



**Australian Government**

# **TAEPDD401 Work effectively in the VET sector**

**Release: 1**

## TAEPDD401 Work effectively in the VET sector

### Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Newly created unit.

### Application

This unit describes the skills and knowledge required to operate within the vocational education and training (VET) sector regulatory and operational context relevant to the job role of an entry-level VET teacher, trainer and assessor.

The unit applies to VET teachers, trainers and assessors who use a range of general competencies and knowledge to work effectively within the VET sector and typically within a Registered Training Organisation (RTO).

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Professional development

### Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Interpret VET policy context	1.1 Access and interpret the regulatory standards for RTOs and associated VET regulator guidance to support RTO compliance 1.2 Access and interpret regulatory and compliance requirements relevant to the role of a VET teacher, trainer and assessor 1.3 Access and interpret the Australian Qualifications Framework (AQF) and how it applies to the delivery of vocational education and training 1.4 Identify, access and interpret information on VET policy and how it may impact roles and responsibilities of VET teachers,

ELEMENTS	PERFORMANCE CRITERIA
	trainers and assessors
2. Operate within VET delivery and compliance frameworks	2.1 Identify job roles and functions, including related work processes, within VET environments 2.2 Analyse organisational policies and procedures relevant to VET teachers, trainers and assessors that are applicable to a VET environment 2.3 Identify and access opportunities to increase knowledge of VET compliance frameworks and quality improvement processes
3. Work effectively with vocational learners	3.1 Identify the range of learner cohorts undertaking training within the VET sector including the needs and expectations of each 3.2 Interpret common processes used to identify and address individual learner needs 3.3 Identify organisational, legislative and regulatory requirements associated with working with vocational learners 3.4 Identify best practice principles related to learner diversity and inclusivity 3.5 Interpret processes used to seek and act on feedback from vocational learners to improve the quality of training and assessment in a VET environment
4. Plan to improve own professional practice	4.1 Evaluate own vocational competency and industry currency in relation to meeting regulatory and other standards when working as a VET teacher, trainer and assessor 4.2 Identify digital technology requirements relevant to the role of VET teachers, trainers and assessors 4.3 Identify sources of feedback from industry, colleagues and learners to improve professional practice 4.4 Identify opportunities to improve skills and knowledge to enhance professional practice 4.5 Develop a plan to build and maintain vocational competency and industry currency, and skills and knowledge required for the delivery of vocational training including digital skills

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
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<b>Skill</b>	<b>Description</b>
Digital literacy	<ul style="list-style-type: none"> <li>• Uses main features and functions of digital tools and electronic applications to access VET sector information and conduct VET sector work tasks</li> </ul>
Oral communication	<ul style="list-style-type: none"> <li>• Provides and elicits information, confirms understanding and communicates conclusions</li> <li>• Uses terminology specific to the VET sector</li> </ul>
Reading	<ul style="list-style-type: none"> <li>• Sources, analyses and interprets information to identify relevance to VET sector work practices</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Completes a clear, sequenced plan to improve own professional practice</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>• Organises work according to specific requirements relevant to VET sector roles</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>• Identifies and responds to problems and opportunities for improvement and innovation, and considers options for different approaches</li> </ul>

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-777-e9991ad4c6c3>