**TAE40122 Full Program – Working in VET Cluster – Knowledge Questions**

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| **Name of Candidate** |  |

**Knowledge Questions:**

This is a research project - to answer the questions, you must access a range of creditable and current sites including ASQA, NCVER, Training.gov.au, Federal and State departments responsible for Skills and Training, Training Package developers, Jobs and Skills Australia and Peak bodies.

You are required to answer the knowledge questions clearly and concisely demonstrating that you have a good understanding of what's required to work effectively in the VET sector and work within a compliance framework.

REMEMBER when you do your research, you can search the Internet, locate information in the Blueprint Training Manuals which are located in BrainstormRTO and use other sources of information.

Ensure that your sources of information are current - there are many websites that refer to VET, however, haven't been updated for many years. It's a good idea to cross check the facts when you find your answers on the Internet.

Your responses must be your own work. Don't copy or plagiarise from other students, as this will result in your work being marked as incorrect and may result in cancellation of enrolment.

**VET QUALITY FRAMEWORK**

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| 1 | The national regulator (ASQA) provides details of the VET Quality Framework.  The aim of the vocational education and training (VET) Quality Framework is to achieve greater national consistency in two (2) areas - what are these areas?  **List two (2) areas…** | | | | | | | | | | | | | |
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| 2 | The aim of the vocational education and training (VET) Quality Framework is to achieve greater national consistency in:   * **registering and monitoring** RTOs * the **enforcement of standards** in the VET sector.   **The VET Quality Framework comprises four (4) legislative requirements and one (1) framework.**  **List the four (4) legislative requirements and one (1) framework…** | | | | | | | | | | | | | |
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| **STANDARDS**  The Standards for RTOs ensure nationally consistent, high-quality training and assessment across Australia's VET system.  You now need to complete thirteen (13) questions to demonstrate your understanding of the Standards.  You can refer back to the Standards for RTOs, the Standards User Guide and the Blueprint Training Manual as you complete each of these questions.  Consider the following activities conducted by an RTO as part of their everyday business.  Your task is to identify the guidance that is provided to RTOs by the Standards.  Further reading: <https://www.asqa.gov.au/rtos/users-guide-standards-rtos-2015> | | | | | | | | | | | | | | |
| 3 | **Advertising and marketing activities within an RTO**  The Standards provide guidance to ensure students and employers have clear accurate and readily accessible information to make informed choices about the training that will best meet their needs.  **Select two (2) requirements of the standards.** | | | | | | | | | | | | | |
| a) An RTO can advertise both nationally recognised training and non-accredited training on the same page of their website  b) The RTO website must include the registration code of the RTO  c) The RTO can guarantee the learner will successfully complete the course  d) An RTO is not permitted to advertise on social media  e) An RTO must accurately represent the services it provides and the training products on its scope of registration | | | | | | | | | | | | | |
| 4 | **Standards – Using NRT and AQF logos.**  **Select all that apply** | | | | | | | | | | | | | |
| a) Once a Training Organisation is registered, they can display the NRT logo on their promotional materials for both nationally recognised training and non-accredited training  b) An RTO can display the NRT logo when advertising a training product that is registered on their scope | | | | | | | | | | | | | |
| 5 | **Standards – Third Party Arrangements**  An RTO must register with ASQA when working with a third party for which three (3) services?  **Select three (3)…** | | | | | | | | | | | | | |
| a) Marketing and recruitment services  b) RTO consulting services  c) Issuing results  d) Access to facilities and resources  e) Training and assessment of a training product | | | | | | | | | | | | | |
| 6 | **Standards – Recruitment of students**  Complaints about student information, enrolment and marketing are consistently among the top ten categories of complaints about RTOs that ASQA receives. Students can submit Training Provider feedback by which two (2) of the following options:  **Select two (2)…** | | | | | | | | | | | | | |
| a) National Training Complaints Hotline - 133873  b) Posting on ASQA’s social media sites  c) Completing the complaints form of ASQA website | | | | | | | | | | | | | |
| 7 | **Standards – Identifying and meeting learner needs (including learner support)**  ‘Learner support’ includes educational and support services a learner needs to assist them in their training. RTOs should at a minimum provide the following support.  **Select two(2) from list:** | | | | | | | | | | | | | |
| a) Only enrol learners who don’t need support  b) Identify any requirements such as LLN or physical capabilities learners need to complete course  c) Provide open access to all courses  d) Reject the enrolment request of students who lack computer skills  e) Develop strategies to make support available where gaps are identified | | | | | | | | | | | | | |
| 8 | **Standards – Recruiting trainers and assessors**  An RTO must ensure they recruit qualified trainers and assessors to ensure that students are receiving training and assessment from those who understand how to best deliver vocational education.  **Select three(3) suitable qualifications that trainers and assessors could hold (as at January 2023)- from the list.** | | | | | | | | | | | | | |
| a) Bachelor in Education  b) Bachelor in Early Childhood  c) TAE40116 Certificate in Training and Assessment (or successor)  d) Masters in Teaching  e) TAE40110 Certificate IV in Training and Assessment plus the TAELLN411 and TAEASS502 (or previous / successor versions)  f) Bachelor in Teaching  g) A diploma or higher-level qualification in adult education | | | | | | | | | | | | | |
| 9 | **Professional currency – Recruiting trainers and assessors**  RTO’s must also ensure that training and assessment is only delivered by persons who have the following:  **Select three (3) requirements from the list.** | | | | | | | | | | | | | |
| a) Vocational competencies at least to the level being delivered and assessed  b) Past experience in the industry  c) Current industry skills directly relevant to the training and assessment being provided  d) The actual qualification that they are delivering  e) Current knowledge and skills in vocational training and learning that informs their training and assessment. | | | | | | | | | | | | | |
| 10 | **Vocational competency - Requirements for maintaining vocational competency**  Trainers and Assessors working in the VET sector must undertake ongoing professional development in the field of ....  **Select two (2) from the list below.** | | | | | | | | | | | | | |
| a) The knowledge and practice of vocational training  b) Labour market updates  c) Learning and assessment including competency-based training and assessment  d) Government funded training options  e) CPR  f) Classroom management | | | | | | | | | | | | | |
| 11 | **Industry Currency - Requirements for maintaining industry currency**  Which one of the following is **NOT** an example of how trainers and assessors can maintain their industry currency:  **Select all that apply…** | | | | | | | | | | | | | |
| a) Belonging to industry associations  b) Engaging with industry (e.g. discussions with employers or attending industry networking events)  c) Delivering training and assessment in a classroom  d) Reading industry journals and subscriptions  e) Staying informed about changes to technology  f) Keeping up to date with changes to legislation | | | | | | | | | | | | | |
| 12 | **Professional Development - Requirements for maintaining Professional Development within vocational training and learning**  Trainers and assessors must complete a set number of hours of relevant professional development in VET?  **True or False?** | | | | | | | | | | | | | |
| a) True  b) False | | | | | | | | | | | | | |
| 13 | **Working under supervision - Requirements for Trainers and/or Assessors Working under supervision**  Can an individual engaged by an RTO who is not a trainer or assessor, but who works under the supervision of an accredited trainer mark students’ assessments and determine assessment outcomes?  **Yes or No?** | | | | | | | | | | | | | |
| a) Yes  b) No | | | | | | | | | | | | | |
| 14 | **Records Management - Issuing results and credentials**  Once competency has been determined, an RTO must issue a student credential within what timeframe:  **Select one(1) option from the list below.** | | | | | | | | | | | | | |
| a) 72 hours  b) 7 calendar days  c) 30 calendar days  d) 30 years  e) As quickly as possible | | | | | | | | | | | | | |
| 15 | **Records Management - Retention of records**  The Standards for RTOs dictate the requirements for the retention of student records by RTOs.  **Select the three (3) correct requirements for the retention of student records.** | | | | | | | | | | | | | |
| a) An RTO must keep all student evidence for 7 years  b) An RTO can return the evidence to the student once it has been marked and recorded  c) An RTO must store student evidence for a minimum of 6 months from the date of competence judgement  d) An RTO participating in certain training and assessment activities may have other record-keeping requirements e.g. contracts, regulations, licencing  e) An RTO no longer needs to re-issue credentials, these can now be downloaded by the graduate from the USI student portal.  f) An RTO must be able to reissue a credential for up to 7 years  g) An RTO must be able to reissue a credential for 30 years  h) An RTO must be able to reissue a credential for ever. | | | | | | | | | | | | | |
| 16 | **Australian Qualifications Framework - Structure and overarching content of the AQF**  The AQF is the national policy for regulated qualifications in Australian education and training. It is important to have an understanding of the structure and overarching content of the AQF.  **Read the statements below and match the appropriate answers.** | | | | | | | | | | | | | |
|  | | | | | **I, II and III** | | | | **One** | **Three** | **Four** | **Five** | **Ten** |
| How many levels are in the AQF? | | | | |  | | | |  |  |  |  |  |
| Which AQF level qualifications are most commonly delivered in schools? | | | | |  | | | |  |  |  |  |  |
| What is the level of a Diploma Qualification? | | | | |  | | | |  |  |  |  |  |
| Which level prepares graduates to have theoretical and practical knowledge and skills for work? | | | | |  | | | |  |  |  |  |  |
| Which level will prepare graduates to have foundational knowledge for everyday life? | | | | |  | | | |  |  |  |  |  |
| Which level will prepare graduates to complete routine and non-routine activities? | | | | |  | | | |  |  |  |  |  |
| 17 | **Relevant stakeholders**  As trainers and assessors in the VET sector, it's important that we know the functions, roles and responsibilities of relevant stakeholders.  **Complete the table below to outlining the roles and responsibilities of key stakeholders within the VET sector.** | | | | | | | | | | | | | |
| **STAKEHOLDER** | | **Name of Stakeholder** | | | | | **Function, role & responsibilities** | | | | | | |
| a) Australian Government  (List the department responsible for skills and training) | |  | | | | |  | | | | | | |
| b) State Training Authority  (List the STA relevant to your state) | |  | | | | |  | | | | | | |
| c) VET regulator - NATIONAL | |  | | | | |  | | | | | | |
| d) VET regulators - State Based  (There are two State Based regulators - list both) | |  | | | | |  | | | | | | |
| e) Training Package Developers | |  | | | | |  | | | | | | |
| f) At least one peak body representing industry and employers | |  | | | | |  | | | | | | |
| g) At least one peak body representing the training industry | |  | | | | |  | | | | | | |
| h) An example of a network, community of practice or professional development provider relevant to trainers and assessors in the VET sector | |  | | | | |  | | | | | | |
| 18 | **Training package developers**  In September 2022, legislation was passed by the Federal government to establish Jobs and Skills Australia. This is a statutory body within the Department of Employment and Workplace Relations, to provide advice and collect, analyse, share and publish data and other information on Australia’s current and emerging labour market and its current, emerging and future skills and training needs and priorities (including in relation to apprenticeships), and the adequacy of the Australian system for providing vocational education and training (including training outcomes).  **Within your role as a VET practitioner, explain how will you be able to use the Jobs and Skills Australia website and resources to influence your training practices?** | | | | | | | | | | | | | |
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| 19 | **Organisational requirements and procedures**  Organisational policies and procedures within an RTO will provide guidelines to VET Practitioners to ensure they meet the requirements in relation to working as a VET teacher, trainer and/or assessor. Resources outlining these requirements may include staff handbooks, position descriptions, inductions and codes of conduct.  You can refer to your documents relevant to your workplace, or refer to the documents in the simulated RTO - BrainstormRTO to help you with your research.  **Thinking about your role as a VET Practitioner, briefly explain the steps you would follow or what you would need to consider to ensure the following:** | | | | | | | | | | | | | |
| **Policies, Procedures and Guidelines** | | | | **Briefly explain the steps you would follow and/or what would you need to consider** | | | | | | | | | |
| a) Understanding the requirements of your Position description (including relevant information in this document) | | | |  | | | | | | | | | |
| b) Completing an induction process at the RTO | | | |  | | | | | | | | | |
| c) Code of conduct | | | |  | | | | | | | | | |
| d) Duty of care | | | |  | | | | | | | | | |
| e) Risk mitigation | | | |  | | | | | | | | | |
| f) Continuous improvement | | | |  | | | | | | | | | |
| g) Records management | | | |  | | | | | | | | | |
| h) Professional development and maintaining currency | | | |  | | | | | | | | | |
| i) Diversity and inclusion | | | |  | | | | | | | | | |
| j) Privacy and confidentiality | | | |  | | | | | | | | | |
| k) Anti-discrimination | | | |  | | | | | | | | | |
| l) Consumer protection requirements | | | |  | | | | | | | | | |
| m) Copyright and plagiarism | | | |  | | | | | | | | | |
| n) Internal quality audits | | | |  | | | | | | | | | |
| o) Child safe standards | | | |  | | | | | | | | | |
| p) Workplace health and safety | | | |  | | | | | | | | | |
| q) Digital technology and Digital Skills you require as a VET teacher, trainer and assessor | | | |  | | | | | | | | | |
| **Features of the competency-based VET system**  Competency-based training is a method of training that develops the skills, knowledge and attitudes required to achieve competency.  **For questions 20 – 26, match the meaning to the key features of the Australian competency-based VET system.** | | | | | | | | | | | | | | |
| 20 | **Description**  The Australian VET system is based on a strong government-industry alliance (partnership). Federal and state and territory governments provide funding and policy direction, while employers shape the qualifications needed by their industry, which in turn enhances their productivity and global competitiveness. | | | | | | | | | | | | | |
| **Feature**  Assessment is criterion referenced not norm referenced  Based on competency standards that define the standard of performance required in the workplace  Dimensions of competency  Focused on the needs of the State  Industry aligned  The student has been deemed “Competent”  The student has been deemed "Not yet competent" | | | | | | | | | | | | | |
| 21 | **Description**  It is nationally regulated - clients receive nationally focused, consistent, high quality training and assessment, regardless of their location. | | | | | | | | | | | | | |
| **Feature**  Assessment is criterion referenced not norm referenced  Based on competency standards that define the standard of performance required in the workplace  Nationally Recognised Training  Focused on the needs of the State  Industry aligned  The student has been deemed “Competent”  The student has been deemed "Not yet competent" | | | | | | | | | | | | | |
| 22 | **Description**  VET is competency based – outcomes-focused training and assessment enables students to build practical capability through work-integrated learning. | | | | | | | | | | | | | |
| **Feature**  Assessment is criterion referenced not norm referenced  Based on competency standards that define the standard of performance required in the workplace  Dimensions of competency  Nationally focused  Industry aligned  The student has been deemed “Competent”  The student has been deemed "Not yet competent" | | | | | | | | | | | | | |
| 23 | **Description**  Criterion referenced assessment focuses on the candidate’s performance of the task against a set of criteria related to the knowledge, skills or attributes that the candidate is developing – where norm-referenced assessment ranks students and compares their performance against each other. | | | | | | | | | | | | | |
| **Feature**  Assessment is criterion referenced not norm referenced  Based on competency standards that define the standard of performance required in the workplace  Dimensions of competency  Nationally focused  Industry aligned  The student has been deemed “Competent”  The student has been deemed "Not yet competent" | | | | | | | | | | | | | |
| 24 | **Description**  The assessor has gathered **sufficient evidence** to confirm the learner has the required skills, knowledge and attitude to cover the requirements of a Unit of Competency | | | | | | | | | | | | | |
| **Feature**  Assessment is criterion referenced not norm referenced  Based on competency standards that define the standard of performance required in the workplace  Dimensions of competency  Nationally focused  Industry aligned  The student has been deemed “Competent”  The student has been deemed "Not yet competent" | | | | | | | | | | | | | |
| 25 | **Description**  The assessor has gathered **insufficient evidence** to confirm the learner has the required skills, knowledge and attitude to cover the requirements of a Unit of Competency | | | | | | | | | | | | | |
| **Feature**  Assessment is criterion referenced not norm referenced  Based on competency standards that define the standard of performance required in the workplace  Dimensions of competency  Nationally focused  Industry aligned  The student has been deemed “Competent”  The student has been deemed "Not yet competent" | | | | | | | | | | | | | |
| 26 | **Description**  Forms part of the broad concept of competency which includes all aspects of work performance as represented by: task skills, task management skills, contingency management skills and job/role environment skills. | | | | | | | | | | | | | |
| **Feature**  Assessment is criterion referenced not norm referenced  Based on competency standards that define the standard of performance required in the workplace  Dimensions of competency  Nationally focused  Industry aligned  The student has been deemed “Competent”  The student has been deemed "Not yet competent" | | | | | | | | | | | | | |
| 27 | **Diversity of Learners**  As a VET practitioner, you must be aware of the diversity of learners in VET, including their needs and expectations and the implications for your own inclusive work practices.  **Complete the table below to demonstrate your knowledge of inclusive work practices.** | | | | | | | | | | | | | |
| a) Provide at least three(3) examples of the diversity of learners (learner characteristics) | | | | | |  | | | | | | | |
| b) Provide at least two(2) strategies you could use to identify the support needs of learners | | | | | |  | | | | | | | |
| c) Provide at least two(2) examples of a Reasonable Adjustment you could make to your assessment practices | | | | | |  | | | | | | | |
| d) “Reasonable Adjustment” is a term used in the Disability Discrimination Act (DDA) – how would you determine that the changes you are making to the assessment are actually “Reasonable” | | | | | |  | | | | | | | |
| e) Provide two(2) processes that could be used to seek feedback from learners to improve the quality of training and assessment in a VET environment | | | | | |  | | | | | | | |
| f) You have received feedback from a group of learners, who have struggled to understand the content for the course you are teaching – what actions could you take to improve the quality of the training product? | | | | | |  | | | | | | | |
| h) Other than using student survey forms, what other process could be used by the RTO to ensure the quality of their training and assessment? | | | | | |  | | | | | | | |
| 28 | **Authorised Australian foundation skills frameworks**  There are a number of currently authorised frameworks used within Training products. These are descriptive frameworks that provide a common language and a set of reference points to articulate the foundation skills required in any job or work environment.  **Provide a brief summary of each framework – when/where is it used and what is the process and the purpose?** | | | | | | | | | | | | | |
| **Currently Authorised Framework** | **What is the purpose of this Framework** | | | | | | | **What is the process – how is this framework integrated into VET training and assessment** | | | | | |
| a) Australian Core Skills Framework (ACSF) |  | | | | | | |  | | | | | |
| b) Digital Literacy Skills Framework (DLSF) |  | | | | | | |  | | | | | |
| c) Employability Skills Framework (ESF) |  | | | | | | |  | | | | | |
| d) Core Skills for Work Development Framework (CSfW) |  | | | | | | |  | | | | | |
| 29 | **Websites relevant to VET**  **There are plenty of websites on the Internet to help you navigate the world of VET.**  Looking at these sources of information, provide a brief description of the information provided for each site. Within your description of each site briefly outline what the website is about, who is the intended user and how you might use this site in your role as a trainer and assessor.  **(minimum of 3 sentences per website)** | | | | | | | | | | | | | |
| **Using the website for the following organisations –** | | | **What is this website about, who is the intended user, how can this site help you as a trainer and assessor?**  **(minimum of 3 sentences per website)** | | | | | | | | | | |
| a) Australian Skills Quality Authority (ASQA)  <https://www.asqa.gov.au/> | | |  | | | | | | | | | | |
| b) Training Accreditation Council – Western Australia <https://www.tac.wa.gov.au/Pages/default.aspx> | | |  | | | | | | | | | | |
| c) Victorian registration & Qualifications Authority  <https://www.vrqa.vic.gov.au/> | | |  | | | | | | | | | | |
| d) Safe Work Australia  <https://www.safeworkaustralia.gov.au/> | | |  | | | | | | | | | | |
| e) National Centre for Vocational Education Research  <https://www.ncver.edu.au/> | | |  | | | | | | | | | | |
| f) VOCED Plus  <https://www.voced.edu.au/> | | |  | | | | | | | | | | |
| g) Training.gov.au – National Register of VET  <https://training.gov.au/> | | |  | | | | | | | | | | |
| h) Jobs and Skills Australia  <https://www.jobsandskills.gov.au/> | | |  | | | | | | | | | | |
| i) National training Complaints Hotline  <https://www.dewr.gov.au/national-training-complaints-hotline> | | |  | | | | | | | | | | |
| j) National Reading Writing Hotline  <https://www.readingwritinghotline.edu.au/> | | |  | | | | | | | | | | |
| k) Australian Disability Clearinghouse on Education and Training  <https://www.adcet.edu.au/> | | |  | | | | | | | | | | |
| l) AI Group  <https://www.aigroup.com.au/> | | |  | | | | | | | | | | |
| m) Australian Qualifications Framework  <https://www.aqf.edu.au/> | | |  | | | | | | | | | | |
| **Mapping compliance requirements**  The VET sector is a highly regulated sector and all RTO are responsible for ensuring compliance using a variety of methods to map their compliance requirements.  **For questions 30 – 35, Match the mapping methods to ensure compliance requirements to the compliance considerations.** | | | | | | | | | | | | | | |
| 30 | **Considerations in a compliance framework**  Ensures assessors meet the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards. | | | | | | | | | | | | | |
| **Mapping methods to ensure compliance requirement**  Mapping assessments to units of competency  Using flow charts or mind maps to document processes.  Using trainer profiles as a compliance table  Validating assessment processes against Principles of Assessment  Validating assessment processes against Rules of Evidences | | | | | | | | | | | | | |
| 31 | **Considerations in a compliance framework**  When systems are visually presented, it can be easier to communicate and understand the steps required and the processes to be followed | | | | | | | | | | | | | |
| **Mapping methods to ensure compliance requirement**  Mapping assessments to units of competency  Using flow charts or mind maps to document processes.  Using trainer profiles as a compliance table  Validating assessment processes against Principles of Assessment  Validating assessment processes against Rules of Evidences | | | | | | | | | | | | | |
| 32 | **Considerations in a compliance framework**  Assessment evidence must be Valid, Sufficient, Authentic and Current | | | | | | | | | | | | | |
| **Mapping methods to ensure compliance requirement**  Mapping assessments to units of competency  Mapping clauses from the Standards for RTOs to RTO policies and procedures  Using flow charts or mind maps to document processes.  Using trainer profiles as a compliance table  Validating assessment processes against Principles of Assessment  Validating assessment processes against Rules of Evidences | | | | | | | | | | | | | |
| 33 | **Considerations in a compliance framework**  Assessment evidence must be Valid, Reliable, Flexible and Fair | | | | | | | | | | | | | |
| **Mapping methods to ensure compliance requirement**  Mapping assessments to units of competency  Mapping clauses from the Standards for RTOs to RTO policies and procedures  Using flow charts or mind maps to document processes.  Using trainer profiles as a compliance table  Validating assessment processes against Principles of Assessment  Validating assessment processes against Rules of Evidences | | | | | | | | | | | | | |
| 34 | **Considerations in a compliance framework**  Quality & Compliance Policies and Procedures should be written against the requirements of the VET Quality Framework to ensure the RTO is meeting the requirements in applicable vocational education and training legislation | | | | | | | | | | | | | |
| **Mapping methods to ensure compliance requirement**  Mapping assessments to units of competency  Mapping clauses from the Standards for RTOs to RTO policies and procedures  Using flow charts or mind maps to document processes.  Using trainer profiles as a compliance table  Validating assessment processes against Principles of Assessment  Validating assessment processes against Rules of Evidences | | | | | | | | | | | | | |
| 35 | **Considerations in a compliance framework**  Assessment instruments must ensure the assessor collects valid and sufficient evidence for the unit of competency | | | | | | | | | | | | | |
| **Mapping methods to ensure compliance requirement**  Mapping assessments to units of competency  Mapping clauses from the Standards for RTOs to RTO policies and procedures  Using flow charts or mind maps to document processes.  Using trainer profiles as a compliance table  Validating assessment processes against Principles of Assessment  Validating assessment processes against Rules of Evidences | | | | | | | | | | | | | |
| 36 | **Key components of PD Plan**  A professional development plan (PD plan) is used to accurately ensure you are documenting sufficient evidence of professional development that will enhance your skills in training and assessment practices.  What **key components of the PD plan** will most accurately ensure you are documenting sufficient evidence of professional development?  **Select the one (1) correct answer from the list below.** | | | | | | | | | | | | | |
| a) Dates activity completed, units you can deliver and industry consultation conducted  b) Date activity completed or scheduled, description of activity, summary of activity, how this will impact on your own teaching training and assessment practices  c) Date activity completed, reason for the activity  d) Date activity completed, how much the PD activity cost | | | | | | | | | | | | | |
| 37 | **Learner diversity, needs and expectations**  Vocational Education and Training (VET) typically involves a wide range of **learners**, each with their unique **needs, expectations and backgrounds**. This has implications for you as a VET professional, to ensure your work practices are **inclusive for all learners**.  Considering the range of learners you might encounter in a VET setting, outline their **needs and expectations**. | | | | | | | | | | | | | |
| **Learner cohort** | **Needs** | | | | | | | **Expectations** | | | | | |
| a) Young learners still at school |  | | | | | | |  | | | | | |
| b) Early school leavers |  | | | | | | |  | | | | | |
| c) Learners who have been out of the employment market for more than 3 years |  | | | | | | |  | | | | | |
| d) Learners currently working and looking for a career change |  | | | | | | |  | | | | | |
| e) Learners currently working and looking for higher level skills in their vocational area |  | | | | | | |  | | | | | |
| f) Apprentices and trainees |  | | | | | | |  | | | | | |
| g) English language learners |  | | | | | | |  | | | | | |
| h) Learners with a disability |  | | | | | | |  | | | | | |
| i) Indigenous learners |  | | | | | | |  | | | | | |
| j) Learners from culturally and linguistically diverse backgrounds |  | | | | | | |  | | | | | |