



# Capability Mapping Tool for TVET Practitioners Level 1

Version 2

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## Introduction

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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.<sup>1</sup> 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.<sup>2</sup> 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.

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<sup>1</sup> The complete Professional Development Framework is available on the TVET Toolkit website.

<sup>2</sup> 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.



## 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

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



## 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	<input type="checkbox"/> Show completed session/lesson plans <input type="checkbox"/> <i>Other</i>	<ul style="list-style-type: none"> <li>* Signposts — A professional learning resource for new teaching staff in the tertiary sector (#1 Planning to teach and #5 Delivering the goods)</li> <li>* Teach practical skills</li> <li>* Plan a lesson</li> <li>* Lesson plan — Example</li> <li>* Lesson plan — Template</li> </ul>
		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"> <li>* Do more with less — Tips</li> </ul>

## 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.

### 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 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	<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 <i>I will access this resource from the Toolkit to learn more about this capability</i>



## Stage 1 — Get Started with Training in TVET

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### 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\*.](#)



## 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	* <a href="#">Put Read Aloud on your MS Word Toolbar</a>



✓	?+	I ...	To demonstrate this, I can ...	Toolkit resources for further learning
			<input type="checkbox"/> Use file-management and record-keeping systems <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 approach 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"> <li>* <a href="#">Glossary</a></li> <li>* <a href="#">TVET Benefits</a></li> <li>* <a href="#">Who is involved in TVET</a></li> <li>* <a href="#">Competency-based training and assessment</a></li> <li>* <a href="#">Competency-based assessment</a></li> <li>* <a href="#">Signposts (#6 The language of assessment)</a></li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>* <a href="#">What competency-based assessment means to Nelson Beti</a></li> <li>* <a href="#">Sanma hats, partnering in TVET</a></li> </ul>
		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 of and assumptions about adult learning (andragogy)	<input type="checkbox"/> 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 <input type="checkbox"/> <i>Other</i>	<ul style="list-style-type: none"> <li>* <a href="#">Signposts (#9 Being professional)</a></li> <li>* <a href="#">Sanma hats, partnering in TVET (video)</a></li> </ul>



## 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	<input type="checkbox"/> Explain what I have learned from people from diverse backgrounds with whom I have worked <input type="checkbox"/> Explain what I have learned from people with disability whom I know 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>	* <a href="#">Support and encourage women in trades</a> * <a href="#">Signposts (#8 Knowing about and responding to difference)</a> <b>Videos</b> * <a href="#">How TVET can empower women</a> * <a href="#">Benefits of TVET for female learners – Erima Nunumbal</a> * <a href="#">Benefits of TVET for female learners – Vicky Fanfa</a> * <a href="#">Benefits of TVET for female learners – Gael Waki</a> * <a href="#">Benefits of TVET for disabled female learners</a>

## 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	<input type="checkbox"/> Show completed job safety analyses relevant to specific work environments in my industry <input type="checkbox"/> <i>Other</i>	
		Clearly explain workplace health and safety principles relevant to my industry	<input type="checkbox"/> Discuss my previous experience of 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"> <li>* <a href="#">Signposts — A professional learning resource for new teaching staff in the tertiary sector (#1 Planning to teach and #5 Delivering the goods)</a></li> <li>* <a href="#">Teach practical skills</a></li> <li>* <a href="#">Plan a lesson</a></li> <li>* <a href="#">Lesson plan — Example</a></li> <li>* <a href="#">Lesson plan — Template</a></li> </ul>
		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"> <li>* <a href="#">Do more with less — Tips</a></li> </ul>

### 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"> <li>* <a href="#">Write good learning resources</a></li> <li>* <a href="#">Content and layout — Checklist</a></li> <li>* <a href="#">Design online learning activities</a></li> <li>* <a href="#">Communicate clearly</a></li> </ul>
		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 report (or third-party evidence) from my mentor <input type="checkbox"/> <i>Other</i>	* <a href="#">Signposts (#4 Classroom management)</a>
		Supervise learners to ensure they follow workplace health and safety procedures using appropriate equipment	<input type="checkbox"/> Explain how I manage workplace health and safety risks in my training sessions <input type="checkbox"/> Show a verification report (or third-party evidence) from my mentor <input type="checkbox"/> Show resources that I use in my training sessions that relate to workplace health and safety <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>	* <a href="#">Signposts (#2 How to get going with your class and #3 Engaging your students in their learning)</a>



✓	?+	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 and 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	* <a href="#">Signposts: #7 Reflecting on teaching</a> * <a href="#">Evaluate and improve your training</a>
		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	* <a href="#">Questions for learner feedback</a> * <a href="#">Evaluate and improve your training</a>
		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>	* <a href="#">Evaluate and improve your training</a>



# 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	<div><input type="checkbox"/> Show a coaching or mentoring agreement</div> <div><input type="checkbox"/> Show a verification (or third-party evidence) report from my coach or mentor</div> <div><input type="checkbox"/> <i>Other</i></div>	



## Stage 2 — Get Started with Assessment in TVET

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### 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\*.](#)



## 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 developed, 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"> <li>• TVET frameworks and relevant legislation</li> <li>• Adult learning principles</li> <li>• Inclusive practice and cultural competence</li> <li>• Workplace health and safety</li> <li>• Digital technology</li> </ul>	<input type="checkbox"/> Show or explain how I have applied this knowledge 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	* <a href="#">Competency-based assessments</a> * <a href="#">What competency-based assessment means to Nelson Beti (video)</a> * <a href="#">Design assessments — Steps</a> * <a href="#">Verification</a> * <a href="#">Write assessment questions</a> * <a href="#">Assessment design — Checklist</a>
		Provide written guidance to assessors, such as model responses, resources required and any specific mandatory conditions	<input type="checkbox"/> Show the assessment tools and schedules I have created and the information I have provided for assessors	* <a href="#">Design assessments — Steps</a> * <a href="#">Write assessment schedules</a> * <a href="#">Create rubrics</a>
		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>	* <a href="#">Assessment design — Checklist</a> * <a href="#">Validation and moderation</a>

### 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 relevant 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>	* <a href="#">Validation and moderation</a> * <a href="#">Assessment design — Checklist</a>



## 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 them <input type="checkbox"/> <i>Other</i>	* <a href="#">Conduct assessments</a> * <a href="#">Provide assessment feedback to learners</a>
		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 <input type="checkbox"/> <i>Other</i>	
		Conduct written assessments	<input type="checkbox"/> Explain the method I used to organise 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>	* <a href="#">Create marking rubrics</a>
		Ensure learner 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	



✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
			<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>	* <a href="#">Provide assessment feedback to learners</a>
		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)

Mentor and Coach

✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
		Participate actively 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 — Get Started with Foundation Skills in TVET

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### 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\*.](#)



## 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, in writing, by phone or face-to-face <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"> <li>○ my session/lesson plans</li> <li>○ the way I support learners</li> </ul> <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>	* <a href="#">Join a community of practice</a>
		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 the 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 can...	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 types of approaches <input type="checkbox"/> <i>Other</i>	
		Apply strengths-based approaches to supporting learners	<input type="checkbox"/> Explain how I identify the strengths of individual 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 the best in them and leverage their strengths <input type="checkbox"/> <i>Other</i>	

#### 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	<input type="checkbox"/> Discuss a variety of inclusive teaching strategies and identify which ones might be best suited for specific learners and/or cohorts <input type="checkbox"/> <i>Other</i>	* <a href="#">Support and encourage women in trades</a> * <a href="#">Signposts (#8 Knowing about and responding to difference)</a>

#### 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	<input type="checkbox"/> Show session/lesson plans where I have explicitly promoted health and well-being, such as through	



✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
			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 the needs of 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>	* <a href="#">Communicate clearly</a> * <a href="#">Simplify embedded literacy and numeracy</a>
		Consider and contribute ideas for innovative training practices	<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 affected 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	* <a href="#">Communicate clearly</a>



## 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	<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	* <a href="#">An introduction to embedding foundation skills in TVET</a> * <a href="#">Know the foundation skills demands and the learners</a>
		Identify the language skills of learners	<input type="checkbox"/> Show how I assessed the learners' language skills (questionnaire, formative assessment, conversation, etc.)	* <a href="#">Know the foundation skills demands and the learners</a>
		Determine and plan for language learning outcomes for lessons	<input type="checkbox"/> Show my session/lesson plan <input type="checkbox"/> Show learning resources I have used in my lessons with targeted language skills activities	* <a href="#">Use graphic organisers to embed writing skills development</a> * <a href="#">Use speaking frames to embed speaking and listening skills development</a>
		Develop glossaries/word lists	<input type="checkbox"/> Show the glossaries/word lists I have developed	* <a href="#">Teach difficult vocabulary to embed reading skills development in TVET</a>
		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	* <a href="#">An introduction to embedding foundation skills in TVET</a> * <a href="#">Know the foundation skills demands and the learners</a>
		Identify the digital skills of learners	<input type="checkbox"/> Show how I assessed these skills (practical task as a formative assessment, self-assessment, etc.)	* <a href="#">Know the foundation skills demands and the learners</a>
		Determine and plan for digital skills learning outcomes for lessons	<input type="checkbox"/> Show my session/lesson plan <input type="checkbox"/> Show learning resources I have used in my lessons with targeted digital skills activities	
		Develop clearly sequenced instructions from entry level	<input type="checkbox"/> Show my resources, using features such as screenshots, numbered steps, etc.	* <a href="#">Put Read Aloud on your MS Word Toolbar</a>
		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 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	* <a href="#">An introduction to embedding foundation skills in TVET</a> * <a href="#">Know the foundation skills demands and the learners</a>
		Identify the literacy skills of learners	<input type="checkbox"/> Show how I identified these skills (diagnostic assessment, self-assessment, etc.)	* <a href="#">Know the foundation skills demands and the learners</a>
		Determine and plan for literacy skills learning outcomes for lessons	<input type="checkbox"/> Show my session/lesson plan <input type="checkbox"/> Show learning resources I have used in my lessons with targeted literacy skills activities	* <a href="#">Use graphic organisers to embed writing skills development</a> * <a href="#">Teach difficult vocabulary to embed reading skills development in TVET</a>
		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	* <a href="#">An introduction to embedding foundation skills in TVET</a> * <a href="#">Know the foundation skills demands and the learners</a>
		Identify the numeracy skills of learners	<input type="checkbox"/> Show how I identified these skills (practical task as a formative assessment, self-assessment, etc.)	* <a href="#">Know the foundation skills demands and the learners</a>
		Determine and plan for numeracy skills learning outcomes for lessons	<input type="checkbox"/> Show my session/lesson plan <input type="checkbox"/> Show learning resources I have used in my lessons with targeted numeracy skills activities	
		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, conversations, observation, liaison with other services, learner support staff or agencies <input type="checkbox"/> <i>Other</i>	* <a href="#">Know the foundation skills demands and the learners</a>
		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 a learner with other supports in my organisation	<input type="checkbox"/> Discuss a time when I connected a learner with disability support, a student advisor, financial support or other type of support <input type="checkbox"/> <i>Other</i>	
		Refer a learner to other services	<input type="checkbox"/> Discuss a time when I connected a learner with an external service, such as women's support, financial advisor or housing support <input type="checkbox"/> <i>Other</i>	

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	<input type="checkbox"/> Explain the main things I consider and the people I discuss them with when I am planning a lesson/session for a new cohort <input type="checkbox"/> <i>Other</i>	
		Provide explicit training within lessons for learners' language, digital, literacy and/or numeracy skills development	<input type="checkbox"/> Show the resources I developed, sourced or adapted <input type="checkbox"/> Show my reflection notes after using the resources I developed, sourced or adapted	
		Use specifically designed resources, as required		



✓	?+	I can ...	To demonstrate this, I can ...	Toolkit resources for further learning
			<div><input type="checkbox"/> Discuss how to use a balanced approach to teaching that incorporates foundational skills and vocational skills</div> <div><input type="checkbox"/> <i>Other</i></div>	



## 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 demand for language, digital, literacy and numeracy skills 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 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	<input type="checkbox"/> Discuss what I have done, what I have learned and how I apply what I have learned 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 in which I have had a conversation to promote TVET <input type="checkbox"/> Show an email in which I have sent information about the benefits of TVET <input type="checkbox"/> <i>Other</i>	* <a href="#">Support and encourage women in trades</a> <b>Videos</b> * <a href="#">Sanma hats, partnering in TVET</a> * <a href="#">Benefits of TVET for Assunda Roy</a> * <a href="#">Benefits of TVET for Mike Kumar</a> * <a href="#">Benefits of TVET for Shirley Worwor</a> * <a href="#">Benefits of TVET for Kaliova Bilo</a> * <a href="#">Benefits of TVET for female learners — Erima Nunumbal</a> * <a href="#">Benefits of TVET for female learners — Vicky Fanfa</a>



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