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| Capability Mapping Tool for TVET PractitionersLevel 1Version 2October 2024 |
| Commonwealth of Learning created the resource for the TVET Professional Development Toolkit for the PacificLogo for Commonwealth of Learning (image including a book and a globe) |

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# Introduction

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

The Toolkit comprises

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

The Capability Mapping Tool is designed to help TVET practitioners

* self-assess their capabilities as TVET practitioners
* identify the capabilities they want to strengthen
* identify the relevant learning resources in the Toolkit that provide relevant micro-learning opportunities
* think about how they might demonstrate their capabilities to enable micro-credentialing

An important aim of the TVET Toolkit is to encourage self-directed and lifelong learning. The micro-learning resources in the Toolkit allow practitioners in a range of roles to engage in bite-sized learning about topics that interest them when they want and where they want. Some capabilities will be more relevant to some roles than others within the sector.

It may be useful to look first at the overview of the Professional Development Framework on the next page. It will help you understand where the capabilities are drawn from and where the Tool is leading you. The Framework describes each capability at three levels of expertise.[[1]](#footnote-2) This Mapping Tool, and most learning resources in the Toolkit, align with the first level — Level 1 TVET practitioner.

The Level 1 TVET practitioner capabilities are clustered into three stages of focus. Each stage includes several capabilities from all four domains. The stages are

* 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

**Note**

In this Toolkit, the term “capability” is used to describe a person’s ability to apply skills and knowledge to achieve a desired outcome.[[2]](#footnote-3) 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 credentialing.

## Professional Development Framework: Overview

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

# Guidelines for Using the Capability Mapping Tool

## Is This Tool Relevant to 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 helps people assess their current capabilities and identify the capabilities they wish to strengthen.

It is designed to be used either 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 focused time and effort.

You can either complete it on a computer in MS Word or print it out and work on a hard copy.

You will need about 30 minutes to complete each stage.

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core** | **Design** | **Delivery** | **Leadership** |
| **Stage 1Get started with training in TVET** | * 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 workplace health and safety obligations
 | * Design learning experiences
* Develop learning resources
 | * Provide a safe and engaging learning environment
* Facilitate learning experiences
* Evaluate courses and programmes and their components
 | * Mentor and coach
 |
| **Stage 2Get started with assessment in TVET** | * Understand and apply core knowledge
* Engage in professional learning
* Understand and apply professionalism and business ethics
 | * Design assessment tools
* Validate and moderate assessments
 | * Conduct assessments
* Mark and result assessments
 | * Mentor and coach
 |
| **Stage 3Get started with foundation skills in TVET** | * Engage in professional learning
* Use digital technology
* Understand and apply adult learning theory
 | * 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
 | * Connect learners with wrap-around supports
* Support foundation skills learning in a vocational context
 | * Engage with industry
* Promote the benefits of TVET
 |

## Parts of the Tool

The different parts 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 the evidence column. It lists some ways in which you could demonstrate that you have this capability. | This column lists the micro-learning resources in the Toolkit that 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 | * Show completed session/lesson plans
* *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 | * Show how I can innovate and draw on other resources when I do not have everything that I ideally need
* *Other*
 | * Do more with less — Tips
 |

## How to Use the 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.
 | orIf 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 undertake some further learning by doing research online or talking with your mentor or a colleague.

When you are confident about your new skills and knowledge, update the Tool by ticking the first column.  |

### Example

* I am confident about session/lesson planning, so I tick the first 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 | * ****Show completed session/lesson plans
* *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 | * Show how I can innovate and draw on other resources when I do not have everything that I ideally need
* *Other*
 | * Do more with less — Tips

*I will access this resource from the Toolkit to learn more about this capability* |

# **Stage 1** — Get Started with Training in TVET

## Overview

A Stage 1 TVET practitioner:

* understands foundational core skills and knowledge needed to work successfully in the TVET sector
* designs individual sessions or lessons (between one hour and one day long)
* 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*](https://pacifictoolkit.col.org/stage/get-started-with-training/).

## 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  | * Explain how I collaborate with my work team and managers in formal and informal meetings
* Show examples of email messages I have written to my work team and managers
* Show reports that I have written to evaluate my training sessions
* Show a recording of me presenting a training session, demonstrating that I can present information clearly, facilitate group discussion and respond to questions
* Show learning resources that I have developed using plain language that is easy to understand
* *Other*
 |  |

### Engage in professional learning

| **** | **?+** | **I …** | **To demonstrate this, I can …** | **Toolkit resources for further learning** |
| --- | --- | --- | --- | --- |
|  |  | Participate in non-formal learning opportunities | * Show the mentoring plan I use with my mentor, who is an experienced TVET practitioner
* Explain how I use the TVET Toolkit to develop my capabilities in TVET
* *Other*
 |  |

### Use digital technology

| **** | **?+** | **I …** | **To demonstrate this, I can …** | **Toolkit resources for further learning** |
| --- | --- | --- | --- | --- |
|  |  | Use relevant digital technology to support my own learning | * Turn on a device
* Access the TVET Toolkit online
* Use an email application for work
* Use a word processor for work
* Search for resources online
* Use file-management and record-keeping systems
* *Other*
 | * [Put Read Aloud on your MS Word Toolbar](https://pacifictoolkit.col.org/resource/put-read-aloud-on-your-ms-word-toolbar/)
 |

### 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 | * Explain competency-based training and assessment and contrast this approach with other approaches to training
* Discussthe competency standards and frameworks used in my country
* *Other*
 | * [Glossary](https://pacifictoolkit.col.org/resource/glossary)
* [TVET Benefits](https://pacifictoolkit.col.org/resource/core-tvet-benefits/)
* [Who is involved in TVET](https://pacifictoolkit.col.org/resource/who-is-involved-in-tvet/)
* [Competency-based training and assessment](https://pacifictoolkit.col.org/resource/competency-based-training-and-assessment/)
* [Competency-based assessment](https://pacifictoolkit.col.org/resource/competency-based-assessment/)
* [Signposts (#6 The language of assessment)](https://pacifictoolkit.col.org/resource/signposts-6-the-language-of-assessment/)

**Videos*** [*What competency-based assessment means to Nelson Beti*](https://pacifictoolkit.col.org/resource/video-what-competency-based-assessment-means-to-nelson-beti/)
* [*Sanma hats, partnering in TVET*](https://pacifictoolkit.col.org/resource/video-sanma-hats-partnering-in-tvet/)
 |
|  |  | Understand programme structures, such as programmes, courses, micro-credentials and skillsets | * Explain different programme structures
* Give examples of when different programme structures are used
* *Other*
 |  |

### Understand and apply adult learning theory

| **** | **?+** |  **I …** | **To demonstrate this, I can …** | **Toolkit resources for further learning** |
| --- | --- | --- | --- | --- |
|  |  | Understand the principles of and assumptions about adult learning (andragogy) | * Discuss the approaches that produce the best learning outcomes for adults and explore how these approaches compare with those typically used to teach children in schools
* *Other*
 | * [Signposts (#9 Being professional)](https://pacifictoolkit.col.org/resource/signposts-9-being-professional/)
* [*Sanma hats, partnering in TVET* (video)](https://pacifictoolkit.col.org/resource/video-sanma-hats-partnering-in-tvet/)
 |

### Understand and use 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 | * Explain what I have learned from people from diverse backgrounds with whom I have worked
* Explain what I have learned from people with disability whom I know about how disability has influenced their learning
* Discuss my personal experience of diversity and inclusion and how it has influenced my learning
* *Other*
 | * [Support and encourage women in trades](https://pacifictoolkit.col.org/resource/support-and-encourage-women-in-trades/)
* [Signposts (#8 Knowing about and responding to difference)](https://pacifictoolkit.col.org/resource/signposts-8-knowing-about-and-responding-to-difference/)

**Videos*** [*How TVET can empower women*](https://pacifictoolkit.col.org/resource/video-how-tvet-can-empower-women/)
* [*Benefits of TVET for female learners – Erima Nunumbal*](https://pacifictoolkit.col.org/resource/benefits-of-tvet-for-female-learners-erima-nunumbal/)
* [*Benefits of TVET for female learners – Vicky Fanfa*](https://pacifictoolkit.col.org/resource/video-benefits-of-tvet-for-female-learners-vicky-fanfa/)
* [*Benefits of TVET for female learners – Gael Waki*](https://pacifictoolkit.col.org/resource/video-benefits-of-tvet-for-female-learners-gael-waki/)
* [*Benefits of TVET for disabled female learners*](https://pacifictoolkit.col.org/resource/video-benefits-of-tvet-for-disabled-female-learners/)
 |

### Understand and apply workplace health and safety requirements

| **** | **?+** |  **I can …** | **To demonstrate this, I can …** | **Toolkit resources for further learning** |
| --- | --- | --- | --- | --- |
|  |  | Identify hazards, assess risks and identify ways to minimise (control) risks | * Show completed job safety analyses relevant to specific work environments in my industry
* *Other*
 |  |
|  |  | Clearly explain workplace health and safety principles relevant to my industry  | * Discuss my previous experience of collaborating with a team to ensure workplace health and safety by following the relevant legislation
* *Other*
 |  |

## 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 | * Show session/lesson plans that I have written
* *Other*
 | * [Signposts — A professional learning resource for new teaching staff in the tertiary sector (#1 Planning to teach and #5 Delivering the goods)](https://pacifictoolkit.col.org/resource/signposts-1-planning-to-teach-and-5-delivering-goods/)
* [Teach practical skills](https://pacifictoolkit.col.org/resource/teach-practical-skills/)
* [Plan a lesson](https://pacifictoolkit.col.org/resource/plan-a-lesson/)
* [Lesson plan — Example](https://pacifictoolkit.col.org/resource/plan-a-lesson/)
* [Lesson plan — Template](https://pacifictoolkit.col.org/resource/plan-a-lesson/)
 |
|  |  | Work within resource and infrastructure constraints | * Discuss how I innovate and draw on other resources when I do not have everything that I ideally need for a training session
* *Other*
 | * [Do more with less — Tips](https://pacifictoolkit.col.org/resource/do-more-with-less/)
 |

### 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 | * Show a range of resources I have designed and developed
* *Other*
 | * [Write good learning resources](https://pacifictoolkit.col.org/resource/write-good-learning-resources/)
* [Content and layout — Checklist](https://pacifictoolkit.col.org/resource/content-and-layout-checklist/)
* [Design online learning activities](https://pacifictoolkit.col.org/resource/design-online-learning-activities/)
* [Communicate clearly](https://pacifictoolkit.col.org/resource/communicate-clearly/)
 |
|  |  | Customise existing session content to meet the needs of learners | * Show a range of resources I have customised
* *Other*
 |  |

## 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 | * Show my session/lesson plans with examples of how I make sure the learning environment is safe
* Explain how I design and deliver my training sessions to keep learners safe
* Show a verification report (or third-party evidence) from my mentor
* *Other*
 | * [Signposts (#4 Classroom management)](https://pacifictoolkit.col.org/resource/signposts-4-classroom-management/)
 |
|  |  | Supervise learners to ensure they follow workplace health and safety procedures using appropriate equipment | * Explain how I manage workplace health and safety risks in my training sessions
* Show a verification report (or third-party evidence) from my mentor
* Show resources that I use in my training sessions that relate to workplace health and safety
* *Other*
 |  |
|  |  | Ensure equipment is in safe working order | * Show completed pre-start checks or risk assessments
* *Other*
 |  |

### Facilitate learning experiences

| **** | **?+** |  **I can …** | **To demonstrate this, I can …** | **Toolkit resources for further learning** |
| --- | --- | --- | --- | --- |
|  |  | Use basic classroom and group management strategies | * Show a video of me delivering a training session
* Show learner feedback
* Show an evaluation report
* Show a verification (or third-party evidence) report from my mentor
* Discuss the strategies I use to manage classes and large groups
* *Other*
 | * [Signposts (#2 How to get going with your class and #3 Engaging your students in their learning)](https://pacifictoolkit.col.org/resource/signposts-2-how-to-get-going-with-your-class-3-engaging-your-students-in-their-learning/)
 |
|  |  | Use a range of questioning and listening skills to respond to the needs of the learners | * Show learner feedback
* Show an evaluation report
* Show a verification (or third-party evidence) report from my mentor
* Discuss the strategies I use when responding to questions
* *Other*
 |  |
|  |  | Lead small group discussions, ensuring equal participation | * Show a video of me facilitating small group discussions
* Show a verification (or third-party evidence) report from my mentor
* Discuss the strategies I use when facilitating small groups
* *Other*
 |  |

### Evaluate courses and programmes and their components

| **** | **?+** |  **I can …** | **To demonstrate this, I can …** | **Toolkit resources for further learning** |
| --- | --- | --- | --- | --- |
|  |  | Reflect on my own practice | * Show notes I have written about my reflections
* Discuss improvements I have made based on my reflections
 | * [Signposts: #7 Reflecting on teaching](https://pacifictoolkit.col.org/resource/signposts-7-reflecting-on-teaching/)
* [Evaluate and improve your training](https://pacifictoolkit.col.org/resource/evaluate-and-improve-your-training/)
 |
|  |  | Seek feedback from learners | * Show a feedback form or survey I gave to learners
* Show a summary of feedback from learners
 | * [Questions for learner feedback](https://pacifictoolkit.col.org/resource/questions-for-learner-feedback/)
* [Evaluate and improve your training](https://pacifictoolkit.col.org/resource/evaluate-and-improve-your-training/)
 |
|  |  | Analyse and report on reflections and feedback | * Show my notes and how I will improve my practice
* *Other*
 | * [Evaluate and improve your training](https://pacifictoolkit.col.org/resource/evaluate-and-improve-your-training/)
 |

## Leadership Capabilities (Level 1, Stage 1)

### Mentor and coach

| **** | **?+** |  **I can …** | **To demonstrate this, I can …** | **Toolkit resources for further learning** |
| --- | --- | --- | --- | --- |
|  |  | Participate actively in a mentoring/coaching relationship | * Show a coaching or mentoring agreement
* Show a verification (or third-party evidence) report from my coach or mentor
* *Other*
 |  |

# **Stage 2** — Get Started with Assessment in TVET

## Overview

A Stage 2 TVET practitioner

* 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*](https://pacifictoolkit.col.org/stage/get-started-with-assessment/).

## 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  | * Explain how I communicate when speaking up about safety and diversity and inclusion concerns
* Show a recording of me administering an assessment, demonstrating that I can explain the instructions clearly and provide a supportive and encouraging environment
* Show assessment tools I developed, using plain language that is easy to understand
* Explain how I participate in validation and moderation activities with colleagues
* *Other*
 |  |

### Understand and apply core knowledge

| **** | **?+** | **I can …** | **To demonstrate this, I can…** | **Toolkit resources for further learning** |
| --- | --- | --- | --- | --- |
|  |  | Apply my knowledge of the following:* TVET frameworks and relevant legislation
* Adult learning principles
* Inclusive practice and cultural competence
* Workplace health and safety
* Digital technology
 | * Show or explain how I have applied this knowledge in my training and assessment practice
* *Other*
 |  |

### Engage in professional learning

| **** | **?+** | **I can …** | **To demonstrate this, I can …** | **Toolkit resources for further learning** |
| --- | --- | --- | --- | --- |
|  |  | Participate in informal and non-formal learning | * Show the mentoring plan I use with my mentor, who is an experienced TVET practitioner
* Explain how I use the TVET Toolkit to develop my capabilities in TVET
* Discuss how I can find learning resources to support my learning as a TVET practitioner (online, in the library, asking questions, talking with colleagues)
* *Other*
 |  |

### 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 | * Explain what these terms mean
* Explain any legislative requirements related to these terms
* Give an example of the things I do (and do not do) to maintain privacy and confidentiality
* *Other*
 |  |

## 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 | * Show the assessment tools I have created
* Explain which standards my assessment tools align with
 | * [Competency-based assessments](https://pacifictoolkit.col.org/resource/competency-based-assessment-2/)
* [*What competency-based assessment means to Nelson Beti* (video)](https://pacifictoolkit.col.org/resource/video-what-competency-based-assessment-means-to-nelson-beti-2/)
* [Design assessments — Steps](https://pacifictoolkit.col.org/resource/design-assessments-steps/)
* [Verification](https://pacifictoolkit.col.org/resource/verification/)
* [Write assessment questions](https://pacifictoolkit.col.org/resource/write-assessment-questions/)
* [Assessment design — Checklist](https://pacifictoolkit.col.org/resource/assessment-design-checklist/)
 |
|  |  | Provide written guidance to assessors, such as model responses, resources required and any specific mandatory conditions  | * Show the assessment tools and schedules I have created and the information I have provided for assessors
 | * [Design assessments — Steps](https://pacifictoolkit.col.org/resource/design-assessments-steps/)
* [Write assessment schedules](https://pacifictoolkit.col.org/resource/write-assessment-schedules/)
* [Create rubrics](https://commonwealthoflearning-my.sharepoint.com/resource/create-and-use-rubics/)
 |
|  |  | Apply principles of assessment and rules of evidence | * Show how my assessment tools meet validation requirements
* Explain how my assessment tools are fair, flexible, valid and reliable
* Explain how the tools will ensure as far as possible that the evidence I collect from learners is valid, sufficient, authentic and current
* Show how I have participated in validation or moderation
* *Other*
 | * [Assessment design — Checklist](https://pacifictoolkit.col.org/resource/assessment-design-checklist/)
* [Validation and moderation](https://pacifictoolkit.col.org/resource/validation-and-moderation/)
 |

### Validate and moderate assessments

| **** | **?+** |  **I can …** | **To demonstrate this, I can …** | **Toolkit resources for further learning** |
| --- | --- | --- | --- | --- |
|  |  | Participate in validation and moderation | * Show the minutes from the relevant meeting
* Show a verification (or third-party evidence) report from my mentor or other senior trainer/manager
* *Other*
 | * [Validation and moderation](https://pacifictoolkit.col.org/resource/validation-and-moderation/)
* [Assessment design — Checklist](https://pacifictoolkit.col.org/resource/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 | * Explain my preparation process including the resources I needed and the information I share with learners
* Describe any challenges and how I overcame them
* *Other*
 | * [Conduct assessments](https://pacifictoolkit.col.org/resource/conduct-assessments)
* [Provide assessment feedback to learners](https://pacifictoolkit.col.org/resource/provide-assessment-feedback-to-learners)
 |
|  |  | Apply principles of assessment | * Explain how I ensure assessment conditions are fair
* Explain how I can be flexible with the assessment to respond to learner needs and the context of the assessment
* *Other*
 |  |
|  |  | Use reasonable adjustment as needed by individual learners | * Show how I can adjust assessments to suit specific learner needs, while still meeting the standard
* *Other*
 |  |
|  |  | Assess practical skills | * Explain how I assessed the learners’ skills
* *Other*
 |  |
|  |  | Conduct written assessments | * Explain the method I used to organise the written assessment
* *Other*
 |  |

### 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 | * Discuss how I ensured I was marking and resulting at the correct level against the standard
* *Other*
 | * [Create marking rubrics](https://pacifictoolkit.col.org/resource/create-and-use-rubics/)
 |
|  |  | Ensure learner assessment evidence meets the rules of evidence | * Explain how I make sure the learner evidence is their own work and shows their current capabilities
* *Other*
 |  |
|  |  | Give timely, constructive and encouraging feedback to individual learners | * Show written feedback I provided to learners
* Explain how I give oral feedback to learners
* *Other*
 | * [Provide assessment feedback to learners](https://pacifictoolkit.col.org/resource/provide-assessment-feedback-to-learners)
 |
|  |  | Keep accurate and reliable records on assessment outcomes | * Explain the process for recording results at my training organisation
* Explain the process for storing paper and electronic records
* *Other*
 |  |

## Leadership Capabilities (Level 1, Stage 2)

Mentor and Coach

| **** | **?+** |  **I can …** | **To demonstrate this, I can …** | **Toolkit resources for further learning** |
| --- | --- | --- | --- | --- |
|  |  | Participate actively in a mentoring/coaching relationship | * Show a coaching/mentoring agreement
* Show a verification (or third-party evidence) report from my coach/mentor
* *Other*
 |  |

# **Stage 3** — Get Started with Foundation Skills in TVET

## Overview

A Stage 3 TVET practitioner:

* 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 help learners 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*](https://pacifictoolkit.col.org/stage/get-started-with-embed-foundation-skills/).

## 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  | * Explain how I engage with employers in industry to support workplace-based learners, in writing, by phone or face-to-face
* Explain how I get input from industry and/or other stakeholders and how I have incorporated that into:
	+ my session/lesson plans
	+ the way I support learners
* *Other*
 |  |

### 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 | * Show a mentoring plan I use with my mentor, who is an experienced TVET practitioner
* Explain the ways I have used the TVET Toolkit to strengthen my capabilities
* Discuss any workshops, classes, conferences, etc. I have attended, and what I have learned
* *Other*
 | [Join a community of practice](https://pacifictoolkit.col.org/resource/join-a-community-of-practice) |
|  |  | Find relevant information  | * Show a list of resources I have found
* Show a list of websites I have accessed
* Show a list of people I can ask questions
* *Other*
 |  |

### Use digital technology

| **** | **?+** | **I can …** | **To demonstrate this, I can …** | **Toolkit resources for further learning** |
| --- | --- | --- | --- | --- |
|  |  | Use relevant digital technology to support learning | * Show resources I created using IT
* Show how I use an LMS for my own learning
* Discuss technology I have used to learn more
* *Other*
 |  |
|  |  | Keep up to date with the emerging use of technology in the vocational area | * Explain the technology used in my industry and how I use it
* Show how I pass this information on to learners through my session/lesson plans
* *Other*
 |  |

### Understand and apply adult learning theory

| **** | **?+** | **I can …** | **To demonstrate this, I can…** | **Toolkit resources for further learning** |
| --- | --- | --- | --- | --- |
|  |  | Create experiential and problem-based learning experiences  | * Show a range of session/lesson plans, assessment tools and learning resources that use these types of approaches
* *Other*
 |  |
|  |  | Apply strengths-based approaches to supporting learners | * Explain how I identify the strengths of individual learners
* Explain how I apply strengths-based approaches in the design of my lessons
* Explain how I support learners to bring out the best in them and leverage their strengths
* *Other*
 |  |

### Understand and use inclusive practices and cultural competence

| **** | **?+** |  **I can …** | **To demonstrate this, I can …** | **Toolkit resources for further learning** |
| --- | --- | --- | --- | --- |
|  |  | Understand a variety of inclusive teaching practices | * Discuss a variety of inclusive teaching strategies and identify which ones might be best suited for specific learners and/or cohorts
* *Other*
 | * [Support and encourage women in trades](https://pacifictoolkit.col.org/resource/support-and-encourage-women-in-trades-2/)
* [Signposts (#8 Knowing about and responding to difference)](https://pacifictoolkit.col.org/resource/signposts-8-knowing-about-and-responding-to-difference-2/)
 |

### Understand and apply workplace health and safety requirements

| **** | **?+** |  **I can …** | **To demonstrate this, I can …** | **Toolkit resources for further learning** |
| --- | --- | --- | --- | --- |
|  |  | Promote the health and well-being of learners | * Show session/lesson plans where I have explicitly promoted health and well-being, such as through discussions and/or referral to wrap-around supports
* *Other*
 |  |

## 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 | * Show how I can adapt my session/lesson plans to meet the needs of different cohorts of learners
* Show how my session/lesson plans use a variety of learning methods for a group of learners
* Show how my lessons are accessible to a diversity of learners
* *Other*
 | * [Communicate clearly](https://pacifictoolkit.col.org/resource/communicate-clearly-2/)
* [Simplify embedded literacy and numeracy](https://pacifictoolkit.col.org/resource/simplify-embedded-literacy-and-numeracy/)
 |
|  |  | Consider and contribute ideas for innovative training practices | * Discuss novel approaches I have trialled in my training and assessment
* Show my reflection notes and/or evaluation reports showing how learners responded to my novel approaches and how they affected engagement
* Show a verification (or third-party evidence) report from a senior colleague or mentor
* *Other*
 |  |

### 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 | * Show a range of learning resources that I adapted to suit my learners
 | * [Communicate clearly](https://pacifictoolkit.col.org/resource/communicate-clearly-2/)
 |

### Embed language skills in learning programmes

| **** | **?+** |  **I can …** | **To demonstrate this, I can …** | **Toolkit resources for further learning** |
| --- | --- | --- | --- | --- |
|  |  | Identify the language skill demands of lessons | * Discuss the industry and/or workplace language requirements for the skills taught
* Show where these are specified in the standard
 | * [An introduction to embedding foundation skills in TVET](https://pacifictoolkit.col.org/resource/embed-literacy-and-numeracy/)
* [Know the foundation skills demands and the learners](https://pacifictoolkit.col.org/resource/know-the-foundation-skills-demands-and-the-learners/)
 |
|  |  | Identify the language skills of learners | * Show how I assessed the learners’ language skills (questionnaire, formative assessment, conversation, etc.)
 | * [Know the foundation skills demands and the learners](https://pacifictoolkit.col.org/resource/know-the-foundation-skills-demands-and-the-learners/)
 |
|  |  | Determine and plan for language learning outcomes for lessons | * Show my session/lesson plan
* Show learning resources I have used in my lessons with targeted language skills activities
 | * [Use graphic organisers to embed writing skills development](https://pacifictoolkit.col.org/resource/use-graphic-organisers-to-embed-writing-skills-development/)
* [Use speaking frames to embed speaking and listening skills development](https://pacifictoolkit.col.org/resource/use-speaking-frames-to-embed-speaking-and-listening-skills-development/)
 |
|  |  | Develop glossaries/word lists | * Show the glossaries/word lists I have developed
 | * [Teach difficult vocabulary to embed reading skills development in TVET](https://pacifictoolkit.col.org/resource/teach-difficult-vocabulary-to-embed-reading-skills-development-in-tvet/)
 |
|  |  | Draw on existing language teaching resources | * 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 | * Discuss the industry and/or workplace digital skills requirements for the skills taught
* Show where these are specified in the standard
 | * [An introduction to embedding foundation skills in TVET](https://pacifictoolkit.col.org/resource/embed-literacy-and-numeracy/)
* [Know the foundation skills demands and the learners](https://pacifictoolkit.col.org/resource/know-the-foundation-skills-demands-and-the-learners/)
 |
|  |  | Identify the digital skills of learners | * Show how I assessed these skills (practical task as a formative assessment, self-assessment, etc.)
 | * [Know the foundation skills demands and the learners](https://pacifictoolkit.col.org/resource/know-the-foundation-skills-demands-and-the-learners/)
 |
|  |  | Determine and plan for digital skills learning outcomes for lessons | * Show my session/lesson plan
* Show learning resources I have used in my lessons with targeted digital skills activities
 |  |
|  |  | Develop clearly sequenced instructions from entry level | * Show my resources, using features such as screenshots, numbered steps, etc.
 | * [Put Read Aloud on your MS Word Toolbar](https://pacifictoolkit.col.org/resource/put-read-aloud-on-your-ms-word-toolbar/)
 |
|  |  | Draw on existing digital skills teaching resources | * 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 lessons | * Discuss the industry and/or workplace literacy skills requirements for the skills taught
* Show where these are specified in the standard
 | * [An introduction to embedding foundation skills in TVET](https://pacifictoolkit.col.org/resource/embed-literacy-and-numeracy/)
* [Know the foundation skills demands and the learners](https://pacifictoolkit.col.org/resource/know-the-foundation-skills-demands-and-the-learners/)
 |
|  |  | Identify the literacy skills of learners | * Show how I identified these skills (diagnostic assessment, self-assessment, etc.)
 | * [Know the foundation skills demands and the learners](https://pacifictoolkit.col.org/resource/know-the-foundation-skills-demands-and-the-learners/)
 |
|  |  | Determine and plan for literacy skills learning outcomes for lessons | * Show my session/lesson plan
* Show learning resources I have used in my lessons with targeted literacy skills activities
 | * [Use graphic organisers to embed writing skills development](https://pacifictoolkit.col.org/resource/use-graphic-organisers-to-embed-writing-skills-development/)
* [Teach difficult vocabulary to embed reading skills development in TVET](https://pacifictoolkit.col.org/resource/teach-difficult-vocabulary-to-embed-reading-skills-development-in-tvet/)
 |
|  |  | Draw on existing literacy teaching resources | * 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 | * Discuss the industry and/or workplace literacy skills requirements for the skills taught
* Show where these are specified in the standard
 | * [An introduction to embedding foundation skills in TVET](https://pacifictoolkit.col.org/resource/embed-literacy-and-numeracy/)
* [Know the foundation skills demands and the learners](https://pacifictoolkit.col.org/resource/know-the-foundation-skills-demands-and-the-learners/)
 |
|  |  | Identify the numeracy skills of learners | * Show how I identified these skills (practical task as a formative assessment, self-assessment, etc.)
 | * [Know the foundation skills demands and the learners](https://pacifictoolkit.col.org/resource/know-the-foundation-skills-demands-and-the-learners/)
 |
|  |  | Determine and plan for numeracy skills learning outcomes for lessons | * Show my session/lesson plan
* Show learning resources I have used in my lessons with targeted numeracy skills activities
 |  |
|  |  | Draw on existing numeracy teaching resources | * 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 | * List the ways I find out about my learners, such as questionnaires, conversations, observation, liaison with other services, learner support staff or agencies
* *Other*
 | * [Know the foundation skills demands and the learners](https://pacifictoolkit.col.org/resource/know-the-foundation-skills-demands-and-the-learners/)
 |
|  |  | Provide support within the programme | * 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.
* *Other*
 |  |
|  |  | Link a learner with other supports in my organisation | * Discuss a time when I connected a learner with disability support, a student advisor, financial support or other type of support
* *Other*
 |  |
|  |  | Refer a learner to other services | * Discuss a time when I connected a learner with an external service, such as women’s support, financial advisor or housing support
* *Other*
 |  |

### Support foundation skills learning in a vocational context

| **** | **?+** |  **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 | * Explain the main things I consider and the people I discuss them with when I am planning a lesson/session for a new cohort
* *Other*
 |  |
|  |  | Provide explicit training within lessons for learners’ language, digital, literacy and/or numeracy skills development Use specifically designed resources, as required | * Show the resources I developed, sourced or adapted
* Show my reflection notes after using the resources I developed, sourced or adapted
* Discuss how to use a balanced approach to teaching that incorporates foundational skills and vocational skills
* *Other*
 |  |

## 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 | * Explain how I engaged with employers to get input and feedback on session/lesson plans and resources
* Explain what I learned from employers about demand for language, digital, literacy and numeracy skills in the workplace/industry
* *Other*
 |  |
|  |  | Participate in industry forums, networks, events, etc. | * Discuss what I have done, what I have learned and how I apply what I have learned to my training practice
 |  |
|  |  | Engage with industry to keep up to date with changes such as new methods, products and technology | * Discuss what I have done, what I have learned and how I apply what I have learned to my training practice
* 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 | * Discuss how TVET can support individual, community, industry and economic development
* Explain a situation in which I have had a conversation to promote TVET
* Show an email in which I have sent information about the benefits of TVET
* *Other*
 | * [Support and encourage women in trades](https://pacifictoolkit.col.org/resource/support-and-encourage-women-in-trades-2/)

**Videos*** [*Sanma hats, partnering in TVET*](https://pacifictoolkit.col.org/resource/video-sanma-hats-partnering-in-tvet-2/)
* [*Benefits of TVET for Assunda Roy*](https://pacifictoolkit.col.org/resource/video-benefits-of-tvet-for-assunda-roy/)
* [*Benefits of TVET for Mike Kumar*](https://pacifictoolkit.col.org/resource/video-benefits-of-tvet-for-mike-kumar/)
* [*Benefits of TVET for Shirley Worwor*](https://pacifictoolkit.col.org/resource/video-benefits-of-tvet-for-shirley-worwor/)
* [*Benefits of TVET for Kaliova Bilo*](https://pacifictoolkit.col.org/resource/video-benefits-of-tvet-for-kaliova-bilo/)
* [*Benefits of TVET for female learners — Erima Nunumbal*](https://pacifictoolkit.col.org/resource/benefits-of-tvet-for-female-learners-erima-nunumbal-2/)
* [*Benefits of TVET for female learners — Vicky Fanfa*](https://pacifictoolkit.col.org/resource/video-benefits-of-tvet-for-female-learners-vicky-fanfa-2/)
* [*Benefits of TVET for female learners – Gael Waki*](https://pacifictoolkit.col.org/resource/video-benefits-of-tvet-for-female-learners-gael-waki-2/)
* [*Benefits of TVET for disabled female learners*](https://pacifictoolkit.col.org/resource/video-benefits-of-tvet-for-disabled-female-learners-2/)
 |
|  |  | Explain pathways into, through and from TVET programmes | * Explain to a learner or employer prerequisites, enrolment processes, articulation pathways and potential career/professional outcomes
 |  |

1. The complete Professional Development Framework is available on the TVET Toolkit website. [↑](#footnote-ref-2)
2. We recognise that there are broader uses of the term “capability.” These include a person’s access to resources and enabling systems/structures. Further, alternative definitions focus more on a person’s potential to do something. The focus of the Toolkit is on people *demonstrating* capabilities. [↑](#footnote-ref-3)