



**Australian Government**

# **TAE10 Training and Education**

**Release: 3.4**

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## Modification History

Release	Release Date	Comments
3.4	May 2014	<p>Updates to:</p> <ul style="list-style-type: none"> <li>• TAE40110 Certificate IV in Training and Assessment</li> <li>• TAE50111 Diploma of Vocational Education and Training</li> <li>• TAE50211 Diploma of Training Design and Development</li> </ul>
3.3	May 2014	<p>TAELLN411 Address adult language, literacy and numeracy skills added to elective bank to:</p> <ul style="list-style-type: none"> <li>• TAE40110 Certificate IV in Training and Assessment</li> <li>• TAE50111 Diploma of Vocational Education and Training</li> <li>• TAE50211 Diploma of Training Design and Development</li> </ul>
3.2	August 2013	<p>TAE10 Training and Education version 3.2 released to correct minor edits.</p> <p>Minor edits made to:</p> <ul style="list-style-type: none"> <li>• TAE50111 Diploma of Vocational Education and Training</li> <li>• TAE70311 Vocational Graduate Certificate in International Education Services</li> <li>• TAESS00005 Sustainable Practice Skill Set</li> <li>• TAESS00008 Enterprise Trainer - Mentoring Skill Set</li> </ul>
3.1	June 2013	<p>Two new Enterprise Trainer Skill Sets included:</p> <ul style="list-style-type: none"> <li>• Enterprise Trainer-Presenting (replaces Enterprise Trainer Skill Set)</li> <li>• Enterprise Trainer-Mentoring</li> <li>• Deletion of Enterprise Trainer Skill Set</li> </ul> <p>These Skill Sets provide a choice for enterprise trainers according to the nature of the training delivery. For example a trainer whose work predominantly involves classroom presentations would undertake the Presenting Skill Set, while a trainer whose work is mainly concerned with supporting individuals would chose the Mentoring Skill Set.</p>

Release	Release Date	Comments
3.0	November 2012	<p>One new qualification included:</p> <ul style="list-style-type: none"> <li>• TAE80312 Vocational Graduate Certificate in Digital Education</li> </ul> <p>Five new units of competency included:</p> <ul style="list-style-type: none"> <li>• TAEASS801A Analyse, implement and evaluate e-assessment</li> <li>• TAEDEL801A Evaluate, implement and use ICT-based educational platforms</li> <li>• TAEDEL802A Use e-learning with social media</li> <li>• TAELED801A Design pedagogy for e-learning</li> <li>• TAELED802A Investigate the application of ICT content knowledge</li> </ul> <p>One new Skill Set included:</p> <ul style="list-style-type: none"> <li>• Enterprise and Industry Engagement</li> </ul>
2.0	12 October 2011	<p>Updated Qualifications:</p> <ul style="list-style-type: none"> <li>• TAE70311 qualification rules modified to reflect NQC requirements for flexibility. The requirement for an additional elective has been added to the qualification.</li> <li>• TAE70111 modified to reflect elective units imported from TAA04 that have been updated.</li> </ul> <p>New qualifications included:</p> <ul style="list-style-type: none"> <li>• TAE50111 Diploma of Vocational Education and Training</li> <li>• TAE50211 Diploma of Training Design and Development</li> </ul> <p>Minor modifications to the following TAE10 v1.0 units resulting in version identifier changes:</p>

Release	Release Date	Comments
		<ul style="list-style-type: none"> <li>• TAEASS301A (now TAEASS301B)</li> <li>• TAEASS401A (now TAEASS401B)</li> <li>• TAEASS402A (now TAEASS402B)</li> <li>• TAEASS403A (now TAEASS403B)</li> <li>• TAEASS502A (now TAEASS502B)</li> <li>• TAELLN501A (now TAELLN501B)</li> <li>• TAETAS501A (now TAETAS501B)</li> </ul> <p>Modifications/updates to the following TAA04 v2.1 units resulting in code changes:</p> <ul style="list-style-type: none"> <li>• TAAASS501B (now TAEASS505A Lead and coordinate assessment systems and services)</li> <li>• TAADEL503B (now TAEDEL502A Provide advanced facilitation practice)</li> <li>• TAADES501B (now TAEDES501A Design and develop learning strategies)</li> <li>• TAADES502B (now TAEDES502A Design and develop learning resources)</li> <li>• TAADES503B and TAADES504B (both units combined and now TAEDES503A Design and develop e-learning resources)</li> <li>• TAADES505B (now TAEDES504A Research and develop units of competency)</li> <li>• TAAENV501B (now TAEPPDD501A Maintain and enhance professional practice)</li> </ul> <p>Inclusion of new units:</p> <ul style="list-style-type: none"> <li>• TAEASS501A Provide advanced assessment practice</li> <li>• TAEASS503A Lead assessment validation processes</li> <li>• TAEASS504A Develop and implement recognition strategies</li> <li>• TAEDES505A Evaluate a training program</li> <li>• TAEICR501A Work in partnership with industry, enterprises and community groups</li> <li>• TAERES501A Apply research to training and assessment practice</li> </ul>

Release	Release Date	Comments
		<ul style="list-style-type: none"> <li>TAESUS502A Identify and apply current sustainability education principles and practice to learning programs</li> </ul> <p>Skill Sets modified to reflect updated unit codes.</p> <p>Inclusion of additional unit of competency in Sustainable Practice Skill Set.</p> <p>Qualifications and units updated to reflect unit code changes as required.</p>
1.0	May 2010	<p>Primary release.</p> <p>Released as a companion volume to TAA04 Training and Assessment Training Package, which has been retained for the purposes of maintaining TAA50104 Diploma of Training and Assessment, while it undergoes review.</p>

## Training Package Details

<b>Training Package Code:</b>	TAE10
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<b>Training Package Volume Number</b>	<b>Training Package Volume Name</b>
1	Training and Education Training Package

<b>Training Package Volume Number</b>	<b>Training Package Volume Statement</b>

<b>Training Package Volume Number</b>	<b>Training Package Volume Description</b>
	This is Volume 2 of TAE10 Training and Education Training Package endorsed components. As such it provides the introduction to the Training Package, including the Assessment Guidelines and the Qualification Framework. It should not be used in isolation; users will need to ensure they have the relevant volume or volumes for the particular industry sector containing the endorsed units of competency.

<b>Training Package Volume Number</b>	<b>ISBN Number</b>
2	

## TAE10 - Training and Education

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Level 11, 176 Wellington Parade



East Melbourne VIC 3002  
Phone: +61 3 9815 7000 Fax: +61 3 9815 7001  
*www.ibsa.org.au* email *reception@ibsa.org.au*

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## Preliminary Information

### Important Note to Users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

### Check the version number before commencing training or assessment

This Training Package is Version 3.4 - check whether this is the latest version by going to the National Training Information Service ( [www.ntis.gov.au](http://www.ntis.gov.au)) and locating information about the Training Package. Alternatively, contact Innovation and Business Industry Skills Council at <http://www.ibsa.org.au> to confirm the latest version number.

### Explanation of version number conventions

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Packages national code (which remains the same during its period of endorsement).

## History

TAE10 Training and Education Training Package is a revision of TAA04 Training and Assessment Training Package and was first published in May 2010. This Training Package represents the qualifications environment for training and education in the vocational education and training (VET) area, and reflects a growing appreciation of the wider context for VET trainers and educators.

In particular, placing an emphasis on the wider educational aspects of VET education is identified as a key element in raising standards in the sector, as well as providing a basis for individuals to develop a wider career perspective. The introduction of additional components that place training and education qualifications within a business perspective is seen as being a logical extension for this Training Package for the future.

The essential building blocks for the TAE10 Training Package are TAE40110 Certificate IV in Training and Assessment and TAE50111 Diploma of Vocational Education and Training. As in TAA04, language, literacy and numeracy form an integral component of the Training Package through content embedded in core units associated with delivery and elective units designed to focus on specific competency requirements.

In addition, in this Training Package high level provision has been included through the TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice, and TAE80110 Vocational Graduate Diploma of Adult Language, Literacy and Numeracy Leadership. *It should be noted that these two qualifications form the basis of the first steps in the migration to the new Training Package Standards (NSSC December 2012) and now appear in the new TAE Training and Education Training Package (August 2013).*

Also, reflecting a more holistic approach to the qualification suite for VET trainers and educators, four qualifications were relocated in 2010 from BSB07 Business Services Training Package that focus on education services and management. These are:

- TAE50310 Diploma of International Education Services (formerly BSB50907)
- TAE70210 Vocational Graduate Certificate in Management (Learning) (formerly BSB70108)
- TAE70310 Vocational Graduate Certificate in International Education Services (formerly BSB70207)
- TAE80210 Vocational Graduate Diploma of Management (Learning) (formerly BSB80108).

The Training Package was supplemented in 2012 with the Vocational Graduate Certificate in Digital Education, designed to support a wide range of teaching professionals in the delivery of ICT, as a critical component of addressing workforce skill and capability in this area.

## Summary of AQF qualifications in this Training Package

Qualification code	Title
TAE40110	Certificate IV in Training and Assessment
TAE50111	Diploma of Vocational Education and Training
TAE50211	Diploma of Training Design and Development
TAE50310	Diploma of International Education Services
TAE70111	Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice
TAE70210	Vocational Graduate Certificate in Management (Learning)
TAE70311	Vocational Graduate Certificate in International Education Services
TAE80110	Vocational Graduate Diploma of Adult Language, Literacy and Numeracy Leadership
TAE80210	Vocational Graduate Diploma of Management (Learning)
TAE80312	Vocational Graduate Certificate in Digital Education

## Units of competency in this Training Package

Code	Name
<b>Assessment</b>	
TAEASS301B	Contribute to assessment
TAEASS401B	Plan assessment activities and processes
TAEASS402B	Assess competence
TAEASS403B	Participate in assessment validation
TAEASS501A	Provide advanced assessment practice
TAEASS502B	Design and develop assessment tools

Code	Name
<b>Assessment</b>	
TAEASS301B	Contribute to assessment
TAEASS503A	Lead assessment validation processes
TAEASS504A	Develop and implement recognition strategies
TAEASS505A	Lead and coordinate assessment systems and services
TAEASS801A	Analyse, implement and evaluate e-assessment
<b>Delivery and facilitation</b>	
TAEDEL301A	Provide work skill instruction
TAEDEL401A	Plan, organise and deliver group-based learning
TAEDEL402A	Plan, organise and facilitate learning in the workplace
TAEDEL403A	Coordinate and facilitate distance-based learning
TAEDEL404A	Mentor in the workplace
TAEDEL501A	Facilitate e-learning
TAEDEL502A	Provide advanced facilitation practice
TAEDEL801A	Evaluate, implement and use ICT-based educational platforms
TAEDEL802A	Use e-learning with social media
<b>Educational administration</b>	
TAEEDU401A	Coordinate provision of pastoral care services to international students
TAEEDU501A	Facilitate international education compliance
TAEEDU502A	Manage international education issues and incidents
TAEEDU503A	Manage international student recruitment and selection
TAEEDU504A	Manage international education and training processes
TAEEDU505A	Manage international client accommodation services

Code	Name
<b>Assessment</b>	
TAEASS301B	Contribute to assessment
TAEEDU506A	Facilitate international education events and programs
TAEEDU507A	Manage transnational offshore education programs
TAEEDU508A	Manage international education financial and administrative processes
TAEEDU509A	Use information to enhance international education work role performance
TAEEDU701A	Investigate current trends in internationalisation of education
TAEEDU702A	Develop international onshore education programs and projects
TAEEDU703A	Establish transnational offshore education initiatives
TAEEDU704A	Conduct applied international education research
<b>Learning design</b>	
TAEDES401A	Design and develop learning programs
TAEDES402A	Use Training Packages and accredited courses to meet client needs
TAEDES501A	Design and develop learning strategies
TAEDES502A	Design and develop learning resources
TAEDES503A	Design and develop e-learning resources
TAEDES504A	Research and develop units of competency
TAEDES505A	Evaluate a training program
<b>Industry and community relations</b>	
TAEICR501A	Work in partnership with industry, enterprises and community groups
<b>Learning and development</b>	
TAELED703A	Implement improved learning practice
TAELED704A	Review enterprise e-learning systems and solutions implementation

Code	Name
<b>Assessment</b>	
TAEASS301B	Contribute to assessment
TAELED801A	Design pedagogy for e-learning
TAELED802A	Investigate the application of ICT content knowledge
<b>Language, literacy and numeracy practice</b>	
TAELLN401A	Address adult language, literacy and numeracy skills
TAELLN501B	Support the development of adult language, literacy and numeracy skills
TAELLN701A	Analyse and apply adult literacy teaching practices
TAELLN702A	Analyse and apply adult numeracy teaching practices
TAELLN703A	Develop English language skills of adult learners
TAELLN704A	Implement and evaluate delivery of adult language, literacy and numeracy skills
TAELLN705A	Design and conduct pre-training assessment of adult language, literacy and numeracy skills
TAELLN706A	Lead the delivery of adult language, literacy and numeracy support services
TAELLN801A	Analyse policy and formulate strategic language, literacy and numeracy response
TAELLN802A	Research and implement new adult language, literacy and numeracy practices
TAELLN803A	Formulate workplace strategy for adult language, literacy and numeracy skill development
ELLN804A	Design programs to develop adult language, literacy and numeracy skills
TAELLN805A	Formulate strategy for adult language, literacy and numeracy skill development in a community program
TAELLN806A	Initiate, develop and evaluate adult language, literacy and numeracy resources

Code	Name
<b>Assessment</b>	
TAEASS301B	Contribute to assessment
TAELLN807A	Design, implement and evaluate an adult language, literacy and numeracy professional development program
<b>Professional development</b>	
TAEPDD501A	Maintain and enhance professional practice
<b>Research</b>	
TAERES501A	Apply research to training and assessment practice
<b>Sustainable practice</b>	
TAESUS501A	Analyse and apply sustainability skills to learning programs
TAESUS502A	Identify and apply current sustainability education principles and practice to learning programs
<b>Training advisory services</b>	
TAETAS401A	Maintain training and assessment information
TAETAS501B	Undertake organisational training needs analysis

**Imported Units**

Code	Name
<b>Quality auditing</b>	
BSBAUD402B	Participate in a quality audit
<b>Compliance</b>	
BSBCOM501B	Identify and interpret compliance requirements
<b>Customer service</b>	
BSBCUS501A	Manage quality customer service

Code	Name
<b>Diversity</b>	
BSBDIV701A	Develop cross cultural communication and negotiation strategies
CHCCS405A	Work effectively with culturally diverse clients and co workers
<b>Financial management</b>	
BSBFIM501A	Manage budgets and financial plans
BSBFIM701A	Manage financial resources
<b>Human resource management</b>	
BSBHRM505A	Manage remuneration and employee benefits
PSPHR616A	Manage performance management system
<b>ICT</b>	
ICAICT705A	Direct ICT procurement
<b>Industry context</b>	
BSBIND302A	Work effectively in the international education services industry
<b>Information management</b>	
BSBINM501A	Manage an information or knowledge management system
<b>Innovation</b>	
BSBINN501A	Establish systems that support innovation
BSBINN502A	Build and sustain an innovative work environment
BSBINN601B	Manage organisational change
BSBINN801A	Lead innovative thinking and practice
<b>Interpersonal communication</b>	
BSBCMM401A	Make a presentation
<b>IT building and implementation</b>	



<b>Code</b>	<b>Name</b>
BSBITB701A	Implement advanced electronic technologies
<b>Knowledge management</b>	
PSPMNGT614A	Facilitate knowledge management
<b>Language, Literacy and Numeracy</b>	
TAELLN411	Address adult language, literacy and numeracy skills
<b>Learning and development</b>	
BSBLED401A	Develop teams and individuals
BSBLED501A	Develop a workplace learning environment
BSBLED701A	Lead personal and strategic transformation
BSBLED702A	Lead learning strategy implementation
BSBLED705A	Plan and implement a mentoring program
BSBLED706A	Plan and implement a coaching strategy
BSBLED707A	Establish career development services
BSBLED708A	Conduct a career development session
BSBLED709A	Identify and communicate trends in career development
BSBLED710A	Develop human capital
<b>Management</b>	
BSBMGT502B	Manage people performance
BSBMGT516C	Facilitate continuous improvement
BSBMGT616A	Develop and implement strategic plans
CHCORG14B	Manage a service organisation
<b>Marketing</b>	
BSBMKG413A	Promote products and services
BSBMKG513A	Promote products and services to international markets

Code	Name
BSBMKG516B	Profile international markets
<b>Occupational health and safety</b>	
BSBOHS509A	Ensure a safe workplace
<b>Project management</b>	
BSBPMG510A	Manage projects
BSBPMG609A	Direct procurement and contracting for a project program
<b>Relationship management</b>	
BSBREL402A	Build client relationships and business networks
BSBREL501A	Build international client relationships
BSBREL502A	Build international business networks
BSBREL701A	Develop and cultivate collaborative partnerships and relationships
<b>Research</b>	
BSBRES401A	Analyse and present research information
BSBRES801A	Initiate and lead applied research
<b>Workplace effectiveness</b>	
BSBWOR401A	Establish effective workplace relationships

## Mapping to Previous Training Package

### 1. Mapping of qualifications

Code and title of TAE10 v3.4 qualification	Code and title of related TAE10 v3.3	Comments in relation to previous version of this Training Package	Equivalent
TAE40110 Certificate IV in Training and Assessment	TAE40110 Certificate IV in Training and Assessment	Elective bank updated for clarity.	E

TAE50111 Diploma of Vocational Education and Training	TAE50111 Diploma of Vocational Education and Training	Qualification updated to remove incorrectly added unit <i>TAE LLN411 Address adult language, literacy and numeracy skills</i> from elective bank.	E
TAE50211 Diploma of Training Design and Development	TAE50211 Diploma of Training Design and Development	Elective bank updated for clarity.	E

## 2. Mapping of units of competency

No Units of Competency were added to or changed in this version.

## 3. Mapping of Skill Sets

No Skill Sets were added to or changed in this version.

# Overview

## What is a Training Package?

A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

Each Training Package:

- provides a consistent and reliable set of components for training, recognising and assessing people's skills, and may also have optional support materials
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

## How do Training Packages fit within the National Skills Framework?

The National Skills Framework applies nationally, is endorsed by the Ministerial Council for Vocational and Technical Education, and comprises the Australian Quality Training Framework 2007 (AQTF 2007), and Training Packages endorsed by the National Quality Council (NQC).

### **How are Training Packages developed?**

Training Packages are developed by Industry Skills Councils or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive research, consultation and support within the industry area or enterprise.

### **How do Training Packages encourage flexibility?**

Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained.

Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.

With Training Packages, assessment and training may be conducted at the workplace, off-the-job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

### **Who can deliver and assess using Training Packages?**

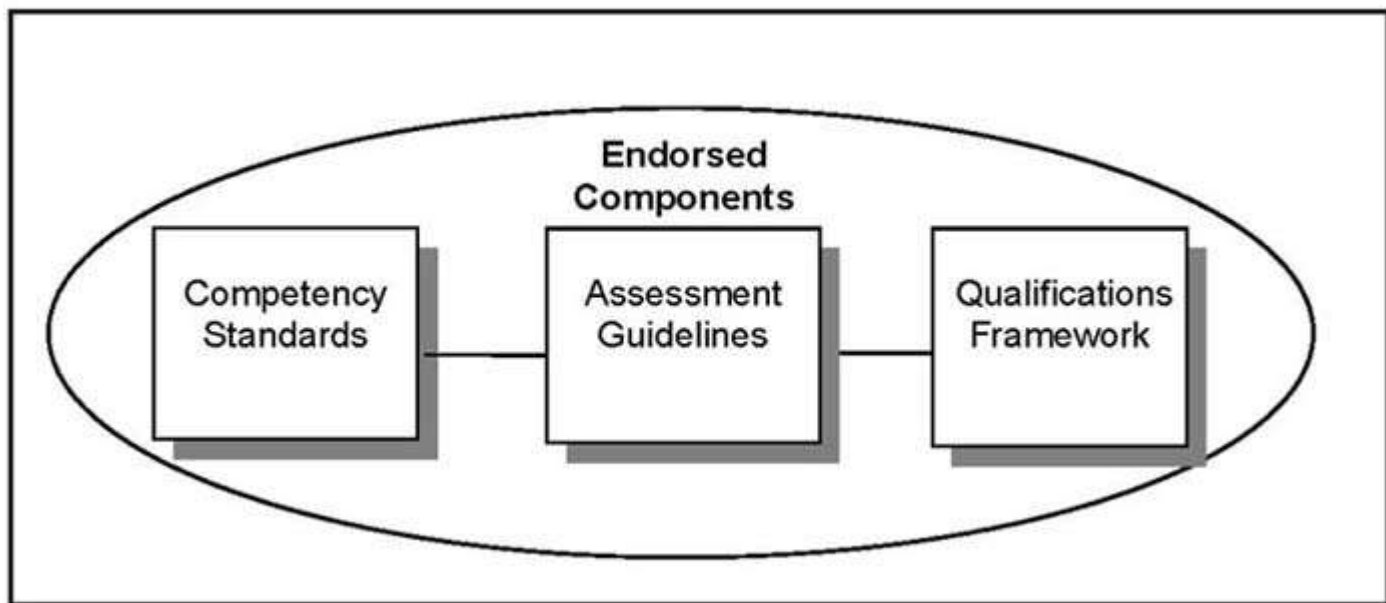
Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO, as specified in the AQTF 2007.

### **Training Package Components**

Training Packages are made up of mandatory components endorsed by the NQC, and optional support materials.

## Training Package Endorsed Components

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.



### Competency Standards

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

### Assessment Guidelines

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the AQTF 2007. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

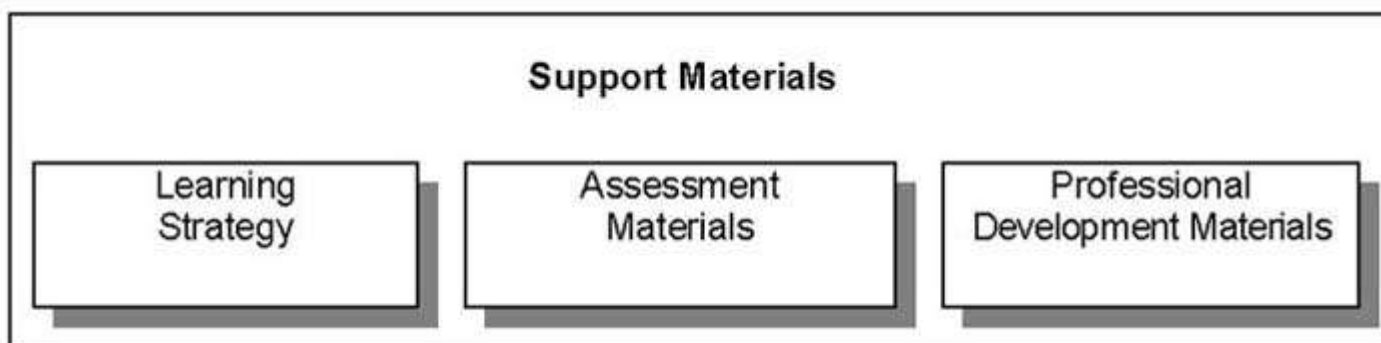
### Qualifications Framework

Each Training Package provides details of those units of competency that must be achieved to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the "packaging rules". The packaging rules must be followed to ensure the integrity of nationally recognised qualifications issued.

## Training Package Support Materials

The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners.

Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.



Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and Government agencies.

Where such materials have been quality assured through a process of "noting" by the NQC, they display the following official logo. Noted support materials are listed on the National Training Information Service (NTIS), together with a detailed description and information on the type of product and its availability < [www.ntis.gov.au](http://www.ntis.gov.au) >



It is not compulsory to submit support materials for noting; any resources that meet the requirements of the Training Package can be used.

## Training Package, Qualification and Unit of Competency Codes

There are agreed conventions for the national codes used for Training Packages and their components. Always use the correct codes, exactly as they appear in the Training Package, **and with the code always before the title.**

### Training Package Codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example TAE10. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

### Qualification Codes

Within each Training Package, each qualification has a unique eight-character code, for example TAE40110. Qualification codes are developed as follows:

- the first three letters identify the Training Package;
- the first number identifies the qualification level (noting that, in the qualification titles themselves, arabic numbers are **not** used);
- the next two numbers identify the position in the sequence of the qualification at that level; and
- the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed.)

### Unit of Competency Codes

Within each Training Package, each unit of competency has a unique code. Unit of competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package. Unit codes are developed as follows:

- a typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in TAEASS301A;
- the first three characters signify the Training Package - TAE10 - in the above example and up to eight characters, relating to an industry sector, function or skill area, follow;
- the last character is always a letter and identifies the unit of competency version. An "A" at the end of the code indicates that this is the original unit of competency. "B", or another incremented version identifier means that minor changes have been made. Typically this would mean that wording has changed in the range statement or evidence guide, providing clearer intent; and
- where changes are made that alter the outcome, a new code is assigned and the title is changed.

## **Training Package, Qualification and Unit of Competency Titles**

There are agreed conventions for titling Training Packages and their components. Always use the correct titles, exactly as they appear in the Training Package, and with the code always placed before the title.

### **Training Package Titles**

The title of each endorsed Training Package is unique and relates the Training Packages broad industry coverage.

### **Qualification Titles**

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

- first, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Vocational Graduate Certificate, or Vocational Graduate Diploma;
- this is followed by the words "in" for Certificates I to IV, and "of" for Diploma, Advanced Diploma, Vocational Graduate Certificate and Vocational Graduate Diploma;
- then, the industry descriptor, for example Telecommunications; and
- then, if applicable, the occupational or functional stream in brackets, for example (Computer Systems).

For example:



- TAE40110 Certificate IV in Training and Assessment.

## Unit of Competency Titles

Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.

For example:

- TAEASS301A Contribute to assessment.

## Historical and general information

### Preamble

The following narrative provides a comprehensive overview of the development of TAE10 up to and including v3.1 of the Training Package. The release of v3.2 marks the beginning point of the migration of the components contained in v3.1 to the Training Package Standards published by the National Skills Standards Council in December 2012. This migration necessitates the publication in a new Training Package, to be titled TAE Training and Education Training Package. Specific historical and general information relevant to the qualifications migrated to that Training Package may be referenced in the documentation associated with that Training Package.

TAE10 Training and Education Training Package represents part of the continuing cycle of quality improvement in Training Packages. In its current structure, the Training Package represents a step-change approach to the scope and focus of the Training Package, reflecting the place of training and assessment in the wider education landscape and in the context of career pathways that recognise a professional management structure, as well as the increasing importance of the export market to VET as a business.

### The developed TAE10 Training and Education Training Package

The Industry Skills Council (ISC) Innovation and Business Skills Australia (IBSA) developed the TAE10 Training and Education Training Package. The broad intention of the ISC is to meet the competency development needs of individuals and organisations providing education, training and assessment services within the VET sector. This encompasses those working in the VET sector as well as teachers in the schools sector and lecturers in higher education who have a need or requirement to deliver VET-related programs.

The VET sector is responsible for developing the competence of individuals in areas of work required by industry, enterprises and organisations as well as providing general education for the community. It includes VET undertaken in industries, enterprises, government agencies, and community and school settings. The sector encompasses both recognised training leading to a qualification or Statement of Attainment under the AQF; and non-recognised training, such as in-house, or product-based training.

TAE10 Training and Education Training Package reflects the views of the wider community, and responds to the escalating needs of the economy for a highly skilled workforce, as well as recognising that VET has, and has had for some considerable time, a wider remit than training. Additionally, many teachers in the schools sector particularly and higher education, are increasingly accessing the skills required in the VET sector. A broader conceptual basis reflecting the training and education continuum is seen as increasingly important in bridging the interface between these differing elements of the wider education environment.

### **Key features of TAE10 Training and Education Training Package**

In developing TAE10 Training and Education Training Package a number of key elements have been achieved:

- consolidation of various elements of VET career pathways
- introduction of graduate programs in language, literacy and numeracy
- implementation of an updated Certificate IV in Training and Assessment
- implementation of a Diploma of Vocational Training and Education
- implementation of a Diploma of Training Design and Development.

### ***Consolidation of various elements of VET career pathways***

Careers in VET have long included pathways into supervision and management that have been accommodated by a variety of qualifications and accredited courses. With the development of BSB07 Business Services Training Package, specific qualifications were provided that reflect the identified skills of supervisors and managers in the VET sector. While in the past these qualifications have resided in BSB07, for the purposes of coherence, the decision was made to relocate them to TAE10. These qualifications are:

- BSB70108 Vocational Graduate Certificate in Management (Learning) - now TAE70210
- BSB80108 Vocational Graduate Diploma of Management (Learning) - now TAE80210.

In addition, the export market has become an increasingly important aspect of VET provision in Australia, representing a significant component of institutional activity for many organisations. The provision of a high quality program for developing the skills of individuals operating in this area was also identified as a requirement within the context of BSB07. Once again, for the purposes of coherence, a decision was made that these qualifications would more appropriately reside in TAE10. These are:

- BSB50907 Diploma of International Education Services - now TAE50310
- BSB70207 Vocational Graduate Certificate in International Education Services - now TAE70310.

### ***Introduction of vocational graduate programs in language, literacy and numeracy***

The importance of language, literacy and numeracy as a focus area for development has been well understood in the VET sector for some time. This has typically been addressed through a specific unit of competency attached to qualifications, and in some jurisdictions through accredited courses.

As this area becomes increasingly recognised as important across the education and training environment, the need for a more comprehensive response has emerged. As a consequence, two new vocational graduate qualifications have been developed and are included in this Training Package:

- TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice
- TAE80110 Vocational Graduate Diploma of Adult Language, Literacy and Numeracy Leadership.

*It should be noted that these two qualifications form the basis of the first stage of migration to the new Training Package Standards and now appear in the TAE Training and Education Training Package (August 2013).*

### ***Implementation of an updated Certificate IV in Training and Assessment***

TAA40104 Certificate IV Training and Assessment was very well received throughout the VET sector as a benchmark qualification for those delivering education and training both in the VET sector and in the wider education community where VET-related programs are delivered. The qualification has been in operation for some five years, and given the importance of the qualification for the sector, a review was necessary and timely. Colleagues from around the country have contributed to a robust critique of the existing qualification, which has resulted in an updated qualification, TAE40110, reflecting the broad requirements of the constituency.

### ***Introduction of Diploma in Vocational Education and Training***

IBSA published a consultation paper in June 2010 canvassing views on an appropriate professional development pathway for VET practitioners. Specifically this paper challenged stakeholders to examine the existing Diploma of Training and Assessment for suitability and adequacy. As a consequence of the response to this paper, the National Project Reference Group resolved to consult on a qualification that was specifically focused on a development pathway for the experienced VET practitioner. Their view was that the greatest need is in the area of promoting quality and performance in training and assessment approaches in the VET system.

The reference group characterised someone with a diploma as an individual who:

- should be an experienced competent practitioner (rather than necessarily an expert practitioner)
- should be beyond the novice practitioner who holds a Certificate IV, and may be sought by others for advice about their particular strengths, be they in:
  - learning design
  - assessment approaches
  - facilitation techniques
  - validation approaches.

Consultation on the basis of these premises and around a proposed group of units designed to respond to these defined needs attracted wide support. The single most important aspect of the material consulted on was the unique approach to addressing the widely requested ‘practicum’ within the Diploma. This ‘practicum’ is realised through the embedding of specific critical aspects of evidence within three core units of competence\*, designed to underpin a coherent, flexible approach to the demonstration of competent practice in the work place over time.

### ***Introduction of a Diploma of Training Design and Development***

Consultation on the focus and content of the proposed Diploma of Vocational Education and Training identified a further client group for aspects of the qualification where the performance aspects are not required. These practitioners typically work in a specialist design and development environment and are not called upon to practice in the classroom or an assessment environment. This qualification is not considered as an alternate to the Diploma of Vocational Education and Training and will categorically not provide a suitable development pathway for those wishing to develop advanced skills in VET practice.

*\* TAEASS501A Provide advanced assessment practice; TAEDDEL502A Provide advanced facilitation practice; TAEPDD501A Maintain and enhance professional practice.*

### ***Introduction of vocational graduate program in digital education***

The importance of digital education as a focus area for development has also been well understood in the VET sector for some time. As the need to up-skill practitioners in this area is recognised, the need for a targeted response has emerged. As a consequence, the following vocational graduate qualification has been developed and included in this Training Package:

- TAE80312 Vocational Graduate Certificate in Digital Education.

## **Introduction to the TAE10 Training and Education**

The wider education sector in Australia includes pre-school, school, VET and higher education. The VET sector includes both state-owned TAFE institutes and privately owned RTOs, excluding the Northern Territory which does not have a TAFE component. VET teachers and lecturers generally must hold an Australian Qualifications Framework (AQF) qualification that includes assessment and delivery competencies in the Certificate IV in Training and Assessment.

While a significant proportion of VET-acquired skills covered by this Training Package are used in the VET component of education, they are also used in other areas, such as higher education and schools. In addition, there is also a significant number of workplace assessors and qualified trainers spread throughout industry.

With the introduction of qualifications focused on language, literacy and numeracy, it is expected that greater scope exists for provision to increasingly serve the needs of those in the schools sector to develop specific sets of skills that bridge the school and VET environments.

The migration of qualifications from BSB07 Business Services Training Package associated with learning management and international education services establishes the basis for career pathways in education and training. These twin pathways reflect the growing business professionalism in the wider VET environment and in particular the importance of the export market to the sector as a whole.

The challenges for education that workforce demands pose come at a time when the importance of the education sector to Australia's future prosperity is extremely high. Higher-level skills are increasingly required by industry; and VET plays an important role in providing opportunities to people who otherwise would not be engaged in education and training. The skill, capability and capacity of the VET sector to deliver high quality provision and to adapt to changing needs in the economy will increase as the competitive demand in the economy grows.

The IBSA Environmental Scan (2012) identified the following occupations in demand for the sector, which have specific relevance for this Training Package:

- training and development professional
- workplace trainer and assessor
- management and organisation analyst, including quality, compliance and skill auditing
- vocational education and training teacher – school and non-school
- teachers – schools – ICT learning
- education or teacher's aide
- language, literacy and numeracy professional
- career counsellor or advisor
- curriculum advisory teacher e-learning
- professional VET curriculum
- instructional designer or advisor
- teacher of English as a second language
- trade trainer.

## Qualifications Framework

### The Australian Qualifications Framework

#### What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF, see the *AQF Implementation Handbook*.

[http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF\\_Handbook\\_07.pdf](http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf)

The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately.

## Qualifications

Training Packages can incorporate the following eight AQF qualifications.

- Certificate I in ...
- Certificate II in ...
- Certificate III in ...
- Certificate IV in ...
- Diploma of ...
- Advanced Diploma of ...
- Vocational Graduate Certificate of ...
- Vocational Graduate Diploma of ...

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the *AQF Implementation Handbook* and the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

## Statement of Attainment

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). Issuance of Statements of Attainment must comply with the advice provided in the current *AQF Implementation Handbook* and the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Under the AQTF 2010, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

## AQF Guidelines and Learning Outcomes

The *AQF Implementation Handbook* provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification is provided below.

### Certificate I

#### *Characteristics of Learning Outcomes*

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.

Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

#### *Distinguishing Features of Learning Outcomes*

Do the competencies enable an individual with this qualification to:

- demonstrate knowledge by recall in a narrow range of areas;
- demonstrate basic practical skills, such as the use of relevant tools;
- perform a sequence of routine tasks given clear direction
- receive and pass on messages/information.

### Certificate II

#### *Characteristics of Learning Outcomes*

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied.



Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

### *Distinguishing Features of Learning Outcomes*

Do the competencies enable an individual with this qualification to:

- demonstrate basic operational knowledge in a moderate range of areas;
- apply a defined range of skills;
- apply known solutions to a limited range of predictable problems;
- perform a range of tasks where choice between a limited range of options is required;
- assess and record information from varied sources;
- take limited responsibility for own outputs in work and learning.

## **Certificate III**

### *Characteristics of Learning Outcomes*

Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints.

Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.

### *Distinguishing Features of Learning Outcomes*

Do the competencies enable an individual with this qualification to:

- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning
- take limited responsibility for the output of others.

## Certificate IV

### *Characteristics of Learning Outcomes*

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills. Applications involve responsibility for, and limited organisation of, others.

### *Distinguishing Features of Learning Outcomes*

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.

## Diploma

### *Characteristics of Learning Outcomes*

Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.

The self directed application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others.

Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

### *Distinguishing Features of Learning Outcomes*

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas
- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information, using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters
- take some responsibility for the achievement of group outcomes.

## Advanced Diploma

### *Characteristics of Learning Outcomes*

Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.

The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.

Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

### *Distinguishing Features of Learning Outcomes*

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of specialised knowledge with depth in some areas
- analyse, diagnose, design and execute judgements across a broad range of technical or management functions
- generate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- demonstrate accountability for personal outputs within broad parameters
- demonstrate accountability for personal and group outcomes within broad parameters.

## **Vocational Graduate Certificate**

### *Characteristics of competencies or learning outcomes*

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and management functions in highly varied and highly specialised contexts.

- Applications involve making significant, high-level, independent judgements in major broad or planning, design, operational, technical and management functions in highly varied and specialised contexts. They may include responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

#### *Distinguishing features of learning outcomes*

- Demonstrate the self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major broad or technical and management functions in highly varied and highly specialised contexts.
- Generate and evaluate ideas through the analysis of information and concepts at an abstract level.
- Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts.
- Demonstrate responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

## **Vocational Graduate Diploma**

#### *Characteristics of competencies or learning outcomes*

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.
- Further specialisation within a systematic and coherent body of knowledge.
- Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

#### *Distinguishing features of learning outcomes*

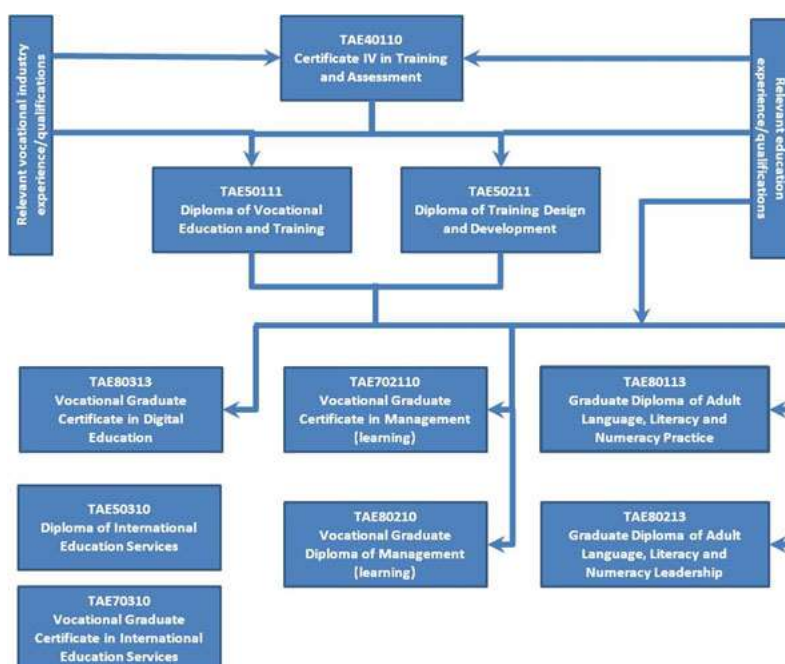
- Demonstrate the self-directed development and achievement of broad and highly specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major functions, both broad and within highly varied and highly specialised contexts.
- Generate and evaluate complex ideas through the analysis of information and concepts at an abstract level.
- Demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and highly specialised or varied contexts.
- Demonstrate full responsibility and accountability for personal outputs.
- Demonstrate full responsibility and accountability for all aspects of the work or functions of others, including planning, budgeting and strategy.

## Qualification Pathways

TAE10 does not mandate particular pathways for the qualifications provided. Entry points and progression rely heavily on the background, experience and qualifications currently held by the learner. Choices in the individual qualification routes associated with language, literacy and numeracy, management or international education services will depend on the preferences and needs of the learner.

The following pathway charts are provided to show the types of pathways into and from qualifications that are possible with this Training Package. For more information about qualifications and pathways contact Innovation and Business Skills Australia.

### TAE10 Training and Education Training Package - qualification pathways



## Skill Sets

### Definition

Skill sets are defined as single units of competency, or combinations of units of competency from an endorsed Training Package, which link to a licence or regulatory requirement, or defined industry need.

### Wording on Statements of Attainment

Skill sets are a way of publicly identifying logical groupings of units of competency which meet an identified need or industry outcome. Skill sets are not qualifications.

Where skill sets are identified in a Training Package, the Statement of Attainment can set out the competencies a person has achieved in a way that is consistent and clear for employers and others. This is done by including the wording "these competencies meet [insert skill set title or identified industry area] need" on the Statement of Attainment. This wording applies only to skill sets that are formally identified as such in the endorsed Training Package. See the 2007 edition of the AQF Implementation Handbook for advice on wording on Statements of Attainmentthe updated version is expected to be available on the AQFAB website [www.aqf.edu.au](http://www.aqf.edu.au) during September 2007 and in print in October 2007.

## Skill Sets in this Training Package

TAESS0001 Assessor Skill Set

TAESS0002 Enterprise and Industry Engagement Skill Set

TAESS0003 Enterprise Trainer and Assessor Skill Set

TAESS0005 Sustainable Practice Skill Set

TAESS0006 Workplace Supervisor Skill Set

TAESS0007 Enterprise Trainer - Presenting Skill Set

TAESS0008 Enterprise Trainer - Mentoring Skill Set

## Employability Skills

### Employability Skills replacing Key Competency information from 2006

In May 2005, the approach to incorporate Employability Skills within Training Package qualifications and units of competency was endorsed. As a result, from 2006 Employability Skills will progressively replace Key Competency information in Training Packages.

## Background to Employability Skills

Employability Skills are also sometimes referred to as generic skills, capabilities or Key Competencies. The Employability Skills discussed here build on the Mayer Committee's Key Competencies, which were developed in 1992 and attempted to describe generic competencies for effective participation in work.

The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), produced the *Employability Skills for the Future* report in 2002 in consultation with other peak employer bodies and with funding provided by the Department of Education, Science and Training (DEST) and the Australian National Training Authority (ANTA). Officially released by Dr Nelson (Minister for Education, Science and Training) on 23 May 2002, copies of the report are available from the DEST website at: [http://www.dest.gov.au/archive/ty/publications/employability\\_skills/index.htm](http://www.dest.gov.au/archive/ty/publications/employability_skills/index.htm).

The report indicated that business and industry now require a broader range of skills than the Mayer Key Competencies Framework and featured an Employability Skills Framework identifying eight Employability Skills\*:

- communication
- teamwork
- problem solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology.

The report demonstrated how Employability Skills can be further described for particular occupational and industry contexts by sets of facets. The facets listed in the report are the aspects of the Employability Skills that the sample of employers surveyed identified as being important work skills. These facets were seen by employers as being dependent both in their nature and priority on an enterprise's business activity.

\*Personal attributes that contribute to employability were also identified in the report but are not part of the Employability Skills Framework.

## Employability Skills Framework

The following table contains the Employability Skills facets identified in the report.



*Employability Skills for the Future*

Skill	Facets
<b>Communication</b> that contributes to productive and harmonious relations across employees and customers	<p>Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.</p> <ul style="list-style-type: none"> <li>• listening and understanding</li> <li>• speaking clearly and directly</li> <li>• writing to the needs of the audience</li> <li>• negotiating responsively</li> <li>• reading independently</li> <li>• empathising</li> <li>• using numeracy effectively</li> <li>• understanding the needs of internal and external customers</li> <li>• persuading effectively</li> <li>• establishing and using networks</li> <li>• being assertive</li> <li>• sharing information</li> <li>• speaking and writing in languages other than English</li> </ul>
<b>Teamwork</b> that contributes to productive working relationships and outcomes	<ul style="list-style-type: none"> <li>• working across different ages irrespective of gender, race, religion or political persuasion</li> <li>• working as an individual and as a member of a team</li> <li>• knowing how to define a role as part of the team</li> <li>• applying teamwork to a range of situations e.g. futures planning and crisis problem solving</li> <li>• identifying the strengths of team members</li> <li>• coaching and mentoring skills, including giving feedback</li> </ul>
<b>Problem solving</b> that contributes to productive outcomes	<ul style="list-style-type: none"> <li>• developing creative, innovative and practical solutions</li> <li>• showing independence and initiative in identifying and solving problems</li> <li>• solving problems in teams</li> <li>• applying a range of strategies to problem</li> </ul>

	<ul style="list-style-type: none"> <li>solving</li> <li>using mathematics, including budgeting and financial management to solve problems</li> <li>applying problem-solving strategies across a range of areas</li> <li>testing assumptions, taking into account the context of data and circumstances</li> <li>resolving customer concerns in relation to complex project issues</li> </ul>
<b>Initiative and enterprise</b> that contribute to innovative outcomes	<ul style="list-style-type: none"> <li>adapting to new situations</li> <li>developing a strategic, creative and long-term vision</li> <li>being creative</li> <li>identifying opportunities not obvious to others</li> <li>translating ideas into action</li> <li>generating a range of options</li> <li>initiating innovative solutions</li> </ul>
<b>Planning and organising</b> that contribute to long and short-term strategic planning	<ul style="list-style-type: none"> <li>managing time and priorities - setting time lines, coordinating tasks for self and with others</li> <li>being resourceful</li> <li>taking initiative and making decisions</li> <li>adapting resource allocations to cope with contingencies</li> <li>establishing clear project goals and deliverables</li> <li>allocating people and other resources to tasks</li> <li>planning the use of resources, including time management</li> <li>participating in continuous improvement and planning processes</li> <li>developing a vision and a proactive plan to accompany it</li> <li>predicting - weighing up risk, evaluating alternatives and applying evaluation criteria</li> <li>collecting, analysing and organising information</li> <li>understanding basic business systems and their relationships</li> </ul>
<b>Self-management</b> that contributes to employee satisfaction and growth	<ul style="list-style-type: none"> <li>having a personal vision and goals</li> <li>evaluating and monitoring own performance</li> </ul>

	<ul style="list-style-type: none"> <li>• having knowledge and confidence in own ideas and visions</li> <li>• articulating own ideas and visions</li> <li>• taking responsibility</li> </ul>
<b>Learning</b> that contributes to ongoing improvement and expansion in employee and company operations and outcomes	<ul style="list-style-type: none"> <li>• managing own learning</li> <li>• contributing to the learning community at the workplace</li> <li>• using a range of mediums to learn - mentoring, peer support and networking, IT and courses</li> <li>• applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work)</li> <li>• having enthusiasm for ongoing learning</li> <li>• being willing to learn in any setting - on and off the job</li> <li>• being open to new ideas and techniques</li> <li>• being prepared to invest time and effort in learning new skills</li> <li>• acknowledging the need to learn in order to accommodate change</li> </ul>
<b>Technology</b> that contributes to the effective carrying out of tasks	<ul style="list-style-type: none"> <li>• having a range of basic IT skills</li> <li>• applying IT as a management tool</li> <li>• using IT to organise data</li> <li>• being willing to learn new IT skills</li> <li>• having the OHS knowledge to apply technology</li> <li>• having the appropriate physical capacity</li> </ul>

## Employability Skills Summary

An Employability Skills Summary exists for each qualification. Summaries provide a lens through which to view Employability Skills at the qualification level and capture the key aspects or facets of the Employability Skills that are important to the job roles covered by the qualification. Summaries are designed to assist trainers and assessors to identify and include important industry application of Employability Skills in learning and assessment strategies.

The following is important information for trainers and assessors about Employability Skills Summaries:

- Employability Skills Summaries provide examples of how each skill is applicable to the job roles covered by the qualification.

- Employability Skills Summaries contain general information about industry context which is further explained as measurable outcomes of performance in the units of competency in each qualification.
- The detail in each Employability Skills Summary will vary depending on the range of job roles covered by the qualification in question.
- Employability Skills Summaries are not exhaustive lists of qualification requirements or checklists of performance (which are separate assessment tools that should be designed by trainers and assessors after analysis at the unit level).
- Employability Skills Summaries contain information that may also assist in building learners' understanding of industry and workplace expectations.
- 

## Industry requirements for employability skills

IBSA has used the Generic Employability Skills Framework for IBSA Training Packages to further identify facets of employability skills that describe industry occupations for each IBSA training package qualification.

These facets were used to create an Employability Skills Summary for each qualification as an example of how facets would apply to one specific job role covered by the qualification. The content making up the Employability Skills Summary for each qualification was developed directly from the units of competency to ensure that the language and essence of the job role were appropriately reflected.

From the Employability Skills Summary, trainers and assessors can work out how facets of employability skills would apply to other job roles relevant to the particular qualification they are using.

Employability Skills Summary tables follow the packaging rules for the individual qualifications in TAE10.

## Examples from this Training Package of employability skills embedded in unit components

The following table contains examples of embedded Employability Skills for each component of a unit of competency. Please note that in the examples below the bracketed skills are provided only for clarification and will not be present in units of competency within this Training Package.

Unit component	Example of embedded employability skill
Unit title	Plan, organise and deliver group-based learning (planning and organising, communication).
Unit descriptor	This unit describes the performance outcomes, skills and

Unit component	Example of embedded employability skill
	knowledge required to plan, organise and deliver training for individuals within a group. (self-management, planning and organising).
<b>Element</b>	Prepare session plans. (self-management, planning and organising).
<b>Performance criteria</b>	Manage inappropriate behaviour to ensure learning can take place. (problem solving).
<b>Range statement</b>	Session plans may include plan of delivery methods and learning activities to be used within the session. (technology).
<b>Required skills and knowledge</b>	<p>Group facilitation skills to ensure that:</p> <ul style="list-style-type: none"> <li>every individual has an opportunity for participation and input</li> <li>group cohesion is maintained</li> <li>behaviour that puts others at risk is observed, interpreted and addressed</li> <li>discussion and group interaction are enhanced (teamwork).</li> </ul> <p>Oral communication and language skills to motivate learners to transfer skills and knowledge. (communication).</p>
<b>Evidence guide</b>	<p>Candidates must demonstrate that they can prepare and deliver group-based learning. (teamwork).</p> <p>The candidate must demonstrate this through evidence of the preparation of at least two sessions. (planning and organising).</p>

## Qualifications

### Whole of industry qualification information

One of the four strands of change identified for national change in association with the digital education revolution was teacher capability – to ensure teachers have the skills and tools to design and deliver programs that meet students’ needs and harness the benefits and resources of the digital revolution. This of course can be extrapolated to the wider community and other sectors of education, including vet and higher education.

The development of this Vocational Graduate Certificate in Digital Education higher-level qualification will empower educators in all sectors of education in the effective use of ICT as an enabler in education delivery.

## **Assessment Guidelines**

### **Introduction**

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the AQTF 2007. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

### **Assessment System Overview**

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF 2007 requirements; licensing/registration requirements; and assessment pathways.

### **Benchmarks for Assessment**

Assessment within the National Skills Framework is the process of collecting evidence and making judgments about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

In the areas of work covered by this Training Package, the endorsed units of competency are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

### **Australian Quality Training Framework Assessment Requirements**

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the AQTF 2007 *Essential Standards for Registration*.

The AQTF 2007 *Essential Standards for Registration* can be downloaded from <[www.training.com.au/aqtf2007](http://www.training.com.au/aqtf2007)>. The following points summarise assessment requirements.

## **Registration of Training Organisations**

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering/Course Accrediting Body in accordance with the AQTF 2007 *Essential Standards for Registration*. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration.

## **Quality Training and Assessment**

Each RTO must provide quality training and assessment across all its operations. See the AQTF 2007 *Essential Standards for Registration*, Standard 1.

## **Assessor Competency Requirements**

Each person involved in training, assessment or client service must be competent for the functions they perform. See the AQTF 2007 *Essential Standards for Registration*, Standard 1, for assessor (and trainer) competency requirements.

## **Assessment Requirements**

The RTOs assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF 2007 *Essential Standards for Registration*, Standard 1.

## **Assessment Strategies**

Each RTO must have strategies for training and assessment that meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders. See the AQTF 2007 *Essential Standards for Registration*, Standard 1.

## **National Recognition**

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF 2007 *Essential Standards for Registration*, Condition of Registration 7: Recognition of qualifications issued by other RTOs.

## **Access and Equity and Client Outcomes**

Each RTO must adhere to the principles of access and equity and maximise outcomes for its clients. See the AQTF 2007 *Essential Standards for Registration*, Standard 2.

### **Monitoring Assessments**

Training and/or assessment provided on behalf of the RTO must be monitored to ensure that it is in accordance with all aspects of the Essential Standards for Registration. See the AQTF 2007 *Essential Standards for Registration*, Standard 3.

### **Recording Assessment Outcomes**

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF 2007 *Essential Standards for Registration*, Standard 3.

### **Issuing AQF Qualifications and Statements of Attainment**

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the current AQF Implementation Handbook and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). See the AQTF 2007 and the 2007 edition of the AQF Implementation Handbook-available on the AQFAB website < [www.aqf.edu.au](http://www.aqf.edu.au) >.

### **Licensing/registration requirements**

This section provides information on licensing/registration requirements for TAE10 Training and Education Training Package, with the following important disclaimer:

The developers of this Training Package, and DEEWR, consider that no licensing or registration requirements apply to registered training organisations (RTOs), assessors or candidates with respect to this Training Package. Contact the relevant State or Territory Department(s) to check if there are any licensing or registration requirements with which you must comply.

For further information on this topic contact [www.ibsa.org.au](http://www.ibsa.org.au).



## Requirements for assessors

This section outlines the requirements that assessors, and as a consequence RTOs, must take into account when delivering and assessing TAE10 Training and Education Training Package. In particular, these requirements apply specifically to TAE40110 Certificate IV in Training and Assessment.

The areas dealt with are:

- reasonable adjustment and inclusive practice
- TAE assessors - requirements and responsibilities
- the link between vocational competence and TAE10 Training and Education Training Package competence.

### Reasonable adjustment and inclusive practice

Providing reasonable adjustment for learners is based on legislative and regulatory requirements, as well as on the purpose of the organisation providing vocational education and training (VET). The term 'reasonable adjustment' in legislation relates only to people with a disability. However, all learners will benefit from inclusive practice that tailors practice to individual learner requirements.

#### Inclusive practice covers areas such as:

- taking into account a candidate's language, literacy and numeracy requirements
- flexible assessment sessions to allow for such things as fatigue or administering medication
- equity checks, and revision where necessary of proposed assessment methods and tools
- considering a candidate's age and gender
- considering cultural beliefs, traditional practices and religious observances
- reasonable adjustment, where required.

#### Reasonable adjustment, when considered in the context of the legislative responsibilities of trainers and assessors, is generally associated with:

- personal support services, such as providing a reader, Auslan interpreter or scribe
- assistive technology or special equipment
- the format of assessment materials, for example, electronic or oral assessment, Braille
- adjustment of the physical environment.

For a more detailed examination of trainer and assessor responsibilities in relation to reasonable adjustment, reference should be made to the accompanying Transition Guide for TAE10 Training and Education Training Package.

## **TAE assessors - requirements and responsibilities**

This section outlines the requirements and responsibilities of TAE assessors, in particular those delivering and assessing TAE40110 Certificate IV in Training and Assessment, including:

- specified competency requirements to assess
- responsibilities in making assessment judgements
- the need to maintain currency in assessment practice
- adherence to the assessors' code of practice.

### *Competency requirements of TAE assessors*

The vocational competence of TAE10 Training and Education Training Package is education, training and assessment. Accordingly, persons who deliver recognised training in TAE10 units of competency and qualifications, through or on behalf of an RTO, must be able to demonstrate their vocational competence in education, training and assessment. The benchmarks for demonstration of this vocational competence are the relevant competency standards of TAE10 Training and Education Training Package or equivalent competence.

The following vocational competence requirements apply to persons providing assessment services for TAE10 Training and Education Training Package, including assessments relating to TAE10 qualifications and individual TAE10 units of competency.

- Persons who conduct assessments against the units of competency leading to the award of TAE40110 Certificate IV in Training and Assessment must have successfully completed TAE40110 Certificate IV in Training and Assessment or have equivalent competence.
- Persons who conduct assessments of candidates against individual units of competency from TAE10 Training and Education Training Package must hold formal recognition of competence in each unit in which they wish to conduct assessment or be able to demonstrate equivalent competence.

### *Responsibilities of TAE assessors*

TAE assessors have significant responsibilities. Their judgement certifies that TAE candidates have demonstrated TAE10 Training and Education Training Package competency standards to the standard required in the workplace. Once qualified in this, candidates can use this recognition to work in a variety of training and/or assessment contexts and industries, including delivery and assessment of TAE10 Training and Education Training Package.

In making the judgement of competence against TAE10 units of competency, TAE assessors must evaluate the evidence and assess the risks. Constraints and pressures are widespread - time, cost, the demand for a quick outcome - but compromise and diminution of TAE10 Training and Education Training Package unit requirements are not viable options.

Faithful adherence to the content and intent of the Training Package in the assessment process is critical to ensuring the VET system is staffed by competent trainers, assessors and practitioners.

### *Maintaining currency*

An important aspect of maintaining competence in training and assessment is the currency of competence. TAE10 assessors have a responsibility to maintain currency in all areas of their own vocational competence in training and/or assessment practice. This includes continuing currency in assessing against TAE10 Training and Education Training Package competency standards. This means that TAE assessors should be able to provide evidence of their ongoing TAE training and/or assessment practice.

Currency also includes maintaining professional knowledge about the VET sector, particularly developments relating to the VET operating environment and changes in training and assessment policies and practices.

### *Good practice in maintaining currency*

All persons conducting assessments against the competency standards in TAE10 Training and Education Training Package should:

- demonstrate current skills and knowledge in assessment practice, which could be met by a combination of evidence, including:
- relevant work history
- attendance at professional development activities focusing on best practice in assessment and/or workplace training
- colleague/peer support and participation in trainer/assessor and/or professional networks
- participation in networks and communities of practice

- participation in moderation and validation activities
- knowledge of current practices in assessment and workplace training
- recent assessment and workplace training activities
- knowledge of language, literacy and numeracy issues in the context of assessment and workplace training

and

- have current knowledge of the industry and workplace of the TAE learners/candidates, which would include:
  - familiarity with the industry/enterprise competency standards to be used by the learner/candidate as the basis of assessment and/or training
  - an understanding, where applicable of the training and/or assessment system in which the learner/candidate operates
  - knowledge of the requisite assessor qualifications for the industry or enterprise.

### *Code of practice for assessors*

The code of practice detailed below is included in these Assessment Guidelines to support professionally responsible and ethical assessment practice and to guide TAE10 assessors in the responsibilities of their work.

This code is loosely based on an international code developed by the US-based National Council for Measurement in Education.

The code reinforces the performance outcomes of assessment units in TAE10 Training and Education Training Package.

- The differing needs and requirements of the candidates, the local enterprises and/or industry are identified and handled with sensitivity.
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified, and appropriate referrals are made, if necessary.
- All forms of harassment are avoided throughout the assessment process and in the review and reporting of assessment outcomes.
- The rights of candidates are protected during and after the assessment process.
- Candidates are made aware of their rights and processes of appeal.
- Personal or interpersonal factors that are irrelevant to the assessment of competence must not influence the assessment outcomes.
- Evidence is verified against the rules of evidence.
- Assessment decisions are based on available evidence that can be produced and verified by another assessor.
- Assessments are conducted within the boundaries of the assessment system policies and procedures.

- Formal agreement is obtained from candidates and the assessor that the assessment was carried out in accordance with agreed procedures.
- Assessment systems and tools are consistent with equal opportunity legislation.
- Candidates are informed of all assessment reporting processes prior to the assessment.
- Candidates are informed of all known potential consequences of assessment decisions, prior to the assessment.
- Confidentiality is maintained regarding assessment decisions/outcomes and records of individual assessment outcomes which identify personal details and are only released with the written permission of the candidate/s.
- Assessment outcomes are used consistently with the purposes explained to candidates.
- Self-assessments are periodically conducted to ensure current competence against TAE10 Training and Education Training Package competency standards.
- Professional development opportunities are identified and sought.
- Opportunities for networking amongst assessors are created and maintained.
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment practice and participating in validation.

### **The link between vocational competence and TAE10 Training and Education Training Package competence**

A central focus of TAE10 Training and Education Training Package, particularly TAE40110 Certificate IV in Training and Assessment, is the connection with the candidate's area of vocational competence.

TAE10 candidates generally undertake this Training Package because they possess vocational competence in a specific industry, subject or technical area and they need to develop or extend competence in training and assessment to teach, train or facilitate the learning of other individuals in their area of vocational expertise. In some instances the TAE10 candidate may be acquiring vocational competence concurrently with their TAE10 Training and Education Training Package competencies.

The development and assessment of candidates' competence in TAE10 Training and Education Training Package units, particularly in the learning design, delivery and assessment fields, should be focused around their vocational competence. This will provide a relevant and meaningful reference point for assessment.

***Potential TAE10 candidates should be made aware of the importance of vocational competence and advised of the AQTF requirements for vocational competence if they intend to use their TAE10 Training and Education Training Package qualifications to deliver training in an RTO.***

## Requirements for candidates

### English language, literacy and other skill requirements

It is part of an RTO's responsibility to provide appropriate information to candidates to ensure that candidates understand the requirements of the units of competency prior to assessment. TAE assessors carrying out this responsibility must ensure TAE candidates or potential candidates are advised effectively of the underlying skill requirements of TAE10 Training and Education Training Package units.

In particular, advice about the underlying level of English language, literacy and numeracy skills required to meet the outcomes of TAE10 Training and Education Training Package units must be made clear prior to commencement of the learning and/or assessment process, and candidates who may have difficulty meeting these requirements must be provided with advice and options, such as appropriate language, literacy and numeracy skills training.

Candidates must also be advised that competence will include assessment of the specified language and literacy performance criteria and required skills of individual TAE10 Training and Education Training Package units. This includes effective language, communications and interpersonal skills and the ability to write a range of documentation.

For example, TAE10 candidates are expected to read and interpret training packages, develop and document learning programs and assessment tools, present information, facilitate in a number of contexts using a range of skills, and prepare various records and documents.

Technology applications are also required as part of the competency specifications of some units. Further, complex cognitive skills in planning, research, interpretation, analysis and synthesis form part of the skills requirements of many units.

In a learning and assessment pathway, some of these skills can be developed through the learning process. However, this will depend on the approach adopted in the learning strategy and learning program content and the level of resourcing available.

In some situations, implementation may be based on an assumption that learners/candidates possess these skills. In these circumstances, and in an assessment-only pathway, TAE candidates must be made aware of the specific skills that underpin the outcomes and performance requirements of TAE10 Training and Education Training Package units, to ensure they are capable of demonstrating competence. Where essential skills need to be acquired, options for meeting these skill gaps must be provided.

## Requirements for RTOs

The units in TAE10 Training and Education Training Package are designed to be assessed in the workplace. Workplace application is desirable to ensure that competence has been attained, to the standard required by this industry sector.

Ideally, all TAE10 candidates should be working in *or* have access to an operating training and assessment environment, such as an RTO; a training division in an enterprise, government or community organisation; or training services applied in a voluntary agency.

For candidates in a learning and assessment pathway, a work environment provides opportunities for applying skills and knowledge, and for undertaking relevant work activities that address the performance requirements of TAE10 Training and Education Training Package units.

It is recognised that TAE10 candidates in a learning and assessment pathway will not always have access to an effective workplace environment. In these circumstances assessors need to consider options within their own workplaces to support practice opportunities, such as whether their own RTO can provide opportunities for workplace application.

For candidates in an assessment-only pathway, a work environment in training and/or assessment is essential in providing the basis for the collection of evidence that meets the rules of evidence.

### *Advice on using simulation*

While a workplace environment is highly desirable for both practice and assessment, it is recognised that where an appropriate workplace environment is not available, simulation may be required as an assessment environment for some units or aspects of competence. Some examples would be where occupational health and safety considerations make workplace application inadvisable, or the TAE candidate does not have and cannot gain access to a workplace where all the assessment requirements of a unit can be met.

Simulation is not, and should not be considered as, an assessment 'short cut' as the rules of evidence still apply.

Where simulation is used, the TAE10 assessor must ensure that the assessment replicates the workplace activities and range of contexts addressed by the unit. It is critical that the designer of the simulation has a thorough knowledge of the unit content and is experienced in the current circumstances of the work outcomes that the unit defines, to ensure validity and authenticity.

In deciding whether a simulation has been adequately designed, the following questions should be asked. Are there opportunities to:

- demonstrate the dimensions of competency?
- address and demonstrate the range of skills identified within the units, including technical and generic skills?
- effectively transfer required knowledge to practical applications?
- incorporate the requirements for collaboration with colleagues?
- meet the specific assessment requirements of the units?
- reflect the complexity of work requirements, such as time pressures, competing and multiple work pressures, prioritisation, and deadlines?
- demonstrate inclusive practices and capacity to meet the needs of diverse groups and specific individuals?
- find, discuss and test solutions to problems?
- explore health and safety issues?
- demonstrate the range and level of language, literacy and numeracy within the units?

### **AQTF requirements for assessment**

*Compliance with TAE10 Training and Education Training Package, as required by the AQTF, will be rigorously enforced by state regulatory authorities.*

*The AQTF Standards can be downloaded from the Department of Education, Employment and Workplace Relations (DEEWR) website at [www.deewr.gov.au](http://www.deewr.gov.au) or can be obtained in hard copy from DEEWR.*

### **Pathways**

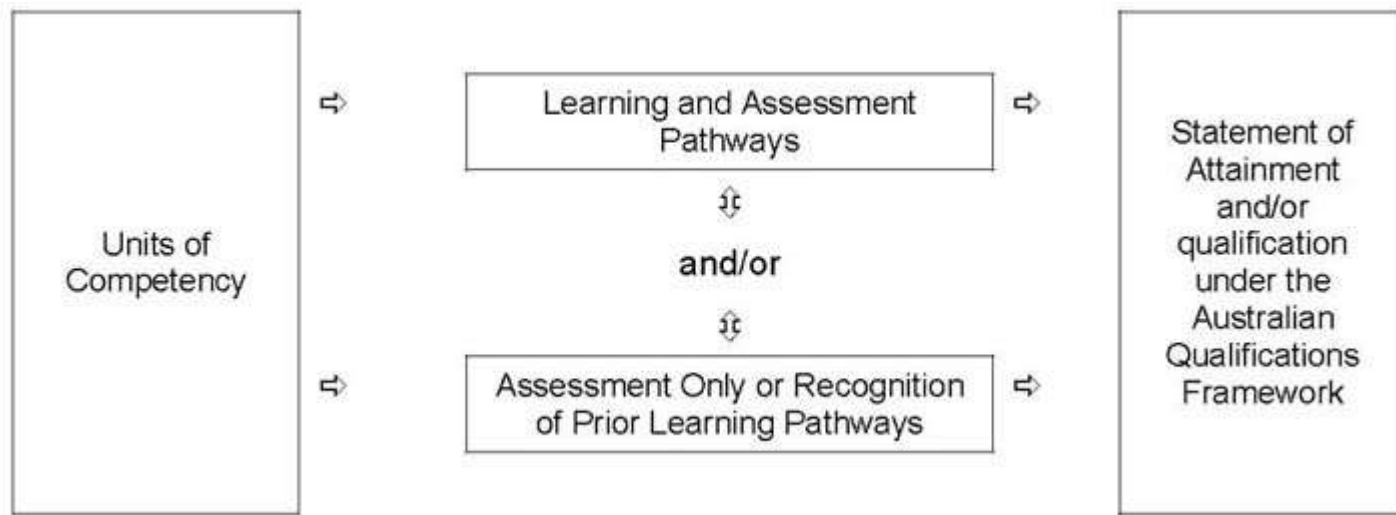
The competencies in this Training Package may be attained in a number of ways including through:

- formal or informal education and training
- experiences in the workplace
- general life experience, and/or



- any combination of the above.

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram.



Each of these assessment pathways leads to full recognition of competencies held - the critical issue is that the candidate is competent, not how the competency was acquired.

Assessment, by any pathway, must comply with the assessment requirements set out in the Assessment Guidelines of the Training Package and the AQTF 2007.

## Learning and Assessment Pathways

Usually, learning and assessment are integrated, with assessment evidence being collected and feedback provided to the candidate at anytime throughout the learning and assessment process.

Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit Australian Apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

### **Assessment-Only or Recognition of Prior Learning Pathway**

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were achieved.

In an assessment-only or Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor, such as in the compilation of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF 2007 must be met (Standard 1).

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, and work samples. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate's own work)
- valid (directly related to the current version of the relevant endorsed unit of competency)
- reliable (shows that the candidate consistently meets the endorsed unit of competency)
- current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency), and
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

The assessment only or recognition of prior learning pathway is likely to be most appropriate in the following scenarios:

- candidates enrolling in qualifications who want recognition for prior learning or current competencies
- existing workers

- individuals with overseas qualifications
- recent migrants with established work histories
- people returning to the workplace, and
- people with disabilities or injuries requiring a change in career.

## Combination of Pathways

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

## Assessor Requirements

This section identifies the mandatory competencies for assessors, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

## Assessor Competencies

The AQTF 2007 specifies mandatory competency requirements for assessors. For information, Standard 1, Element 1.4 from the AQTF 2007 *Essential Standards for Registration* follows:

1.4		<i>Training and assessment is delivered by trainers and assessors who:</i>
	a)	<i>have the necessary training and assessment competencies as determined by the National Quality Council or its successors</i>
	b)	<i>have the relevant vocational competencies at least to the level being delivered or assessed</i>
	c)	<i>continue developing their vocational and training and assessment competencies to support continuous improvements in the delivery of the RTO's services.</i>

## Designing Assessment Tools

This section provides an overview on the use and development of assessment tools.

### Use of Assessment Tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgments about whether candidates have achieved competency.

There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

### Using Prepared Assessment Tools

If using prepared assessment tools, assessors should ensure these are benchmarked, or mapped, against the current version of the relevant unit of competency. This can be done by checking that the materials are listed on the National Training Information Service <[www.ntis.gov.au](http://www.ntis.gov.au)>. Materials on the list have been noted by the National Quality Council as meeting their quality criteria for Training Package support materials.

### Developing Assessment Tools

When developing assessment tools, assessors must ensure that they:

- are benchmarked against the relevant unit or units of competency
- are reviewed as part of the continuous improvement of assessment strategies as required under Standard 1 of the AQTF 2007
- meet the assessment requirements expressed in Standard 1 of the AQTF 2007.

A key reference for assessors developing assessment tools is TAA04 Training and Assessment Training Package and the unit of competency TAAASS403A *Develop assessment tools*. There is no set format or process for the design, production or development of assessment materials.

## Conducting Assessment

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

- **Assessment Requirements**

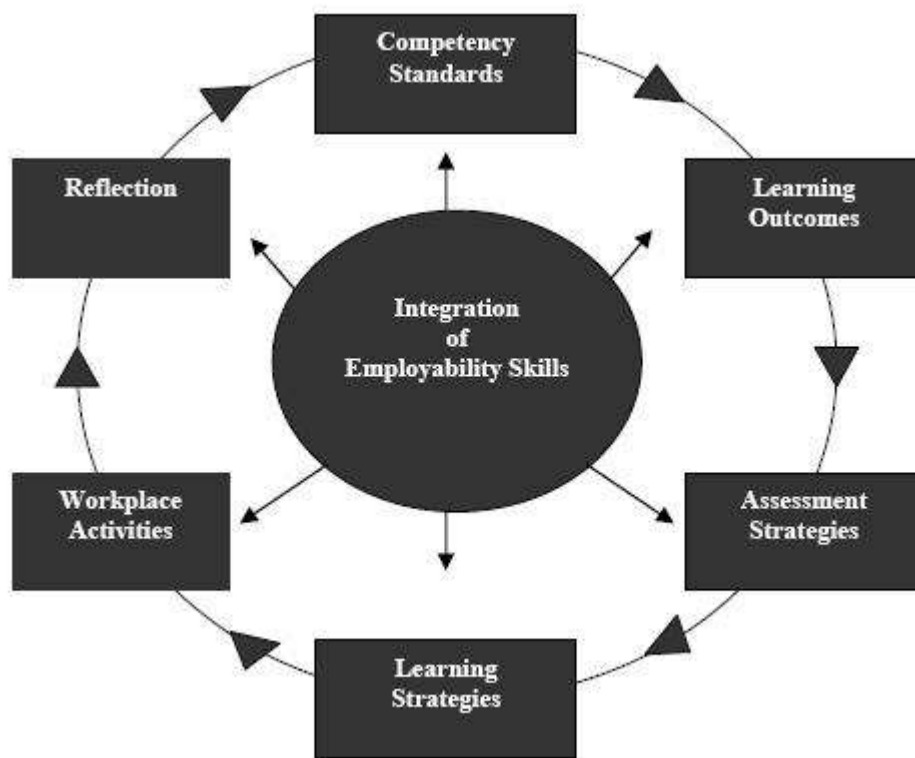
Assessments must meet the criteria set out in the AQTF 2007 Essential Standards for Registration.

For information, the mandatory assessment requirements from Standard 1 from the AQTF 2007 *Essential Standards for Registration* are as follows:

1.5		<i>Assessment, including Recognition of Prior Learning:</i>
	a)	<i>meets the requirements of the relevant Training Package or accredited course,</i>
	b)	<i>is conducted in accordance with the principles of assessment and the rules of evidence, and</i>
	c)	<i>meets workplace and, where relevant, regulatory requirements.</i>

### **Assessment of Employability Skills**

Employability Skills are integral to workplace competency. As such they must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.



Employability Skills are embedded and explicit within each unit of competency. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

- reviewing units of competency to locate relevant Employability Skills and determine how they are applied within the unit
- analysing the Employability Skills Summary for the qualification in which the unit or units are packaged to help clarify relevant industry and workplace contexts and the application of Employability Skills at that qualification outcome
- designing training and assessment to address Employability Skills requirements.

For more information on Employability Skills in Innovation and Business Industry Skills Council Training Packages go to the Innovation and Business Industry Skills Council website at <http://www.ibsa.org.au>.

## Access and Equity

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

Under the rules for their development, Training Packages must reflect and cater for the increasing diversity of Australia's VET clients and Australia's current and future workforce. The flexibilities offered by Training 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 adjustments**

It is important that education providers take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability.

Under the *Disability Standards for Education 2005*, education providers must make reasonable adjustments for people with 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 students with and without disability.

An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student's disability, the views of the student, the potential effect of the adjustment on the student 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. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship.

See Part 4, Chapter 2 of the *Training Package Development Handbook* (DEST, September 2007) for more information on reasonable adjustment, including examples of adjustments.

## **Further Sources of Information**

The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

## Contacts

### *Innovation and Business Skills Australia*

Level 11, 176 Wellington Parade

East Melbourne VIC 3002

Telephone: (03) 9815 7000

Facsimile: (03) 9815 7001

Website: [www.ibsa.org.au](http://www.ibsa.org.au)

Email: [virtual@ibsa.org.au](mailto:virtual@ibsa.org.au)

## General Resources

Refer to <http://antapubs.dest.gov.au/publications/search.asp> to locate the following ANTA publications.

*AQF Implementation Handbook, third Edition*. Australian Qualifications Framework Advisory Board, 2002, [aqf.edu.au](http://aqf.edu.au)

Australian Quality Training Framework 2007 (AQTF 2007) - for information and resources go to < [www.training.com.au/aqtf2007](http://www.training.com.au/aqtf2007) >.

*AQTF 2007 Essential Standards for Registration*. Training organisations must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications. They include three standards, a requirement for registered training organisations to gather information on their performance against three quality indicators, and nine conditions of registration.

*AQTF 2007 User's Guide to the Essential Standards for Registration*. A Users' Guide for training organisations who must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications.

*AQTF 2007 Standards for Accredited Courses*. State and Territory accrediting bodies are responsible for accrediting courses. This standard provides a national operating framework and template for the accreditation of courses.



TAA04 *Training and Assessment Training Package*. This is available from the Innovation and Innovation & Business Skills Australia (IBSA) Industry Skills Council and can be viewed, and components downloaded, from the National Training Information Service (NTIS).

National Training Information Service, an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses - [www.ntis.gov.au](http://www.ntis.gov.au)

*Training Package Development Handbook* (DEST, August 2007). Can be downloaded from [www.dest.gov.au](http://www.dest.gov.au)

## **Assessment Resources**

*Training Package Assessment Guides* - a range of resources to assist RTOs in developing Training Package assessment materials (originally developed by ANTA with funding from the Department of Education, Training and Youth Affairs) and made up of 10 separate titles, as described at the publications page of [www.dest.gov.au](http://www.dest.gov.au). Go to [www.resourcegenerator.gov.au/loadpage.asp?TPAG.htm](http://www.resourcegenerator.gov.au/loadpage.asp?TPAG.htm)

Printed and/or CD ROM versions of the Guides can be purchased from Technical and Vocational Education and Training (TVET) Australia Limited. The resource includes the following guides:

- Training Package Assessment Materials Kit
- Assessing Competencies in Higher Qualifications
- Recognition Resource
- Kit to Support Assessor Training
- Candidates Kit: Guide to Assessment in New Apprenticeships
- Assessment Approaches for Small Workplaces
- Assessment Using Partnership Arrangements
- Strategies for ensuring Consistency in Assessment
- Networking for Assessors
- Quality Assurance Guide for Assessment

An additional guide "Delivery and Assessment Strategies" has been developed to complement these resources.

## **Assessment Tool Design and Conducting Assessment**

VETASSESS & Western Australian Department of Training and Employment 2000, *Designing Tests - Guidelines for designing knowledge based tests for Training Packages*.

Vocational Education and Assessment Centre 1997, *Designing Workplace Assessment Tools, A self-directed learning program*, NSW TAFE.

Manufacturing Learning Australia 2000, *Assessment Solutions*, Australian Training Products, Melbourne.

Rumsey, David 1994, *Assessment practical guide*, Australian Government Publishing Service, Canberra.

### **Assessor Training**

Australian Committee on Training Curriculum (ACTRAC) 1994, *Assessor training program - learning materials*, Australian Training Products, Melbourne.

Australian National Training Authority, *A Guide for Professional Development*, ANTA, Brisbane.

Australian Training Products Ltd *Assessment and Workplace Training, Training Package - Toolbox*, ATPL Melbourne (available from TVET).

Green, M, et al. 1997, *Key competencies professional development Package*, Department for Education and Children's Services, South Australia.

Victorian TAFE Association 2000, *The professional development CD: A learning tool*, VTA, Melbourne.

### **Assessment System Design and Management**

Office of Training and Further Education 1998, *Demonstrating best practice in VET project - assessment systems and processes*, OTFE (now OTTE) Victoria.

Toop, L., Gibb, J. & Worsnop, P. *Assessment system designs*, Australian Government Publishing Service, Canberra.

# Competency Standards

## What is competency?

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

Competency covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. In line with this concept of competency Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focussing on the learning process itself.

Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualifications.

## Contextualisation of Units of Competency by RTOs

Registered Training Organisation (RTOs) may contextualise units of competency to reflect local outcomes required. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

Any contextualisation of units of competency in this endorsed Training Package must be within the bounds of the following advice. In contextualising units of competency, RTOs:

- must not remove or add to the number and content of elements and performance criteria
- may add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes
- may make amendments and additions to the range statement as long as such changes do not diminish the breadth of application of the competency and reduce its portability, and/or
- may add detail to the evidence guide in areas such as the critical aspects of evidence or resources and infrastructure required where these expand the breadth of the competency but do not limit its use.

## **Components of Units of Competency**

The components of units of competency are summarised below, in the order in which they appear in each unit of competency.

### **Unit Title**

The unit title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique, both within and across Training Packages.

### **Unit Descriptor**

The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of competency from other endorsed Training Packages, summary information is provided. There may also be a brief second paragraph that describes its relationship with other units of competency, and any licensing requirements.

### **Employability Skills statement**

A standard Employability Skills statement appears in each unit of competency. This statement directs trainers and assessors to consider the information contained in the Employability Skills Summary in which the unit of competency is packaged.

### **Prerequisite Units (optional)**

If there are any units of competency that must be completed before the unit, these will be listed.

### **Application of the Unit**

This sub-section fleshes out the unit of competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.

### **Competency Field (Optional)**

The competency field either reflects the way the units of competency are categorised in the Training Package or denotes the industry sector, specialisation or function. It is an optional component of the unit of competency.

### **Sector (optional)**

The industry sector is a further categorisation of the competency field and identifies the next classification, for example an elective or supervision field.

### **Elements of Competency**

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

### **Performance Criteria**

The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. They are usually written in passive voice. Critical terms or phrases may be written in bold italics and then defined in range statement, in the order of their appearance in the performance criteria.

### **Required Skills and Knowledge**

The essential skills and knowledge are either identified separately or combined. Knowledge identifies what a person needs to know to perform the work in an informed and effective manner. Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

### **Range Statement**

The range statement provides a context for the unit of competency, describing essential operating conditions that may be present with training and assessment, depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.

### **Evidence Guide**

The evidence guide is critical in assessment as it provides information to the Registered Training Organisation (RTO) and assessor about how the described competency may be demonstrated. The evidence guide does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context. The evidence guide describes:

- conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment
- relationships with the assessment of any other units of competency
- suitable methodologies for conducting assessment including the potential for workplace simulation
- resource implications, for example access to particular equipment, infrastructure or situations
- how consistency in performance can be assessed over time, various contexts and with a range of evidence, and expectations at the AQF qualification level involved.

### **Employability Skills in units of competency**

The detail and application of Employability Skills facets will vary according to the job-role requirements of each industry. In developing Training Packages, industry stakeholders are consulted to identify appropriate facets of Employability Skills which are incorporated into the relevant units of competency and qualifications.

Employability Skills are not a discrete requirement contained in units of competency (as was the case with Key Competencies). Employability Skills are specifically expressed in the context of the work outcomes described in units of competency and will appear in elements, performance criteria, range statements and evidence guides. As a result, users of Training Packages are required to review the entire unit of competency in order to accurately determine Employability Skills requirements.

### **How Employability Skills relate to the Key Competencies**

The eight nationally agreed Employability Skills now replace the seven Key Competencies in Training Packages. Trainers and assessors who have used Training Packages prior to the introduction of Employability Skills may find the following comparison useful.

<b>Employability Skills</b>	<b>Mayer Key Competencies</b>
Communication	Communicating ideas and information

Teamwork	Working with others and in teams
Problem solving	Solving problems Using mathematical ideas and techniques
Initiative and enterprise	
Planning and organising	Collecting, analysing and organising information Planning and organising activities
Self-management	
Learning	
Technology	Using technology

When analysing the above table it is important to consider the relationship and natural overlap of Employability Skills. For example, using technology may involve communication skills and combine the understanding of mathematical concepts.

### **Explicitly embedding Employability Skills in units of competency**

This Training Package seeks to ensure that industry-endorsed Employability Skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competency.

Employability Skills must be both explicit and embedded within units of competency. This means that Employability Skills will be:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole
- explicitly described within units of competency to enable Training Packages users to identify accurately the performance requirements of each unit with regards to Employability Skills.

This Training Package also seeks to ensure that Employability Skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

## **Competency standards - industry contextualisation**

RTOs are encouraged to contextualise units of competency imported from other Training Packages to reflect outcomes relevant to training and education for the VET sector.