



Developing industry skills.

Companion Volume for the delivery and assessment of CPCWHS1001 Prepare to work safely in the construction industry

CPC Construction, Plumbing and Services Training Package

Release 1.0

April 2022

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Purpose of this Guide

This Guide supports the delivery and assessment of the unit *CPCWHS1001 Prepare to work safely in the construction industry* in the CPC Construction, Plumbing and Services Training Package. It has been developed to assist trainers, assessors, Registered Training Organisations (RTOs) and others by providing information about the structure and content of this unit of competency in the Training Package, as well as other guidance material. It includes information about:

- processes regarding learner identity verification in relation to the unit of competency
- identifying contextual information such as knowledge requirements and resources
- providing guidance on implementation of assessment requirements
- how to support the needs of students with poor language, literacy and numeracy skills and students with a disability in relation to the unit of competency.

Overview information

Key work and training requirements in the industry

The unit *CPCWHS1001 Prepare to work safely in the construction industry* is included in 92 qualifications and 14 Training Packages.¹

The unit meets the general construction induction requirements of:

- Part 1.1 Definitions and Part 6.5 of the Model Work Health and Safety Regulations;
- Division 11 of Part 3 of the Occupational Safety and Health Regulations 1996 for Western Australia; and
- Division 3 of Part 5.1 of the Occupational Health and Safety Regulations 2007 for Victoria.

It is expected that site-specific induction training will be conducted prior to conducting construction work.

Simulated workplace environments

The construction industry strongly encourages practical training of skills and knowledge in the workplace and supports on-the-job and or on-site training delivery or assessment, where appropriate.

¹ Training.gov.au, accessed 19/03/2021.

It is noted that training and assessment in the workplace is not possible for this unit of competency and so, the assessment should be delivered in a simulated construction workplace environment.

Simulated workplace environments replicate real workplaces in which RTOs can train and assess the competency of candidates. This means that where units of competency state they can be assessed in a simulated workplace environment, the conditions below should be replicated while training and assessing candidates.

Where required, the simulated work environment should involve a range of guided activities that reflect real work experiences. Where simulation is identified in the assessment conditions of a unit of competency it must be realistic and fully replicate the sector work environment.

Simulated workplace environments must meet industry requirements detailed in the units of competency and assessment requirements.

Simulated assessment should:

- provide access to all the equipment and resources that would normally be used in the workplace for the task being assessed, for example; on-site induction, on-site inspection documents or rectification documentation
- reflect the type of conditions usually found in the workplace – including interactions with others, responsibilities and interruptions that would typically occur
- present realistic scenarios and problems
- require the learner to demonstrate their skills under time constraints and irregularities that would normally apply in the workplace.

Candidates should perform the required skills as a component of multiple tasks, within a multi-disciplinary team and with interruptions, varying operational environments/conditions and unanticipated problems, where described.

The following represent current examples of simulated training and assessment being undertaken by RTOs:

- Site office simulator that is set up to mirror the typical administration activities and interactions with various typical site staff such as health and safety personnel.
- The use of exemplars of real site signage such as emergency information, fire signs, hazard signs and symbols. These are linked to photos and/or videos of the actual site as it progresses to completion. Real site exemplars can also be used in preparation for a site visit for on-the-job training and/or assessment and assist the student to quickly adapt to the live environment.
- Risk assessment conducted on real life industry-specific examples.

Regulation and licensing requirements implications for implementation

RTOs are responsible for ensuring that delivery and assessment incorporates the appropriate licensing, legislative and certification requirements.

Jurisdictional health and safety legislative requirements must include at least one of the following state and territory Acts or their equivalent:

- Australian Capital Territory: Work Health and Safety Act 2011
- New South Wales: Work Health and Safety Act 2011
- Northern Territory: Work Health and Safety (National Uniform Legislation) Act 2011
- Queensland: Work Health and Safety Act 2011
- South Australia: Work Health and Safety Act 2012
- Tasmania: Work Health and Safety Act 2012
- Victoria: Occupational Health and Safety Act 2004
- Western Australia: Occupational Safety and Health Act 1984.

Safe Work Regulators

Jurisdiction	Web site
Australian Capital Territory	http://www.worksafe.act.gov.au
New South Wales	https://www.safework.nsw.gov.au/
Northern Territory	https://worksafe.nt.gov.au/
Queensland	https://www.worksafe.qld.gov.au/
South Australia	https://www.safework.sa.gov.au/
Tasmania	https://www.worksafe.tas.gov.au/
Victoria	https://www.worksafe.vic.gov.au/
Western Australia	https://www.commerce.wa.gov.au/worksafe

Implementation information

1. Learner verification process: training and assessment

Regardless of the delivery approach used by RTOs it is recommended that significant efforts be made to ensure the identity of the learner throughout the training and assessment process.

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Whilst agencies such as Defence have their own high-level identity checks, the industry advises that an appropriate level of identity verification is referenced as in the *National Identity Proofing Guidelines*, specifically the 'gold standard' level of assurance 4 (very high). These guidelines are particularly relevant for verifying identity in a learning context, including the requirement to confirm identity over time (Objective 3) and the link between the identity and the person claiming the identity (Objective 4). For further details: <https://www.homeaffairs.gov.au/criminal-justice/files/national-identity-proofing-guidelines.pdf>.

The checklist below is informed by RTO learner verification practices.² It offers a possible basis for organisational policies and procedures for establishing and verifying learner identity throughout the duration of training and assessment, and for audits and evaluations of identity proofing processes.

Sample: Learner Identity Verification Checklist

Key Areas	Action/Evidence required
Registration	Full Date of Birth (DOB)
Unique Student Identifier (USI) ³	<p>The USI Registry System uses the Documentation Verification Service or DVS to verify the details entered are correct.</p> <p>One of the following are acceptable forms of ID:</p> <ul style="list-style-type: none"> • Australian Passport • Non-Australian Passport (with Australian Visa) • Australian Birth Certificate • Australian Driver's Licence • Medicare Card • Certificate of Registration by Descent • Centrelink Concession Card • Citizenship Certificate • ImmiCard
Course material	<p>Confirm learner ID using:</p> <ul style="list-style-type: none"> • DOB • USI, and

² Informed by RTO practices described in case studies of RTOs delivering the CPCWHS1001 in Artibus Innovation (2019), *White Card Project Background Paper*, Commercial in Confidence.

³ See <https://www.usi.gov.au/about/forms-identification> for further detail and advice for students who do not have standard forms of identity

Key Areas	Action/Evidence required
	<ul style="list-style-type: none"> • webcam capture of learner images before and during their progress through course material
Online questions	Verify learner ID using: <ul style="list-style-type: none"> • DOB • USI, and • webcam and audio capture before and during online assessment
Assessments	Verify learner ID by: <ul style="list-style-type: none"> • DOB • USI • webcam before online assessment, and webcam capture/audio recording of learner throughout assessment
Random learner verification resources and tools	RTOs to provide staff with appropriate resources to verify learner identity and detect identity discrepancies and fraud. This may include randomised assessment review visually by webcam/video or biometric verification through a third-party Identity Provider.
Fraud identification, evaluation and reporting of suspected discrepancies	RTOs should have a written learner policy about how incidents of identity discrepancy, suspected misuse, fraud and crime will be recorded, addressed and reported to authorities.

2. Knowledge Guidance: Contextual Delivery Information

Online Delivery and Duration Time

CPCWHS1001 Prepare to work safely in the construction industry does not preclude online delivery although, it should be noted, that the industry recommendation for the minimum time in terms of training and assessment is six hours.

Digital resources are utilised in physical and online delivery settings. Digital delivery can be accessible, consistent and support different learning styles. It is also amenable to

reasonable adjustments to support learners, such as the addition of supplementary learning resources as required (e.g. audio recordings, transcripts, bi-lingual formats). RTOs may be required to provide technical support to diverse learners to access digitally delivered training, including learners with language, literacy and numeracy and digital literacy disadvantages. RTOs should have existing policies and processes for identifying and assisting learners with language, literacy and numeracy requirements. The Australian Skills Quality Authority (ASQA) recommends limited digital literacy skills be identified and addressed as part of the enrolment process.⁴

The sample checklist below may inform the development of quality digital learning resources. Its source is the Australian E-Learning Association's *eLearning Performance Criteria – Learning Methodology and Framework*.

Sample: Key actions for delivering quality learning outcomes through digital resources checklist⁵

Key Areas and Actions	Discussion/Rationale
Language used must be: <ul style="list-style-type: none"> • accessible and plain English • appropriate to the diverse learner cohort and individual learner profile • construction industry relevant – explaining acronyms and technical terms, reflect how workers communicate • engaging and motivating. 	To maximise the learning experience and minimise the potential for confusion, language must be consistent and accessible based on: <ul style="list-style-type: none"> • industry jargon – with explanations • industry profile of learners.
Support learners with different learning styles undertake digital interface delivery by using a combination of: <ul style="list-style-type: none"> • text/images/diagrams (visual learners) • voiceover/learning partners/characters (auditory learners) • video (audio/visual) • interaction (kinaesthetic learners). 	Given the knowledge of different learning styles, it is important that the learning be presented in a holistic way targeted to the main learning styles.
Navigation buttons should:	Buttons enable the learner to engage and interact with the course rather than

⁴ Australian Skills Quality Authority (ASQA) (2020), 'Student support and progression, accessed 21/04/2020 at <https://www.asqa.gov.au/distance-learning/student-support-and-progression>

⁵ Australian E-Learning Association's (n.d), *eLearning Performance Criteria – Learning Methodology and Framework*.

Key Areas and Actions	Discussion/Rationale
<ul style="list-style-type: none"> • use similar colours/font/shape etc. and be in the same location for consistency (e.g. Next button in same location on every page) • include minimum navigational buttons on each page (e.g. Next, Back, Replay) • include other buttons within Checkpoint Questions or to display additional information. <p>Non-navigational buttons should include instructional text that informs the learner 'where' they need to click and 'what' will happen when they do.</p>	<p>experience a one-way delivery of information.</p>
<p>Use of images should be consistent and follow these guidelines:</p> <ul style="list-style-type: none"> • images should be a consistent style throughout the course • images should be meaningful and relate to the topic content • images should reflect (where appropriate) regulated and/or industry standards, e.g. Exit Signs • images should reflect real situations that the learner may encounter • images should not feel staged, posed or fabricated or use clichés (e.g. thumbs up) • diagrams should be straightforward and be representative of the content or message (e.g. a linear process should be portrayed as a linear diagram, not a cycle) • icons should be used throughout to provide a consistent visual cue to aid the learning experience. 	<p>Use of imagery can greatly enhance a learner's understanding of key concepts. However, they must be used appropriately or they can detract from the learning experience.</p>
<p>Video should be used in conjunction with these guidelines:</p>	<p>The use of video can be a key tool in demonstrating key concepts, steps in a process and behavioural skills. However, they must be used appropriately or they</p>

Key Areas and Actions	Discussion/Rationale
<ul style="list-style-type: none"> • selected videos should be meaningful and relate to the topic content (e.g. demonstrating steps in a process or modelling behavioural skills) • videos should be professionally filmed and edited as low-quality videos can reduce their credibility with the learner • the video duration should not be too long, although this will depend on the content requirements. Longer video should be broken into 'chunks' to aid learner retention and maintain engagement • Use text or a narrator where appropriate in videos to reinforce key learning points or provide guidance. 	<p>can detract from the learning experience. Examples of where videos can be meaningful and relate to the topic content include:</p> <ul style="list-style-type: none"> • motivational video of a CEO in an Induction module describing how management support and value employees • expert video, of a doctor describing the impacts of drugs on the body in a Drugs and Alcohol Awareness Course • behavioural video, demonstrating good and bad negotiating techniques in a Negotiation Skills Course • contextual video, contextualising new information in a realistic and relatable scenario • process video, demonstrating the steps to use a fire-extinguisher in a Fire Training Course • systems video, demonstrating the functionality and usage of a new IT system.
<p>White space is the space around and between visual elements. An effective balance of white space and visual elements eliminates the potential for visual clutter that can confuse the learner.</p>	<p>An effective use of white space improves readability and comprehension and conveys a more professional look and feel.</p>
<p>Transitions should be used in conjunction with these guidelines:</p> <ul style="list-style-type: none"> • transitions should be simple (e.g. appear or dissolve not extreme zooms or fly-ins) • transitions should be meaningful • select one (maximum of two) transition types to use throughout a course. 	<p>Transitions can enhance learner engagement with the material. However, they must be used appropriately or they can detract from the learning experience.</p>

Key Areas and Actions	Discussion/Rationale
<p>Checkpoint questions should be used in conjunction with these guidelines:</p> <ul style="list-style-type: none"> • should be mapped to the key module learning objective/s • should provide feedback to the learner • should use a range of question types. 	<p>Checkpoint questions enable the learner to apply new knowledge/skills in a safe environment prior to formal assessment.</p>
<p>Job aids/take-aways /ongoing support should be used in conjunction with these guidelines:</p> <ul style="list-style-type: none"> • be meaningful, practical, accessible and simple to use • be mapped to key learning outcomes • aim to enhance the learner’s ongoing retention and application of new knowledge and skills. 	<p>Job aids and other ‘take-aways’ or ongoing support methods help the learner to transfer their new knowledge or skills to different contexts.</p>

3. Assessment Strategies and Requirements

Assessment conditions: Equipment and Access

The following must be present and available to learners during assessment activities:

- equipment:
 - all of the personal protective equipment (PPE) listed in the performance evidence
- specifications:
 - state or territory Act relevant to the location of the learner, as specified in the range of conditions.

The Performance Evidence for this unit includes the requirement that a person must also demonstrate correctly fitting to themselves the PPE listed below:

- eye protection
- hearing protection
- hard hat
- high visibility vest, jacket or shirt.

All PPE must be compliant to standard. Where a national or local shortage of appropriate PPE exists, learners may request deferred assessment of Performance Evidence.

States and territories may require additional Performance Evidence to meet their Construction induction licensing requirements, as specified.

The assessment of demonstration in the Performance Evidence must be done by direct observation of the learner by an assessor, either by an assessor observing the learner physically and/or by an assessor observing the learner via audio and visual media in real time.

Real time means at the actual time during which a process or event occurs.

4. Assessment Methods

The unit specifies the Performance Evidence and Knowledge Evidence required. However, approaches to assessment and standardised assessment methods are not described.

ASQA provides general advice for conducting assessment using distance delivery:

In determining competency of a learner, your RTO must ensure that assessments address all assessment requirements of a unit of competency. This requirement is the same whether assessment is conducted face-to-face or by a distance or online delivery mode.⁶

Standardised assessment strategies and methods, such as checklists and assessment conditions, must be applicable to physical and digital delivery environments. State or territory regulators may have additional requirements for both assessment and delivery. RTOs should contact their jurisdictional regulator.

Unless assessment methods such as oral explanation and demonstration/direct observation of performance by the assessor are stipulated in the Assessment Conditions of the unit of competency, RTOs should develop assessment methods for gathering required evidence as part of their training and assessment strategy relevant to their circumstances.

The ASQA website provides information to assist RTOs in developing assessment strategies, including:

⁶ Australian Skills Quality Authority (ASQA) (2020), 'Training and Assessment', accessed 21/04/2020 at <https://www.asqa.gov.au/distance-learning/training-and-assessment>

- assessment tools guide <https://www.asqa.gov.au/news-publications/news/assessment-tools-guide>.

For a wider discussion of assessment standards, assessment types and their application to assessment stages (ongoing, final), and their application to CPCWHS1001 requirements for ongoing assessment, see:

- ASQA [Training and Assessment](#) advice
- Australian E-Learning Association's *eLearning Performance Criteria – Learning Methodology and Framework*.

A case study analysis of RTOs delivering this unit of competency highlighted various examples of assessment of Knowledge and Performance Evidence, as summarised in the following table.⁷

Sample: Learner Assessment Methods used by RTOs delivering CPCWHS1001

Approaches to knowledge testing	Example
Knowledge Evidence	<ul style="list-style-type: none"> • Recorded progress through Learning Management System • Recorded observation of learner at presentations/webinars/videos • Written and oral tests of learners – e.g. short answer written response to demonstrate new or workplace specific knowledge • Random question assessments, including multiple choice and written answers
Performance Evidence	<ul style="list-style-type: none"> • Direct observation of task and learner response (written or verbal) to simulated materials • Practice exercises in simulated environments • Written and oral tests of learners in workplace scenarios, e.g. verbal response to demonstrate communication skills • Trainer observation of learners with a checklist • Verbal questioning of learners

⁷ Ibid.

<p>Demonstrating practical skills, such as PPE fitting</p>	<ul style="list-style-type: none"> • Observation and assessment of practical/demonstration tasks, e.g. observation of learners fitting PPE in real time, in person or via video conferencing (e.g. Skype, Hangouts, Zoom).
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5. Learning Strategies Guidance

The learner cohort for this unit of competency is diverse. It includes students undertaking VET in schools, long-term unemployed, and professionals who regularly visit construction sites in the course of their work. One RTO estimated that 5% or 1 in 20 learners have issues with language, literacy and numeracy.

RTOs can offer technical support and appropriate adjustments to enhance participation of this diverse cohort. Learners should be offered a VET suitable and approved language, literacy and numeracy test at enrolment or commencement of study.⁸

ASQA notes that digital literacy is also a consideration for online and distance delivery, and that learners with limited digital literacy may require additional support upfront to equip them with the necessary skills to undertake online training.⁹

Appropriate delivery adjustments in physical and digital delivery may include:

- audio format options
- bi- and multi-lingual options, including Auslan interpreter
- verbal assessment
- written reporting (e.g., a basic form is appropriate for assessment purposes). Basic forms include, 'signing out' PPE, completing health and safety documents, and/or completing an incident or injury report (pre-filled document)'.
- technical support, including training at enrolment on how to use any digital resources
- support aides for learners, excluding assessment.

Access and equity considerations

An individual's access to the assessment process must be bias-free and should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in the Training Package.

Training Packages must reflect and cater for the increasing diversity of Australia's VET clients and Australia's current and future workforce. The flexibility offered by Training

⁸ See DESE, *Language literacy and numeracy (LLN) assessment tool information*, accessed 7/4/2020 at <https://www.employment.gov.au/language-literacy-and-numeracy-lln-assessment-tool-information>

⁹ Australian Skills Quality Authority (ASQA) (2020), 'Student support and progression', accessed 21/04/2020 at <https://www.asqa.gov.au/distance-learning/student-support-and-progression>

Packages should enhance opportunities and potential outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia's economic development, and social and cultural life.

Reasonable adjustment

It is important that RTOs take meaningful, transparent and reasonable steps to consult on, consider and implement reasonable adjustments for learners who experience disadvantage.

Under the *Disability Standards for Education 2005*, education providers must make reasonable adjustments for people with a disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While 'reasonable adjustment' and 'unjustifiable hardship' are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of people with and without a disability.

An adjustment is any measure or action that a learner requires because of their disability and which has the effect of assisting the learner to access and participate in education and training on the same basis as those without a disability. An adjustment is reasonable if it achieves this purpose while considering factors such as the nature of the learner's disability, the views of the learner, the potential effect of the adjustment on the learner and others who might be affected, and the costs and benefits of making the adjustment.

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable.

The *Disability Standards for Education 2005* and the *Disability Standards for Education Guidance Notes* may be downloaded at <https://www.dese.gov.au/disability-standards-education-2005>.

Foundation skills

Foundation skills are the non-technical skills that support an individual's participation in the workplace, in the community and in education and training.

In this Training Package the foundation skills incorporate the language, literacy and numeracy (LLN) skills described in the Australian Core Skills Framework (ACSF).

The skills included in the ACSF are:

- learning
- reading
- writing
- oral communication
- numeracy.

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Where foundations skills essential to performance in a unit of competency are explicit, the following statement is included under the foundation skills field:

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Where foundation skills essential to performance in a unit are not explicit, then they will be listed in the foundation skills field in that unit. These are listed as follows:

Skill	Performance feature
Numeracy skills to:	locate and recognise numbers commonly used in safety signs.
Oral communication skills to:	ask questions to clarify instructions listen to instructions to identify key safety information tell another person about a construction problem or hazard.
Reading skills to:	follow simple pictorial safety instructions follow simple safety instructions that are written in English.
Problem-solving skills to:	select risk control measures.
Writing skills to:	complete a standard form.

Legal consideration for the learners

Legal requirements for learners in the workplace or involved in work experience that apply to industry-specific sectors covered in the CPC Construction, Plumbing and Services Training Package vary across each state and territory and can change from time to time.

Users should contact the relevant state or territory training authority provided at the end of this Guide to check if legal requirements apply.

State and Territory Training Authorities

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Jurisdiction	Contact
Australian Capital Territory	http://www.det.act.gov.au/home
New South Wales	http://www.training.nsw.gov.au
Northern Territory	https://industry.nt.gov.au
Queensland	http://training.qld.gov.au
South Australia	http://www.statedevelopment.sa.gov.au/skills
Tasmania	http://www.education.tas.gov.au
Victoria	http://www.education.vic.gov.au/Pages/default.aspx
Western Australia	https://www.stb.wa.gov.au/

Useful Links

	Detail	Contact
Australian Apprenticeships	Offers information about traineeships and apprenticeships and includes links to state and territory authorities that monitor provision	www.australianapprenticeships.gov.au
Australian Industry and Skills Committee (AISC)	Advises Commonwealth and State/Territory Industry and Skills Ministers on the implementation of national vocational education and training policies, and approves nationally recognised Training Packages for implementation in the VET system	www.aisc.net.au
Australian Skills Quality Authority (ASQA)	Promotes quality training so that students, employers and industry have confidence in Australia's training sector	www.asqa.gov.au
Australian Qualifications Framework (AQF)	<i>‘The AQF is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each</i>	www.aqf.edu.au

	<p><i>education and training sector into a single comprehensive national qualifications framework.</i></p> <p>Source: Australian Qualification Framework</p>	
Department of Education, Skills and Employment	Supports economic growth, by delivering policies and programs that assist job seekers to find work, encourage small and family businesses to grow, and maximise opportunity through access to quality skills and training	https://www.dese.gov.au
LiteracyNet	Key information about Australian adult literacy activities and links to a range of programs, professional development, resource and research sites	https://www.education.gov.au/literacy-net
National Foundation Skills Strategy for Adults	A ten-year framework which brings a national focus to improving education and employment outcomes for working age Australians with low levels of foundation skills (language, literacy, numeracy and employability skills).	https://www.education.gov.au/national-foundation-skills-strategy-adults
National Centre for Vocational Education Research (NCVER)	VET information portal	https://www.ncver.edu.au
Standards Australia	Standards Australia is the peak non-government, not-for-profit standards organisation.	https://www.standards.org.au/
Safe Work Australia	Develops national policy relating to work health and safety and workers' compensation; and prepares and revises model	http://www.safeworkaustralia.gov.au/sites/SWA

	Acts, regulations and codes of practice	
Training.gov.au	National register of VET	https://training.gov.au