assessment and Workplace Training*

**Client**

Client means learner, enterprise or organisation, which uses or purchases the services provided by the Registered Training Organisation.

*From AQTF Standards for RTOs*

**Clustering**

The process of grouping competencies into combinations which have meaning and purpose related to work functions and needs in an industry or enterprise.

*Adapted from Training Package for Assessment and Workplace Training*

**Collaborative assessment arrangements**

Formal collaborative assessment arrangements are the written agreements that are undertaken between a Registered Training Organisation (RTO) and other organisations or RTOs. These arrangements enable the partners to share for mutual benefit their resources, effort, time, cost, responsibility and expertise. These arrangements are regulated by the *AQTF Standards for Registered Training Organisations*. See also Partnerships and Auspicing.

Informal collaborative arrangements refer to assessors and candidates working together, in partnership, in the assessment process.

**Customisation**

Customisation is the addition of specific industry or enterprise information to endorsed national competency standards to reflect the work of a particular industry or workplace or to improve the standards' relevance to industry.

**Delivery and assessment strategies**

Delivery and assessment strategies means delivery and assessment strategies for each qualification, or part thereof, within the Registered Training Organisation's scope of registration.

*From AQTF Standards for RTOs*

## **Dimensions of competency**

The concept of competency includes all aspects of work performance and not only narrow task skills. The four dimensions of competency are:

- task skills
- task management skills
- contingency management skills
- job/role environment skills.

*From Training Package Developers' Handbook*

## **Element**

An element is the basic building block of the unit of competency. Elements describe the tasks that make up the broader function or job, described by the unit.

*From Training Package for Assessment and Workplace Training*

## **Endorsement**

Endorsement means the formal process of recognition of Training Packages undertaken by the National Training Quality Council.

*From AQTF Standards for RTOs*

## **Evaluation**

Evaluation includes all the activities related to the registration of a training organisation to determine whether it meets, or continues to meet, all the requirements of the *AQTF Standards for Registered Training Organisations* necessary for registration. Evaluation may include review of past performance, review of complaints and other feedback, risk assessment, examination of documentation, conduct of audit, consideration of audit reports and other relevant activities in relation to the organisation.

*From AQTF Standards for RTOs*

## **Evidence and 'quality' evidence**

Evidence is information gathered which, when matched against the performance criteria, provides proof of competency. Evidence can take many forms and be gathered from a number of sources.

Assessors often categorise evidence in different ways, for example:

- direct, indirect and supplementary sources of evidence
- evidence collected by the candidate or evidence collected by the assessor
- historical and recent evidence collected by the candidate and current evidence collected by the assessor.

Quality evidence is valid, authentic, sufficient and current evidence that enables the assessor to make the assessment judgement.

## **Evidence gathering techniques**

Evidence gathering technique means the particular technique or method used to gather different types of evidence. This may include methods or techniques such as questioning, observation, third party reports, interviews, simulations and portfolios. Also see Assessment method.

## **Evidence gathering tool**

An evidence gathering tool contains both the instrument and the instructions for gathering and interpreting evidence in an assessment process:

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

Also see Assessment tool.

## **Evidence guide**

The evidence guide is part of a unit of competency. Its purpose is to guide assessment of the unit of competency in the workplace and/or a training environment. The evidence guide specifies the context of assessment, the critical aspects of evidence and the required or underpinning knowledge and skills. The evidence guide relates directly to the performance criteria and range statement defined in the unit of competency.

*From Training Package for Assessment and Workplace Training*

**Evidence plan**

An evidence plan is a document developed by an assessor, often in collaboration with the candidate and the supervisor or technical expert. It includes the units of competency to be assessed, details of the type of evidence to be collected, information regarding who is to collect the evidence and the time period for doing so. Also see Assessment plan.

**Flexible learning and assessment**

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

*From AQTF Standards for RTOs*

**Holistic/integrated assessment**

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

*Adapted from Training Package for Assessment and Workplace Training*

**Industry Training Advisory Bodies (ITABs)**

National and State/Territory bodies comprising representation from the industry parties responsible for the development, review and implementation of competency standards in given industries.

*From Training Package for Assessment and Workplace Training*

**Internal audit**

Internal audit means audits conducted by or on behalf of the organisation itself for internal purposes.

*From AQTF Standards for RTOs*

**Key competency**

Employment related general competencies that are essential for effective participation in the workplace.

*From Training Package for Assessment and Workplace Training*

### **Moderation**

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

### **Nationally recognised training**

Nationally recognised training means training and assessment, delivered by a Registered Training Organisation, which meets the requirements specified in national industry/enterprise Training Packages or accredited courses where no relevant Training Package exists.

*From AQTF Standards for RTOs*

### **National Training Framework**

National Training Framework means the system of vocational education and training that:

- applies nationally
- is endorsed by the ANTA Ministerial Council
- is made up of the Australian Quality Training Framework and endorsed Training Packages.

*From AQTF Standards for RTOs*

### **National Training Information Service (NTIS)**

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

*From AQTF Standards for RTOs*

### **New Apprenticeships**

New Apprenticeships means structured training arrangements, usually involving on- and off-the-job training, for a person employed under an apprenticeship/traineeship training contract.

*From AQTF Standards for RTOs*

### **Partnerships**

Formal partnership assessment arrangements are the written agreements that are undertaken between a Registered Training Organisation (RTO) and other organisations or RTOs. These arrangements enable the partners to share for mutual benefit their resources, effort, time, cost, responsibility and expertise. These arrangements are regulated by the *AQTF Standards for Registered Training Organisations*. See also Collaborative assessment arrangements and Auspicing.

Informal partnership arrangements refer to assessors and candidates working together in the assessment process.

### **Performance criteria**

Evaluative statements which specify what is to be assessed and the required level of performance. The performance criteria specify the activities, skills, knowledge and understanding that provide evidence of competent performance for each element.

*From Training Package for Assessment and Workplace Training*

### **Qualification**

Qualification means, in the vocational education and training sector, the formal certification, issued by a Registered Training Organisation under the Australian Qualifications Framework (AQF), that a person has achieved all the requirements for a qualification as specified in an endorsed national Training Package or in an accredited course.

*From AQTF Standards for RTOs*

### **Quality**

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

*From AS/NZS ISO 9000: 2000 in the AQTF Standards for RTOs*

**Range statement**

Part of a competency standard, which sets out a range of contexts in which performance can take place. The range helps the assessor to identify the specific industry or enterprise application of the unit of competency.

*From Training Package for Assessment and Workplace Training*

**Reasonable adjustment**

The nature and range of adjustment to an assessment tool or assessment method which will ensure valid and reliable assessment decisions but also meet the characteristics of the person(s) being assessed.

*Adapted from Training Package for Assessment and Workplace Training*

**Reassessment**

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

*From Training Package for Assessment and Workplace Training*

**Recognition process**

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

*From AQTF Standards for RTOs*

**Recognition of Current Competency**

See Recognition process.

**Recognition of Prior Learning**

See Recognition process.

**Records of assessment**

The information of assessment outcomes that is retained by the organisation responsible for issuing the nationally recognised Statement of Attainment or qualification.

*From Training Package for Assessment and Workplace Training*

**Registered Training Organisation (RTO)**

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

*From AQTF Standards for RTOs*

**Renewal of registration**

Renewal of registration means the subsequent registration of a Registered Training Organisation following an evaluation, conducted prior to the expiry of a registration period, of a Registered Training Organisation against the requirements of the *AQTF Standards for Registered Training Organisations*.

*From AQTF Standards for RTOs*

**Reporting assessment outcomes**

The different ways in which the outcomes of assessment processes are reported to the person being assessed, employers and other appropriate personnel or stakeholders. Assessment outcomes may be reported in a variety of ways including graded, non-graded, statistical or descriptive reporting systems.

*From Training Package for Assessment and Workplace Training*

**Risk management**

Risk management means the systematic application of management policies, procedures and practices to the tasks of identifying, analysing, evaluating, treating and monitoring risk.

*From AQTF Standards for RTOs*

**Self-assessment**

Self-assessment is a process that allows candidates being assessed to collect and provide evidence on their own performances against the competency standards. Self-assessment is often used as a pre-assessment tool to help the candidate and assessor to determine what evidence is available and where the gaps may be.

## **Simulation**

Simulation is a form of evidence gathering that involves the candidate in completing or dealing with a task, activity or problem in an off-the-job situation that replicates the workplace context. Simulations vary from recreating realistic workplace situations such as in the use of flight simulators, through the creation of role plays based on workplace scenarios to the reconstruction of a business situation on a spreadsheet. In developing simulations, the emphasis is not so much on reproducing the external circumstance but on creating situations in which candidates are able to demonstrate:

- a. technical skills
- b. underpinning knowledge
- c. generic skills such as decision making and problem solving
- d. workplace practices such as effective communication.

## **Skills Recognition**

See Recognition process.

## **Statement of Attainment**

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

*From AQTF Standards for RTOs*

## **Training Package**

Training Package means an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework qualifications for a specific industry, industry sector or enterprise.

*From AQTF Standards for RTOs*

## **Unit of competency**

Unit of competency means the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.

*From AQTF Standards for RTOs*

**Validation**

Validation involves reviewing, comparing and evaluating assessment processes, tools and evidence contributing to judgements made by a range of assessors against the same standards. Validation strategies may be internal processes with stakeholder involvement or external validations with other providers and/or stakeholders.