SKILLSIQ

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Draft 1 Auslan Training Package Products

Consultation Guide

June 2017

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Introduction

SkillsIQ is a not-for-profit Skills Service Organisation (SSO) supporting industry in developing standards to equip the people-facing workforce with the right skills for jobs now and into the future. SkillsIQ is funded by the Department of Education and Training to support the Industry Reference Committees (IRCs) responsible for the development and maintenance of training packages in the following sectors:

- Community Services
- Health
- Local Government
- Public Sector
- Floristry
- Hairdressing and Beauty Services
- Funeral Services
- Retail Services
- Sport, Fitness and Recreation
- Tourism, Travel and Hospitality.

IRCs drive the process of training package development and are made up of people with experience, skills and knowledge of their particular industry sector. IRCs are responsible for the provision of strategic input and advice that represents the needs of their workforce and ensuring training package products reflect these needs.

Project Background

The following courses were accredited by the Victorian Registration and Qualifications Authority (VRQA) from 01 January 2011 to 31 December 2017:

- 22075VIC - Certificate II in Auslan
- 22077VIC - Certificate III in Auslan
- 22078VIC - Certificate IV in Auslan
- 22081VIC - Diploma of Auslan

The accredited courses consisted of the above four qualifications and a suite of 32 units of competency.

These courses were previously maintained by Government Skills Australia (GSA), an Industry Skills Council (ISC). Responsibility for these courses was transferred to SkillsIQ following the closure of Industry Skills Councils. SkillsIQ now supports IRCs that oversee some training package products formerly managed by GSA, including those relating to translating and interpreting.

The Australian Industry and Skills Committee (AISC) has approved SkillsIQ to complete training package development work to address skills needs for Auslan signers. This will result in a suite of national training package products that reflect the Standards for Training Packages and will be available to all Registered Training Organisations to be used for training in these skills when the current accredited courses expire.

Work will be directed by the Public Sector IRC and Auslan training package products will be included in the PSP Public Sector Training Package.

ACCREDITED COURSES VERSUS TRAINING PACKAGE PRODUCTS

Accredited courses are developed to address skill requirements for industry, enterprise, education, legislative or community needs where these are not covered in nationally endorsed training packages. This usually occurs when an SSO does not have coverage over an industry or sector or when there is a very limited localised need for a qualification, and there is no national training package qualification.

The accredited course is owned by an individual or organisation and the course content is not published on the national register. Accredited courses can only be delivered by registered training organisations (RTOs) that own the course or have permission from the course owner to deliver. Permission from the owner can involve a licensing fee.

Where there is a national need and where an SSO has industry coverage, units of competency and qualifications are included in a national training package. These are the copyright of the Commonwealth Government, published on the national register and freely available to all RTOs.

There is now an identified need for training package units of competency (UoCs) and qualifications in Auslan signing and this project uses content from the existing accredited course to develop those products.

TECHNICAL ADVISORY COMMITTEE

To inform the development of Auslan training package products, a Technical Advisory Committee (TAC) was formed. The Auslan TAC reports to the Public Sector IRC and is made up of Deaf community stakeholders and subject matter experts from across Australia who provide:

- guidance at the national level to ensure training package products are flexible and responsive to changing needs and practices
- specialist advice and strategic direction in relation to stakeholder feedback and issues relevant to their sector
- views and feedback on behalf of the sector/organisation they represent
- support and facilitation of communication and consultation with others, including other members of their organisation, association members and other networks.

Draft 1 of Auslan training package products now available for broad consultation.

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Consultation Activities and Timelines

National consultation for Draft 1 will be open for a period of six weeks from 19th June to 29th July 2017. During this period input will be sought on the following:

- 15 Units of Competency and associated Assessment Requirements
- 4 qualifications.

SkillsIQ will be undertaking a number of key activities to engage community stakeholders and VET professionals. Further details will be posted on the SkillsIQ website as they are confirmed.

Feedback can also be provided **online** via the SkillsIQ Feedback Forum, accessed at http://skillsiq.com.au/FeedbackForum.aspx

When accessing the Feedback Forum, please first refer to the "How To" guide located on the page. It will provide directions for leaving and submitting comments.

Following the close of the consultation period, feedback received will be collated and evaluated. This feedback will inform the development of Draft 2, which will be made publically available for validation prior to the submission for endorsement.

To remain up to date with project developments, subscribe to SkillsIQ at: http://www.skillsiq.com.au/Subscribetoournewsletter.aspx

It is anticipated that the Auslan training package products will be submitted to the AISC for consideration in November 2017. The table below outlines the timelines for the training package review.

Auslan TAC Meeting 1	March 2017
Preparation Draft 1 & TAC Consultation	April - May 2017
Consultation Draft 1	June - July 2017
Auslan TAC Meeting 2	August 2017
Feedback analysis & Draft 2 Development	August 2017
Validation Draft 2	September 2017
Auslan TAC Meeting 3	October 2017
State Training Authorities Engagement	October 2017
Quality Check	October 2017
Submission	November 2017

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About this Consultation Guide

This guide, which should be read in conjunction with the Draft 1 training package products, provides:

- a summary of the main changes proposed
- list of Draft 1 Units of Competency and associated Assessment Requirements, including prerequisites
- mapping of units, from the accredited courses to training package versions
- a mapping of qualifications, from the accredited courses to training package versions
- key consultation questions on which SkillsIQ seeks feedback
- a detailed explanation of the Unit of Competency and Assessment Requirements template can be found in Appendix A.

This guide does not include Draft 1 training package components, these can be accessed at http://skillsiq.com.au/FeedbackForum.aspx

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Summary of proposed changes to Units of Competency

Global changes

- Units have been updated to reflect the Standards for Training Packages, 2012.
- There are many proposed new unit titles to better reflect the content and intent of the unit.
- Performance Criteria – significant changes have been made to the expression of Performance Criteria for clarity and; many have been re-ordered in a more logical sequence.
- Range Statements have been deleted and are now reflected in related fields of revised units of competency.
- Knowledge Evidence - scope has been added to assist assessors to understand the breadth and depth of knowledge required.
- The requirements for assessment are now more fully prescribed in the Assessment Requirements.
- Unnecessary duplication across units has been removed.

Curriculum versus standards

The focus of the units has significantly changed. The accredited course presented a more curriculum/learning based model.

Language units were written around topic matters and vocabulary use i.e. those linked to employment, learning, personal, and social and community use.

Language units have been re-developed to ensure they are standards focussed. Registered Training Organisations (RTOs) can then develop curriculum to meet the needs of their learners.

Other units were largely written as knowledge based "modules". Some supported the acquisition of language skills and some provided underpinning cultural awareness of Deaf community issues.

Knowledge based modules have been re-developed into units to ensure they are standards focussed.

Prescription of language skills

Each previous language unit had very broad performance criteria which did not fully explain the Auslan skills used. They described a broad task rather than the skill, e.g. Engage in simple spontaneous workplace exchanges in Auslan; Produce prepared simple Auslan texts to provide workplace information; Include a narrow range of Auslan features and deliver the text with some consistency.

Elements and performance criteria now fully describe the language skill and proficiency level.

Alignment to a proficiency rating scale

Language units have been aligned to a proficiency rating scale developed specifically for signed languages.

The Common European Framework of References (CEFR) for Languages: Learning, Teaching, Assessment is published the Council of Europe. It provides a framework for spoken and written languages which can be used for the development of language curriculum, resources and assessment of language skills.

This framework been adapted to the specifics of sign language teaching, learning and assessment. Proficiency "can do" statements are published in *The Sign languages and the Common European Framework of References for Languages Common Reference Level Descriptors (Leeson, van de Bogaerde, Rathmann & Haug, 2015)*.

Draft 1 Auslan units of competency now incorporate proficiency (skill) statements adapted from this document. Units of competency should explicitly incorporate performance outcomes, in this case a standard of language proficiency, and this document has been enormously helpful in defining this at each qualification level. As above, the units now take a standards focus rather than a curriculum focus.

Units proposed for deletion

It is proposed that the following units be deleted:

- VU20232 Outline the development of social and educational conditions for deaf communities. Content too demanding and at Certificate II level where it was previously packaged.

  Some content incorporated in PSPLAN006 Research the development of educational and social conditions for Australian Deaf communities

- VU20247 Communicate with Deafblind people. Content too demanding at Certificate IV level where it was previously packaged.

  Some content incorporated in PSPLAN010 Communicate with Deafblind people, which was Apply concepts of Deafblindness.

- VU20249 Identify the significance of sport in the Deaf community. Content had a narrow focus on one area of Deaf community interest and did not add any value to qualification outcomes.
- VU20252 Conduct individual research project and VU20259 Conduct individual Auslan language research project.

  Other units require research of information in the context of the cultural issue.

Units proposed for merging

Topic/module focussed language units have been merged into standards focussed units describing language proficiency at different levels.

For example, the following four units/modules have been merged:

- VU20228 Use simple Auslan for employment purposes
- VU20229 Use simple Auslan for learning purposes
- VU20230 Use simple Auslan for personal purposes
- VU20231 Use simple Auslan for social and community purposes

The outcome is this unit:

- PSPLAN001 Converse in Auslan at a basic user level a unit

All changes are proposed and subject to consultation.

List of Auslan units and prerequisites

Unit Code	Unit Title	Prerequisite(s)
PSPLAN001	Converse in Auslan at a basic user level	Nil *
PSPLAN002	Compare the fundamental differences between Auslan and English structure	Nil
PSPLAN003	Source information on Deaf culture, and communicate according to Deaf protocol	Nil
PSPLAN004	Converse in Auslan at an independent user level (familiar subjects)	Nil *
PSPLAN005	Analyse the structure of Auslan signs	Nil
PSPLAN006	Research the development of educational and social conditions for Australian Deaf communities	Nil
PSPLAN007	Converse in Auslan at an independent user level (abstract and concrete notions)	Nil *
PSPLAN008	Compare the structure of sentences in Auslan and English	Nil
PSPLAN009	Compare other sign languages to Auslan	Nil
PSPLAN010	Communicate with Deafblind people	Nil
PSPLAN011	Take notes for Deaf, hard of hearing and Deafblind people	Nil
PSPLAN012	Research the role of an Auslan interpreter	Nil
PSPLAN013	Converse in Auslan at a proficient user level	Nil *
PSPLAN014	Analyse the semantics and sociolinguistics of Auslan	Nil
PSPLAN015	Transfer messages between Auslan and English	Nil

* Note that no prerequisites are currently nominated and it may be the view of the sector that some should be included. It has previously been suggested that each lower level language unit should be a prerequisite for the next level above, for example, PSPLAN001 Converse in Auslan at a basic user level should be a prerequisite for PSPLAN004 Converse in Auslan at an independent user level (familiar subjects) etc.

There are also no longer entry requirements for each qualification. Instead units from the lower level qualification/s that are required to achieve the higher level qualification have been brought forward. This would then allow direct entry at any qualification level, but meanwhile still ensure that the full range of skills and knowledge is included in each qualification.

Unit mapping

Previous unit codes within the following table are those assigned at the time of course accreditation by the Victorian Registration and Qualifications Authority (VRQA).

Units have been updated to reflect the Standards for Training packages and will be found with PSP Public Sector Training Package. PSP unit codes have been assigned.

VRQA Unit Code and Title	PSP Unit Code and Title	Comment in relation to VRQA unit E = equivalent N = not equivalent
VU20228 Use simple Auslan for employment purposes	PSPLAN001 Converse in Auslan at a basic user level	• N • Unit updated to reflect the Standards for Training Packages • Title changed • Four units merged to formulate one unit which describes language usage at a basic level • Elements and Performance Criteria expressed in standards terminology rather than a curriculum/learning delivery model based on topics • Additions to Knowledge Evidence to explain breadth and depth of requirements.
VU20229 Use simple Auslan for learning purposes		
VU20230 Use simple Auslan for personal purposes		
VU20231 Use simple Auslan for social and community purposes		
VU20232 Outline the development of social and educational conditions for deaf communities	Deleted	• Content too demanding and esoteric for a VET qualification, especially at Certificate II level where it was previously packaged. • Some content incorporated in PSPLAN006 Research the development of educational and social conditions for Australian Deaf communities
VU20233 Apply basic principles of learning Auslan as a second language	PSPLAN002 Compare the fundamental differences between Auslan and English structure	• N • Unit updated to reflect the Standards for Training Packages • Title changed • Changes to expression of performance criteria for clarity • Additions to Knowledge Evidence to explain breadth and depth of requirements

VRQA Unit Code and Title	PSP Unit Code and Title	Comment in relation to VRQA unit E = equivalent N = not equivalent
VU20234 Identify significant features of Deaf community and culture	PSPLAN003 Source information on Deaf culture and communicate according to Deaf protocol	• N • Unit updated to reflect the Standards for Training Packages • Title changed • Significant changes to performance criteria and Knowledge Evidence • Some elements and performance criteria removed to avoid duplication with PSPLAN006 Research the development of educational and social conditions for Australian Deaf communities.
VU20235 Use routine Auslan for employment purposes VU20236 Use routine Auslan for learning purposes VU20237 Use routine Auslan for personal purposes VU20238 Use routine Auslan for social and community purposes	PSPLAN004 Converse in Auslan at an independent user level (familiar subjects)	• N • Unit updated to reflect the Standards for Training Packages • Title changed • Four units merged to formulate one unit which describes language usage at an independent level • Elements and Performance Criteria expressed in standards terminology rather than a curriculum/learning delivery model based on topics • Additions to Knowledge Evidence to explain breadth and depth of requirements.
VU20239 Identify issues in Australian Deaf history	PSPLAN006 Research the development of educational and social conditions for Australian Deaf communities	• N • Unit updated to reflect the Standards for Training Packages • Title changed • Significant changes to Performance Criteria to provide clarity. • Additions to Knowledge Evidence to explain breadth and depth of requirements.

VRQA Unit Code and Title	PSP Unit Code and Title	Comment in relation to VRQA unit E = equivalent N = not equivalent
VU20240 Analyse the structure of signs in Auslan	PSPLAN0005 Analyse the structure of Auslan signs	• N • Unit updated to reflect the Standards for Training Packages • Minor change to title • Additions to Knowledge Evidence to explain breadth and depth of requirements.
VU20241 Use complex Auslan for employment purposes VU20242 Use complex Auslan for learning purposes VU20243 Use complex Auslan for personal purposes VU20244 Use complex Auslan for social and community purposes	PSPLAN007 Converse in Auslan at an independent user level (abstract and concrete notions)	• N • Unit updated to reflect the Standards for Training Packages • Title changed • Four units merged to formulate one unit which describes language usage at an independent level • Elements and Performance Criteria expressed in standards terminology rather than a curriculum/learning delivery model based on topics • Additions to Knowledge Evidence to explain breadth and depth of requirements.
VU20245 Compare the structure of sentences in Auslan and English	PSPLAN008 Compare the structure of sentences in Auslan and English	• N • Unit updated to reflect the Standards for Training Packages • Additions to Knowledge Evidence to explain breadth and depth of requirements.
VU20246 Apply concepts of Deafblindness	PSPLAN010 Communicate with Deafblind people	• N • Title changed to reflect content of unit • Unit updated to reflect the Standards for Training Packages • Significant changes to Performance Criteria to provide clarity. • Additions to Knowledge Evidence to explain breadth and depth of requirements.

VRQA Unit Code and Title	PSP Unit Code and Title	Comment in relation to VRQA unit E = equivalent N = not equivalent
VU20247 Communicate with Deafblind people	Deleted	• Content too demanding and esoteric for a VET qualification, especially at Certificate IV level where it was previously packaged. • Some content incorporated in PSPLAN010 Communicate with Deafblind people (which was Apply concepts of Deafblindness).
VU20249 Identify the significance of sport in the Deaf community	Deleted	
VU20250 Compare other sign languages and communication with Auslan	PSPLAN009 Compare other sign languages to Auslan	• N • Unit updated to reflect the Standards for Training Packages • Title changed • Additions to Knowledge Evidence to explain breadth and depth of requirements.
VU20252 Conduct individual research project	Deleted	
VPAU456 Take notes for deaf, hard of hearing and deafblind people	PSPLAN011 Take notes for Deaf, hard of hearing and Deafblind people	• N • Unit updated to reflect the Standards for Training Packages • Significant changes to Performance Criteria to provide clarity. • Additions to Knowledge Evidence to explain breadth and depth of requirements.
VU20253 Identify conditions and requirements for sign language interpreting	PSPLAN012 Research the role of an Auslan interpreter	• N • Unit updated to reflect the Standards for Training Packages • Title changed to reflect unit content • Significant changes to Performance Criteria to provide clarity

VRQA Unit Code and Title	PSP Unit Code and Title	Comment in relation to VRQA unit E = equivalent N = not equivalent
		• Additions to Knowledge Evidence to explain breadth and depth of requirements.
VU20254 Use specialised Auslan for employment purposes	PSPLAN013 Converse in Auslan at a proficient user level	• N • Unit updated to reflect the Standards for Training Packages • Title changed • Four units merged to formulate one unit which describes language usage at a proficient level • Elements and Performance Criteria expressed in standards terminology rather than a curriculum/learning delivery model based on topics • Additions to Knowledge Evidence to explain breadth and depth of requirements.
VU20255 Use specialised Auslan for learning purposes		
VU20256 Use specialised Auslan for personal purposes		
VU20257 Use specialised Auslan for social and community purposes		
VU20258 Analyse the semantics and sociolinguistics of Auslan	PSPLAN014 Analyse the semantics and sociolinguistics of Auslan	• N • Unit updated to reflect the Standards for Training Packages • Additions to Knowledge Evidence to explain breadth and depth of requirements.
VU20259 Conduct individual Auslan language research project	Deleted	
VU20260 Identify key factors in moving between Auslan and English	PSPLAN015 Transfer messages between Auslan and English	• N • Unit updated to reflect the Standards for Training Packages • Title changed to reflect content of unit. • Significant changes to Performance Criteria to provide clarity • Additions to Knowledge Evidence to explain breadth and depth of requirements.

Qualification mapping

Courses (qualifications) were accredited by the Victorian Registration and Qualifications Authority (VRQA). Codes within the following table are those assigned at the time of accreditation. Qualifications have been updated to reflect the Standards for Training packages and will be found with PSP Public Sector Training Package. PSP qualification codes have been assigned.

Previous Qualification	Replacement Qualification	Comment in relation to previous version E = Equivalent N = Not Equivalent
22075VIC Certificate II in Auslan	PSP20217 Certificate II in Auslan	• N • Due to merging of units, number of required units reduced. • Remains a basic qualification of core only units.
22077VIC Certificate III in Auslan	PSP30217 Certificate III in Auslan	• N • Remains a fundamental qualification of core only units. • Entry requirement removed – previously required the Certificate II which was a core only model. Same outcome provided by bringing forward all core units.
22078VIC Certificate IV in Auslan	PSP40817 Certificate IV in Auslan	• N • Entry requirement removed – previously required the Certificate III which was a core only model. Same outcome provided by bringing forward all core units.
22081VIC Diploma of Auslan	PSP51017 Diploma of Auslan	• N • Entry requirement removed – previously required Certificate IV. • All 8 core Certificate IV units brought forward in the core. • All 3 elective Certificate IV units brought forward into the elective pool. • Requires 4 electives (was 2) to ensure pick up of Certificate IV electives. • Same outcome as requiring Certificate IV as entry.

DIFFERENT TYPES OF UNITS ARE COMBINED IN QUALIFICATIONS

Each qualification comprises three types of units:

- Language specific units, e.g. Converse in Auslan at a basic user level.
- Units which support acquisition of language skills, e.g. Compare the fundamental differences between Auslan and English structure.
- Units which provide cultural knowledge, e.g. Research the development of educational and social conditions for Australian Deaf communities.

Assessor requirements

Assessors must meet certain requirements to assess units of competency within training packages. These requirements are defined on a unit-by-unit basis within the Assessment Conditions field - Assessment Requirements. Standards for Registered Training Organisations require that assessors be qualified in assessment practices and have current industry/community knowledge.

Training package units can also mandate other specific requirements. In the case of Auslan units, an assessor would be reasonably expected to speak Auslan at a more proficient level than those they are assessing. They might also be expected to hold a qualification in Auslan.

However, it would not be helpful or meaningful to make a broad statement requiring assessors to "hold a recognised Auslan qualification" because there is not widely accepted and defined qualification for speaking Auslan. Any broad statement cannot be audited.

Therefore, units require assessors to:

- hold a qualification or Statement of Attainment which includes the unit PSPLAN013 Converse in Auslan at a proficient user level.

This statement means that assessors would be able to converse in Auslan at a high proficiency level and would be formally certified.

Questions about Assessor Requirements

- Should assessors be formally certified in the unit PSPLAN013 Converse in Auslan at a proficient user level?
- Should any other requirement be added?

Questions for consideration

The following series of questions have been developed to guide feedback for Draft One.

Titles and Application statement - units of competency

- Does the title reflect the skill being described? Could any be changed to better indicate what the unit covers?
- Does the application statement provide a clear and accurate description of the skill being described? Is the level of Auslan language proficiency accurately reflected?

Suite of units of competency

- Does the whole suite of units reflect the scope of Auslan skills? If not, are additional units required? What would these cover?
- Are all draft units required? Should any be deleted?
- Are there any essential prerequisites that should be nominated?

Elements and Performance Criteria

- Do the elements and performance criteria accurately describe what people do when signing in Auslan? If not, what could be added?
- Do the performance criteria adequately describe the level of language proficiency?
- Does the wording in the performance criteria for the suite of "hierarchical" units clearly differentiate the progression of language skill from basic user through to proficient user?

Performance Evidence

- Would the types of evidence prove that a person is competent in all the unit outcomes, including performance criteria, foundation skills and knowledge?
- Is the suggested volume (sufficiency) of evidence appropriate? Too little, too much?
- Would the suggested evidence prove that a person can adapt to different circumstances, e.g. number of signers in an exchange?
- Does the Performance Evidence for each unit describe requirements well enough so that students can be assessed at the level of required language proficiency required? Is there anything to add or delete?
- Are the statements clear? Would assessors understand exactly what they must do?

Knowledge Evidence

- What is the essential knowledge required of an individual in order to perform the tasks described in the performance criteria? Is the knowledge evidence requirement specific enough?
- Is there anything which should be added or deleted?
- What is the breadth and depth of knowledge required? Is this described well enough to assist assessors understand the scope?

Assessment Conditions

- Are the nominated environments appropriate?
- Is it appropriate to require fluent signers to participate in Auslan exchanges during assessment; these can include Deaf and native signers present during assessment
- Are the statements clear? Would assessors understand what they must provide for assessment?

Qualifications

- Does the qualification provide a clear and accurate description of the skills outcome for the qualification? Is the level of Auslan language proficiency accurately reflected?
- Are the qualifications structured properly so that learners could progress from one to another to gain higher order language skills?
- Are the core units appropriate and numbers of electives?

Appendix A: Units of Competency and Assessment Requirements Explained

Each Unit of Competency follows this format:

UNIT CODE	Units are coded in sequence from 001 onwards, for example PSPLAN001 Converse in Auslan at a basic user level PSP = Training Package identifier (Public Sector) LAN = competency field (Languages other than English – Auslan) Codes no longer contain an AQF indicator. Rationale -units do not have an AQF level; Qualifications do. Inclusion can cause confusion for RTO users when selecting electives and RTO auditors when checking compliance with packaging rules. Some have believed, for example, that a Unit of Competency with an AQF indicator 3 or 4 should not or cannot be packaged within a Diploma. To identify complexity of a unit: • read the Unit of Competency in entirety to ascertain the complexity of skills and knowledge covered • read the Application Statement which describes to whom the unit applies • refer to the table in the Companion Volume Implementation Guide (when developed) to check where Units of Competency first appear in a qualification. Version indicators are no longer included. Subsequent versions of Units of Competency will be given a new and unique code.
UNIT TITLE	Titles tell the user, at a glance, what the unit is about and describe the skill succinctly in workplace/skill based language. For example, Compare the structure of sentences in Auslan and English.
APPLICATION	This statement introduces the unit, assists users to understand its complexity and includes this information: • a brief description of unit content and its complexity • the unit's relationship to any specific occupational licensing, certification or laws; where none exist this is stated.
PREREQUISITE UNIT	Outlines any prerequisite units that must be completed prior to a unit of competency. Where there is a prerequisite unit, the code and title are shown. Where none exist, the entry is shown as 'Nil'.
COMPETENCY FIELD	Units can be divided into a number of fields to indicate the function of the skill described, e.g. Workplace Health and Safety. In this case, there is only one field LAN = Languages other than English – Auslan.

ELEMENTS	**PERFORMANCE CRITERIA**
Elements break down and describe the key outcomes which make up the Unit of Competency	Performance Criteria describe the performance needed to demonstrate the achievement of the element – breaks down the element into smaller measurable "tasks".

FOUNDATION SKILLS
This section describes language, literacy, numeracy and employment skills that are essential to performance and which must be assessed along with technical skills. This field now lists these skills: • reading • writing • oral communication • numeracy • learning • problem-solving • initiative and enterprise • teamwork • planning and organising • self-management • technology This new field replaces **Required Skills**. Previous Auslan units used this field to outline signing skills and level of proficiency. Information has been moved to other fields. Look in Performance Evidence and Knowledge Evidence. They will only be described in this section of they are not explicit within the Performance Criteria or where a more detailed explanation will assist trainers and assessors to understand the specific requirements and level of skill required.
RANGE OF CONDITIONS This is an optional field in units. If used, the Range of Conditions cannot provide long explanatory lists of things that might apply. It is not used in the way that Range Statements were previously. Anything identified is mandatory for performance and, therefore, must be assessed. No LAN units include Range of Conditions. Some important content previously in Range Statements moved to other fields. Look in: • Performance Evidence (e.g. signing skills and level of proficiency) • Knowledge Evidence • Assessment Conditions

UNIT MAPPING INFORMATION	Specifies code and title of any equivalent Unit of Competency from the previous accredited course. If the unit has been determined as not equivalent, the entry is shown as 'No equivalent unit.' Does not include detailed information about changes to a Unit of Competency. Full details are provided in the mapping table.
LINKS	This provides a hyperlink to the Companion Volume Implementation Guide (when developed).

Each Assessment Requirements follows this format:

TITLE	Assessment Requirements for [Unit of Competency Code and Title]
PERFORMANCE EVIDENCE	Performance Evidence specifies the mandatory: • types of product and process evidence • volume and or frequency of product or process evidence Sufficiency of evidence is described along with the ability to adapt to different circumstances and perform tasks consistently. In other words, what does an individual have to do to prove they: • are competent in the unit? (e.g. prove they can Converse in Auslan at a proficient user level) • can complete all the tasks described by the performance criteria? • have all the necessary foundation skills? • have all the knowledge to effectively perform the task? • can consistently demonstrate the outcomes? • can adapt to different situations or signing topics Performance Evidence statements stipulate the type and amount of evidence that a student must provide and an assessor must collect. The requirements for assessment are clear, measurable, auditable and standardised across all RTOs.
KNOWLEDGE EVIDENCE	Knowledge Evidence specifies: • what the individual must know in order to effectively complete the work task described in the Unit of Competency • the breadth and depth of what the individual must know • the amount of evidence that must be collected. Knowledge Evidence relates directly to the performance criteria.
ASSESSMENT CONDITIONS	This field stipulates mandatory conditions for assessment. It lists all the things that an RTO must provide. It specifies: • where the assessment must take place, the physical environment and indicates whether a simulated environment is allowed • documents that must be provided, e.g. Auslan glossaries • other people who must be present during assessment, e.g. other signers • the competency requirements for assessors including requirements for experience and vocational qualifications These statements are tailored to each Unit of Competency.
LINKS	This provides a hyperlink to Companion Volume Implementation Guide (when developed).