



Capability Mapping Tool for TVET Practitioners Level 1

Version 2

October 2024

Commonwealth of Learning created the resource for the TVET Professional Development Toolkit for the Pacific



COMMONWEALTH
of LEARNING



Contents

Introduction	1
Guidelines for using the Capability Mapping Tool	1
Is this relevant for me?	1
What will I need?	1
Overview of the domains, stages, and capabilities.....	2
Parts of the Tool.....	3
How to use the Tool.....	4
Stage 1 – Get started with training in TVET	5
Overview	5
Core capabilities (Level 1, Stage 1)	6
Design capabilities (Level 1, Stage 1)	9
Delivery capabilities (Level 1, Stage 1).....	10
Leadership capabilities (Level 1, Stage 1)	12
Stage 2 – Assessment focus.....	13
Overview	13
Core capabilities (Level 1, Stage 2)	14
Design capabilities (Level 1, Stage 2)	16
Delivery capabilities (Level 1, Stage 2).....	17
Leadership capabilities (Level 1, Stage 2)	18
Stage 3 – Embed foundation skills in training.....	19
Overview	19
Core capabilities (Level 1, Stage 3)	20
Design capabilities (Level 1, Stage 3)	22
Delivery capabilities (Level 1, Stage 3).....	25
Leadership capabilities (Level 1, Stage 3)	27





Introduction

This Capability Mapping Tool is part of the TVET Professional Development Toolkit for the Pacific.

The Toolkit includes:

- a bank of online learning resources for TVET practitioners
- a Professional Development Framework for TVET practitioners
- the Capability Mapping Tool for TVET practitioners (this document).

The Capability Mapping Tool is designed to support TVET practitioners to:

1. self-assess their capabilities as TVET practitioners
2. identify the capabilities they want to strengthen
3. identify the relevant learning resources in the Toolkit that provide relevant micro-learning opportunities
4. think about how they might demonstrate their capabilities to enable micro-credentialling.

An important aspect of the TVET Toolkit is to encourage self-directed and life-long learning. The micro-learning resources in the Toolkit allow practitioners in a range of roles to engage in bite-sized learning when they want, where they want, and about which they are immediately interested. Some capabilities will be more relevant to some roles than others within the sector.

It may be useful to look at the overview of the Professional Development Framework on the next page. This will help you understand where the capabilities are drawn from and where the Tool is leading you. The Framework describes each capability at 3 levels of expertise¹. This Mapping Tool, and most learning resources in the Toolkit, align with the first level – Level 1 TVET practitioner.

Within this tool, the capabilities of a Level 1 TVET practitioner are ‘chunked up’ into three stages of focus. Each stage includes several capabilities from all four domains. The stages are:

1. Stage 1 – Get started with training in TVET
2. Stage 2 – Get started with assessment in TVET
3. Stage 3 – Get started with foundation skills in TVET.

Note

In this Toolkit, the term ‘capability’ is used to describe a person’s ability to apply skills and knowledge to achieve a desired outcome². In general, the desired outcome in the TVET sector is for adult learners to develop work-oriented capabilities and receive recognition for these capabilities through credentialling. This is done for the benefit of individuals, employers, and the community.

¹ The complete Professional Development Framework is available from the TVET Toolkit website.

² We recognise that there are broader uses of the term capability. These include a person’s access to resources and enabling systems/structures (such as described in the Capabilities Approach). Further, alternate definitions focus more on a person’s potential to do something. The focus of the Toolkit is on people *demonstrating* capabilities, not only having the potential for this.



Professional Development Framework overview

Core	Design	Delivery	Leadership
Maintain and build current vocational skills and knowledge	Design learning experiences	Provide a safe and engaging learning environment	Mentoring and coaching
Collaborate and communicate	Develop learning resources	Facilitate learning experiences	Engage with industry
Use digital technology	Design assessments	Evaluate courses and programs	Promote the benefits of TVET
Engage in professional learning	Validate assessments	Conduct assessments	Lead program and course design
Understand TVET frameworks and relevant legislation	Embed language skills in learning programs	Mark and result assessments	Lead program delivery
Understand and apply adult learning theory	Embed digital skills in learning programs	Connect learners with wrap-around supports	Manage programs and courses
Understand and apply professionalism and business ethics	Embed literacy skills in learning programs	Support foundation skills learning in a vocational context	Arrange professional development activities
Understand and apply work health and safety requirements	Embed numeracy skills in learning programs		
Understand and use inclusive practices and cultural competence			





Guidelines for using the Capability Mapping Tool

Is this relevant for me?

This Tool can be used by anyone engaged in the TVET sector or who wants to join the TVET sector. They might be:

- Employers
- Regulators
- Trainers
- Leaders.

The Tool supports people to assess their current capabilities and identify the capabilities they wish to strengthen.

It is designed to be used independently or within a structured mentoring programme for an early career TVET practitioner.

What will I need?

Working through the Capability Mapping Tool will take focussed effort and time.

You can either complete it on a computer in MS Word or you can print it out.

You may need about 30 minutes to complete each stage.

If you are not familiar with the English words used in TVET, it could be useful to have access to a dictionary or a colleague who you can ask. A glossary of some common TVET terms is included in the Toolkit resources (1.1Core Glossary).



Overview of the domains, stages, and capabilities

All the stages include capabilities from all four domains.

Some capabilities appear in more than one stage. Each stage will either:

- focus on distinct aspects of the capability or
- require a more developed application of the capability.



Stage 1
Get started with training in TVET

Stage 2
Get started with assessment in TVET

Stage 3
Get started with foundation skills in TVET

	Core	Design	Delivery	Leadership
Stage 1 Get started with training in TVET	<ul style="list-style-type: none"> · Engage in professional learning · Use digital technology · Understand TVET frameworks and relevant legislation · Understand and apply adult learning theory · Understand and apply inclusive practices and cultural competence · Understand and apply work health and safety obligations 	<ul style="list-style-type: none"> · Design learning experiences · Develop learning resources 	<ul style="list-style-type: none"> · Provide a safe and engaging learning environment · Facilitate learning experiences · Evaluate courses, programmes, and their components 	<ul style="list-style-type: none"> · Mentoring and coaching
Stage 2 Get started with assessment in TVET	<ul style="list-style-type: none"> · Understand and apply core knowledge · Engage in professional learning · Understand and apply professionalism and business ethics 	<ul style="list-style-type: none"> · Design assessment tools · Validate and moderate assessments 	<ul style="list-style-type: none"> · Conduct assessments · Mark and result assessments 	<ul style="list-style-type: none"> · Mentoring and coaching
Stage 3 Get started with foundation skills in TVET	<ul style="list-style-type: none"> · Engage in professional learning · Use digital technology · Understand and apply adult learning theory 	<ul style="list-style-type: none"> · Design learning experiences · Develop learning resources · Embed language skills growth in learning programmes · Embed digital skills growth in learning programmes · Embed literacy skills growth in learning programmes · Embed numeracy skills growth in learning programmes 	<ul style="list-style-type: none"> · Connect learners with wrap around supports · Support foundation skills learning 	<ul style="list-style-type: none"> · Engage with industry · Promote the benefits of TVET



Parts of the Tool

The sections of the Tool are grouped by the relevant capabilities within each domain.



This is a capability from the professional development framework



Design learning experiences

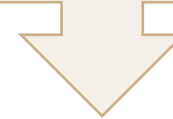
This column describes the skills and knowledge you draw on if you have this capability. This is also taken from the professional development.



This is the evidence column. It lists some ways that you could demonstrate that you have this capability.



This column lists the micro-learning resources in the Toolkit, which can help you develop this capability. The Tool will be updated regularly as new resources are developed.



✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Write session/lesson plans using a range of learning strategies for individual lessons	<input type="checkbox"/> Show completed session/lesson plans <input type="checkbox"/> <i>other</i>	<ul style="list-style-type: none"> * Signposts: a professional learning resource for new teaching staff in the tertiary sector (#1 Planning to teach and #5 Delivering the goods) * Teach practical skills * Plan a lesson * Lesson plan – Example * Lesson plan - Template
		Work within resource and infrastructure constraints	<input type="checkbox"/> Show how I can innovate and draw on other resources when I do not have everything that I ideally need <input type="checkbox"/> <i>other</i>	<ul style="list-style-type: none"> * Do more with less - tips



How to use the mapping tool

Step 1

Read the capability (which is above the table) and the descriptions (in the table). This will help you understand what the capability is about.

Step 2

If you know you have the skills and knowledge described:

1. put a tick in the first column (on the left, below)
2. edit the demonstrate column to explain how you could show or explain that you have this capability.

or

If you want to learn more about this capability:

1. put a tick in the second column
2. review the relevant resources in the Toolkit and/or do some other further learning. This may be through internet research or talking with your mentor or a colleague.
3. When you are confident with your new skills and knowledge, come back and update the Tool by ticking the first column.

Example

- I am confident with session/lesson planning, so I tick the left-hand column.
- I am not sure about working with limited resources, so I tick the second column. This column reminds me that means I want to learn more.

Design learning experiences

✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
✓		Write session/lesson plans using a range of learning strategies for individual lessons	<input type="checkbox"/> ✓ Show completed session/lesson plans <input type="checkbox"/> other	* Signposts: a professional learning resource for new teaching staff in the tertiary sector (#1 Planning to teach and #5 Delivering the goods) * Teach practical skills * Plan a lesson * Lesson plan – Example * Lesson plan - Template
	✓	Work within resource and infrastructure constraints	<input type="checkbox"/> Show how I can innovate and draw on other resources when I do not have everything that I ideally need <input type="checkbox"/> other	* Do more with less – tips <div style="border: 1px solid #ccc; padding: 5px; text-align: center; color: #c00000;"> <i>I will access this resource from the Toolkit to learn more about this capability</i> </div>



Stage 1 – Get started with training in TVET

Overview

A Stage 1 TVET practitioner does the following:

- understands foundational core skills and knowledge needed to work successfully in the TVET sector
- designs individual sessions or lessons (between 1 hour and 1 day duration)
- develops learning resources to support individual sessions or lessons and customises these to suit specific cohorts of learners
- delivers safe and engaging training
- evaluates and improves the design and delivery of their training.

Link to Toolkit resources

The Toolkit micro-learning resources that align with this stage are grouped together on the Toolkit website.

[Click here to go to *Get started with training in TVET*.](#)



Core capabilities (Level 1, Stage 1)

Collaborate and communicate



✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Collaborate and communicate with people in my work team, managers, and learners to support learning and assessment outcomes.	<input type="checkbox"/> Explain how I collaborate with my work team and managers in formal and informal meetings <input type="checkbox"/> Show examples of email messages I have written to my work team and managers <input type="checkbox"/> Show reports that I have written to evaluate my training sessions <input type="checkbox"/> Show a recording of me presenting a training session demonstrating that I can present information clearly, facilitate group discussion, and respond to questions <input type="checkbox"/> Show learning resources that I have developed using plain language that is easy to understand <input type="checkbox"/> <i>other</i>	

Engage in professional learning

✓	?+	I ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Participate in non-formal learning opportunities	<input type="checkbox"/> Show the mentoring plan I use with my mentor, who is an experienced TVET practitioner <input type="checkbox"/> Explain how I use the TVET Toolkit to develop my capabilities in TVET <input type="checkbox"/> <i>other</i>	

Use digital technology

✓	?+	I ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Use relevant digital technology to support my own learning	<input type="checkbox"/> Turn on a device <input type="checkbox"/> Access the TVET Toolkit online <input type="checkbox"/> Use an email application for work <input type="checkbox"/> Use a word processor for work <input type="checkbox"/> Search for resources online <input type="checkbox"/> Use file management and record keeping systems	* Put Read Aloud on your MS Word Toolbar



✓	?+	I ...	To demonstrate this, I can ...	Toolkit resources for further learning
			<input type="checkbox"/> <i>other</i>	

Understand TVET frameworks and relevant legislation

✓	?+	I ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Understand standards and frameworks relevant to the TVET sector	<input type="checkbox"/> Explain competency-based training and assessment and contrast this with other approaches to training <input type="checkbox"/> Discuss the competency standards and frameworks used in my country <input type="checkbox"/> <i>other</i>	<ul style="list-style-type: none"> * Glossary * TVET Benefits * Who is involved in TVET * Competency-based training and assessment * Competency-based assessment * Signposts (#6 The language of assessment) <p>Videos</p> <ul style="list-style-type: none"> * What competency-based assessment means to Nelson Beti * Sanma hats, partnering in TVET
		Understand programme structures, such as, programmes, courses, micro-credentials, and skillsets	<input type="checkbox"/> Explain different programme structures <input type="checkbox"/> Give examples of when different programme structures are used <input type="checkbox"/> <i>other</i>	

Understand and apply adult learning theory

✓	?+	I ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Understand the principles and assumptions of adult learning (andragogy)	<input type="checkbox"/> Discuss the factors that influence adult learning outcomes and how this contrasts with approaches to teaching children in schools <input type="checkbox"/> <i>other</i>	<ul style="list-style-type: none"> * Signposts (#9 Being professional) * Sanma hats, partnering in TVET (video)

Understand and apply inclusive practices and cultural competence

✓	?+	I ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Understand how gender; disability; and social, ethnic, cultural, and religious backgrounds influence learning	<input type="checkbox"/> Explain what I have learned from people from diverse backgrounds who I have worked with	<ul style="list-style-type: none"> * Support and encourage women in trades * Signposts (#8 Knowing about and responding to difference)



✓	?+	I ...	To demonstrate this, I can ...	Toolkit resources for further learning
			<input type="checkbox"/> Explain what I have learned from people I know with disability about how disability has influenced their learning <input type="checkbox"/> Discuss my personal experience of diversity and inclusion and how it has influenced my learning <input type="checkbox"/> <i>other</i>	Videos * How TVET can empower women * Benefits of TVET for female learners – Erima Nunumbal * Benefits of TVET for female learners – Vicky Fanfa * Benefits of TVET for female learners – Gael Waki * Benefits of TVET for disabled female learners

Understand and apply work health and safety obligations

✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Identify hazards, assess risks, and identify ways to minimise (control) risks	<input type="checkbox"/> Show completed job safety analyses relevant to specific work environments in my industry <input type="checkbox"/> <i>other</i>	
		Clearly explain WHS principles relevant to my industry area	<input type="checkbox"/> Discuss my previous experience collaborating with a team to ensure workplace health and safety by following the relevant legislation <input type="checkbox"/> <i>other</i>	



Design capabilities (Level 1, Stage 1)

Design learning experiences



✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Write session/lesson plans using a range of learning strategies for individual lessons	<input type="checkbox"/> Show session/lesson plans that I have written <input type="checkbox"/> <i>other</i>	<ul style="list-style-type: none"> * Signposts: a professional learning resource for new teaching staff in the tertiary sector (#1 Planning to teach and #5 Delivering the goods) * Teach practical skills * Plan a lesson * Lesson plan – Example * Lesson plan - Template
		Work within resource and infrastructure constraints	<input type="checkbox"/> Discuss how I innovate and draw on other resources when I do not have everything that I ideally need for a training session <input type="checkbox"/> <i>other</i>	<ul style="list-style-type: none"> * Do more with less - tips

Develop learning resources



✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Develop session content such as diagrams, handouts, presentations, instructions, and quizzes	<input type="checkbox"/> Show a range of resources I have designed and developed <input type="checkbox"/> <i>other</i>	<ul style="list-style-type: none"> * Write good learning resources * Content and layout - Checklist * Design online learning activities * Communicate clearly
		Customise existing session content to meet the needs of learners	<input type="checkbox"/> Show a range of resources I have customised <input type="checkbox"/> <i>other</i>	



Delivery capabilities (Level 1, Stage 1)

Provide a safe and engaging learning environment



✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Ensure learners' physical and emotional safety throughout the learning programme	<input type="checkbox"/> Show my session/lesson plans with examples of how I make sure the learning environment is safe <input type="checkbox"/> Explain how I design and deliver my training sessions to keep learners safe <input type="checkbox"/> Show a verification (or third-party evidence) report from my mentor <input type="checkbox"/> <i>other</i>	* Signposts (#4 Classroom management)
		Supervise learners to ensure they follow work health and safety procedures using appropriate equipment	<input type="checkbox"/> Explain how I manage WHS risks in my training sessions <input type="checkbox"/> Show a verification (or third-party evidence) report from my mentor <input type="checkbox"/> Show resources that I use in my training sessions that relate to WHS <input type="checkbox"/> <i>other</i>	
		Ensure equipment is in safe working order	<input type="checkbox"/> Show completed pre-start checks or risk assessments <input type="checkbox"/> <i>other</i>	

Facilitate learning experiences

✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Use basic classroom and group management strategies	<input type="checkbox"/> Show a video of me delivering a training session <input type="checkbox"/> Show learner feedback <input type="checkbox"/> Show an evaluation report <input type="checkbox"/> Show a verification (or third-party evidence) report from my mentor <input type="checkbox"/> Discuss the strategies I use to manage classes and large groups <input type="checkbox"/> <i>other</i>	* Signposts (#2 How to get going with your class, #3 Engaging your students in their learning)



✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Use a range of questioning and listening skills to respond to the needs of the learners	<input type="checkbox"/> Show learner feedback <input type="checkbox"/> Show an evaluation report <input type="checkbox"/> Show a verification (or third-party evidence) report from my mentor <input type="checkbox"/> Discuss the strategies I use when responding to questions <input type="checkbox"/> <i>other</i>	
		Lead small group discussions ensuring equal participation	<input type="checkbox"/> Show a video of me facilitating small group discussions <input type="checkbox"/> Show a verification (or third-party evidence) report from my mentor <input type="checkbox"/> Discuss the strategies I use when facilitating small groups <input type="checkbox"/> <i>other</i>	

Evaluate courses, programmes, and their components

✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Reflect on my own practice	<input type="checkbox"/> Show notes I have written about my reflections <input type="checkbox"/> Discuss improvements I have made based on my reflections	* Signposts: #7 Reflecting on teaching * Evaluate and improve your training
		Seek feedback from learners	<input type="checkbox"/> Show a feedback form or survey I gave to learners <input type="checkbox"/> Show a summary of feedback from learners	* Questions for learner feedback * Evaluate and improve your training
		Analyse and report on reflections and feedback	<input type="checkbox"/> Show my notes and how I will improve my practice <input type="checkbox"/> <i>other</i>	* Evaluate and improve your training



Leadership capabilities (Level 1, Stage 1)

Mentoring and coaching

✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Participate responsively in a mentoring/coaching relationship	<input type="checkbox"/> Show a coaching or mentoring agreement <input type="checkbox"/> Show a verification (third-party evidence) report from my coach or mentor <input type="checkbox"/> <i>other</i>	



Stage 2 – Get started with assessment in TVET

Overview

A Stage 2 TVET practitioner does the following:

- engages in professional learning
- applies core knowledge of the TVET sector to their practice
- respects privacy and confidentiality in their practice
- designs assessment tools
- delivers assessments.

Link to Toolkit resources

The Toolkit micro-learning resources that align with this stage are grouped together on the Toolkit website.

[Click here to go to *Get started with assessment in TVET*.](#)



Core capabilities (Level 1, Stage 2)

Collaborate and communicate



✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Collaborate and communicate with people in my work team, managers, and learners to support learning and assessment outcomes.	<input type="checkbox"/> Explain how I communicate when speaking up about safety, and diversity and inclusion concerns <input type="checkbox"/> Show a recording of me administering an assessment demonstrating that I can explain the instructions clearly and provide a supportive and encouraging environment <input type="checkbox"/> Show assessment tools I develop, using plain language that is easy to understand <input type="checkbox"/> Explain how I participate in validation and moderation activities with colleagues <input type="checkbox"/> <i>other</i>	

Understand and apply core knowledge

✓	?+	I can ...	To demonstrate this, I can...	Toolkit resources for further learning
		Apply my knowledge of the following: <ul style="list-style-type: none"> • TVET frameworks and relevant legislation • Adult learning principles • Inclusive practice and cultural competence • Work health and safety • Digital technology 	<input type="checkbox"/> Show or explain how I have applied these in my training and assessment practice <input type="checkbox"/> <i>other</i>	

Engage in professional learning

✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Participate in informal and non-formal learning	<input type="checkbox"/> Show the mentoring plan I use with my mentor, who is an experienced TVET practitioner <input type="checkbox"/> Explain how I use the TVET Toolkit to develop my capabilities in TVET	



✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
			<input type="checkbox"/> Discuss how I can find learning resources to support my learning as a TVET practitioner (online, in the library, asking questions, talking with colleagues) <input type="checkbox"/> <i>other</i>	

Understand and apply professionalism and business ethics

✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Maintain privacy and confidentiality of information related to learners, colleagues, and industry stakeholders	<input type="checkbox"/> Explain what these terms mean <input type="checkbox"/> Explain any legislative requirements related to these terms <input type="checkbox"/> Give an example of the things I do (and do not do) to maintain privacy and confidentiality <input type="checkbox"/> <i>other</i>	



Design capabilities (Level 1, Stage 2)

Design assessment tools



✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Design assessment tools to meet national competency standards	<input type="checkbox"/> Show the assessment tools I have created <input type="checkbox"/> Explain which standards my assessment tools align with	<ul style="list-style-type: none"> * Competency-based assessments * What competency-based assessment means to Nelson Beti (video) * Design assessments - Steps * Verification * Write assessment questions * Assessment design – Checklist
		Provide written guidance to assessors such as model responses, resources required, and any mandatory specific conditions	<input type="checkbox"/> Show the assessment tools and schedules I have created and the information I have provided for assessors	<ul style="list-style-type: none"> * Design assessments - Steps * Write assessment schedules * Create rubrics
		Apply principles of assessment and rules of evidence	<input type="checkbox"/> Show how my assessment tools meet validation requirements <input type="checkbox"/> Explain how my assessment tools are fair, flexible, valid, and reliable <input type="checkbox"/> Explain how the tools will ensure as far as possible that the evidence I collect from learners is valid, sufficient, authentic, and current <input type="checkbox"/> Show how I have participated in validation or moderation <input type="checkbox"/> <i>other</i>	<ul style="list-style-type: none"> * Assessment design – checklist * Validation and moderation

Validate and moderate assessments

✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Participate in validation and moderation	<input type="checkbox"/> Show the minutes from the meeting <input type="checkbox"/> Show a verification (or third-party evidence) report from my mentor or other senior trainer/manager <input type="checkbox"/> <i>other</i>	<ul style="list-style-type: none"> * Validation and moderation * Assessment design - checklist



Delivery capabilities (Level 1, Stage 2)

Conduct assessments

✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Get ready for assessment	<input type="checkbox"/> Explain my preparation process including the resources I needed and the information I share with learners <input type="checkbox"/> Describe any challenges and how I overcame these <input type="checkbox"/> <i>other</i>	* Conduct assessments * Provide assessment feedback to learners
		Apply principles of assessment	<input type="checkbox"/> Explain how I ensure assessment conditions are fair <input type="checkbox"/> Explain how I can be flexible with the assessment to respond to learner needs and the context of the assessment <input type="checkbox"/> <i>other</i>	
		Use reasonable adjustment as needed by individual learners	<input type="checkbox"/> Show how I can adjust assessments to suit specific learner needs, while still meeting the standard <input type="checkbox"/> <i>other</i>	
		Assess practical skills	<input type="checkbox"/> Explain how I assessed the learners' skills demonstration <input type="checkbox"/> <i>other</i>	
		Conduct written assessment	<input type="checkbox"/> Explain how I went about organising the written assessment <input type="checkbox"/> <i>other</i>	

Mark and result assessments

✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Use assessor support, such as marking guides, model answers, and rubrics.	<input type="checkbox"/> Discuss how I ensured I was marking and resulting at the correct level against the standard <input type="checkbox"/> <i>other</i>	* Create marking rubrics



✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Ensure learners assessment evidence meets the rules of evidence	<input type="checkbox"/> Explain how I make sure the learner evidence is their own work and shows their current capabilities <input type="checkbox"/> <i>other</i>	
		Give timely, constructive, and encouraging feedback to individual learners	<input type="checkbox"/> Show written feedback I provided to learners <input type="checkbox"/> Explain how I give oral feedback to learners <input type="checkbox"/> <i>other</i>	* Provide assessment feedback to learners
		Keep accurate and reliable records on assessment outcomes	<input type="checkbox"/> Explain the process for recording results at my training organisation <input type="checkbox"/> Explain the process for storing paper and electronic records <input type="checkbox"/> <i>other</i>	

Leadership capabilities (Level 1, Stage 2)

✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Participate responsively in a mentoring/coaching relationship	<input type="checkbox"/> Show a coaching / mentoring agreement <input type="checkbox"/> Show a verification (or third-party evidence) report from my coach / mentor <input type="checkbox"/> <i>other</i>	



Stage 3 – Embed foundation skills in training

Overview

A Stage 3 TVET practitioner does the following:

- engages with industry to inform the design of their sessions and identify the foundation skills needed in the workplace
- designs and delivers learning experiences that use strategies to support learners to develop their foundation skills to meet the relevant standard
- connects learners with wrap-around supports as needed
- promotes the benefits of TVET

Foundation skills include:

- digital skills
- language skills
- literacy skills
- numeracy skills.

Link to Toolkit resources

The Toolkit micro-learning resources that align with this stage are grouped together on the Toolkit website.

[Click here to go to *Get started with foundation skills in TVET*.](#)



Core capabilities (Level 1, Stage 3)

Collaborate and communicate



✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Collaborate with people in my work team, managers, learners, industry, and other stakeholders to support learning and assessment outcomes.	<input type="checkbox"/> Explain how I engage with employers in industry to support workplace-based learners, either in writing or in by phone or meeting <input type="checkbox"/> Explain how I get input from industry and/or other stakeholders and how I have incorporated that into: <ul style="list-style-type: none"> ○ my session/lesson plans ○ the way I support learners <input type="checkbox"/> <i>other</i>	

Engage in professional learning

✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Participate in formal, informal, and non-formal learning to deepen my skills and knowledge	<input type="checkbox"/> Show a mentoring plan I use with my mentor, who is an experienced TVET practitioner <input type="checkbox"/> Explain the ways I have used the TVET Toolkit to strengthen my capabilities <input type="checkbox"/> Discuss any workshops, classes, conferences, etc. I have attended, and what I have learned <input type="checkbox"/> <i>other</i>	* Join a community of practice
		Know where to find relevant information	<input type="checkbox"/> Show a list of resources I have found <input type="checkbox"/> Show a list of websites I have accessed <input type="checkbox"/> Show a list of people I can ask questions <input type="checkbox"/> <i>other</i>	

Use digital technology

✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Use relevant digital technology to support learning	<input type="checkbox"/> Show resources I created using IT <input type="checkbox"/> Show how I use an LMS for my own learning <input type="checkbox"/> Discuss technology I have used to learn more <input type="checkbox"/> <i>other</i>	



✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Keep up to date with emerging use of technology in the vocational area	<input type="checkbox"/> Explain the technology used in my industry and how I use it <input type="checkbox"/> Show how I pass this information on to learners through my session/lesson plans <input type="checkbox"/> <i>other</i>	

Understand and apply adult learning theory

✓	?+	I can ...	To demonstrate this, I am ...	Toolkit resources for further learning
		Create experiential and problem-based learning experiences	<input type="checkbox"/> Show a range of session/lesson plans, assessment tools, and learning resources that use these approaches <input type="checkbox"/> <i>other</i>	
		Apply strengths-based approaches to supporting learners	<input type="checkbox"/> Explain how I apply strengths-based approaches in the design of my lessons <input type="checkbox"/> Explain how I support learners to bring out their best and leverage their strengths <input type="checkbox"/> <i>Other</i>	

Understand and apply inclusive practices and cultural competence

✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Understand a variety of inclusive teaching practices	<input type="checkbox"/> Discuss a variety of inclusive teaching strategies and which ones might be suited for specific learners and/or cohorts <input type="checkbox"/> <i>other</i>	* Support and encourage women in trades * Signposts (#8 Knowing about and responding to difference)

Understand and apply work health and safety obligations

✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Promote health and wellbeing of learners	<input type="checkbox"/> Show session/lesson plans where I have explicitly promoted health and wellbeing, such as through discussions, and/or referral to wrap-around supports <input type="checkbox"/> <i>other</i>	



Design capabilities (Level 1, Stage 3)

Design learning experiences



✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Make sure lessons meet the needs of a diversity of learners	<input type="checkbox"/> Show how I can adapt my session/lesson plans to meet different cohorts of learners <input type="checkbox"/> Show how my session/lesson plans use a variety of learning methods for a group of learners <input type="checkbox"/> Show how my lessons are accessible to a diversity of learners <input type="checkbox"/> <i>other</i>	* Communicate clearly * Simplify embedded literacy and numeracy
		Consider and contribute ideas for innovative training practice	<input type="checkbox"/> Discuss novel approaches I have trialled in my training and assessment <input type="checkbox"/> Show my reflection notes and/or evaluation reports showing how learners responded to my novel approaches and how they impacted engagement <input type="checkbox"/> Show a verification (or third-party evidence) report from a senior colleague or mentor <input type="checkbox"/> <i>other</i>	

Develop learning resources



✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Adapt resources to meet the needs of a diversity of learners	<input type="checkbox"/> Show a range of learning resources that I adapted to suit my learners	* Communicate clearly

Embed language skills growth in learning programmes



✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Identify the language skill demands of lessons	<input type="checkbox"/> Discuss the industry and/or workplace language requirements for the skills taught <input type="checkbox"/> Show where these are specified in the standard	* An introduction to embedding foundation skills in TVET * Know the foundation skills demands and the learners



✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Identify the language skills of learners	<input type="checkbox"/> Show how I worked this out (questionnaire, formative assessment, conversation, etc.)	* Know the foundation skills demands and the learners
		Determine and plan for language learning outcomes for lessons	<input type="checkbox"/> Show my session/lesson plan which details this	* Use graphic organisers to embed writing skills development * Use speaking frames to embed speaking and listening skills development
		Development glossaries / word lists	<input type="checkbox"/> Show the resources I have developed	* Teach difficult vocabulary to embed reading skills development in TVET
		Draw on existing language teaching resources	<input type="checkbox"/> Show the resources I used and discuss where they came from	

Embed digital skills growth in learning programmes

✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Identify the digital skill demands of lessons	<input type="checkbox"/> Discuss the industry and/or workplace digital skills requirements for the skills taught <input type="checkbox"/> Show where these are specified in the standard	* An introduction to embedding foundation skills in TVET * Know the foundation skills demands and the learners
		Identify the digital skills of learners	<input type="checkbox"/> Show how I worked this out (practical task as a formative assessment, self-assessment, etc.)	* Know the foundation skills demands and the learners
		Determine and plan for digital skills learning outcomes for lessons	<input type="checkbox"/> Show my session/lesson plan which details this	
		Develop clearly sequenced instructions from entry level	<input type="checkbox"/> Show my resources using features such as screen shots, numbered steps, etc.	
		Draw on existing digital skills teaching resources	<input type="checkbox"/> Show the resources I used and discuss where they came from	

Embed literacy skills growth in learning programmes

✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Identify the literacy skill demands of lesson	<input type="checkbox"/> Discuss the industry and/or workplace literacy skills requirements for the skills taught <input type="checkbox"/> Show where these are specified in the standard	* An introduction to embedding foundation skills in TVET



✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
				* Know the foundation skills demands and the learners
		Identify the literacy skills of learners	<input type="checkbox"/> Show how I worked this out (practical task as a formative assessment, self-assessment, etc.)	* Know the foundation skills demands and the learners
		Determine and plan for literacy skills learning outcomes for lessons	<input type="checkbox"/> Show my session/lesson plan which details this	* Use graphic organisers to embed writing skills development * Teach difficult vocabulary to embed reading skills development in TVET
		Draw on existing literacy teaching resources	<input type="checkbox"/> Show the resources I used and discuss where they came from	

Embed numeracy skills growth in learning programmes

✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Identify the numeracy skill demands of lessons	<input type="checkbox"/> Discuss the industry and/or workplace literacy skills requirements for the skills taught <input type="checkbox"/> Show where these are specified in the standard	* An introduction to embedding foundation skills in TVET * Know the foundation skills demands and the learners
		Identify the numeracy skills of learners	<input type="checkbox"/> Show how I worked this out (practical task as a formative assessment, self-assessment, etc.)	* Know the foundation skills demands and the learners
		Determine and plan for numeracy skills learning outcomes for lessons	<input type="checkbox"/> Show my session/lesson plan which details this	
		Draw on existing numeracy teaching resources	<input type="checkbox"/> Show the resources I used and discuss where they came from	



Delivery capabilities (Level 1, Stage 3)

Connect learners with wrap around supports



✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Identify learner needs	<input type="checkbox"/> List the ways I find out about my learners, such as questionnaires, conversation, observation, liaison with other services, learner support staff, or agencies <input type="checkbox"/> <i>other</i>	* Know the foundation skills demands and the learners
		Provide support within the programme	<input type="checkbox"/> Explain the support I provide within the programme I teach, such as literacy and numeracy support, 1:1 catch ups, mentoring, interpreter, translating resources, etc. <input type="checkbox"/> <i>other</i>	
		Link learner with other support in your organisation	<input type="checkbox"/> Discuss a case where I connected a learner with, for example, a disability support worker, a learning advisor, etc. <input type="checkbox"/> <i>other</i>	
		Refer learner to other services	<input type="checkbox"/> Discuss a time when I connected a learner with another external service, such as women's support, financial advisor, housing support, etc. <input type="checkbox"/> <i>other</i>	

Support foundation skills learning

✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Determine the language(s) I need to use for instruction, discussion, and assessment.	<input type="checkbox"/> Explain the main things I consider and the people I discuss this with when I am planning a lesson/session for a new cohort <input type="checkbox"/> <i>other</i>	
		Provide explicit training for learners' development of language, digital, literacy, and/or numeracy skills within lessons	<input type="checkbox"/> Show the resources I developed, sourced, or adapted <input type="checkbox"/> Show reflection notes after using these <input type="checkbox"/> Discuss how this is different from teaching only vocational skills	



✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Use specifically designed resources, as required.	<input type="checkbox"/> <i>other</i>	



Leadership capabilities (Level 1, Stage 3)

Engage with industry

✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Engage with industry to inform learning design	<input type="checkbox"/> Explain how I engaged with employers to get input and feedback on session/lesson plans and resources <input type="checkbox"/> Explain what I learned from employers about language, digital, literacy, and numeracy skills demand in the workplace/industry <input type="checkbox"/> <i>other</i>	
		Participate in industry forums, networks, events, etc.	<input type="checkbox"/> Discuss what I have done, what I have learned, and how I apply it to my training practice	
		Engage with industry to keep up to date with changes such as new methods, products, and technology	<input type="checkbox"/> Discuss what I have done, what I have learned, and how I apply this to my training practice <input type="checkbox"/> Explain how I let my work team and manager know about changes in industry	

Promote the benefits of TVET

✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Promote the benefits of TVET for individuals, employers, and the community	<input type="checkbox"/> Discuss how TVET can support individual, community, industry, and economic development <input type="checkbox"/> Explain a situation where I have had a conversation to promote TVET <input type="checkbox"/> Show an email where I have sent information about the benefits of TVET <input type="checkbox"/> <i>other</i>	<ul style="list-style-type: none"> * Support and encourage women in trades Videos * Sanma hats, partnering in TVET * Benefits of TVET for Assunda Roy * Benefits of TVET for Mike Kumar * Benefits of TVET for Shirley Worwor * Benefits of TVET for Kaliova Biló * Benefits of TVET for female learners – Erima Nunumba! * Benefits of TVET for female learners – Vicky Fanfa * Benefits of TVET for female learners – Gael Waki



✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
				* Benefits of TVET for disabled female learners
		Explain pathways into, through, and from TVET programmes	<input type="checkbox"/> Explain to a learner or employer: prerequisites, enrolment, articulation pathways, and potential career/professional outcomes	