



Australian Government

TAE Training and Education Training Package

Release 3.2

CONTENTS

TAE Training and Education Training Package	6
TAE40116 Certificate IV in Training and Assessment.....	7
TAE50116 Diploma of Vocational Education and Training	10
TAE50216 Diploma of Training Design and Development.....	13
TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice	16
TAE80213 Graduate Diploma of Adult Language, Literacy and Numeracy Leadership ..	19
TAE80316 Graduate Certificate in Digital Education.....	22
TAEXDB401 Plan and implement individual support plans for learners with disability ..	25
Assessment Requirements for TAEXDB401 Plan and implement individual support plans for learners with disability	28
TAEXDB501 Develop and implement accessible training and assessment plans for learners with disability.....	31
Assessment Requirements for TAEXDB501 Develop and implement accessible training and assessment plans for learners with disability	34
BSBINN801 Lead innovative thinking and practice.....	37
Assessment Requirements for BSBINN801 Lead innovative thinking and practice	41
BSBLDR803 Develop and cultivate collaborative partnerships and relationships	43
Assessment Requirements for BSBLDR803 Develop and cultivate collaborative partnerships and relationships.....	47
BSBRES801 Initiate and lead applied research	49
Assessment Requirements for BSBRES801 Initiate and lead applied research.....	53
ICTICT805 Direct ICT procurement	55
Assessment Requirements for ICTICT805 Direct ICT procurement	59
TAEASS301 Contribute to assessment	61
Assessment Requirements for TAEASS301 Contribute to assessment.....	65
TAEASS401 Plan assessment activities and processes	67
Assessment Requirements for TAEASS401 Plan assessment activities and processes	71
TAEASS402 Assess competence	73
Assessment Requirements for TAEASS402 Assess competence	77
TAEASS403 Participate in assessment validation.....	80
Assessment Requirements for TAEASS403 Participate in assessment validation	84
TAEASS501 Provide advanced assessment practice	86
Assessment Requirements for TAEASS501 Provide advanced assessment practice	89
TAEASS502 Design and develop assessment tools	91
Assessment Requirements for TAEASS502 Design and develop assessment tools.....	95
TAEASS503 Lead assessment validation processes	97
Assessment Requirements for TAEASS503 Lead assessment validation processes	100
TAEASS504 Develop and implement recognition strategies	102
Assessment Requirements for TAEASS504 Develop and implement recognition strategies	107
TAEASS505 Lead and coordinate assessment systems and services	109
Assessment Requirements for TAEASS505 Lead and coordinate assessment systems and services	114
TAEASS801 Analyse, implement and evaluate e-assessment.....	116
Assessment Requirements for TAEASS801 Analyse, implement and evaluate e-assessment	120
TAEDEL301 Provide work skill instruction.....	122
Assessment Requirements for TAEDEL301 Provide work skill instruction.....	126
TAEDEL401 Plan, organise and deliver group-based learning.....	128
Assessment Requirements for TAEDEL401 Plan, organise and deliver group-based learning.....	132

TAEDEL402 Plan, organise and facilitate learning in the workplace	134
Assessment Requirements for TA EDEL402 Plan, organise and facilitate learning in the workplace	138
TA EDEL403 Coordinate and facilitate distance-based learning.....	140
Assessment Requirements for TA EDEL403 Coordinate and facilitate distance -based learning.....	144
TA EDEL404 Mentor in the workplace	146
Assessment Requirements for TA EDEL404 Mentor in the workplace.....	150
TA EDEL501 Facilitate e-learning	152
Assessment Requirements for TA EDEL501 Facilitate e-learning.....	156
TA EDEL502 Provide advanced facilitation practice	158
Assessment Requirements for TA EDEL502 Provide advanced facilitation practice	162
TA EDEL801 Evaluate, implement and use ICT-based educational platforms	164
Assessment Requirements for TA EDEL801 Evaluate, implement and use ICT-based educational platforms	168
TA EDEL802 Use e-learning with social media	170
Assessment Requirements for TA EDEL802 Use e-learning with social media.....	174
TA EDES401 Design and develop learning programs.....	176
Assessment Requirements for TA EDES401 Design and develop learning programs	180
TA EDES402 Use training packages and accredited courses to meet client needs.....	182
Assessment Requirements for TA EDES402 Use training packages and accredited courses to meet client needs.....	186
TA EDES501 Design and develop learning strategies	188
Assessment Requirements for TA EDES501 Design and develop learning strategies.....	192
TA EDES502 Design and develop learning resources	194
Assessment Requirements for TA EDES502 Design and develop learning resources.....	198
TA EDES503 Design and develop e-learning resources	200
Assessment Requirements for TA EDES503 Design and develop e-learning resources	204
TA EDES504 Research and develop units of competency	206
Assessment Requirements for TA EDES504 Research and develop units of competency.....	210
TA EDES505 Evaluate a training program	212
Assessment Requirements for TA EDES505 Evaluate a training program.....	216
TA EICR501 Work in partnership with industry, enterprises and community groups....	218
Assessment Requirements for TA EICR501 Work in partnership with industry, enterprises and community groups	222
TA ELED801 Design pedagogy for e-learning.....	224
Assessment Requirements for TA ELED801 Design pedagogy for e-learning.....	228
TA ELED803 Implement improved learning practice	230
Assessment Requirements for TA ELED803 Implement improved learning practice	234
TA ELED804 Review enterprise e-learning systems and solutions implementation.....	236
Assessment Requirements for TA ELED804 Review enterprise e-learning systems and solutions implementation.....	240
TA ELLN411 Address adult language, literacy and numeracy skills	242
Assessment Requirements for TA ELLN411 Address adult language, literacy and numeracy skills	245
TA ELLN412 Access resources and support to address foundation skills in vocational practice.....	247
Assessment Requirements for TA ELLN412 Access resources and support to address foundation skills in vocational practice	251
TA ELLN413 Integrate foundation skills into vocational training delivery	253
Assessment Requirements for TA ELLN413 Integrate foundation skills into vocational training delivery	256
TA ELLN501 Support the development of adult language, literacy and numeracy skills	258

Assessment Requirements for TAELLN501 Support the development of adult language, literacy and numeracy skills.....	262
TAELLN801 Analyse and apply adult literacy teaching practices	264
Assessment Requirements for TAELLN801 Analyse and apply adult literacy teaching practices.....	268
TAELLN802 Analyse and apply adult numeracy teaching practices	270
Assessment Requirements for TAELLN802 Analyse and apply adult numeracy teaching practices.....	274
TAELLN803 Develop English language skills of adult learners	276
Assessment Requirements for TAELLN803 Develop English language skills of adult learners.....	280
TAELLN804 Implement and evaluate delivery of adult language, literacy and numeracy skills.....	282
Assessment Requirements for TAELLN804 Implement and evaluate delivery of adult language, literacy and numeracy skills.....	286
TAELLN805 Design and conduct pre-training assessment of adult language, literacy and numeracy skills	288
Assessment Requirements for TAELLN805 Design and conduct pre-training assessment of adult language, literacy and numeracy skills.....	292
TAELLN806 Lead the delivery of adult language, literacy and numeracy support services.....	294
Assessment Requirements for TAELLN806 Lead the delivery of adult language, literacy and numeracy support services.....	299
TAELLN811 Analyse policy and formulate strategic language, literacy and numeracy response	301
Assessment Requirements for TAELLN811 Analyse policy and formulate strategic language, literacy and numeracy response.....	305
TAELLN812 Research and implement new adult language, literacy and numeracy practices.....	307
Assessment Requirements for TAELLN812 Research and implement new adult language, literacy and numeracy practices	311
TAELLN813 Formulate workplace strategy for adult language, literacy and numeracy skill development.....	313
Assessment Requirements for TAELLN813 Formulate workplace strategy for adult language, literacy and numeracy skill development	318
TAELLN814 Design programs to develop adult language, literacy and numeracy skills	320
Assessment Requirements for TAELLN814 Design programs to develop adult language, literacy and numeracy skills.....	324
TAELLN815 Develop strategy for adult language, literacy and numeracy skill development in a community program.....	326
Assessment Requirements for TAELLN815 Develop strategy for adult language, literacy and numeracy skill development in a community program.....	330
TAELLN816 Initiate, develop and evaluate adult language, literacy and numeracy resources.....	332
Assessment Requirements for TAELLN816 Initiate, develop and evaluate adult language, literacy and numeracy resources.....	336
TAELLN817 Design, implement and evaluate a language, literacy and numeracy professional development program	338
Assessment Requirements for TAELLN817 Design, implement and evaluate a language, literacy and numeracy professional development program	342
BSBAUD402 Participate in a quality audit	344
Assessment Requirements for BSBAUD402 Participate in a quality audit.....	348
BSBCMM401 Make a presentation	350
Assessment Requirements for BSBCMM401 Make a presentation.....	353

BSBLED401 Develop teams and individuals.....	355
Assessment Requirements for BSBLED401 Develop teams and individuals	359
BSBMKG413 Promote products and services.....	361
Assessment Requirements for BSBMKG413 Promote products and services	365
BSBREL402 Build client relationships and business networks	367
Assessment Requirements for BSBREL402 Build client relationships and business networks	371
BSBRES401 Analyse and present research information	373
Assessment Requirements for BSBRES401 Analyse and present research information..	377
TAEPDD501 Maintain and enhance professional practice	379
Assessment Requirements for TAEPDD501 Maintain and enhance professional practice	383
TAERES501 Apply research to training and assessment practice	385
Assessment Requirements for TAERES501 Apply research to training and assessment practice.....	389
TAESUS501 Analyse and apply sustainability skills to learning programs.....	391
Assessment Requirements for TAESUS501 Analyse and apply sustainability skills to learning programs	394
TAESUS502 Identify and apply current sustainability education principles and practice to learning programs	396
Assessment Requirements for TAESUS502 Identify and apply current sustainability education principles and practice to learning programs	399
TAETAS401 Maintain training and assessment information.....	402
Assessment Requirements for TAETAS401 Maintain training and assessment information	405
TAETAS501 Undertake organisational training needs analysis.....	407
Assessment Requirements for TAETAS501 Undertake organisational training needs analysis	411
TAE Training and Education Training Package	413
TAESS00009 Address Foundation Skills in Vocational Practice Skill Set.....	416
TAESS00010 Advanced Assessor Skill Set.....	417
TAESS00011 Assessor Skill Set	419
TAESS00012 Enterprise and Industry Engagement Skill Set.....	420
TAESS00013 Enterprise Trainer - Mentoring Skill Set.....	421
TAESS00014 Enterprise Trainer-Presenting Skill Set.....	422
TAESS00015 Enterprise Trainer and Assessor Skill Set.....	423
TAESS00016 Sustainable Practice Skill Set.....	424
TAESS00017 Workplace Supervisor Skill Set	425
TAESS00018 Deliver E-Learning Skill Set	426

TAE Training and Education Training Package

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Links

Companion Volume Implementation Guide is available from VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAE40116 Certificate IV in Training and Assessment

Modification History

Release	Comments
Release 2	This version was released with TAE Training and Education Training Package Version 3.0. Unit added to elective bank.
Release 1	This qualification first released with TAE Training and Education Training Package Version 2.0.

Qualification Description

This qualification reflects the roles of individuals delivering training and assessment services in the vocational education and training (VET) sector.

This qualification (or the skill sets derived from units of competency within it) is also suitable preparation for those engaged in the delivery of training and assessment of competence in a workplace context, as a component of a structured VET program.

The volume of learning of a Certificate IV in Training and Assessment is typically six months to two years.

Licensing/Regulatory Information

Achievement of this qualification by trainers is a requirement of the Standards for Registered Training Organisations (RTOs) 2015.

Entry Requirements

Those entering this program must be able to demonstrate vocational competency in their proposed teaching and assessing area. Vocational competency is defined as broad industry knowledge and experience, and may include, but is not limited to, holding a relevant unit of competency or qualification.

Packaging Rules

Total number of units = 10

9 core units plus

1 elective unit

The elective unit may be:

- from the elective list below
- from any currently endorsed Training Package or accredited course at Certificate IV or above.

The elective unit chosen must be relevant to the work outcome and meet local industry needs.

Core Units

TAEASS401 Plan assessment activities and processes

TAEASS402 Assess competence

TAEASS403 Participate in assessment validation

TAEASS502 Design and develop assessment tools

TAEDEL401 Plan, organise and deliver group-based learning

TAEDEL402 Plan, organise and facilitate learning in the workplace

TAEDES401 Design and develop learning programs

TAEDES402 Use training packages and accredited courses to meet client needs

TAELLN411 Address adult language, literacy and numeracy skills

Elective Units

TAEASS301 Contribute to assessment

TAEDEL301 Provide work skill instruction

TAEDEL403 Coordinate and facilitate distance-based learning

TAEDEL404 Mentor in the workplace

TAEDEL501 Facilitate e-learning

TAELLN412 Access resources and support to address foundation skills

TAELLN413 Integrate foundation skills into vocational training delivery

TAETAS401 Maintain training and assessment information

TAEXDB401 Plan and implement individual support plans for learners with disability

BSBAUD402 Participate in a quality audit

BSBCMM401 Make a presentation

BSBLED401 Develop teams and individuals

BSBMKG413 Promote products and services

BSBREL402 Build client relationships and business networks

BSBRES401 Analyse and present research information

Qualification Mapping Information

No equivalent qualification. Supersedes and is not equivalent to TAE40110 Certificate IV in Training and Assessment.

Links

Companion Volume Implementation Guide is available from VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAE50116 Diploma of Vocational Education and Training

Modification History

Release	Comments
Release 2	This version was released with TAE Training and Education Training Package Version 3.0. Unit added to elective bank.
Release 1	This qualification first released with TAE Training and Education Training Package Version 2.0.

Qualification Description

This qualification reflects the roles of experienced practitioners delivering training and assessment services usually within Registered Training Organisations (RTOs) within the vocational education and training (VET) sector. They may have a role in leading other trainers and assessors and in providing mentoring or advice to new trainers or assessors as well as designing approaches to learning and assessment strategies across a significant area within the RTO.

The volume of learning of a Diploma of Vocational Education and Training is typically one to two years.

Licensing/Regulatory Information

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

Entry Requirements

Nil

Packaging Rules

Total number of units = 10

6 core units plus

4 elective units

At least 2 elective units must be selected from the elective units listed below.

The remaining 2 elective units may be selected from any currently endorsed Training Package or accredited course.

Where a unit is chosen from another currently endorsed Training Package or accredited course, it must be from a qualification or course at Diploma level or above.

The elective units chosen must be relevant to the work outcome and meet local industry needs.

Core Units

TAEASS501 Provide advanced assessment practice

TAEASS502 Design and develop assessment tools

TAEDEL502 Provide advanced facilitation practice

TAEDES501 Design and develop learning strategies

TAELLN501 Support the development of adult language literacy and numeracy skills

TAEPDD501 Maintain and enhance professional practice

Elective Units

TAEASS503 Lead assessment validation processes

TAEASS504 Develop and implement recognition strategies

TAEDEL501 Facilitate e-learning

TAEDES502 Design and develop learning resources

TAEDES503 Design and develop e-learning resources

TAEDES504 Research and develop units of competency

TAEDES505 Evaluate a training program

TAEICR501 Work in partnership with industry, enterprises and community groups

TAELLN411 Address adult language, literacy and numeracy skills

TAELLN412 Access resources and support to address foundation skills

TAELLN413 Integrate foundation skills into vocational training delivery

TAERES501 Apply research to training and assessment practice

TAESUS501 Analyse and apply sustainability skills to learning programs

TAESUS502 Identify and apply current sustainability education principles and practice to learning programs

TAETAS501 Undertake organisational training needs analysis

TAEXDB501 Develop and implement accessible training and assessment plans for learners with disability

Qualification Mapping Information

No equivalent qualification. Supersedes and is not equivalent to TAE50111 Diploma of Vocational Education and Training.

Links

Companion Volume Implementation Guide is available from VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAE50216 Diploma of Training Design and Development

Modification History

Release	Comments
Release 2	This version was released with TAE Training and Education Training Package Version 3.0. Unit added to elective bank.
Release 1	This qualification first released with TAE Training and Education Training Package Version 2.0.

Qualification Description

This qualification reflects the roles of training developers and instructional designers who are responsible for analysing training needs and designing training solutions and products to meet workplace capability requirements, and evaluating the effectiveness of training programs.

They may have a role in providing guidance and advice to trainers and assessors, promoting innovative practices, e.g. e-learning, and in researching and incorporating best practice in training and assessment into training programs and products.

The volume of learning of a Diploma of Training Design and Development is typically one to two years.

Licensing/Regulatory Information

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

Entry Requirements

Nil

Packaging Rules

Total number of units = 10

5 core units plus

5 elective units

3 elective units must be selected from the elective units listed below.

The remaining 2 elective units may be selected from any currently endorsed Training Package or accredited course.

Where a unit is chosen from another currently endorsed Training Package or accredited course, it must be from a qualification or course at Diploma level or above.

The elective units chosen must be relevant to the work outcome and meet local industry needs.

Core Units

TAEASS502 Design and develop assessment tools
TAEDES501 Design and develop learning strategies
TAEDES502 Design and develop learning resources
TAEDES505 Evaluate a training program
TAETAS501 Undertake organisational training needs analysis

Elective Units

TAEASS501 Provide advanced assessment practice
TAEASS503 Lead assessment validation processes
TAEASS504 Develop and implement recognition strategies
TAEDEL501 Facilitate e-learning
TAEDEL502 Provide advanced facilitation practice
TAEDES503 Design and develop e-learning resources
TAEDES504 Research and develop units of competency
TAEICR501 Work in partnership with industry, enterprises and community groups
TAELLN411 Address adult language, literacy and numeracy skills
TAELLN412 Access resources and support to address foundation skills
TAELLN413 Integrate foundation skills into vocational training delivery
TAELLN501 Support the development of adult language literacy and numeracy skills
TAEPDD501 Maintain and enhance professional practice
TAERES501 Apply research to training and assessment practice
TAESUS501 Analyse and apply sustainability skills to learning programs
TAESUS502 Identify and apply current sustainability education principles and practice to learning programs
TAEXDB501 Develop and implement accessible training and assessment plans for learners with disability

Qualification Mapping Information

Supersedes and is equivalent to TAE50211 Diploma of Training Design and Development.

Links

Companion Volume Implementation Guide is available from VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice

Modification History

Release	Comments
Release 2	This version released with TAE Training and Education Training Package Version 2.0
Release 1	<p>This qualification first released with TAE Training and Education Training Package Version 1.0.</p> <p>This qualification replaces TAE70111 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice.</p> <p>Qualification change to meet new standards and outcomes deemed equivalent.</p>

Qualification Description

This qualification reflects the roles of individuals who apply substantial specialised skills and knowledge in the field of adult language, literacy and numeracy practice. In these roles they make significant high level judgements to analyse, plan, deliver and evaluate specialised teaching functions within complex contexts.

Adult language, literacy and numeracy skills development is provided by a range of training organisations in vocational education settings, workplaces and the community. Titles for job roles with responsibility for adult language, literacy and numeracy delivery and assessment vary across different organisational contexts. Possible job titles include:

- practitioner, Workplace English Language and Literacy (WELL) program
- teacher, Language, Literacy and Numeracy Program (LLNP)
- concurrent assistance teacher, training organisation
- adult literacy and numeracy teacher, training organisation
- trainer and assessor, training organisation
- program coordinator, adult community education organisation

This qualification may not meet the requirements for TESOL teaching. It is advisable to check with relevant jurisdictions and in the human resource statements in accredited course documentation.

The volume of learning of a Graduate Diploma of Adult Language, Literacy and Numeracy Practice is typically one to two years.

Licensing/Regulatory Information

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

Entry Requirements

Nil

Packaging Rules

Total number of units = 6

- 4 core units, plus
- 2 elective units

Core Units

TAELLN801 Analyse and apply adult literacy teaching practices

TAELLN802 Analyse and apply adult numeracy teaching practices

TAELLN803 Develop English language skills of adult learners

TAELLN804 Implement and evaluate delivery of adult language, literacy and numeracy skills

Elective Units

At least 1 of the elective units must be selected from the elective units listed below. The second elective unit may be selected from the elective list or from any currently endorsed Training Package or accredited course at Graduate Certificate or Graduate Diploma level.

Elective units must be relevant to work outcomes and industry requirements.

TAELLN805 Design and conduct pre-training assessment of adult language, literacy and numeracy skills

TAELLN806 Lead the delivery of adult language, literacy and numeracy support services

TAEASS505 Lead and coordinate assessment systems and services

TAELLN813 Formulate workplace strategy for adult language, literacy and numeracy skill development

TAELLN816 Initiate, develop and evaluate adult language, literacy and numeracy resources

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (Release 2)	TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (Release 1)	Unit TAEASS505 updated to meet Standards for Training Packages.	Equivalent qualification

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAE80213 Graduate Diploma of Adult Language, Literacy and Numeracy Leadership

Modification History

Release	Comments
Release 2	This version released with TAE Training and Education Training Package Version 2.0
Release 1	<p>This qualification first released with TAE Training and Education Training Package Version 1.0.</p> <p>This qualification replaces TAE80110 Vocational Graduate Diploma of Adult Language, Literacy and Numeracy Leadership.</p> <p>Qualification change to meet new standards and outcomes deemed equivalent.</p>

Qualification Description

This qualification reflects the role of individuals who apply highly specialised skills and knowledge in the field of adult language, literacy and numeracy practice. In these roles they generate and evaluate complex ideas through the analysis of policy, information and concepts at an abstract level; and design and implement appropriate responses through a combination of research, targeted strategies for language, literacy and numeracy programs in different contexts, and the application of teaching practices.

The diversity of learners attending adult language, literacy and numeracy provision requires effective and innovative educational leaders, program managers and researchers with responsibility for adult language, literacy and numeracy policy development and response, and program design and review. This qualification develops the skills and knowledge required to fulfil this responsibility in a variety of roles. Possible job titles include:

- adult literacy and numeracy teacher or leader, training organisation
- practitioner or coordinator, Workplace English Language and Literacy (WELL) program
- senior educator – teaching and learning, training organisation
- adult literacy and numeracy resource developer
- program coordinator, training organisation
- educational consultant
- workforce development leader
- policy advisor on language, literacy and numeracy.

This qualification may not meet the requirements for TESOL teaching. It is advisable to check with relevant jurisdictions and in the human resource statements in accredited course documentation.

The volume of learning of a Graduate Diploma of Adult Language, Literacy and Numeracy Leadership is typically one to two years.

Licensing/Regulatory Information

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

Entry Requirements

Nil

Packaging Rules

Total number of units = 8

- 3 core units, plus
- 5 elective units

Core Units

BSBRES801 Initiate and lead applied research

TAELLN811 Analyse policy and formulate strategic language, literacy and numeracy response

TAELLN812 Research and implement new adult language, literacy and numeracy practices

Elective Units

At least 3 of the elective units must be selected from the elective units listed below. Up to 2 elective units may be selected from the elective list or from any currently endorsed Training Package or accredited course at Graduate Certificate or Graduate Diploma level.

Elective units must be relevant to work outcomes and industry requirements.

TAELED804 Review enterprise e-learning systems and solutions implementation

TAELLN813 Formulate workplace strategy for adult language, literacy and numeracy skill development

TAELLN814 Design programs to develop adult language, literacy and numeracy skills

TAELLN815 Develop strategy for adult language, literacy and numeracy skill development in a community program

TAELLN816 Initiate, develop and evaluate adult language, literacy and numeracy resources

TAELLN817 Design, implement and evaluate a language, literacy and numeracy professional development program

BSBINN801 Lead innovative thinking and practice

BSBLDR803 Develop and cultivate collaborative partnerships and relationships

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAE80213 Graduate Diploma of Adult Language, Literacy and Numeracy Leadership (Release 2)	TAE80213 Graduate Diploma of Adult Language, Literacy and Numeracy Leadership (Release 1)	Unit TAELED804 updated to meet Standards for Training Packages. Imported unit codes updated.	Equivalent qualification

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAE80316 Graduate Certificate in Digital Education

Modification History

Release	Comments
Release 1	This qualification first released with <i>TAE Training and Education Training Package Version 2.0</i> .
Release 2	<p>This qualification first released with TAE Training and Education Training Package Version 3.2.</p> <p>The following elective unit of competency has been deleted as directed by AISC:</p> <ul style="list-style-type: none"> • TAELED802 Investigate the application of ICT content knowledge. <p>The above training product was identified as having zero enrolments over a three year period.</p>

Qualification Description

This qualification reflects the roles of individuals who apply substantial specialised skills and knowledge in the field of education and capability development, using ICT.

In these roles they make high-level, independent judgements in major planning, design, operational and educational outcomes within highly varied and specialised contexts.

The qualification is designed to enhance, but not replace, a teaching or training qualification.

The volume of learning of a Graduate Certificate in Digital Education is typically six months to one year.

Licensing/Regulatory Information

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

Entry Requirements

Nil

Packaging Rules

Total number of units = 5

3 core units plus

2 elective units of which:

- at least 1 unit must be from Group A or Group B below
- 1 unit from the same group as the first elective chosen, or from any accredited course or endorsed Training Package at Graduate Certificate level or above.

The elective units chosen must be relevant to the work outcome and meet local industry needs.

Core Units

TAEDEL801 Evaluate, implement and use ICT-based educational platforms

TAEDEL802 Use e-learning with social media

TAELED801 Design pedagogy for e-learning

Elective Units

Group A

TAEASS801 Analyse, implement and evaluate e-assessment

TAELED803 Implement improved learning practice

Group B

BSBRES801 Initiate and lead applied research

ICTICT805 Direct ICT procurement

TAELED804 Review enterprise e-learning systems and solutions implementation

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAE80316 Graduate Certificate in Digital Education	TAE80312 Vocational Graduate Certificate in Digital	Units revised to meet Standards for Training Packages	Equivalent qualification

Code and title current version	Code and title previous version	Comments	Equivalence status
	Education		

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAEXDB401 Plan and implement individual support plans for learners with disability

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 3.0.

Application

This unit describes the skills and knowledge required to determine, document and address the educational options and support needs of a learner with disability. It involves implementing individualised support that enables learners with different types of disability to access education and training opportunities.

This unit applies to vocational trainers, assessors, and other personnel within the vocational education and training (VET) sector who coordinate support and reasonable adjustment for learners. Their role and responsibilities would include ensuring the Registered Training Organisation (RTO) is meeting its legislated obligations to learners with disability under the Disability Standards for Education and other Federal or State/Territory legislation.

A person completing this unit is not qualified to be a disability support specialist.

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

Unit Sector

Cross Sector Skill

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. Identify and communicate support processes available to individual learners with disability	1.1 Identify and confirm learning support processes available for learners with disability 1.2 Communicate availability and benefits of support and adjustment processes to individual learners with disability

<p>2. Establish individual support plans for individual learners with disability</p>	<p>2.1 Consult individual learners to identify their learning goals, capabilities, preferences and needs</p> <p>2.2 Discuss and agree preferred learning option and its requirements with individual learner</p> <p>2.3 Consult with learner to determine additional learning support needs relating to agreed learning option, and any required reasonable adjustments</p> <p>2.4 Agree and document an individual support plan for learner with disability</p>
<p>3. Implement support plans for individual learners with disability</p>	<p>3.1 Identify and source resources required to implement individual support plan within scope of own role and responsibilities</p> <p>3.2 Identify and source required resources that are outside scope of own role and responsibilities</p> <p>3.3 Ensure agreed supports, strategies, and/or adjustments are implemented during learning process</p> <p>3.4 Address or escalate implementation issues according to organisational policies and procedures</p>
<p>4. Review and revise support plans for individual learners with disability</p>	<p>4.1 Consult individual learners, and all those involved in support plan implementation, to review and evaluate effectiveness of implemented support plan</p> <p>4.2 Agree and document required updates to individual support plan</p>

Foundation Skills

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

Skill	Description
Reading	<ul style="list-style-type: none"> Sources, analyses and interprets documentation and information relevant to the learning context to identify relevance for individual support plan
Oral Communication	<ul style="list-style-type: none"> Uses communication techniques to build rapport with learners with disability and explore their learning options, identify support needs, and agree on individual support plans
Interact with others	<ul style="list-style-type: none"> Selects and uses appropriate protocols when communicating with others to seek or share information
Get the work done	<ul style="list-style-type: none"> Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes

Unit Mapping Information

No equivalent unit. New unit.

Links

Companion Volume Implementation Guide is available from VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEXDB401 Plan and implement individual support plans for learners with disability

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 3.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- plan, document and implement an individual support plan for at least three different learners, each with differing disabilities through:
 - consultation with each learner, using a person-centred approach to identify learning needs based on the individual's own self-expression of their learning styles, needs and preferences
 - consultation with relevant individuals and organisations responsible for providing support to learner
- consult with above learners to review effectiveness of implemented supports and strategies, and revise plans to reflect agreed required changes.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to effectively complete the tasks outlined in the elements, performance criteria and foundation skills of this unit. This includes knowledge of:

- current legislation and standards for working with learners with disability, including:
 - Standards for Registered Training Organisations (RTOs), or other State/Territory legislation relevant to RTOs where applicable
 - Disability Standards for Education
 - Disability Discrimination Act
 - Disability Services Act
 - United Nations Convention on the Rights of Persons with Disability
 - The National Disability Strategy
- organisation protocols, policies and procedures for:
 - discussing learner support needs, including anonymous options
 - providing individual support to learners with disability

- implementing reasonable adjustments for learners with disability
- responding to disclosure and/or sharing of information about disability
- maintaining confidentiality, privacy and dignity of learners with disability
- referring to specialist services required for individual support plans
- persons covered by the Disability Discrimination Act
- key components of individual learning support plans for learners with disability, including:
 - agreed learning opportunities
 - required teaching, learning and/or assessment strategies, and specific related learning supports
 - required resources and reasonable adjustments
- social model and medical models of disability
- potential and actual barriers to learning for learners with different types of disability, including those that may be present in the structure of learning and learning environment
- course demands and requirements, work placement demands and any inherent requirements for undertaking learning
- definition of ‘reasonable adjustment’ within the organisational context, taking note of the organisation’s size, capabilities and resource base
- different training and assessment methods, strategies and reasonable adjustments that can be implemented to provide additional support to learners
- assistive technologies, equipment, devices, aids and other resources required for the support plans developed in the performance evidence
- principles of a person-centred approach to providing support to learners with a disability
- communication strategies and tools required when communicating with learners with a disability, including:
 - augmentative and alternative communication methods and aids
 - inclusive language and person-first expressions
- common student services, resources, support providers and specialists, both internal and external to the organisation, required for support plans in the performance evidence.

Assessment Conditions

Skills must be demonstrated in a real or simulated vocational education and training workplace. Where assessment with learners with disability would be impractical, inappropriate, or not possible, particularly where skills relate to more sensitive, critical or highly resource-dependent instances, for the purposes of assessment: simulation that involves the use of paid or volunteer people with disability as simulated learners is acceptable.

Access to equipment, resources and technologies is required for planning implementing the learning support plans described in the performance evidence, including:

- adaptive and/or assistive technologies or equipment
- alternative and augmentative communication techniques or devices
- adapted training and/or assessment resources and materials
- learner information

- relevant legislation and workplace documents
- course and learning offerings of the organisation
- organisational protocols and procedures for supporting learners with disability and implementing reasonable adjustments
- learning materials, technologies and/or adjustments
- real de-identified individualised learning plans or example case studies, and any workplace resources or equipment outlined in the learning plan
- real interactions with at least three learners with disability
- interactions with other staff involved in support process.

Industry or simulated operating conditions, including:

- challenges typical in work to support learners with disability
- scenarios or opportunities that require real-time, interpersonal interactions and problem solving with other people; learners, support providers, and/or others involved in implementing support plans
- more than one opportunity for interaction for each individual support plan, so that at a minimum, additional support is determined and implemented, and then reviewed and updated if required.

Assessors of this unit must satisfy the assessor requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is available from VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAEXDB501 Develop and implement accessible training and assessment plans for learners with disability

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 3.0.

Application

This unit describes the skills and knowledge required to develop and implement a training and assessment plan that ensures that training and assessment are accessible to learners with disability.

This unit applies to vocational trainers, assessors, and other educational personnel in the vocational education and training (VET) sector who are involved in developing and/or implementing a training and assessment plan in a Registered Training Organisation.

A person completing this unit is not qualified to be a disability support specialist.

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

Unit Sector

Cross Sector Skill

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. Develop a training and assessment plan that addresses access and inclusion barriers for learners with disability	1.1 Review training and assessment being provided and identify potential barriers to access and inclusion for learners with disability 1.2 Investigate strategies and resources that can be included in plan to address identified access barriers 1.3 Refer to specialist support providers and services to address more complex barriers that are beyond scope of own role and responsibilities

	1.4 Document a training and assessment plan that addresses access and inclusion barriers according to legal and organisational requirements
2. Implement developed training and assessment plan for learners with disability	<p>2.1 Identify and source resources required to implement training and assessment plan within scope of own role and responsibilities.</p> <p>2.2 Identify and source required resources and specialist support that are outside scope of own role and responsibilities.</p> <p>2.3 Confirm accessible alternatives for external, off-site and work-based training and assessment activities</p> <p>2.4 Report situations in the training and assessment environment that may represent a health or safety issue according to work health and safety standards and organisational procedures</p>
3. Review and improve implemented training and assessment plan	<p>3.1 Request feedback from learners with disability and specialist support providers on accessibility of training and assessment</p> <p>3.2 Assess outcomes of training and assessment undertaken in line with plan, and identify opportunities for improving plan</p> <p>3.3 Adjust training and assessment plan based on feedback and assessment to improve accessibility for learners with disability</p>

Foundation Skills

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

Skill	Description
Reading	<ul style="list-style-type: none"> Accesses, organises and evaluates documentation and information relevant to the learning context to identify relevance for training and assessment plan Identifies and confirms legal and organisational requirements
Oral Communication	<ul style="list-style-type: none"> Uses effective communication techniques suited to a broad range of audiences Use appropriate and respectful language when communicating with learners with disability Identify and use communication techniques suited to communicative abilities and preferences of broad range of learners with disability

Interact with others	<ul style="list-style-type: none">• Uses inclusive and collaborative techniques to seek feedback, negotiate and consult with a range of stakeholders
Get the work done	<ul style="list-style-type: none">• Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes

Unit Mapping Information

No equivalent unit. New unit.

Links

Companion Volume Implementation Guide is available from VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEXDB501 Develop and implement accessible training and assessment plans for learners with disability

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 3.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including on at least one occasion, evidence of the ability to:

- develop and implement a training and assessment plan for delivering and assessing a unit of competency to a group of learners, where at least three of the learner group have differing disabilities.

The above plan should include at least four of the following accessibility adaptations:

- teaching strategies and methods
- program structure and/or timeframes
- training and assessment resources and material
- communication strategies
- layout of physical learning environment
- learning and assessment tasks, activities and formats.

In the course of implementing the above plan, the candidate must:

- communicate appropriately with above learners and use augmentative and alternative communication strategies or devices as required
- implement relevant assistive resources, equipment or technologies in the training environment.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- current legislation and standards for working with learners with disability, including:
 - Disability Discrimination Act

- Standards for Registered Training Organisations (RTOs), or other State/Territory legislation relevant to RTOs where applicable
- Disability Standards for Education
- United Nations Convention on the Rights of Persons with Disabilities
- Disability Services Act
- National Disability Strategy
- organisation protocols, policies and procedures for:
 - providing support to learners with disability
 - reasonable adjustments for learners with disability
 - making changes to training and assessment to facilitate equal access and inclusion
 - maintaining confidentiality and privacy for learners disclosing and/or sharing information about their disability
 - referral to additional supports and specialist services
- persons covered by the Disability Discrimination Act
- social model and medical models of disability
- barriers to access and inclusion that may exist within learning and assessment environments
- inclusive language and person-first expressions to use when communicating with, or about, learners with disability
- key components of training and assessment plans that facilitate equal access and inclusion, including:
 - mode of delivery
 - duration and scheduling
 - teaching and assessment methods, resources, materials and activities
 - required features of equipment, training and/or assessment space, and environment
 - specialist services, aids and facilities that support equal participation in training and assessment
- communication strategies and techniques, including augmentative and alternative communication methods and aids
- formats for presenting information and materials, including plain English principles.

Assessment Conditions

Skills must be demonstrated in a real or simulated vocational education and training workplace. Simulations and scenarios are only to be used where assessment in a workplace situation would be impractical, inappropriate, or not possible, particularly where skills relate to more sensitive, critical or highly resource-dependent instances.

Access to facilities, equipment, resources and technologies is required for the implementation of the training and assessment plan specified in the performance evidence, including:

- adaptive and/or assistive technologies or equipment
- alternative and augmentative communication techniques or devices
- adapted training and/or assessment resources and materials

- information on the learner cohort, including learners with differing disabilities
- relevant legislation, accessibility and workplace health and safety standards, and workplace documents
- organisational protocols and procedures for supporting learners with disability
- training and assessment materials and learning environments
- opportunities to collaborate with, and seek feedback from, people with disability, accessibility experts and/or specialist support providers.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is available from VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

BSBINN801 Lead innovative thinking and practice

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to generate, lead and sustain innovative organisational thinking and practice.

It applies to individuals who initiate and lead innovation in any industry or community context. Each organisation's thinking and practice will be different depending on its core business, purpose, size, complexity and broader operating context.

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

Unit Sector

Creativity and Innovation – Innovation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Generate innovative thinking and creativity	1.1 Research and use a range of techniques and tools to generate new ideas and thinking 1.2 Research and analyse trends shaping organisation's current and future thinking and practice 1.3 Introduce and promote creative thinking techniques to foster personal and team innovation 1.4 Evaluate overall context for individual and collective

ELEMENT	PERFORMANCE CRITERIA
	<p>innovative thinking and creativity</p> <p>1.5 Research and analyse specific conditions for innovation and issues that impact on individual and collective innovative thinking and creativity</p> <p>1.6 Research and review innovation drivers and enablers</p>
2 Lead innovative practices	<p>2.1 Develop personal leadership style to model positive innovative thinking and practice</p> <p>2.2 Review, challenge and refine own style and practice in relation to modelling and supporting innovation</p> <p>2.3 Assess and determine the requirements to promote sustainable innovative activity for the operational context and people involved</p> <p>2.4 Devise and implement most appropriate means to promote knowledge transfer</p> <p>2.5 Identify, evaluate and manage risks associated with innovation within an organisation</p>
3 Generate and support a culture of innovation	<p>3.1 Introduce and promote innovative practices, processes, products or services appropriate to audience and organisational requirements</p> <p>3.2 Establish ways to capture, communicate and share innovative ideas and practices</p> <p>3.3 Initiate and foster communication, consultation and team development approaches that support innovation</p> <p>3.4 Identify, assess and provide adequate resources for innovation to occur</p> <p>3.5 Develop and apply strategies to foster a workplace culture capable of encouraging innovation</p> <p>3.6 Establish mechanisms at system and process level that can support innovation</p>
4 Sustain innovative thinking and practice	<p>4.1 Develop strategies to make innovation an integral part of organisational activity</p> <p>4.2 Develop and monitor processes to ensure ongoing awareness of individual and collective contributions to innovative thinking and practice</p> <p>4.3 Analyse potential barriers and risks to innovation and devise strategies to respond</p> <p>4.4 Analyse and reflect on innovation performance as a basis for developing strategies for improvement</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	2.1, 2.2, 4.4	<ul style="list-style-type: none"> Evaluates and reflects on personal effectiveness to develop strategies to enhance own performance
Reading	1.1, 1.2, 1.5, 1.6	<ul style="list-style-type: none"> Identifies, analyses, interprets and evaluates visual and textual information from a range of sources to identify innovation strategies, practices and trends
Writing	1.1, 1.2, 1.5, 1.6, 3.2	<ul style="list-style-type: none"> Uses clear and precise language to document research findings for reference purposes Develops complex plans, strategies and systems to integrate innovation into the organisation using appropriate formats for the audience and purpose
Oral Communication	1.3, 3.2, 3.3, 3.5	<ul style="list-style-type: none"> Discusses, presents and seeks information using appropriate structure and language for the particular audience Uses questioning and active listening to encourage discussion and to clarify or confirm understanding
Numeracy	1.1, 1.2, 1.5, 1.6, 3.2	<ul style="list-style-type: none"> Interprets, analyses and presents numeric/financial information in complex documents
Navigate the world of work	2.1, 2.2, 2.3, 2.5, 3.1, 3.5, 4.1	<ul style="list-style-type: none"> Understands how own role meshes with others and contributes to broader work goals Leads in the development of strategies to integrate innovative practices into the organisation
Interact with others	1.3, 3.2, 3.3, 3.5	<ul style="list-style-type: none"> Uses a variety of relevant communication tools and strategies to build and maintain effective working relationships Uses inclusive and collaborative techniques to communicate, negotiate and consult effectively with a range of stakeholders Actively seeks the perspectives of others as part of work role
Get the work done	1.1,1.2, 1.3-1.6, 2.3-2.5, 3.2-3.6, 4.1-4.4	<ul style="list-style-type: none"> Plans, develops, implements and monitors practical strategies to introduce and support innovation in the workplace Develops new and innovative ideas through exploration, evaluation, analysis and critical thinking

		<ul style="list-style-type: none"> • Uses formal analytical and lateral thinking techniques to identify issues, generate and evaluate possible solutions, and select most appropriate option
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBINN801 Lead innovative thinking and practice	BSBINN801A Lead innovative thinking and practice	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBINN801 Lead innovative thinking and practice

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- use various techniques and tools to stimulate creative or innovative thinking
- research, review and critically analyse trends in thinking and emerging practices as they relate to an organisation's current thinking and practices
- develop own capacity to lead innovative thinking and practice in an organisational context
- complete a workplace project or case study to demonstrate a comprehensive understanding and application of key concepts, current theories and processes for introducing, communicating, promoting, supporting and sustaining innovative thinking and practices in an organisational context.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- compare and contrast current and past theories and thinking about innovation
- explain how theory and thinking on innovation and creativity can contribute to applied practice
- discuss the impact of leadership style on innovation in organisations, including how specific approaches may encourage or inhibit innovation
- discuss the relevance of organisational and industry context on innovation
- analyse the internal and external conditions or factors that impact on organisational innovation
- outline strategies for identifying, assessing and managing risks associated with innovation
- provide examples of innovation drivers in an organisation
- provide examples of innovation enablers in an organisation

- list and describe mechanisms at system or process level that can support innovative practices
- discuss typical challenges and barriers to innovation within an organisation and ways of overcoming these challenges and barriers.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the creativity and innovation field of work and include access to:

- workplace documentation and resources
- office equipment and materials
- case studies or, where available, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBLDR803 Develop and cultivate collaborative partnerships and relationships

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to establish collaborative partnerships and relationships with business and industry stakeholders.

This unit covers communicating to influence others, cultivating new and existing partnerships, establishing positive collaborative relationships, leading the establishment of a partnership program and establishing reporting mechanisms.

It applies to people who use cognitive and creative skills to review, critically analyse, consolidate and synthesise knowledge, in order to generate ideas and provide solutions to complex problems. They use communication skills to demonstrate their understanding of theoretical concepts and to transfer knowledge and ideas to others.

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

Unit Sector

Management and Leadership - Leadership

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
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ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Communicate to influence relevant individuals and stakeholders	<p>1.1 Generate trust, confidence and support from relevant stakeholders by demonstrating a high standard of personal performance and conduct</p> <p>1.2 Implement communication strategies to represent the organisation positively to media, local community and stakeholders</p> <p>1.3 Make decisions in consultation with relevant stakeholders and relevant individuals where appropriate</p> <p>1.4 Use a range of influencing strategies to increase commitment from staff and stakeholders to achieve organisational requirements and to contribute to desired culture</p> <p>1.5 Undertake selected community and/or professional engagements that project a positive image of the organisation to the broader community and stakeholders</p>
2. Cultivate new and existing partnerships with stakeholders	<p>2.1 Establish outcomes to be achieved from the partnership</p> <p>2.2 Analyse and apply models for effective consultation and collaboration within partnerships</p> <p>2.3 Cultivate collaborative communities and partnerships through application of a range of communication solutions</p> <p>2.4 Forge relationships, collaborative communities or partnerships between organisations</p>
3. Establish positive collaborative relationships	<p>3.1 Establish processes that contribute to the creation and maintenance of a positive culture that embraces collaboration</p> <p>3.2 Establish processes to resolve conflict in a fair, equitable and collaborative manner</p> <p>3.3 Organise and allocate work activities in a cost effective and equitable manner with clear, quantifiable and agreed performance standards</p> <p>3.4 Encourage staff to undertake activities that develop their personal competence and performance</p> <p>3.5 Empower individuals to develop their own ways of working within agreed boundaries of competence, cultural, diversity and organisational and legal requirements</p> <p>3.6 Establish indicators and feedback processes that can be used to evaluate the health of the work environment</p>
4. Lead establishment of a	4.1 Identify and address relevant organisational policies and

ELEMENT	PERFORMANCE CRITERIA
partnership program	<p>procedures in partnership plans</p> <p>4.2 Identify and incorporate relevant legal requirements into planning</p> <p>4.3 Form partnerships using collaborative and consultative processes involving public and/or private sector enterprises</p> <p>4.4 Plan and allocate resource requirements to accomplish a partnership program</p> <p>4.5 Establish relevant organisational policies and procedures relating to partnerships</p>
5. Establish reporting mechanisms for partnership program	<p>5.1 Establish reporting systems for reporting results against planned partnership outcomes</p> <p>5.2 Implement reporting systems to map progress against partnership outcomes</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	2.2	<ul style="list-style-type: none"> Sources, evaluates and critiques ideas and information from a range of complex texts
Writing	2.1, 3.1, 3.2, 3.6, 4.4, 4.5, 5.1	<ul style="list-style-type: none"> Develops texts dealing with complex concepts using specialised and detailed language to convey strategy context and intent and requirements in accordance organisational requirements
Oral Communication	2.3, 3.4, 4.3	<ul style="list-style-type: none"> Leads discussions using language and non-verbal features to suit the audience Uses active listening and questioning to seek the views and opinions of others
Numeracy	3.3	<ul style="list-style-type: none"> Selects and uses familiar mathematical techniques to determine costs and benefits associated with strategic resource decisions
Navigate the world of work	3.5, 4.1, 4.2	<ul style="list-style-type: none"> Takes a lead role in the development of organisational goals, roles and responsibilities Leads adherence to organisational policies, procedures and legal requirements and considers own role in terms

		of its contribution to broader goals of the organisation
Interact with others	1.1, 1.4, 2.3, 2.4, 3.2, 3.4, 4.3	<ul style="list-style-type: none"> Plays a lead role in building effective collaboration and trust, demonstrating high level conflict resolution skills and ability to engage and motivate others Identifies and uses a variety of appropriate conventions and protocols when communicating with colleagues and external stakeholders
Get the work done	1.2, 1.3, 1.5, 2.1, 3.1, 3.3, 3.6, 4.4, 5.2	<ul style="list-style-type: none"> Develops flexible plans for complex, high impact activities with strategic implications that involve a diverse range of stakeholders with potentially competing demands Monitors agreed outcomes and required indicators

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBLDR803 Develop and cultivate collaborative partnerships and relationships	BSBREL701A Develop and cultivate collaborative partnerships and relationships	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBLDR803 Develop and cultivate collaborative partnerships and relationships

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- demonstrate and model skills and knowledge to foster partnerships, conduct stakeholder consultation and use strategic and personally enhancing communication skills
- develop collaborative approaches to enhance individual, team and organisational outcomes
- initiate and implement partnerships in line with relevant regulatory, employment and organisational requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the legislative and regulatory context of the organisation
- outline the organisation's mission, purpose, values, objectives and strategies
- explain techniques that cultivate collaborative relationships and partnerships
- describe data collection methods
- explain the external context including social, political, economic and technological developments
- explain emotional intelligence and its relationship to individual and team effectiveness
- explain organisational transformation and the management of the stages of change.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation, regulations, standards and codes
- workplace documents including business strategic plans, policies and procedures
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBRES801 Initiate and lead applied research

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to plan, conduct and report on applied research to influence strategic practices and outcomes within an organisational context.

The unit also covers constructing an applied research strategy, using a range of applied research techniques, and analysing and presenting findings.

It applies to leaders or managers using applied research to ensure learning can enhance individual, team and organisational performance. The intended purpose and approach to applied research may vary across a range of contexts and organisations. In this unit, the focus is on applied research to attain improved organisational outcomes.

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

Unit Sector

Knowledge Management – Research

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Construct an applied research strategy	1.1 Clarify and confirm applied research purpose and needs of the target group 1.2 Determine policies and procedures in relation to conducting applied research 1.3 Establish mechanisms for collecting and maintaining data in a

ELEMENT	PERFORMANCE CRITERIA
	systematic manner 1.4 Analyse factors affecting the reliability and validity of data 1.5 Review relevant research ethics and codes of conduct 1.6 Prepare applied research strategy and hypothesis 1.7 Frame a research strategy in consideration of available tools and resources
2. Use a range of applied research techniques	2.1 Review and evaluate a range of applied research methods, theories and data collection techniques 2.2 Select appropriate methods to gather and analyse data 2.3 Use suitable technology and technology services to support data collection and analysis 2.4 Access appropriate sources of information and contributors relevant to the research 2.5 Optimise relevance of the research through integrity of the data collected and analysis tools used
3. Analyse and present findings	3.1 Evaluate how research findings such as trends and changes will impact on learning strategy 3.2 Review data and research findings for accuracy of details and adherence to any legal requirements 3.3 Collate and analyse data for relevance against the original applied research strategy 3.4 Document and present research findings in a clear and logical manner consistent with audience needs 3.5 Identify the need for and an appropriate approach to, further research

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.5	<ul style="list-style-type: none"> Evaluates and reflects on the need for further research to contribute to ongoing organisational improvement

Reading	1.1, 1.2, 1.5, 2.4, 3.1, 3.2	<ul style="list-style-type: none"> Collects, analyses, compares and evaluates textual information from a range of resources to inform research strategies
Writing	1.6, 3.3, 3.4	<ul style="list-style-type: none"> Develops texts dealing with complex ideas and concepts Uses specialised and detailed language to convey explicit information, requirements and recommendations in accordance with legal, ethical and organisational requirements
Oral Communication	1.1, 3.4	<ul style="list-style-type: none"> Uses specialised vocabulary appropriate to context and audience to discuss and confirm research requirements Applies listening and questioning techniques to check or confirm understanding
Numeracy	3.2, 3.3	<ul style="list-style-type: none"> Applies knowledge of mathematical information to statistically analyse data and identify possible trends and confirm reliability
Navigate the world of work	1.2, 1.5, 3.2	<ul style="list-style-type: none"> Is highly autonomous, taking responsibility for determining applicable organisational policies and procedures and considering legal and ethical obligations Monitors adherence to legal and regulatory rights and responsibilities for self and possibly for others
Interact with others	3.4	<ul style="list-style-type: none"> Demonstrates sophisticated control over oral, visual and/or written formats, drawing on a diverse range of communication practices to achieve goals
Get the work done	1.1, 1.2, 1.3, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 3.3	<ul style="list-style-type: none"> Develops plans for complex activities, regularly reviewing priorities and performance during implementation, identifying and addressing issues as they arise Considers the strategic and operational potential of digital trends to achieve work goals, enhance work processes, create opportunities and enhance or reduce risks Uses formal analytical thinking to make informed decisions about research strategies and techniques, seeking input, advice and feedback as required

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBRES801 Initiate and lead applied research	BSBRES801A Initiate and lead applied research	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBRES801 Initiate and lead applied research

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- plan, conduct and report on applied research relevant to organisational strategic practices and outcomes
- formulate a research proposal or plan which includes:
 - specific research questions or hypotheses
 - valid population or sample size
 - description of the geographical, cultural, social or institutional context within which the research will be carried out
 - full description of the data collection methods
 - analysis of the limitations to research design including the reliability and validity of data
- design an applied research project using applied research tools and techniques
- document and present research findings including analysis of data, valid and reliable findings and recommendations for further research.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe communication processes and methods
- explain data collection and analysis methods including the use of technology and technology services
- explain legal requirements, policies, procedures and guidelines relating to research including handling and storing data, privacy and freedom of information
- describe presentation techniques

- describe reporting methods
- explain research ethics and codes of conduct
- give examples of applied research tools and methods and how they are applied.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – research field of work and include access to:

- business technology
- relevant workplace policies and procedures
- relevant legislation and codes of conduct
- case studies and, where possible, real situations .

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

ICTICT805 Direct ICT procurement

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to direct information and communications technology (ICT) procurement for a medium to large organisation.

It applies to individuals who work in high-level management positions and lead the analysis, implementation and management of emerging, and converging, ICTs as they are integrated into the business process to support the organisational strategic goals of medium to large organisations.

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

Unit Sector

General ICT

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Evaluate the procurement processes of the organisation	1.1 Research existing ICT procurement processes in the organisation 1.2 Establish the evaluation criteria for procurement processes 1.3 Critically evaluate the procurement processes against the criteria
2. Direct the strategic	2.1 Establish the priorities based on the organisational need

ELEMENT	PERFORMANCE CRITERIA
planning to support ICT procurement	<p>2.2 Lead the development of a strategy to align ICT procurement with the organisational goals and objectives</p> <p>2.3 Implement the ICT procurement strategic plan</p> <p>2.4 Develop the procurement policy, including vendor selection based on the strategic plan</p>
3. Lead the risk management of ICT procurement	<p>3.1 Lead the development of a strategy for the risk assessment of ICT procurement activities</p> <p>3.2 Ensure that ICT procurement complies with the organisational policy</p> <p>3.3 Ensure that risk mitigation is carried out on identified risks</p> <p>3.4 Ensure the continuous improvement of ICT procurement processes</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4	<ul style="list-style-type: none"> Researches and critically analyses, and evaluates, complex textual information relevant to the job role
Writing	1.2, 2.1, 2.2, 2.4, 3.1, 3.4	<ul style="list-style-type: none"> Selects the document structure, language, grammar and terminology to suit the specific subject matter and audience, when developing cost benefit analyses, strategic plans and policies
Oral Communication	1.1-1.3, 2.1-2.4, 3.1-3.4	<ul style="list-style-type: none"> Uses effective listening and probing, open questioning techniques, to elicit the views and opinions of others, and to obtain information Participates in a verbal exchange of ideas and solutions, and uses detailed and clear language, to clarify and present information, according to the requirements and the audience Articulates the requirements and strategies clearly, using the appropriate pitch, tone, body language, and reflective responses
Numeracy	1.1, 1.2, 2.1, 2.2,	<ul style="list-style-type: none"> Uses a range of statistical, mathematical and

	2.3, 2.4, 3.1	financial calculations, formulae and functions, together with the appropriate software tools, to interpret numerical and financial data relating to cost benefit analyses, evaluation criteria, key performance indicators, risk assessment and continuous improvement
Navigate the world of work	2.2, 3.2	<ul style="list-style-type: none"> • Takes a lead role in the development of organisational goals, roles and responsibilities • Develops and implements strategies that ensure that the organisational policies, procedures, and regulatory requirements are being met • Monitors and reviews the organisation's policies, procedures and adherence to legislative requirements, to implement and manage change
Interact with Others	2.2, 3.1	<ul style="list-style-type: none"> • Selects, implements and manipulates the communications systems, processes and practices for maximum impact • Recognises the potential for conflict and, working with others, seeks to develop the organisational processes to deal with conflict • Understands diversity, and seeks to integrate diversity into the work context for managing change, making decisions and achieving shared outcomes
Get the work done	1.1, 1.2, 1.3, 2.1, 2.3, 3.1, 3.4	<ul style="list-style-type: none"> • Considers the strategic and operational potential of digital technology in order to achieve work goals, enhance work processes, create opportunities and reduce risks • Plans strategic priorities and outcomes within a flexible, efficient and effective context, in a diverse environment exposed to competing demands • Identifies the key factors that impact on decisions and their outcomes, drawing on experience, competing priorities, and decision-making strategies, where appropriate • Addresses complex problems involving multiple variables, using formal analytical, and lateral thinking techniques, and experience and knowledge, in order to focus

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICTICT805 Direct ICT procurement	ICAICT705A Direct ICT procurement	Updated to meet Standards for Training Packages. Recoded and minor edits to Performance Criteria to meet AQF requirements	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

Assessment Requirements for ICTICT805 Direct ICT procurement

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- lead the development of a strategy to align information and communications technology (ICT) procurement, with organisational goals and objectives
- critically evaluate the procurement process and establish priorities for the organisation
- direct the risk analysis of ICT procurement activities
- lead the development of a strategy for risk assessment, and ensure that the measures required to mitigate the risk are applied
- ensure that warning systems, and an ongoing process that reviews the risk profile, are established
- lead the development of a strategy for the implementation of appropriate processes and procedures, that ensure that quality expectations are met.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- research and specify risk management principles and guidelines
- review business continuity issues for the organisation
- summarise the organisation's industry and current functionality, including the existing data and information systems
- review the organisation's internal and external dependencies, and interdependencies
- identify and review the organisational policies and procedures, including the risk management strategy
- review and analyse past and current, internal, external and industry disruptions
- outline the relevant legislation and regulations that impact on business continuity including:

- workplace health and safety (WHS)
- environment
- duty of care
- contracts
- business and company law
- freedom of information
- industrial relations
- privacy and confidentiality
- due diligence
- records management
- summarise the key principles of procurement.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the general ICT industry, and include access to:

- relevant strategic-level enterprise, including:
 - planning
 - financial
 - ICT infrastructure
- codes of practice, legislation and regulations
- organisational policies and procedures.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

TAEASS301 Contribute to assessment

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to contribute to the assessment process.

It applies to a person with technical or vocational expertise who is in a supervisory or mentoring/coaching work role, and for whom collecting the evidence for assessment is an adjunct to principal work responsibilities. The unit applies to those involved in collecting evidence for assessment against units of competency or accredited courses.

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

Unit Sector

Assessment

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

ELEMENT	PERFORMANCE CRITERIA
1. Clarify role and responsibilities in the assessment process	<p>1.1 Discuss and confirm the purpose of the assessment with relevant people</p> <p>1.2 Discuss and confirm benchmarks for assessment with the qualified assessor</p> <p>1.3 Access, read and clarify assessment plan with the qualified assessor</p> <p>1.4 Discuss and agree with the qualified assessor specific responsibilities in gathering evidence, and the types of evidence to be gathered</p>
2. Confirm organisational arrangements for evidence gathering	<p>2.1 Access and confirm relevant assessment system policies and procedures, organisational, legal and ethical requirements, and other relevant advice on assessment</p> <p>2.2 Clarify the nominated assessment tools and methods for collecting evidence with the qualified assessor, to ensure that the procedures to be followed, and the instruments to be used are clear</p> <p>2.3 Discuss and confirm with the relevant people the assessment context, including the candidate's characteristics and any need for reasonable adjustments</p> <p>2.4 Confirm and arrange resource requirements in consultation with relevant people</p>
3. Collect evidence in accordance with the assessment plan	<p>3.1 Explain the assessment process to the candidate, including the different responsibilities of the parties involved, and refer any candidate issues or concerns to the qualified assessor, prior to undertaking assessment activities</p> <p>3.2 Use assessment instruments to gather quality evidence within the available time and resources, according to organisational, legal and ethical requirements</p>
4. Record and report findings	<p>4.1 Organise and provide evidence to the qualified assessor in a format suitable for analysis according to the assessment system's policies and procedures</p> <p>4.2 Actively seek feedback from the qualified assessor on whether evidence-gathering activities meet the principles of assessment, and whether the evidence collected meets the rules of evidence</p> <p>4.3 Document areas for improvement in collecting evidence for future assessment activities</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	4.2	<ul style="list-style-type: none"> Seeks feedback to build knowledge to improve process and professional practice
Reading	1.3, 2.1, 2.2, 2.4, 3.2	<ul style="list-style-type: none"> Sources and interprets procedural, and compliance information
Writing	1.1, 1.2, 1.3, 2.1, 2.3, 2.4, 3.2, 4.1, 4.3	<ul style="list-style-type: none"> Completes workplace documentation accurately using the appropriate language
Oral Communication	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1	<ul style="list-style-type: none"> Communicates information and process requirements clearly, based on techniques appropriate to the audience and environment Uses appropriate speaking and listening techniques to obtain specific information, and to support the assessment process
Navigate the world of work	2.1, 2.2, 3.2, 4.1	<ul style="list-style-type: none"> Accesses, confirms and takes responsibility for adherence to policies, procedures, and legal and ethical requirements
Interact with others	4.2	<ul style="list-style-type: none"> Asks questions to clarify understanding, and seeks feedback and further information
Get the work done	3.1, 4.1	<ul style="list-style-type: none"> Organises work according to defined requirements, taking some responsibility for decisions regarding the format of information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEASS301 Contribute to assessment	TAEASS301B Contribute to assessment	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEASS301 Contribute to assessment

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- clarifying the role to be taken during the assessment
- clarifying the assessment plan with the qualified assessor, including agreement about:
 - what evidence will be collected
 - how the evidence will be collected
- carrying out a minimum of three evidence-gathering activities and, on each occasion:
 - document evidence in a clear and concise manner
 - document feedback from others involved in the assessment

reporting findings to the qualified assessor, including an explanation of how the assessment meets the rules of evidence on each of the three occasions.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- competency-based assessment
- the principles of assessment
- the rules of evidence
- the different purposes of assessment
- the diversity of assessment contexts
- different types of evidence
- evidence-gathering methods
- the purpose and features of assessment tools, and assessment plans

- potential barriers and processes relating to evidence-gathering procedures, and assessment processes
- the organisational policies and procedures relevant to this unit of competency.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to qualified assessors for consultation.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAEASS401 Plan assessment activities and processes

Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor update to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Release 2.0</i> .

Application

This unit describes the skills and knowledge required to plan the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system.

It applies to individuals with assessment planning responsibilities.

In planning activities and processes, individuals are required to identify the components of assessment tools, analyse and interpret assessment tools, and develop assessment instruments (also known as assessment tasks) and assessment plans.

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

Unit Sector

Assessment

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine the assessment approach	1.1 Identify the candidate and confirm the purposes and context of the assessment with relevant people according to legal,

ELEMENT	PERFORMANCE CRITERIA
	organisational and ethical requirements 1.2 Identify and access applicable industry or workplace standards for the assessment, and any specific assessment requirements
2. Prepare the assessment plan	2.1 Analyse units of competency and assessment requirements to identify evidence needed to demonstrate competence, according to the rules of evidence 2.2 Select assessment methods and instruments to support the collection of defined evidence, taking into account the context in which the assessment will take place 2.3 Develop the assessment plan and gain approval from relevant stakeholders
3. Identify modification and contextualisation requirements	3.1 Use information from the candidate and, where relevant, the candidate's workplace to identify contextualisation needs 3.2 Check advice provided by the training package or course developer relevant to identified contextualisation needs 3.3 Analyse existing assessment tools and record amendments required to address identified contextualisation needs 3.4 Determine opportunities for integrated assessment activities and record any changes required to assessment tools
4. Develop the assessment instruments	4.1 Analyse available assessment instruments for their suitability for use, and identify any required modifications 4.2 Develop assessment instruments to meet the required standard and specific workplace/candidate needs 4.3 Map assessment instruments against the unit or course requirements 4.4 Write clear instructions for the candidate and assessor regarding the use of assessment instruments 4.5 Check and confirm that draft assessment instruments meet required standards and specific workplace/candidate needs and record outcomes of checks

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

FOUNDATION SKILLS

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3	<ul style="list-style-type: none"> Identifies and confirms legal, organisational and ethical requirements Selects and analyses assessment-related documents
Writing	1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5	<ul style="list-style-type: none"> Documents the assessment plan Develops assessment instruments, including instructions and mapping Records outcomes of draft assessment checks
Oral Communication	1.1, 2.3, 3.1	<ul style="list-style-type: none"> Participates in exchanges about assessment processes and the trialling of instruments appropriate to the audience
Navigate the world of work	1.1	<ul style="list-style-type: none"> Identifies, confirms and takes responsibility for adherence to policies, procedures, legal, and ethical requirements
Interact with others	1.1, 2.3, 3.1	<ul style="list-style-type: none"> Collaborates with others as part of routine activities, and to confirm understanding
Get the work done	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3, 4.5	<ul style="list-style-type: none"> Plans a range of routine processes and related tasks with logically sequenced steps, according to defined standards or parameters Uses formal decision-making processes, identifying information and evaluating several choices against a limited set of criteria Evaluates effectiveness of planning and design decisions in terms of how well they meet requirements

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEASS401 Plan assessment activities and processes	TAEASS401B Plan assessment activities and processes	Updated to meet Standards for Training Packages. Addition of new element.	No equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEASS401 Plan assessment activities and processes

Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor update to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Release 2.0</i> .

Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- planning and organising the assessment process on a minimum of five separate occasions
- planning and organising two Recognition of Prior Learning (RPL) assessments (which may be two of the five assessment processes above.)

The evidence requirements for each occasion must include:

- a documented assessment plan
- a different endorsed or accredited unit of competency (or clusters of units of competency) for each of the five occasions
- contextualisation of the unit(s) of competency and the selected assessment tools, where required
- incorporation of reasonable adjustment strategies
- development of suitable assessment instruments for each of the five occasions

following organisational arrangements.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- obligations of an assessor under applicable legislation and/or standards

- the major features of a unit of competency, and how they are to be addressed in assessment activities and processes
- interpreting competency standards as the minimum standard for assessment
- guidelines for contextualising units of competency
- different purposes of assessment and different assessment contexts, including RPL
- the purpose and features of evidence, and different types of evidence, used in competency-based assessments, including RPL
- the principles of assessment, and how they guide the assessment process
- the rules of evidence and how they guide the assessment process
- different assessment methods, including their suitability for collecting various types of evidence
- the components of assessment tools

different types of assessment instruments and their purpose and relevance for specific evidence-gathering opportunities.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and which are typical of those experienced in the training and assessment environment. This includes access to the units of competency used in assessment planning activities.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAEASS402 Assess competence

Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor update to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Release 2.0</i> .

Application

This unit describes the skills and knowledge required to implement an assessment plan, and gather quality evidence to assess the competence of a candidate using compliant assessment tools.

It applies to teachers, trainers and assessors in enterprises and registered training organisations (RTOs) and those providing assessment advisory services.

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

Unit Sector

Assessment

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for the assessment	1.1 Interpret assessment planning documentation and applicable organisational, legal and ethical requirements for conducting the assessment and confirm with the relevant people 1.2 Access and interpret units of competency that are to be used as

ELEMENT	PERFORMANCE CRITERIA
	<p>benchmarks for assessment, and the nominated assessment tools, to confirm the requirements for the evidence to be collected</p> <p>1.3 Determine opportunities for integrated assessment activities and document any changes to the assessment instruments, where required</p> <p>1.4 Determine opportunities for evidence-gathering in actual or simulated activities, through consultation with the candidate and relevant personnel</p> <p>1.5 Conduct a candidate briefing and explain, discuss and agree on the details of the planned assessment</p> <p>1.6 Arrange identified material and physical resource requirements</p> <p>1.7 Identify any specialist support requirements for the assessment, and organise if necessary</p>
2. Gather quality evidence	<p>2.1 Use agreed assessment methods and tools to gather, organise and document evidence in a format suitable for determining competence</p> <p>2.2 Apply the principles of assessment and rules of evidence in gathering quality evidence</p>
3. Support the candidate	<p>3.1 Discuss and guide candidates in gathering their own evidence to support the recognition of prior learning (RPL)</p> <p>3.2 Use appropriate communication and interpersonal skills to develop a professional relationship with the candidate that reflects sensitivity to individual differences and enables two-way feedback</p> <p>3.3 Make decisions on reasonable adjustments with the candidate, based on the candidate's needs and characteristics</p> <p>3.4 Access specialist support, if required, in accordance with the assessment plan</p> <p>3.5 Address any workplace health and safety (WHS) risk to a person or equipment immediately</p>
4. Make the assessment decision	<p>4.1 Assess the collected evidence, and to evaluate whether it reflects the evidence required to demonstrate competence</p> <p>4.2 Use judgement to infer whether competence has been demonstrated, based on the available evidence</p> <p>4.3 Make the assessment decision in line with agreed assessment procedures and according to the agreed assessment plan</p> <p>4.4 Provide clear and constructive feedback to the candidate regarding the assessment decision, and clearly document</p>

ELEMENT	PERFORMANCE CRITERIA
	follow-up, if required
5. Record and report the assessment decision	<p>5.1 Record assessment outcomes promptly and accurately</p> <p>5.2 Complete and submit required assessment documentation, according to assessment procedures and confidentiality conventions</p> <p>5.3 Inform other relevant parties of the assessment decision, according to confidentiality conventions</p>
6. Review the assessment process	<p>6.1 Review the assessment process in consultation with candidates and other relevant people to improve future practice</p> <p>6.2 Document and record the review according to relevant assessment system policies and procedures</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 4.1	<ul style="list-style-type: none"> Accesses and interprets procedural and compliance documentation relevant to the assessment process Examines and evaluates assessment evidence
Writing	1.1, 1.3, 1.5, 2.1, 3.1, 5.1, 5.2, 5.3, 6.2	<ul style="list-style-type: none"> Completes workplace documentation accurately using appropriate language and following organisational requirements
Oral Communication	1.1, 1.4, 1.5, 3.1, 3.4, 4.4, 5.3, 6.1	<ul style="list-style-type: none"> Communicates information and assessment process requirements clearly, using techniques appropriate to the audience and environment Interacts appropriately with candidates to build rapport and understanding, and obtain specific information to support the assessment process
Navigate the world of work	1.1, 3.5, 5.3	<ul style="list-style-type: none"> Identifies, confirms and takes responsibility for adherence to legal and ethical requirements Recognises, and follows, explicit and implicit protocols and meets expectations associated with own role

Interact with others	1.1, 1.4, 1.5, 3.1, 3.2, 3.4, 5.3, 6.1	<ul style="list-style-type: none"> Adjusts personal communication style in recognition of the values and experiences of others to build rapport Cooperates and collaborates with others and contributes to activities requiring joint responsibility and accountability
Get the work done	1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 2.1, 2.2, 3.3, 3.4, 4.1, 4.2, 4.3, 6.1, 6.2	<ul style="list-style-type: none"> Uses systematic, analytical processes in complex, non-routine situations, gathering information, and identifying and evaluating options against agreed criteria Organises work according to specific requirements taking some responsibility for decisions regarding the format of information With guidance, reviews the effectiveness of solutions in relation to the set goals

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEASS402 Assess competence	TAEASS402B Assess competence	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEASS402 Assess competence

Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor update to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Release 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- assessment of at least five candidates within the vocational education and training (VET) context against at least one endorsed or accredited unit of competency according to the organisation's assessment processes and practices.
- using recognition of prior learning (RPL) processes in the assessment of at least one candidate (which may be one of the five candidates above)
- making reasonable adjustments in the assessment of at least one candidate.

The assessments must be undertaken under the supervision of a qualified assessor and cover an entire unit of competency for each candidate, including:

- the application of different assessment methods and instruments involving a range of activities and events
- using two-way communication and feedback with the candidate
- exercising judgement in making the assessment decision
- recording and reporting assessment outcomes in accordance with the assessment system and organisational, legal and ethical requirements

reviewing the assessment process.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- competency-based assessment, including:
 - VET as a competency-based system
 - how competency based assessment differs from other types of assessment
 - competency standards as the basis of qualifications
 - structure and application of competency standards
 - the principles of assessment and how they are applied
 - the distinction between assessment tools and assessment instruments
 - the rules of evidence and how they are applied
 - the range of assessment purposes and assessment contexts, including RPL
 - different assessment methods, including suitability for gathering various types of evidence, suitability for the content of units, and resource requirements and associated costs
 - reasonable adjustments and when they are applicable
 - types and forms of evidence, including assessment instruments that are relevant to gathering different types of evidence used in competency-based assessment, including RPL
 - the training and assessment strategies, including policies and procedures established by the industry, organisation or training authority
- RPL policies and procedures established by the organisation
- cultural sensitivity and equity considerations in assessment activities
- current legislative requirements relevant to the assessor and the assessment process
- workplace health and safety (WHS) responsibilities associated with assessing competence, including:
 - requirements for reporting hazards and incidents
 - emergency procedures
 - procedures for the use of relevant personal protective equipment
 - the safe use and maintenance of relevant equipment
 - sources of WHS information.

Assessment Conditions

Gather evidence to demonstrate consistent performance in a real assessment environment. The assessment environment must include access to assessment tools and recording materials.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAEASS403 Participate in assessment validation

Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor updates to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Release 2.0</i>

Application

This unit describes the skills and knowledge required to participate in an assessment validation process.

It applies to assessors and workplace supervisors with assessment validation responsibilities participating in, but not necessarily leading, the process.

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

Unit Sector

Assessment

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for validation	1.1 Discuss and confirm the purpose, context and scope of the validation process within relevant assessment system policies and procedures 1.2 Arrange materials for validation activities

ELEMENT	PERFORMANCE CRITERIA
	<p>1.3 Check all documents used in the validation process for accuracy and version control</p> <p>1.4 Analyse relevant units of competency and agree on the evidence needed to demonstrate competence</p>
<p>2. Participate in the validation of assessment tools</p>	<p>2.1 Demonstrate active and appropriate participation in validation sessions and activities using agreed communication methods and modes</p> <p>2.2 Apply principles of assessment and rules of evidence during validation sessions and activities</p> <p>2.3 Check that context and conditions of assessment include clear instructions for assessor and candidate and relate directly to the assessment conditions of the relevant unit</p> <p>2.4 Check that tasks to be administered to the candidate include clear and concise instructions and an outline of evidence requirements</p> <p>2.5 Check that assessment decision-making rules and benchmarks, are clear and enable consistent outcomes</p> <p>2.6 Check that recording mechanisms are clear and allow for sufficient information to be recorded</p> <p>2.7 Review and use assessment maps to assist in determining validity of assessment instruments</p>
<p>3. Contribute to validation outcomes</p>	<p>3.1 Discuss validation findings to support improvements in the quality of assessment in a collective environment</p> <p>3.2 Discuss, agree and record recommendations to improve assessment practice</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 1.4, 2.3, 2.4, 2.5, 2.6, 2.7	<ul style="list-style-type: none"> Analyses and interprets relevant policies and procedures, benchmarks and validation materials
Writing	1.1, 3.2	<ul style="list-style-type: none"> Records key information from the validation process accurately to meet requirements
Oral Communication	1.1, 1.4, 2.1, 2.2, 3.1, 3.2	<ul style="list-style-type: none"> Communicates with others to confirm approaches, exchange ideas and information, articulate opinions, and reach agreement with others, using suitable tone, style and language
Navigate the world of work	1.1	<ul style="list-style-type: none"> Identifies, confirms and takes responsibility for adherence to policies and procedures
Interact with others	1.1, 2.1, 2.2, 3.1, 3.2	<ul style="list-style-type: none"> Collaborates with others and contributes to activities requiring joint responsibility and accountability
Get the work done	1.1, 1.2, 1.3, 1.4, 2.3, 2.4, 2.5, 2.6, 2.7, 3.2	<ul style="list-style-type: none"> Organises and prioritises work commitments with a sense of what is achievable within the timeframe Uses analytical processes in non-routine situations gathering information, and identifying and evaluating options against agreed criteria

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEASS403 Participate in assessment validation	TAEASS403B Participate in assessment validation	Updated to meet Standards for Training Packages. Revised performance criteria.	No equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEASS403 Participate in assessment validation

Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Updates to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Release 2.0</i>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- actively participating in a minimum of three validation sessions that address the critical aspects of validation
- clearly identifying the purpose for each validation, and the legal and ethical responsibilities of assessors
- collating and presenting documentation for each validation in a logical manner
- communicating and liaising with relevant people
- providing feedback and interpreting documentation in validation sessions
- recording their contribution to validation findings.
-

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- how to determine the evidence needed to demonstrate competence in a competency-based environment
- the reasons for carrying out validation and different approaches to validation that may be appropriate before, during and after an assessment
- the components of assessment tools
- critical aspects of validation, including validation of assessment processes, methods and products
- how principles of assessment are addressed in validation

- how rules of evidence are addressed in validation
- work health and safety legislation, codes of practice, standards and guidelines that impact on assessment
- obligations of an assessor under applicable legislation and/or standards, particularly in relation to validation activities.
-

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to:

- the texts and tasks usually found in the workplace
- units of competency and other materials used in validation sessions.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAEASS501 Provide advanced assessment practice

Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> Minor update to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Release 2.0</i> .

Application

This unit describes the skills and knowledge required to lead assessment processes as a part of a continuous improvement strategy among a group of assessors within a Registered Training Organisation (RTO).

It applies to experienced assessors who provide leadership, or guidance to others, who conduct assessments for an RTO.

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

Unit Sector

Assessment

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Develop and extend assessment expertise	1.1 Access, read and analyse current research on assessment and incorporate into own practice 1.2 Source and access opportunities to extend assessment experience and expertise and incorporate this new knowledge and

ELEMENT	PERFORMANCE CRITERIA
	skill into own assessment practice
2. Practise assessment	2.1 Investigate and implement a range of assessment methods, in order to meet the requirements of related unit or units of competency 2.2 Investigate and implement a range of assessment tools to meet the context requirements of different candidates
3. Lead and influence other assessors	3.1 Influence fellow assessors through modelling high standards of ethical and compliance practices 3.2 Establish professional development needs of the assessor group, and implement approaches to build the skills and experience of this group
4. Evaluate and improve assessment approaches	4.1 Systematically monitor the assessment processes and activities of the assessor group 4.2 Propose and implement improvements to assessment approaches 4.3 Participate in and reflect upon the assessment moderation process

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.2	<ul style="list-style-type: none"> Uses ideas in current research to reflect on the performance of self and others to seek opportunities for learning, development, and the extension of experience and practice
Reading	1.1, 1.2, 4.1	<ul style="list-style-type: none"> Sources and analyses information from a range of sources
Writing	3.2, 4.2	<ul style="list-style-type: none"> Documents professional development needs and information required to implement improvements
Oral Communication	2.1, 3.2, 4.1, 4.2, 4.3	<ul style="list-style-type: none"> Participates in and leads discussions, with individuals and groups, in order to extend thinking about assessment, to explore ideas and to find ways of

		improving assessment practice.
Navigate the world of work	3.1, 3.2	<ul style="list-style-type: none"> Formally reflects on own and others' performance as an integral part of planning for learning and development Takes responsibility for the practice and the demonstration of high standards of ethical practice
Interact with others	3.1	<ul style="list-style-type: none"> Recognises the importance of building rapport using role modelling and collaboration with others to achieve joint outcomes and effective group interaction
Get the work done	1.1, 1.2, 2.1, 2.2, 4.1, 4.2, 4.3	<ul style="list-style-type: none"> Organises work according to defined requirements taking responsibility for decisions and sequencing tasks to achieve efficient outcomes Uses analytical processes in routine and non-routine situations gathering information, and identifying and evaluating options for improvement against agreed criteria Seeks new ideas and opportunities, drawing on the diverse perspectives of others to gain insights into current practice and ideas for change

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEASS501 Provide advanced assessment practice	TAEASS501A Provide advanced assessment practice	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEASS501 Provide advanced assessment practice

Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor update to Assessment Conditions.
Release 1	This was first released with <i>TAE Training and Education Training Package Release 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete the tasks outlined in the elements and performance criteria of this unit, including:

- undertaking the assessment of at least 20 individual candidates, against at least one unit of competency
- assessing against a total of at least 50 units of competency from training packages or accredited courses. This total may be made up of combinations of candidates and units that add up to 50.
- accurately documenting the outcomes of all assessments undertaken
- leading the assessment of a group or team of assessors, consisting of at least three individuals, and demonstrating how that leadership has led to improved processes and outcomes

critically reviewing the assessment processes, and the approaches taken in these assessments, and proposing changes to improve both processes and outcomes.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- competency-based assessment, including:
 - vocational education and training as a competency-based system
 - competency standards as the basis of qualifications
 - the principles of competency-based assessment
 - assessment which is criterion referenced as distinct from norm-referenced assessment

- reporting of competency-based assessment
- the interpretation of units of competency and other related assessment information, to determine the evidence needed to demonstrate competency, including:
 - the dimensions of competency
 - all components of a national training package
- system requirements for assessment
- the importance of reflective practice in the quality improvement of own work
- the organisation's assessment system policies and procedures
- different assessment methods, purposes and applications
- appeals mechanisms within the organisation
- different types of assessment tools, what tools work for what types of evidence, what the characteristics are of well-constructed assessment tools
- the principles of assessment and how they guide assessment, validation, and appeals processes
- assessment strategies, assessment plans and their components
- applications of technology to improve or assist in quality assessment
- the roles and responsibilities of workplace trainers, facilitators, assessors and others, such as vocational experts, workplace supervisors and support persons in the assessment process
- strategies that ensure that the assessment process is transparent and credible
- legal, organisational and ethical responsibilities associated with the assessment system, including:
 - maintaining client privacy and confidentiality
 - providing accurate information
 - duty of care under common law
 - compliance with system requirements
 - copyright and privacy laws, as they apply to learning and assessment.

Assessment Conditions

Evidence must be gathered through the assessment of at least 20 individual candidates who are enrolled vocational learners.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAEASS502 Design and develop assessment tools

Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor update to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to design and to develop assessment tools used to guide the collection of quality evidence, including their application in formative, summative and recognition of prior learning (RPL) assessment.

It applies to experienced practitioners responsible for the development and/or delivery of training and assessment products and services.

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

Unit Sector

Assessment

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine the focus of the assessment tool	1.1 Identify a target group of candidates, purposes of the assessment tool, and the contexts in which the tool will be used 1.2 Access relevant benchmarks for assessment and interpret them to establish evidence required to demonstrate competence

ELEMENT	PERFORMANCE CRITERIA
	<p>1.3 Identify, access and interpret industry requirements and relevant contextualisation guidelines</p> <p>1.4 Identify other related documentation to inform assessment tool development</p>
2. Design the assessment tool	<p>2.1 Select assessment methods that support the collection of defined evidence, taking into account the context in which the assessment will take place, and meeting the principles of assessment</p> <p>2.2 Enable candidates to show or support their claim for recognition of current competency through selected assessment methods</p> <p>2.3 Consider different assessment instruments for the selected assessment methods to generate options for collection of evidence</p> <p>2.4 Consider how the assessment instruments will be administered</p>
3. Develop the assessment tool	<p>3.1 Develop specific assessment instruments that support the collection of evidence that meets the rules of evidence</p> <p>3.2 Define and document clear and specific procedures instructing assessor and candidate on the administration and use of assessment instruments</p> <p>3.3 Consider the requirements of assessment system policies and procedures, and address storage and retrieval needs, and review, evaluation and version control procedures as part of this process</p>
4. Review and trial the assessment tool	<p>4.1 Check draft assessment tools against evaluation criteria and amend as required</p> <p>4.2 Trial assessment tools to validate content and applicability</p> <p>4.3 Collect and document feedback from relevant people involved in trialling</p> <p>4.4 Make amendments to the final tool based on the analysis of feedback</p> <p>4.5 Appropriately format, and file, finalised assessment tool according to assessment system policies and procedures</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 2.4, 3.3, 4.1, 4.3	<ul style="list-style-type: none"> • Accesses, and interprets, procedural and compliance information, and assessment documentation
Writing	3.1, 3.2, 4.1, 4.3, 4.4, 4.5	<ul style="list-style-type: none"> • Prepares assessment tools and documentation that incorporates language and format appropriate to the audience • Amends tools in response to feedback
Oral Communication	2.2, 4.2, 4.3	<ul style="list-style-type: none"> • Participates in communication in order to clarify the purpose and requirements of assessment tools, and to trial assessments
Navigate the world of work	1.3, 3.3, 4.5	<ul style="list-style-type: none"> • Recognises, and follows, explicit and implicit protocols, policies and procedures, and meets expectations associated with own role • Identifies, confirms and takes responsibility for adherence to organisational, legal and ethical requirements
Interact with others	4.3	<ul style="list-style-type: none"> • Actively seeks to clarify the perspectives and experiences of others as part of the work role
Get the work done	1.1-1.4, 2.1-2.4, 3.1-3.3 4.1-4.4	<ul style="list-style-type: none"> • Uses systematic, analytical processes in complex, non-routine situations, gathering information, and identifying and evaluating options against agreed criteria • Organises work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes • Seeks new ideas and opportunities, drawing on the diverse perspectives of others to gain insights into current practice and ideas for change

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEASS502 Design and	TAEASS502B Design and	Updated to meet	Equivalent unit

Code and title current version	Code and title previous version	Comments	Equivalence status
develop assessment tools	develop assessment tools	Standards for Training Packages	

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEASS502 Design and develop assessment tools

Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor update to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Release 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- developing at least three assessment tools that support different assessment methods, and address at least one unit of competency each. Each assessment tool must:
- include the instruments for collecting evidence, reflecting the principles of assessment and the rules of evidence, and related instructions to the assessor/s and candidates
- show how the contextual needs of different environments are addressed

reporting on the trial and review of each assessment tool, including proposed changes.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- the principles of assessment and how they are applied when developing assessment tools
- the rules of evidence and how they have been incorporated in the tools developed
- different assessment contexts and their relationship to developing assessment tools
- the dimensions of competency and how they are incorporated in the development of assessment tools
- the contextualisation of units of competency and contextualisation guidelines
- the components of training packages relevant to the development of assessment tools
- different assessment methods, their purposes and uses
- evaluation methods appropriate to the trial and review of assessment tools
- the principles of reasonable adjustment

- workplace health and safety (WHS) responsibilities associated with assessing competence, including:
 - requirements for reporting hazards and incidents
 - emergency procedures
 - procedures for the use of relevant personal protective equipment
 - sources of WHS information.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to relevant organisational policies and procedures in relation to the assessment system.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAEASS503 Lead assessment validation processes

Modification History

Release	Comments
Release 3	This version was first released with <i>TAE Training and Education Training Package Release 3.1</i> . Minor update to Performance Criteria and Foundation Skills to fix typographical errors.
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor updates to Performance Criteria.
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to provide leadership in assessment validation processes.

It applies to experienced practitioners who work under limited supervision and who are responsible for the validation of assessment processes, both internally and externally.

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

Unit Sector

Assessment

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Monitor assessment	1.1 Work with colleagues to systematically monitor assessment

ELEMENT	PERFORMANCE CRITERIA
practice	<p>practice</p> <p>1.2 Actively engage with, and support, other assessors as they work to improve assessment practice</p> <p>1.3 Analyse assessment records ensuring legal, organisational and ethical requirements are being met, and appropriate advice is provided to improve record keeping</p>
2. Coordinate assessment validation activities	<p>2.1 Initiate validation in line with Australian Skills Quality Authority (ASQA) guidelines and organisational, legal and ethical requirements</p> <p>2.2 Undertake risk assessment and analysis to determine the purpose, focus and context of validation activities</p> <p>2.3 Consider and determine approaches to validation</p> <p>2.4 Determine and confirm participants in validation, and organise any materials and resources needed for validation</p> <p>2.5 Provide guidance to support participants throughout the validation process</p> <p>2.6 Finalise and process validation documentation in accordance with assessment system, legal and organisational procedures, and present to relevant people, within an agreed timeframe</p> <p>2.7 Identify recommendations from validation processes, and forward to the appropriate authority</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 2.1, 2.2, 2.3, 2.4, 2.7	<ul style="list-style-type: none"> • Accesses and interprets legal, organisational and ethical requirements, including ASQA guidelines • Accesses and interprets assessment validation documentation
Writing	2.1, 2.2, 2.3, 2.4, 2.6, 2.7	<ul style="list-style-type: none"> • Produces accurate documentation, relevant to the validation process and in line with requirements
Oral Communication	1.3, 2.5, 2.6	<ul style="list-style-type: none"> • Engage with individuals and groups in communication to monitor, guide and validate assessment, leading to improved assessment practice

Skill	Performance Criteria	Description
Numeracy	2.6	<ul style="list-style-type: none"> Structures timeframes in order to represent a sequence of events
Navigate the world of work	1.3, 2.1, 2.6	<ul style="list-style-type: none"> Identifies, confirms and takes responsibility for adherence to policies and procedures Identifies, confirms and takes responsibility for adherence to organisational, legal and ethical requirements
Interact with others	1.1, 1.2, 2.4	<ul style="list-style-type: none"> Cooperates with others as part of routine activities, and contributes to particular activities requiring joint responsibility and accountability, aimed at improved practice Provides guidance and support by making adjustments to own personal communication style, in recognition of the values and experiences of others in order to build rapport
Get the work done	2.1, 2.2, 2.3, 2.4, 2.5, 2.7	<ul style="list-style-type: none"> Considers alignment with values and principles in decision-making processes Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into consideration Identifies opportunities, drawing on the diverse perspectives of others to gain insights into current practice and ideas for change

Unit Mapping Information

Supersedes and is equivalent to TAEASS503A Lead assessment validation processes.

Links

Companion Volume Implementation Guide is available from VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEASS503 Lead assessment validation processes

Modification History

Release	Comments
Release 3	This version was first released with <i>TAE Training and Education Training Package Release 3.1</i> . Minor update to Performance Criteria and Foundation Skills to fix typographical errors.
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor updates to Performance Criteria.
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- leading at least one validation process
- providing support to other assessors, including modelling good assessment and validation practice
- contributing positively to the work of assessors and others involved in carrying out assessments and validation
- taking responsibility for initiating, organising and facilitating assessment validation on at least three occasions
- using outcomes of validation to improve assessment practice.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- the purpose and focus of internal and external validation, and the critical aspects of validation
- different activities and tools for validation
- NVR/AQTF requirements for assessment

- the organisation's assessment system policies and procedures, including validation processes
- the characteristics of well-constructed assessment tools and why, what assessment methods and instruments work for what types of evidence
- the rules of evidence and why they are important, particularly in a validation context
- assessment strategies, and assessment plans and their components
- legal, organisational and ethical responsibilities associated with the assessment system.
-

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to an e-learning environment.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is available from VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAEASS504 Develop and implement recognition strategies

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to develop and implement a recognition strategy that may be used for recognition of current competencies against workplace or industry criteria, or recognition of prior learning (RPL) leading to completion of units of competency or qualifications.

It requires the ability to prepare information and advice on recognition, to identify evidence-gathering opportunities and to evaluate a recognition-based assessment process.

It also requires that all systems and instruments be validated by peers, industry or employers to determine fitness for purpose.

It applies to those who work under limited supervision to develop procedures and documentation for recognition-based assessment for an organisation.

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

Unit Sector

Assessment

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

ELEMENT	PERFORMANCE CRITERIA
1. Determine the purpose and parameters of the recognition process to be applied	1.1 Identify the benchmarks to be used for measurement and recording of the achievement of competence 1.2 Determine efficient and effective means of collecting evidence from individual candidates, organisations and third parties to identify current skill levels and/or prior learning 1.3 Identify the needs of individual candidates who apply for recognition services 1.4 Respect the confidentiality requirements of candidates in relation to recognition processes 1.5 Establish the parameters set by the policies and procedures of the training organisation and NVR/AQTF requirements
2. Analyse the criteria required to meet units of competency and qualifications framework	2.1 Interpret units of competency and assessment requirements, in order to clarify requirements for evidence 2.2 Analyse foundation skills to ensure that information relating to aptitude and workplace learning may be captured as relevant 2.3 Nominate the sources and types of evidence that comply with the rules of evidence and assessment requirements, for each unit of competency 2.4 Construct evidence grids that enable candidates to see that their evidence can be used across several units of competency 2.5 Determine the direct and indirect evidence that is required to meet all components of the standards 2.6 Conduct a risk assessment of different types of evidence that may be put forward and assign controls to ameliorate risks 2.7 Determine the requirements for third party reports and the degree to which other evidence must be supplied to validate these
3. Prepare a recognition package for applicants	3.1 Develop information that meets the needs of organisational managers who need to know how recognition processes will be applied 3.2 Prepare advisory information that can guide candidates to make informed choices about recognition services and outcomes and explain organisational policies and procedures for recognition in terms readily understood by the applicant 3.3 Document the performance requirements for a unit of competency for direct applicant candidates and/or employees in an organisation 3.4 Set out clearly the evidence that must be provided to meet the criteria of units and/or evidence collection tools

ELEMENT	PERFORMANCE CRITERIA
	<p>3.5 Use elements and performance criteria to develop plain and simple checklists for candidate self-evaluation</p> <p>3.6 Document exemplars and evidence lists to support candidates in their application for recognition</p> <p>3.7 Provide advice and support to workplace managers, to facilitate collection of workplace evidence or for preparation of third party reports</p>
<p>4. Monitor the recognition-based assessment for a unit of competency</p>	<p>4.1 Ensure that all recognition tools and systems are validated by peers and industry</p> <p>4.2 Provide guidance and support to assessors who are engaged in recognition services</p> <p>4.3 Develop and provide marker's guides, evidence guides and templates in consultation with all assessors who undertake recognition assessments</p> <p>4.4 Monitor the evidence collection process for a unit of competency to ensure that the rules of evidence are met and risk controls are applied</p> <p>4.5 Audit decision making in assessment against organisational policies and procedures to ensure that objective and fair decisions are reached</p> <p>4.6 Monitor feedback provided to the candidate and provide guidance to candidates where full competency against criteria is not met</p> <p>4.7 Determine the need for gap training and advise candidates, and/or employing organisation, of the requirements to meet full competence against units or qualifications</p>
<p>5. Evaluate the recognition assessment, the procedures and outcomes</p>	<p>5.1 Conduct a review of the advice to candidates and employers</p> <p>5.2 Review exemplar evidence lists in terms of their applicability and the evidence generated</p> <p>5.3 Gather and analyse candidate and organisational client feedback as part of a continuous improvement cycle</p> <p>5.4 Gather feedback from the candidate and/or the employing organisation on recognition services and outcomes</p> <p>5.5 Review recognition processes, inputs and practice against the organisation's policies and procedures</p> <p>5.6 Identify changes and enhancements and amend the organisation's policies, procedures and/or the recognition package</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1, 2.2, 3.1, 4.1-4.3, 5.1-5.6	<ul style="list-style-type: none"> Sources, analyses and interprets relevant policies and procedures, and assessment documentation
Writing	1.1, 1.2, 2.2, 3.2, 3.3, 5.1, 5.2, 5.5, 5.6	<ul style="list-style-type: none"> Develops assessment documentation relevant to the RPL assessment process, including exemplars and evidence lists, using language and formatting to suit the audience and context
Oral Communication	1.1, 1.3, 3.1	<ul style="list-style-type: none"> Leads and facilitates communication to source information, provide advice, collect feedback, and articulate ideas and recommendations
Navigate the world of work	5.5	<ul style="list-style-type: none"> Recognises and follows policies and procedures, and meets expectations associated with own role
Interact with others	3.4, 5.1, 5.3, 5.4	<ul style="list-style-type: none"> Routinely collaborates to seek broad input into problem-solving and decision-making, and develops strategies to elicit views and ideas
Get the work done	1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 4.3, 5.1, 5.3, 5.5	<ul style="list-style-type: none"> Organises work according to defined requirements, taking responsibility for decisions regarding the interpretation and the format of information Uses systematic, analytical processes in complex, non-routine situations, gathering information, identifying and evaluating options against agreed criteria Considers the effectiveness of a solution in terms of how well it met goals and seeks to improve a future response

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEASS504 Develop and	TAEASS504A Develop and	Updated to meet Standards for	Equivalent unit

Code and title current version	Code and title previous version	Comments	Equivalence status
implement recognition strategies	implement recognition strategies	Training Packages. Incorporates changes to meet current recognition practices of training organisations and lead assessors	

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEASS504 Develop and implement recognition strategies

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- develop, implement and review one recognition strategy for a group of at least three units of competency, or a qualification for a specified group of candidates
- accurately document:
 - advice to assessors and candidates
 - advice to employers or organisations
 - the recognition tools and validation process used to ensure that the recognition approach meets industry needs, and will be used consistently by assessors in the training organisation
 - the risk management process used to assess the risks of different types of evidence, and the activities put in place to minimise those risks
- critically review an organisation's recognition-based assessment processes:
 - evaluate the approaches taken
 - prepare a report detailing proposed changes to improve both the processes and outcomes.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- recognition-based assessment including:
 - the criteria used in national vocational education and training (VET)
 - the units of competency as the basis of qualifications
 - the principles of recognition and evidence-based assessment

- techniques commonly used in recognition processes, including candidate self-assessment, competency conversations, workplace assessment tasks, direct observation, third party reporting
- how to interpret competency standards and other related assessment information to determine the evidence required to demonstrate competency including:
 - the components of competency
 - the units of competency and related assessment requirements
 - the organisation's assessment system, policies and procedures
 - different types of recognition approaches and tools
 - the principles of assessment and how they guide assessment, validation and appeals processes
 - assessment validation
 - roles and responsibilities in the recognition process, including workplace health and safety (WHS).

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to available recognition tools and documents.

Skills must be demonstrated with real vocational learners.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAEASS505 Lead and coordinate assessment systems and services

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit specifies the skills and knowledge required to provide leadership in assessment and to coordinate assessment validation and appeals processes.

It applies to those involved in extending own and others' expertise in assessment practice, guiding and leading assessors, monitoring assessment practice and who have responsibility for assessment validation and appeals processes.

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

Unit Sector

Assessment

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Develop and extend assessment expertise	1.1 Access, read and analyse current research on assessment and incorporate into own practice 1.2 Source and access opportunities to extend assessment experience and expertise and incorporate new knowledge and skill into own assessment practice
2. Lead assessment	2.1 Develop and confirm assessment strategies in assessment only

ELEMENT	PERFORMANCE CRITERIA
activities	<p>pathways</p> <p>2.2 Discuss and confirm roles, responsibilities and accountabilities of relevant persons</p> <p>2.3 Confirm and document system and organisational requirements relating to the competence of assessors</p> <p>2.4 Initiate and develop, where required, partnership arrangements setting out identified roles, responsibilities and services to be provided</p> <p>2.5 Establish and maintain strategies for communication and networking with and between assessors</p> <p>2.6 Use leadership skills to provide clear direction, advice and support to assessors</p> <p>2.7 Identify professional development needs and opportunities for assessors and make recommendations to relevant personnel</p>
3. Monitor assessment practice	<p>3.1 Monitor how effectively client/candidate needs are being met</p> <p>3.2 Monitor how effectively and accurately the designated competency standards are being interpreted by assessors as the benchmarks for assessment</p> <p>3.3 Monitor how the principles of assessment are being applied in assessment practice</p> <p>3.4 Monitor assessors' application of assessment methods and assessment tools</p> <p>3.5 Monitor how the rules of evidence are being applied in gathering evidence</p> <p>3.6 Monitor whether assessment is being conducted in accord with the policies and procedures of the organisation's assessment system</p> <p>3.7 Monitor whether organisational/legal/ethical requirements are being met</p> <p>3.8 Apply individual facilitation techniques to guide and support assessors as they work and to improve assessment practice</p>
4. Coordinate assessment validation activities	<p>4.1 Access and interpret assessment system policies and procedures relating to validation, and initiate validation in line with organisational/legal/ethical requirements</p> <p>4.2 Undertake risk assessment/analysis to determine the purpose, focus and context of validation activities</p> <p>4.3 Consider and determine approaches to validation</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>4.4 Determine and/or confirm participants in validation, and organise materials and resources needed for validation activities</p> <p>4.5 Provide guidance and leadership to direct and support participants throughout the validation process</p> <p>4.6 Finalise and process validation documentation in accordance with assessment system/legal/organisational procedures and present to relevant people, within an agreed timeframe</p> <p>4.7 Identify recommendations from validation processes and forward to the appropriate authority</p>
5. Manage assessment appeals	<p>5.1 Access and interpret assessment system policies and procedures for assessment appeals</p> <p>5.2 Access, read and interpret documented appeal claims</p> <p>5.3 Interview relevant parties to the appeal and use negotiation skills to achieve resolution prior to formal appeal, where appropriate</p> <p>5.4 Constitute appeal panel and set a timetable to hear unresolved claims</p> <p>5.5 Provide guidance and leadership to panel members and other parties during the appeal process to ensure fairness, equity, verity and relevance</p> <p>5.6 Check all documentation relevant to the appeal process for accuracy and completeness</p> <p>5.7 Confirm and record panel decision in accordance with organisational policy and procedures and communicate outcomes to the parties</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.1, 1.2	<ul style="list-style-type: none"> Undertakes research activities and reflects on performance of self and others to understand assessment context and process and seek opportunities for learning, development and extension of experience

Reading	1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7	<ul style="list-style-type: none"> • Sources, analyses and interprets textual information, including research material, standards and organisational policies and procedures, to apply relevance to requirements and define methodology, strategy and continuous improvement • Analyses and checks text for accuracy and completeness
Writing	1.1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.2, 4.3, 4.4, 4.6, 4.7, 5.4, 5.6, 5.7	<ul style="list-style-type: none"> • Structures content and documents in a logical, detailed and accurate manner which incorporates the provision of information and formulation of conclusions and recommendations using specialised language in a format and style appropriate to a specific audience and context
Oral communication	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.4, 4.5, 4.6, 5.3, 5.5, 5.7	<ul style="list-style-type: none"> • Leads complex verbal exchanges of information, concepts and observations, articulating ideas and conclusions with individuals and groups using suitable style and language to communicate effectively and with influence
Numeracy	5.4, 2.7	<ul style="list-style-type: none"> • Structures timeframes to represent a sequence of events
Navigate the world of work	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.6, 5.7	<ul style="list-style-type: none"> • Identifies, confirms and takes responsibility for adherence to legal and ethical requirements • Identifies, confirms and takes responsibility for adherence to policies and procedures
Interact with others	2.4, 2.5, 2.6, 3.8, 4.5, 5.3, 5.5	<ul style="list-style-type: none"> • Recognises the importance of building rapport and providing leadership, using role modelling and collaboration with others to achieve joint outcomes and effective group interaction • Recognises the importance of joint ownership of process and outcomes and seeks to identify common understanding and agreement
Get the work done	2.1, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.7, 5.4	<ul style="list-style-type: none"> • Uses systematic, analytical processes in complex, non-routine situations gathering information and identifying and evaluating options against agreed criteria • Takes responsibility for planning and organising routine and non-routine tasks to efficiently and effectively prioritise and implement work and achieve stated goals • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into consideration

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEASS505 Lead and coordinate assessment systems and services	TAEASS505A Lead and coordinate assessment systems and services	Updated to meet Standards for Training Packages. Minor edit to performance criteria for element 3 to clarify meaning	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEASS505 Lead and coordinate assessment systems and services

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Performance Evidence

Evidence of the ability to:

- demonstrate continuing development of own assessment expertise
- provide leadership, direction and support to other assessors
- monitor the work of at least two other assessors involved in carrying out assessments
- take responsibility for initiating, organising and facilitating three assessment validation and appeals processes.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain competency based assessment including:
 - vocational education and training as a competency based system
 - the criterion used in national VET; endorsed or accredited competency standards defining specifications for performance of work and work functions which include skills and knowledge
 - competency standards as the basis of qualifications
 - the principles of competency based assessment
 - assessment which is criterion referenced as distinct from norm-referenced assessment
 - reporting of competency based assessment
- describe how to interpret competency standards and other related assessment information to determine the evidence needed to demonstrate competency
- summarise system requirements for assessment
- outline different assessment methods, purposes and applications
- outline different types of assessment tools, what tools work for what types of evidence, what are well-constructed assessment tools and why
- explain principles of assessment and how they guide assessment, validation, appeals processes
- describe assessment strategies and assessment plans and what are the components

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- describe applications of technology to improve or assist in quality assessment
 - explain roles and responsibilities of workplace trainers, facilitators, assessors and others, such as vocational experts, workplace supervisors and support persons in the assessment process
 - outline strategies which ensure the assessment process is transparent
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Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the assessment field of work and include access to [special purpose tools, equipment and materials.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAEASS801 Analyse, implement and evaluate e-assessment

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to analyse a range of technology-enabled assessment (e-assessment) options that are available for the design, delivery and administration of required assessment activities in an educational work group. It develops the advanced theoretical and technical knowledge required to evaluate e-assessment processes that they are fair, flexible, valid and reliable.

The unit provides guidelines for generating e-assessment strategies for diagnostic, formative and summative assessments.

It applies to teachers, trainers, educators and facilitators who analyse, implement, manage and evaluate the application of e-assessment processes that are fair, flexible, valid and reliable.

The unit is relevant to a range of assessment activities in small, medium or large organisations, and for individuals, groups and organisations.

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

Unit Sector

Assessment

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Analyse the learning	1.1. Develop an understanding of learners and their needs, and the

ELEMENT	PERFORMANCE CRITERIA
context	<p>learning context</p> <p>1.2. Review current assessment practice</p> <p>1.3. Identify existing assessment resources</p>
2. Plan to deliver the e-assessment	<p>2.1. Research the types and suitability of e-assessment technologies for the assessment</p> <p>2.2. Identify the requirements for the e-assessment</p> <p>2.3. Plan online support for the e-assessment</p> <p>2.4. Ensure staff have the required skills and knowledge for the e-assessment</p> <p>2.5. Plan the scope of an e-assessment testing schedule</p> <p>2.6. Source resources required to deliver the planned e-assessment</p> <p>2.7. Assess and develop risk-management strategies for delivery of the e-assessment</p>
3. Design e-assessment tasks and processes	<p>3.1. Select the e-assessment appropriate for the learning context</p> <p>3.2. Draft e-assessment resources</p> <p>3.3. Design learner support materials for the planned tasks and resources</p> <p>3.4. Identify tasks suitable for recognition of prior learning (RPL) options</p>
4. Develop the e-assessment tasks and processes	<p>4.1. Prepare e-assessment tasks and processes</p> <p>4.2. Prepare assessor resources for delivery</p> <p>4.3. Trial e-assessment tasks and processes</p> <p>4.4. Revise e-assessment resources, based on trial feedback</p> <p>4.5. Ensure the authenticity of the e-assessment tasks</p>
5. Deliver the e-assessment for learners	<p>5.1. Clearly inform learners of the assessment criteria</p> <p>5.2. Manage the tasks associated with e-assessment</p>
6. Evaluate the e-assessment process	<p>6.1. Validate e-assessment tasks and processes</p> <p>6.2. Evaluate e-assessment software and associated tools</p> <p>6.3. Modify e-assessment processes, as required to reflect evaluation</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	2.4	Develops an understanding of learner needs, staff skills and knowledge that underpins e-assessment strategy
Reading	1.2, 1.3, 2.1, 2.2, 2.6, 3.1, 3.4, 4.4, 6.1, 6.2	Sources, analyses and interprets information to apply relevance to requirements and review, define and implement e-assessment practice
Writing	2.3, 2.5, 2.7, 3.2, 3.3, 4.1, 4.2, 4.4, 5.1, 6.1, 6.3	Documents e-assessment processes as required, in an appropriate language in a format and style
Oral communication	1.1, 5.1	Leads communication to clarify needs, elicit learner and staff requirements, conduct e-assessments and provide feedback
Interact with others	2.4	Collaborates with others sharing information to build skills and knowledge required to achieve agreed outcomes Cooperates with others to clarify understanding and seek feedback
Get the work done	1.1-1.3, 2.1-2.7, 3.1-3.4, 4.1-4.5, 5.1, 5.2, 6.1-6.3	Uses systematic, analytical processes in complex, routine and non-routine situations gathering information and identifying, and evaluating options based on organisational needs Plans, organises and completes work according to strategy, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes Evaluates effectiveness of products and processes to inform strategic decisions Uses information and communications technology (ICT) based tools to design and develop products ,and processes and to manage data and records

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEASS801 Analyse, implement and evaluate e-assessment	TAEASS801 Analyse, implement and evaluate e-assessment	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEASS801 Analyse, implement and evaluate e-assessment

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- analysing, implementing and evaluating at least one e-assessment for a specific candidate or group, which must include:
- planning for the e-assessment, with consideration for the candidate's needs and existing resources
- designing and developing e-assessment processes, and tasks, for the candidate or group
- evaluating the e-assessment tasks and processes.
-

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- contemporary policy and approaches to e-learning and e-assessment
- how the rules of evidence, and principles of assessment, apply to an e-assessment
- content of relevant online learning resources and learning materials
- design and management of e-assessment resources
- e-assessment options that enhance learning, and when to use them
- effective learning and assessment principles
- appropriate teaching, learning and assessment strategies, and an understanding of e-assessment methods
- learning styles suitable for e-assessment
- situations and contexts where e-assessment can be used
- sources and availability of relevant e-assessment resources and materials
- quality assurance processes to ensure integrity of e-assessment.
-

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to an e-learning environment.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAEDEL301 Provide work skill instruction

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to conduct individual and group instruction, demonstrate work skills and assess the success of training and one's own training performance, using existing learning resources in a safe and comfortable learning environment.

It emphasises the training as being driven by the work process and context, and applies to a person working under supervision as a work skill instructor in a wide range of settings not restricted to training organisations,

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

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Organise instruction and demonstration	1.1 Gather information about learner characteristics and learning needs 1.2 Confirm a safe learning environment 1.3 Gather and check instruction, demonstration objectives, and seek assistance if required 1.4 Access and review relevant learning resources and learning

ELEMENT	PERFORMANCE CRITERIA
	<p>materials for suitability and relevance, and seek assistance to interpret the contextual application</p> <p>1.5 Organise access to necessary equipment or physical resources required for instruction and demonstration</p> <p>1.6 Notify learners of details regarding the implementation of the learning program and/or delivery plan</p>
2. Conduct instruction and demonstration	<p>2.1 Use interpersonal skills with learners to establish a safe and comfortable learning environment</p> <p>2.2 Follow the learning program and/or delivery plan to cover all learning objectives</p> <p>2.3 Brief learners on any workplace health and safety (WHS) procedures and requirements prior to, and during, training</p> <p>2.4 Use delivery techniques to structure, pace and enhance learning</p> <p>2.5 Apply coaching techniques to assist learning</p> <p>2.6 Use communication skills to provide information, instruct learners and demonstrate relevant work skills</p> <p>2.7 Provide opportunities for practice during instruction and through work activities</p> <p>2.8 Provide and discuss feedback on learner performance to support learning</p>
3. Check training performance	<p>3.1 Use measures to ensure learners are acquiring, and can use, new technical and generic skills and knowledge</p> <p>3.2 Monitor learner progress and outcomes in consultation with the learner</p> <p>3.3 Review relationship between the trainer/coach and the learner, and adjust to suit learner needs</p>
4. Review personal training performance	<p>4.1 Reflect upon personal performance in providing instruction and demonstration, and document strategies for improvement</p> <p>4.2 Maintain, store and secure learner records, according to organisational and legal requirements</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	4.1	<ul style="list-style-type: none"> Reflects on practice to improve
Reading	1.1, 1.3, 1.4, 2.2	<ul style="list-style-type: none"> Sources and interprets processes and procedures, learning resources and information relevant to providing a work instruction and delivery
Writing	1.4, 1.6, 2.3, 2.6, 2.8, 3.2, 4.1, 4.2	<ul style="list-style-type: none"> Accurately maintains learner records and documentation appropriate to the learning context and audience
Oral Communication	1.1, 1.6, 2.3, 2.4, 2.6	<ul style="list-style-type: none"> Uses appropriate communication strategies to engage, build rapport, provide instruction, monitor progress and provide feedback to individuals or groups
Interact with others	1.2, 1.3, 2.1, 2.5, 2.8, 3.2	<ul style="list-style-type: none"> Recognises the importance of consultation and negotiation while collaborating to confirm strategy and achieve required outcomes Asks questions in order to clarify understanding, and to provide and seek feedback Builds rapport to establish effective working relationships and to achieve effective outcomes
Get the work done	1.1-1.6, 2.1-2.8, 3.1-3.3, 4.1, 4.2	<ul style="list-style-type: none"> Organises and completes work according to defined requirements, taking responsibility for some decisions and sequencing tasks to achieve efficient outcomes Identifies and responds to potential risks, problems and opportunities for improvement and considers options for different approaches

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDEL301 Provide work skill instruction	TAEDEL301A Provide work skill instruction	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEDEL301 Provide work skill instruction

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- carrying out a minimum of three training sessions, involving demonstrating and instructing particular work skills for at least two different individuals or small groups, with each session addressing:
 - different learning objectives
 - a range of delivery techniques and effective communication skills appropriate to the audience.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- learner characteristics and needs
- the content and requirements of the relevant learning program, and/or the delivery plan
- the sources and availability of relevant learning resources and learning materials
- the content of relevant learning resources and learning materials
- training techniques that enhance learning, and when to use them
- introductory knowledge of learning principles and learning styles
- key workplace health and safety (WHS) issues in the learning environment, including:
 - roles and responsibilities of key personnel
 - responsibilities of learners
 - relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency procedures
 - risk controls for the specific learning environment.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment and include access to any necessary workplace documents.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAEDEL401 Plan, organise and deliver group-based learning

Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor update to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Release 2.0</i> .

Application

This unit describes the skills and knowledge required to plan, organise and deliver training for individuals within a group.

It applies to a person working as an entry-level trainer, teacher or facilitator structuring a learning program developed by others in, or with, a training and assessment organisation.

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

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

ELEMENT	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 learning environment and delivery requirements	1.1 Access, read, and interpret learning program documentation to determine delivery requirements 1.2 Use available information and documentation to identify group and individual learner needs, and learner characteristics 1.3 Identify and assess constraints, and risks to delivery

ELEMENT	PERFORMANCE CRITERIA
	1.4 Confirm personal role and responsibilities in planning, and delivering training, with relevant personnel
2. Prepare session plans	2.1 Refine existing learning objectives according to program requirements and specific needs of individual learners 2.2 Develop session plans and document these plans for each segment of the learning program 2.3 Use knowledge of learning principles and theories to generate ideas for managing session delivery
3. Prepare resources for delivery	3.1 Contextualise learning materials to meet the needs of the specific learner group 3.2 Finalise learning materials and organise facility, technology and equipment needs in time for delivery of learning sessions 3.3 Confirm overall delivery arrangements with relevant personnel
4. Deliver and facilitate training sessions	4.1 Conduct each session according to the session plan, modified where appropriate to meet learner needs 4.2 Use the diversity of the group as another resource to support learning 4.3 Employ a range of delivery methods to optimise learner experiences 4.4 Demonstrate effective facilitation skills to ensure effective participation and group management
5. Support and monitor learning	5.1 Monitor, and document, learner progress to ensure outcomes are being achieved, and individual learner needs are being met 5.2 Make adjustments to the delivery sessions to reflect specific needs and circumstances 5.3 Manage inappropriate behaviour to ensure that learning can take place 5.4 Maintain and store learner records according to organisational requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 2.1, 3.1, 5.1	<ul style="list-style-type: none"> Access, read and interpret documentation relevant to the learning context, including program documents, learning materials, policies and procedures relevant to the context
Writing	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.1, 5.2, 5.4	<ul style="list-style-type: none"> Develops and maintains workplace documentation accurately and in response to required needs
Oral Communication	1.2, 1.3, 4.1, 4.3, 4.4	<ul style="list-style-type: none"> Uses communication techniques to build rapport and explore requirements Facilitates training in an appropriate style for both individuals and groups
Navigate the world of work	1.4, 5.4	<ul style="list-style-type: none"> Recognises and follows organisational protocols, policies and procedures relevant to own role
Interact with others	1.4, 3.3, 4.4, 5.3	<ul style="list-style-type: none"> Cooperates and collaborates with others as part of routine activities to achieve team results, and to confirm that outcomes meet requirements Recognises inappropriate behaviours and the potential for conflict, and implements strategies to maintain an appropriate learning environment
Get the work done	1.1-1.4, 2.1-2.3, 3.1-3.3, 4.1-4.4, 5.1-5.4	<ul style="list-style-type: none"> Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes Identifies and responds to problems and opportunities for improvement and considers options for different approaches Uses information and communications technology (ICT) based tools to access, organise, analyse and display information relevant to role

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDEL401 Plan, organise and deliver	TAEDEL401A Plan, organise and deliver	Updated to meet Standards	Equivalent unit

Code and title current version	Code and title previous version	Comments	Equivalence status
group-based learning	group-based learning	for Training Packages	

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEDEL401 Plan, organise and deliver group-based learning

Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor update to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Release 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete the tasks outlined in the elements and performance criteria of this unit, including:

- facilitating group-based learning by preparing and delivering at least three training sessions, including:
 - at least two consecutive sessions of at least 40 minutes duration, that follow one of the learning program designs, to a learner group of at least eight individuals
 - at least one session delivered to a learner group of at least eight individuals, with evidence of how the characteristics and needs of this group were addressed
- identifying and responding to individual needs
- accessing and using documented resources, and any support personnel required to guide inclusive practices.
-

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- learning theories and principles
- resources available to identify different learner styles
- the relevant industry area and subject matter of the delivery
- the learner group profile, including characteristics and needs of individual learners in the group
- the requirements of the learning program and/or delivery plan, and the content purpose
- different delivery methods and techniques appropriate to face-to-face group delivery

- different techniques for the recognition and resolution of inappropriate behaviours
- behaviours that may indicate learner difficulties, and the methods used to address these difficulties
- the purpose of organisational record-management systems and reporting requirements
- evaluation and revision techniques used to improve session plans
- specific resources, equipment and support services available for learners with special needs
- assessment and risk control measures relating to the facilitation of group-based learning
- policies and procedures relevant to the learning environment.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to learning program designs in use in the learning environment.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAEDEL402 Plan, organise and facilitate learning in the workplace

Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor update to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Release 2.0</i> .

Application

This unit describes skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace, using real work activities as the basis for learning.

It applies to a person working as an entry-level trainer, teacher or facilitator or an employee, team leader or workplace supervisor responsible for guiding learning through work.

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

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Establish effective work environment for learning	1.1 Establish, and agree upon, the objectives and scope of the work-based learning 1.2 Analyse work practices and routines to determine their effectiveness in meeting established learning objectives

ELEMENT	PERFORMANCE CRITERIA
	1.3 Identify, and address any workplace health and safety (WHS) implications of using work as the basis for learning
2. Develop a work-based learning pathway	2.1 Address contractual requirements and responsibilities for learning at work 2.2 Arrange for the integration and monitoring of external learning activities with the work-based learning pathway 2.3 Obtain agreement from relevant personnel to implement the work-based learning pathway
3. Establish the learning-facilitation relationship	3.1 Identify the context for learning and the individual's learning style 3.2 Select an appropriate technique or process to facilitate learning, and explain the basis of the technique to the learner 3.3 Develop, document and discuss an individualised learning plan with the learner 3.4 Access, read and interpret documentation outlining the WHS responsibilities of the various parties in the learning environment 3.5 Monitor supervisory arrangements appropriate to learner's levels of knowledge, skill and experience to provide support and encouragement and ensure learner's health and safety
4. Implement the work-based learning pathway	4.1 Explain the objectives of work-based learning, and the processes involved, to the learner 4.2 Sequence the introduction of workplace tasks, activities and processes to reflect the agreed work-based learning pathway 4.3 Encourage learner to take responsibility for learning and to self-reflect 4.4 Develop techniques that facilitate the learner's transfer of skills and knowledge
5. Maintain and develop the learning-facilitation relationship	5.1 Prepare for each session 5.2 Structure learning activities to support and reinforce new learning, build on strengths, and identify areas for further development 5.3 Observe learner cues, and change approaches where necessary, in order to maintain momentum 5.4 Practise ethical behaviour at all times 5.5 Monitor the effectiveness of the learning/facilitation relationship through regular meetings between the parties

ELEMENT	PERFORMANCE CRITERIA
6. Close and evaluate the learning-facilitation relationship	<p>6.1 Carry out the closure smoothly, using appropriate interpersonal and communication skills</p> <p>6.2 Seek feedback from the learner on the outcomes achieved, and the value of the relationship</p> <p>6.3 Evaluate effectiveness of the work-based pathway against the objectives, processes and techniques used</p> <p>6.4 Recommend improvements to work-based practice in light of the review process</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 1.3, 2.1, 3.1, 3.4, 3.5, 6.3	<ul style="list-style-type: none"> Accesses and interprets compliance information, contractual information, WHS information, and documents relevant to learning in the workplace, in the context of consultation and continuous improvement, to apply relevance to requirements
Writing	1.1, 2.3, 3.3, 4.1, 6.3	<ul style="list-style-type: none"> Develops and maintains documentation relevant to workplace learning, including learning plans and evaluations, in accordance with organisational and workplace requirements
Oral Communication	2.2, 3.3, 4.2, 5.5, 6.1	<ul style="list-style-type: none"> Uses oral communication techniques to identify needs, build rapport, agree on learning plans, facilitate effective learning and monitor practice Selects appropriate vocabulary adjusting language, tone and pace to maintain effective interactions, and to build and maintain engagement with individuals or groups
Navigate the world of work	1.3, 2.1, 5.4	<ul style="list-style-type: none"> Follows organisational protocols, policies and procedures in the management of records Recognises and responds to contractual and ethical requirements associated with own role
Interact with others	1.1, 2.3, 3.5, 4.3, 6.2	<ul style="list-style-type: none"> Asks questions to clarify understanding, and seeks feedback and further information Cooperates and collaborates with others as part of

		routine activities to achieve team results, and to confirm outcomes meet requirements
Get the work done	1.1-1.3, 2.1-2.3, 3.1-3.5, 4.1-4.4, 5.1-5.3, 5.5, 6.1-6.3	<ul style="list-style-type: none"> Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes Uses systematic, analytical processes in complex, routine and non-routine situations, gathering information, and identifying and evaluating options based on organisational needs Identifies and responds to problems and opportunities for improvement, considering options for different approaches Uses information and communications technology (ICT) based tools to design work processes and to complete work tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDEL402 Plan, organise and facilitate learning in the workplace	TAEDEL402A Plan, organise and facilitate learning in the workplace	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEDEL402 Plan, organise and facilitate learning in the workplace

Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor update to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Release 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- preparing and facilitating work-based learning
- providing a minimum of two examples of developing work-based learning pathways, that include:
 - identifying needs for learning
 - analysing work practices, work environment and work activities
 - organising and allocating work in a way that reflects learning needs, and provides effective learning opportunities through work processes
- conducting a learning facilitation relationship:
 - with at least two individuals
 - demonstrating communication skills and flexibility
 - demonstrating one or more of the processes, or techniques, identified.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- systems, processes and practices within the organisation where work-based learning is taking place
- systems for identifying skill needs within the workplace
- different learning styles, and how to encourage learning for those who learn in different ways

- workplace health and safety (WHS) relating to the work role, including:
 - hazards relating to the industry and specific workplace
 - reporting requirements for hazards and incidents
 - specific procedures for work tasks
 - safe use and maintenance of relevant equipment
 - emergency procedures
 - sources of WHS information.
 -

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to any documentation relating to workplace procedures required by the candidate.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAEDEL403 Coordinate and facilitate distance-based learning

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to coordinate and facilitate a distance-based learning process.

It applies to trainers, facilitators, teachers, and training and assessment consultants who work under limited supervision, and are responsible for guiding distance-based learning.

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

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for distance-based learning	1.1 Access, read and interpret a learning strategy and learning program, to determine learning objectives and outcomes to be met 1.2 Develop knowledge of group, individual learner styles and learner characteristics to support effective planning for distance-based learning 1.3 Select and evaluate learning resources for appropriateness, and contextualise them for distance-based learning where required 1.4 Develop distance delivery-management plan, using knowledge

ELEMENT	PERFORMANCE CRITERIA
	<p>of learning principles and research to-date</p> <p>1.5 Identify and organise support mechanisms, and means of communicating with learners</p>
2. Manage distance-based learners	<p>2.1 Confirm expectations and requirements through direct contact, and clarify any issues or questions</p> <p>2.2 Establish distance-based learning relationships between the trainer/facilitator and learners</p> <p>2.3 Progressively distribute learning resources and learning materials according to the plan and to learner needs</p>
3. Monitor learner progress	<p>3.1 Document learner progress to ensure that outcomes are being achieved and individual learner needs are being met</p> <p>3.2 Develop and implement strategies to address learner difficulties, and techniques for maintaining motivation and commitment</p> <p>3.3 Provide support and guidance outside the formal communication process, where appropriate</p> <p>3.4 Maintain, store and secure learner records, according to organisational and legal requirements</p>
4. Review distance-based learning process	<p>4.1 Gather feedback to review own management of the distance-based learning process</p> <p>4.2 Analyse feedback to determine success of the distance-based learning in meeting learner needs and expectations</p> <p>4.3 Reflect on own performance as a coordinator/facilitator, and document improvement plans</p> <p>4.4 Identify and document options for improving the distance-based learning process, and discuss with relevant personnel for future action</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

Learning	4.3	<ul style="list-style-type: none"> Reflects on and undertakes review of own performance to build own knowledge and skills
Reading	1.1, 1.2, 1.3, 1.5, 3.1, 4.2, 4.4	<ul style="list-style-type: none"> Sources and interprets texts, including strategy and planning documents, learner information, learning resources and review data relevant to the distance based-learning environment
Writing	1.4, 2.1, 2.2, 2.3, 3.1, 3.4, 4.3, 4.4	<ul style="list-style-type: none"> Accurately develops and maintains documentation using appropriate language, in accordance with organisational and workplace requirements
Oral Communication	2.1, 2.2, 3.3, 4.4	<ul style="list-style-type: none"> Uses appropriate communication techniques to establish requirements, confirm expectations, build relationships and facilitate effective distance learning, in a one-on-one or group situation
Navigate the world of work	1.2, 3.4	<ul style="list-style-type: none"> Develops knowledge of learning styles to perform role Follows legislative requirements, organisational protocols, policies and procedures in the management of records
Interact with others	4.1	<ul style="list-style-type: none"> Asks questions to clarify understanding and seek feedback, and further information
Get the work done	1.1, 1.2-1.5, 2.1-2.3, 3.1-3.4, 4.1-4.4	<ul style="list-style-type: none"> Organises and completes work according to defined requirements taking responsibility for decisions and sequencing tasks to achieve efficient outcomes Identifies and responds to problems, considering options for different approaches Uses information and communications technology (ICT) based tools to design work processes and to complete work tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDEL403 Coordinate and facilitate distance-based learning	TAEDEL403A Coordinate and facilitate distance-based learning	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEDEL403 Coordinate and facilitate distance-based learning

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- organising and facilitating distance learning on at least two separate occasions, showing:
 - how learner needs were established
 - documentation detailing how the learning programs were planned, coordinated, facilitated and monitored
 - how training package units, or accredited course modules, were used as benchmarks for learning.
-

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- adult learning principles
- learner styles
- the content and requirements of the learning strategy, and learning program, to be used in distance delivery
- best practice in online and distance engagement of learners
- the characteristics and needs of individual distance learners
- the technology used to support distance-based learning
- techniques for maintaining the motivation and commitment of distance learners
- support mechanisms available to distance learners.
-

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to organisational policies and procedures in relation to the storage of records.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAEDEL404 Mentor in the workplace

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to establish and develop a professional mentoring relationship with an individual in a workplace.

It applies to workplace supervisors or other work colleagues who work under limited supervision and who have responsibility for mentoring one or more individuals in the workplace. This may include, but is not limited to, those who mentor an apprentice or trainee employed by, or undertaking a work placement within, an organisation.

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

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Develop a mentoring plan	1.1 Identify scope and boundaries of the mentoring relationship according to organisational procedures 1.2 Document mentoring plan in accordance with organisational requirements 1.3 Establish ground rules and negotiate realistic expectations 1.4 Establish and maintain confidentiality of the relationship in

ELEMENT	PERFORMANCE CRITERIA
	accordance with legislation, policy and procedures
2. Facilitate mentoring relationship	<p>2.1 Develop learner's confidence, self-esteem, respect and trust in the mentoring relationship</p> <p>2.2 Share personal experiences and knowledge with the person being mentored according to agreed objectives</p> <p>2.3 Support the person being mentored to develop and use skills in problem solving and decision making</p> <p>2.4 Use personal and professional networks to assist the person being mentored</p> <p>2.5 Provide information, and guidance to enhance engagement in the workplace</p> <p>2.6 Use techniques for resolving differences without damaging the relationship, and obtain assistance according to organisational policy and procedures</p>
3. Monitor mentoring relationship	<p>3.1 Provide planning assistance and guidance as requested by the person being mentored in a form and style to suit their requirements</p> <p>3.2 Provide feedback to the person being mentored on progress towards achieving the expectations and goals of the mentoring process</p> <p>3.3 Recognise and discuss changes in the mentoring relationship with appropriate stakeholders</p> <p>3.4 Negotiate and manage closure of the mentoring arrangement once objectives have been met</p>
4. Evaluate effectiveness of mentoring	<p>4.1 Establish and discuss benefits gained from the mentoring process</p> <p>4.2 Reflect on and articulate the personal benefits gained from providing mentoring</p> <p>4.3 Identify and report the outcomes of the mentoring arrangement and the benefits to the organisation according to organisational policy and procedures to improve the mentoring system or program</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.4	<ul style="list-style-type: none"> Sources and interprets texts relevant to mentoring context, including organisational policies and learner information
Writing	1.1, 1.3, 2.5, 3.1, 3.2, 4.3	<ul style="list-style-type: none"> Develops content and documents information relevant to mentoring plan
Oral Communication	2.4, 3.3, 4.1, 4.2, 4.3	<ul style="list-style-type: none"> Uses appropriate communication techniques to build rapport, trust, engagement and provide guidance and feedback
Navigate the world of work	1.1, 1.4, 2.6, 4.3	<ul style="list-style-type: none"> Follows legislative requirements, organisational protocols, policies and procedures in workplace mentoring
Interact with others	1.2, 2.1-2.3, 2.5, 2.6, 3.1, 3.2, 3.4	<ul style="list-style-type: none"> Builds rapport using collaboration with others to achieve joint outcomes and effective interaction Provides mentoring and role modelling to achieve agreed outcomes Cooperates and consults with others to clarify understanding and seek feedback
Get the work done	1.1-1.4, 2.1-2.6, 3.1-3.4, 4.1-4.3	<ul style="list-style-type: none"> Plans, organises and completes work according to defined requirements taking responsibility for decisions and sequencing tasks to achieve efficient outcomes Identifies and responds to problems, considering options for different approaches

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDEL404 Mentor in the workplace	TAEDEL404 A Mentor in the workplace	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEDEL404 Mentor in the workplace

Modification History

Release	Comments
Release1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, including:

- preparing a mentoring plan between the mentor and mentee that sets out clear objectives for a mentoring relationship that will last at least one year
- facilitating at least three mentoring sessions
- documenting information on sessions, including comments and notes from both mentor and mentee.
-

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- relevant policy, legislation, codes of practice and national standards likely to impact on the provision of workplace mentoring, including training contracts and responsibilities of employer, registered training organisation (RTO) and funding body where they exist
- mentoring methodologies and strategies
- learning theories in relation to mentoring
- strategies for working with a mentee including encouraging self reflection, confidence and the building of rapport
- acceptable behaviour in the mentoring relationship
- equal employment opportunity, equity and diversity principles
- how a mentor can support the mentee's employer to meet its WHS obligations for the mentee.
-

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment and include access to:

- documentation of any existing training plan or contract if applicable to the mentoring relationship.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAEDEL501 Facilitate e-learning

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to establish, facilitate, monitor and review e-learning delivered via electronic media.

It applies to individuals who use a range of specialised, technical and training competencies to engage with learners and others to facilitate e-learning

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

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Establish the e-learning environment	<p>1.1 Access, read and interpret learning strategy and learning program, to determine the learning outcomes and objectives to be met</p> <p>1.2 Develop knowledge of group and individual learner styles and learner characteristics to support effective planning</p> <p>1.3 Develop e-learning delivery plan to manage and sequence e-learning activities and events, to ensure logical progression of learning content and continuity of e-learner progress</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>1.4 Confirm technical requirements for the e-learning environment</p> <p>1.5 Trial and check e-learning resources and materials for technical glitches</p> <p>1.6 Develop and document protocols for the e-learning environment</p> <p>1.7 Identify and organise specific technical support needs and mechanisms for e-learners</p>
2. Introduce e-learning	<p>2.1 Provide effective introduction to the e-learning environment and discuss, clarify and agree upon objectives and e-learning protocols</p> <p>2.2 Establish e-learning relationship with e-learners</p> <p>2.3 Initiate relationships between e-learners to support inclusivity, acknowledge diversity and enable a positive e-learning environment</p>
3. Guide and facilitate e-learning	<p>3.1 Use relevant electronic tools to facilitate e-learning according to the e-learning delivery plan</p> <p>3.2 Demonstrate good practice in e-learning facilitation to ensure an effective learning experience</p> <p>3.3 Use relevant support mechanisms to address technical issues</p> <p>3.4 Build opportunities for authentic learning, practice and formative assessment into the e-learning experience</p>
4. Monitor e-learning	<p>4.1 Monitor and document e-learner progress to ensure outcomes are being achieved and individual learner needs are being met</p> <p>4.2 Provide support and guidance, inside and outside, the e-learning environment as appropriate</p> <p>4.3 Continuously monitor e-learner interaction with others and participation in e-learning activities, and intervene where necessary to maintain momentum and engagement</p> <p>4.4 Maintain, store and secure learner records according to organisational and legal requirements</p>
5. Review e-learning processes	<p>5.1 Conduct a review to evaluate effectiveness of e-learning delivery and facilitation</p> <p>5.2 Reflect on own performance as an e-learning facilitator, and document improvement plans</p> <p>5.3 Identify, and document, recommendations for improvements in facilitating e-learning, and appropriateness of e-learning systems, tools and resources, and discuss with relevant personnel for future</p>

ELEMENT	PERFORMANCE CRITERIA
	action

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	5.1, 5.2	<ul style="list-style-type: none"> Reflects on performance of self and others to understand learning context, and seek opportunities for improvement
Reading	1.1, 1.2, 1.4, 1.5, 1.7, 4.1, 4.3, 5.1, 5.3	<ul style="list-style-type: none"> Analyses and interprets texts relevant to the environment, including learning strategies, learning programs, delivery plans, learning materials, technical information, data to monitor learning, and presented in a variety of formats to apply relevance to requirements and to define methodology and improvement strategies
Writing	1.3, 1.4, 1.6, 2.1, 2.2, 2.3, 3.1, 4.1, 4.3, 4.4, 5.1, 5.2	<ul style="list-style-type: none"> Accurately develops and maintains workplace documentation, including learning plans, learner progress reports, improvement reports, using appropriate language, and in accordance with the purposes and organisational requirements Organises web-based content in a manner that supports the purposes and audience
Oral Communication	3.2, 5.3	<ul style="list-style-type: none"> Uses communication techniques to determine needs, build rapport, and to appropriately guide and facilitate effective learning, and explore others' views to elicit understanding, and to assess the efficacy of practice Uses appropriate clear and engaging language to maintain effectiveness, and build and maintain engagement
Navigate the world of work	4.4	<ul style="list-style-type: none"> Follows organisational protocols, policies and procedures in the management of records
Interact with others	1.4, 1.7, 2.1, 2.2, 2.3, 4.2	<ul style="list-style-type: none"> Builds rapport using collaboration with others to achieve joint outcomes and effective interaction Cooperates and consults with others to confirm understanding and seek feedback
Get the work	1.1-1.7, 2.1-2.3, 3.1,	<ul style="list-style-type: none"> Plans, organises and completes work according to defined requirements taking responsibility for

done	3.3, 3.4, 4.1-4.4, 5.1-5.3	<p>decisions and sequencing tasks to achieve efficient outcomes</p> <ul style="list-style-type: none"> Identifies and responds to problems and opportunities for improvement, considering options for different approaches Uses information and communications technology (ICT) based tools to design assessment systems and work processes, and to complete work tasks
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDEL501 Facilitate e-learning	TAEDEL501A Facilitate e-learning	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEDEL501 Facilitate e-learning

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- facilitating one complete e-learning program, providing detail about:
 - how learner needs were identified
 - the e-learning delivery plan
 - protocols for the learning environment
 - support mechanisms available to learners
 - at least two examples of organising and facilitating a minimum of two e-learning activities covering diverse e-learning environments
 - how the program was monitored and reviewed.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- adult learning principles
- how to distinguish between a technical problem and a content problem, and to respond accordingly
- the use of relevant technologies and tools, including those that allow the trainer/facilitator to monitor every entry and electronic movement of the learner
- relevant learning management systems
- the structure and content of relevant e-learning resources
- the ethics and codes of conduct related to e-learning
- cultural awareness, particularly in regard to ensuring electronic discussions are culturally sensitive
- workplace health and safety (WHS) relating to the work role, and the WHS considerations to include in the design of e-learning resources.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to the e-learning system in use in the organisation.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAEDEL502 Provide advanced facilitation practice

Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor update to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to provide high-level facilitation, including reflective and continuous improvement practices, in a vocational education and training (VET) context.

It applies to experienced teachers, trainers and assessors utilising a range of techniques, across a range of contexts, to create the best learning outcomes for learners within a vocational education context such as a Registered Training Organisation (RTO).

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

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Extend facilitation practices	1.1 Update knowledge of learning methods, facilitation techniques and learning theories, to improve delivery and facilitation practices 1.2 Maintain currency of vocational competencies and related

ELEMENT	PERFORMANCE CRITERIA
	subject matter expertise 1.3 Practise flexibility, innovation and responsiveness in facilitation practice 1.4 Reflect on own practice and experiences as a facilitator, to determine and document potential improvements to delivery approaches
2. Prepare for complex environments	2.1 Identify environmental conditions and their potential impact on teaching 2.2 Manage constraints to delivery with relevant personnel 2.3 Review, and adjust, training and assessment strategies to address the constraints of complex environments
3. Prepare for learners with complex needs	3.1 Research the characteristics of learners with complex needs, and identify potential barriers to learning 3.2 Develop, and adjust, training and assessment strategies, and customise learning materials to meet needs
4. Develop learner independence	4.1 Enhance learner experiences using a range of learning methods and inclusive practices 4.2 Acknowledge and address potential barriers to learning 4.3 Encourage learners towards self-directed learning by establishing enabling processes
5. Reflect on, and improve practice	5.1 Seek input from other relevant personnel regarding teaching, facilitation and learning practices 5.2 Review teaching, facilitation and learning practices to identify and document opportunities for improvement 5.3 Implement the documented improvement plan, review, and adjust as required

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

Learning	1.1, 1.2, 1.4	<ul style="list-style-type: none"> Undertakes research activities and reflects on performance to identify opportunities for own learning, development and extension of practice and experience
Reading	1.1, 1.2, 2.3, 3.1, 5.2	<ul style="list-style-type: none"> Sources, analyses and interprets text-based information to learn, develop and continuously improve
Writing	1.4, 2.3, 3.2, 5.2, 5.3	<ul style="list-style-type: none"> Appropriately documents potential improvements
Oral Communication	1.3, 5.1	<ul style="list-style-type: none"> Uses appropriate communication techniques to interact effectively with learners and staff, to respond to barriers, ensure engagement and facilitate effective learning.
Navigate the world of work	1.3	<ul style="list-style-type: none"> Takes steps to practise skills relevant to facilitation role
Interact with others	2.2, 4.1-4.3	<ul style="list-style-type: none"> Cooperates and consults with others to build rapport, understanding and an enhanced learning environment
Get the work done	1.1-1.4, 2.1-2.3, 3.1, 3.2, 4.1-4.3, 5.1-5.3	<ul style="list-style-type: none"> Plans, organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes Identifies and responds to problems, and opportunities for improvement, considering options for different approaches

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDEL502 Provide advanced facilitation practice	TAEDEL502A Provide advanced facilitation practice	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEDEL502 Provide advanced facilitation practice

Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor update to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- facilitating groups of learners and demonstrating:
 - the selection and use of different teaching and delivery methods, applied in different delivery modes that are relevant and appropriate to different learners and their needs
 - integration of theory and practice in own performance and in supporting learners to develop competency
 - a variety of strategies to support increased learner independence
 - documentation of reflective practice and proposed changes to practice
- collecting feedback from observers such as supervising teachers/trainers, peers, colleagues, learners or clients
- analysing feedback from a range of sources, and reflecting on the success of the training delivery, as well as own performance.

The candidate must be able to show evidence of having conducted a minimum of 100 hours of group facilitation, in addition to any evidence provided of work with individual learners, or in a different learning context.

The candidate must show evidence of feedback from at least two peers and 10 learners, and evidence of reflection on this feedback.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- the main branches of learning theory incorporating behavioural learning theory, cognitive learning theory, experiential learning theory, information processing theory, and current research on learning as it relates to teaching in an adult environment
- different delivery modes and facilitation techniques, and their appropriateness for different learners and learning situations
- the code of practice and/or ethics relevant to the vocational education and training (VET) sector
- ways in which components of Training Packages, accredited curricula and learning resources can be contextualised to meet the needs of individual learners, without compromising standards.
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Assessment Conditions

Assessment must take place within a VET workplace, and include access to the full range of physical resources usually provided to a facilitator of a training program, in a registered training organisation (RTO).

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAEDEL801 Evaluate, implement and use ICT-based educational platforms

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to evaluate, implement and use complex information and communications technology (ICT) based educational platforms in an organisational context.

The unit also covers the skills required to facilitate learning, collaboration and the development of online communities using ICT.

It applies to educators taking a leadership position who may make complex judgements regarding the use of ICT-based e-learning solutions, using mobile and wireless technologies, and technologies relating to the development of online communities, and their use in project-based learning.

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

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Evaluate the accuracy and usefulness of ICT	1.1 Research advances in ICT resources in a given content, or in a vocational education and training area

ELEMENT	PERFORMANCE CRITERIA
resources supporting project-based learning	<p>1.2 Analyse and evaluate integration into educational delivery practices of ICT for learning outcomes</p> <p>1.3 Research how the convergence of different technologies can affect learning practice</p> <p>1.4 Explore requirements for ICT resources to interoperate, technically and operationally, with the organisation's management of learner services, performance, learning and decision support</p> <p>1.5 Review and report opportunities to improve educational infrastructure, systems and solutions</p>
2. Analyse network hardware and software for learning environment	<p>2.1 Research trends in teaching methods associated with different types of virtual environments and knowledge-building environments</p> <p>2.2 Determine the organisation's strategic and learning requirements</p> <p>2.3 Review and report opportunities to stakeholders on range of options to improve ICT online infrastructure, systems and solutions</p> <p>2.4 Analyse and report risks associated with the implementation of an online environment for educational outcomes</p> <p>2.5 Devise policy and procedures that ensure safe and sustainable use of online environment for users, and appropriateness to organisational requirements</p>
3. Analyse current ICT technologies allowing communication and collaboration between learners and other stakeholders	<p>3.1 Research trends in teaching methods associated with different types of communication and collaboration technologies</p> <p>3.2 Review and report opportunities to stakeholders on range of options to improve communication and collaboration, systems and solutions in relation to learning outcomes</p> <p>3.3 Analyse and report risks associated with implementation of a communication and collaboration solution for educational outcomes</p> <p>3.4 Devise policy and procedures that ensure safe and sustainable use of communication and collaboration technologies for users, and appropriateness to organisational requirements</p>
4. Develop a pilot ICT educational platform solution	<p>4.1 Choose appropriate software and hardware solution to meet an identified problem</p> <p>4.2 Configure and administer an appropriate solution</p> <p>4.3 Test the solution to ensure connectivity and interoperability with existing systems</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.1, 2.1, 3.1	<ul style="list-style-type: none"> Researches information from a variety of sources in order to maintain knowledge about ICT learning environments
Reading	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> Sources, analyses and interprets information, in the context of ICT systems, processes and products for a learning environment
Writing	1.5, 2.3, 2.4, 2.5, 3.2, 3.3, 3.4	<ul style="list-style-type: none"> Produces documents including reports, policies and procedures, that are logically sequenced and in a format appropriate to the audience and context
Oral communication	1.4, 1.5, 2.3, 2.4, 3.2, 3.3	<ul style="list-style-type: none"> Uses communication techniques to provide and elicit information and recommendations
Navigate the world of work	1.1, 1.3, 2.1, 3.1	<ul style="list-style-type: none"> Develops skills and knowledge related to own role by researching and analysing the role of ICT in learning
Get the work done	1.1-1.5, 2.1-2.5, 3.1-3.4, 4.1-4.3	<ul style="list-style-type: none"> Plans, organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes Uses ICT-based tools to conduct research, evaluate and design systems, manage data and complete work tasks Uses systematic, analytical processes to evaluate the effectiveness of products and makes critical decisions systematically in complex situations, taking into consideration a range of variables, including the outcomes of previous decisions Identifies and responds to problems and opportunities for improvement, and considers options for different or enhanced approaches

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDEL801 Evaluate, implement and use ICT-based educational platforms	TAEDEL801A Evaluate, implement and use ICT-based educational platforms	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEDEL801 Evaluate, implement and use ICT-based educational platforms

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- research contemporary information and communications technology (ICT) in an educational environment, at least once
- document review of ICT solutions for an educational environment, collaboration, and communication technologies
- research theory and practice in relation to advanced learning practice, especially where these are enabled by new content solutions, and vocational education and training approaches or technologies
- create a working pilot using relevant ICT solutions.
-

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- budgeting and cost-benefit analysis principles
- the capabilities and limitations of the infrastructure of educational platforms
- the content and requirements of the relevant delivery and assessment strategies
- the content of relevant learning resources and learning materials
- learner requirements for the use of educational platforms
- pedagogical theory and practice, learner interests and changing learning styles, and application of ICT to learning and teaching
- processes for creating an effective learning experience, using electronic technology
- a range of appropriate learning strategies, and teaching and assessment methods.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to an e-learning environment.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAEDEL802 Use e-learning with social media

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to establish a social media learning community, to provide the essential skills for contemporary learning for people engaging in the world of work in a global environment.

It applies to educators taking a leadership position in using social networking as a mode for e-learning to facilitate learning.

This mode promotes constructivist learning, knowledge transfer and problem-solving skills, highly relevant in a contemporary age. Connectivism, and the contribution of the collective through online communities, put learners at ease to engage in web-based learning, and to empower them to perform as confident members of the workforce and community.

The unit may relate to learning activities in an educational institution.

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

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify and recommend appropriate environment for particular e-learning task	1.1 Analyse and evaluate appropriate learning theories for different forms of e-learning 1.2 Research appropriate sources of information and use the research findings to understand the online environments available for the e-learning task

ELEMENT	PERFORMANCE CRITERIA
	<p>1.3 Analyse and evaluate proposed e-learning task specifications, to determine possible online environments</p> <p>1.4 Establish and justify the recommended social media environment, and organisational requirements suitable for the learning task</p>
2. Plan the implementation of the selected social media environment	<p>2.1 Analyse and evaluate the critical success factors of social networking to determine the best fit for the e-learning task</p> <p>2.2 Identify the learner and learner styles for which the social networking application is suitable</p> <p>2.3 Prepare and document project management tasks, milestones, dependencies, resourcing, constraints and timelines for the appropriate learning models</p> <p>2.4 Gather data and prepare a report with data visualisation tools to present the planned effectiveness of implementation and instructional design principles</p> <p>2.5 Research and present documentation on the current legislation for use of social media protocols, policies and risks in the planning for the online social media environment</p>
3. Implement and evaluate the selected social media community	<p>3.1 Initiate, progress and establish the implementation of the selected social media community</p> <p>3.2 Identify the attributes of champion users and their training techniques, and promote them to build a dynamic social media environment</p> <p>3.3 Establish evaluation criteria as key performance indicators (KPIs), and measure the effectiveness of the implementation of the selected social media technologies</p> <p>3.4 Incorporate a regular reflection, review and report of the evaluation, in order to inform the refinement of KPIs</p>
4. Design and establish strategies to sustain the social media community	<p>4.1 Estimate the longevity and nature of the community</p> <p>4.2 Establish a plan using e-learning resources to encourage broad participation in social networking for learning</p> <p>4.3 Establish the steps to develop a self-sustaining community, then implement and document these steps</p> <p>4.4 Identify social media community members, and develop recruitment strategies</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.4	<ul style="list-style-type: none"> Researches, reflects, seeks feedback and undertakes review activities to build own knowledge and improve performance
Reading	1.1, 1.2, 1.3, 2.1, 2.5, 3.2, 3.3, 4.4	<ul style="list-style-type: none"> Sources, analyses and interprets information from various sources, including technical data, learning theories, organisational strategies and policies, learner information and review data to inform and define learning approaches, strategy and improvements
Writing	1.4, 2.3, 2.4, 2.5, 3.4, 4.2, 4.3	<ul style="list-style-type: none"> Prepares reports, project management information, plans and strategies in a logical manner, which incorporates the interpretation and analysis of information using a language format and style, appropriate to the audience and learning context
Oral communication	1.4, 2.2, 2.5, 3.1, 3.2, 3.4	<ul style="list-style-type: none"> Uses appropriate communication techniques to present reports that articulate research, protocol, risks and information related to using e-learning with social media Leads communication in order to establish e-learning communities
Navigate the world of work	1.2, 2.5, 2.5	<ul style="list-style-type: none"> Develops skills and knowledge related to role by researching and analysing the role of information and communications technology (ICT) in learning
Get the work done	1.1-1.4, 2.1-2.5, 3.1-3.4, 4.1-4.4	<ul style="list-style-type: none"> Plans, organises and completes work according to defined requirements taking responsibility for decisions and sequencing tasks to achieve efficient outcomes Uses ICT-based tools to conduct research, evaluate and design systems, manage data, communicate concepts and complete work tasks Uses systematic, analytical processes to evaluate effectiveness of products and makes critical decisions systematically in complex situations, taking into consideration a range of variables, including outcomes of previous decisions Accepts responsibility for risk assessment and appropriate management, applying problem-solving processes to determine controls

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDEL802 Use e-learning with social media	TAEDEL802A Use e-learning with social media	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEDEL802 Use e-learning with social media

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- documenting at least one review of information and communications technology (ICT) solutions for an educational environment, collaboration, and communication technologies, that includes researching theory and practice in relation to advanced learning practice, especially where these are enabled by new content solutions, and vocational education and training approaches or technologies.
-

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- contemporary ICT in an educational environment
- the criteria for assessment of online content and rate
- content repositories relevant to a specific community in order to build resources
- differences between social media communities for education, industry, business and government
- a range of learning styles and how to map them to relevant social media tools
- the key features of budgeting and cost-benefit analysis
- learner/individual community learning requirements
- options for the presentation of learning materials
- the processes for assessing the quality of dynamic interaction
- the processes for transferring and sharing knowledge with learners
- a range of assessment tools relevant to social media community activities
- a relevant repository of knowledge that can be shared
- the skills of champions and mentors
- the steps required to build an online social media community

- strategies to build effective interaction using ICT
- tangible and intangible elements of an online social media community.
-

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to an e-learning environment.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAEDES401 Design and develop learning programs

Modification History

Release	Comments
Release 2	This version first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor update to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Release 2.0</i> .

Application

This unit describes the skills and knowledge required to conceptualise, design, develop and review learning programs to meet an identified need for a group of learners. The unit addresses the skills and knowledge needed to identify the parameters of a learning program, determine its design, outline the content, and review its effectiveness.

It applies to trainers or facilitators who work under limited supervision to design, or develop, learning programs that are discrete, and provide a planned learning approach that relates to specific learning and training needs, or part of the learning design for a qualification.

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

Unit Sector

Learning design

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Define the parameters	1.1 Clarify the purpose and type of learning program with key

ELEMENT	PERFORMANCE CRITERIA
of the learning program	stakeholders 1.2 Access and confirm the competency standards, and other training specifications, on which to base the learning program 1.3 Identify language, literacy and numeracy requirements of the program 1.4 Identify and consider characteristics of the target learner group
2. Work within the VET policy framework	2.1 Access relevant vocational education and training (VET) policies and frameworks, and apply to work practices 2.2 Identify changes to training packages and accredited courses, and apply these to program development 2.3 Conduct work according to organisational quality assurance policies and procedures
3. Develop program content	3.1 Research, develop and document specific subject matter content, according to agreed design options 3.2 Evaluate existing learning resources for content relevance and quality 3.3 Specify assessment requirements of the learning program
4. Design the structure of the learning program	4.1 Break the learning content into manageable segments, and document the timeframe for each segment 4.2 Determine and confirm delivery strategies, required assessment methods and tools 4.3 Document the complete learning program in line with organisational requirements 4.4 Review the complete program with key stakeholders, and adjust as required 4.5 Ensure a safe learning progression by analysing risks in the learning environment, and including a risk control plan

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

Reading	1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.2, 4.4, 4.5	<ul style="list-style-type: none"> Interprets specific information and instructions from a range of sources, to identify relevance to requirements
Writing	1.1, 3.1, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5	<ul style="list-style-type: none"> Develops documents and content using the required format, accurate spelling, and grammar and terminology specific to the purpose and audience
Oral Communication	1.4	<ul style="list-style-type: none"> Uses appropriate language, questioning and listening techniques to provide and elicit information, confirm understanding and explore others' views.
Numeracy	4.1	<ul style="list-style-type: none"> Interprets familiar measurements relating to timeframes and compares against requirements
Navigate the world of work	4.3	<ul style="list-style-type: none"> Follows organisational protocols, policies and procedures regarding program documentation
Interact with others	1.1, 1.2, 4.2, 4.4	<ul style="list-style-type: none"> Recognises the importance of consultation and negotiation while collaborating to confirm strategy and achieve required outcomes
Get the work done	1.1-1.4, 2.1-2.3, 3.1-3.3, 4.1-4.5	<ul style="list-style-type: none"> Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes Identifies and responds to potential risks, considering options for different approaches Uses information and communications technology (ICT) based tools to conduct research, design work processes, and to complete work tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDES401 Design and develop learning programs	TAEDES401A Design and develop learning programs	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEDES401 Design and develop learning programs

Modification History

Release	Comments
Release 2	This version first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor update to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Release 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- designing, developing and reviewing learning programs within the vocational education and training (VET) context
- preparing and developing a minimum of two learning programs:
- that contain differentiated learning program designs to reflect particular needs, contexts and timelines

at least one of which must be based on competency standards or accredited courses, and must cover at least one entire unit of competency or accredited course module.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- information about training package developers and course accreditation agencies responsible for specific learning program parameters
- training packages and relevant competency standards to be used as the basis of the learning program
- other performance standards and criteria to be used as the basis of the learning program, where relevant
- the distinction and relationship between a training package/accredited course, learning strategy and learning program
- the different purposes and focus of learning programs

- instructional design principles relating to different design options for learning program design and structure
- availability and types of different relevant learning resources, learning materials, and pre-developed learning activities
- methodologies relating to developing and documenting new learning activities, and related learning materials
- different delivery modes and methods
- relevant policies, legal requirements, codes of practice and national standards, including commonwealth and state or territory legislation, that may affect training and assessment in the VET sector
- describe relevant workplace health and safety (WHS) knowledge relating to the work role, and WHS considerations that need to be included in the learning program.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to competency standards or accredited courses relevant to the learning programs.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAEDES402 Use training packages and accredited courses to meet client needs

Modification History

Release	Comments
Release 2	This version first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor update to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Release 2.0</i> .

Application

This unit describes the skills and knowledge required to use training packages and accredited courses as tools to support industry, organisation and individual competency development needs.

It applies to individuals who are working in or with training and/or assessment organisations as an entry-level trainer, teacher, facilitator or assessor using a pre-defined training product, such as a training package or accredited course.

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

Unit Sector

Learning design

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Select appropriate training package or	1.1 Confirm the training and/or assessment needs of the client 1.2 Identify and source training packages, qualifications and/or

ELEMENT	PERFORMANCE CRITERIA
accredited course	accredited courses that could satisfy client needs 1.3 Use training products in line with vocational education and training (VET) sector requirements, and the training and assessment organisation's quality assurance policies and procedures
2. Analyse and interpret the qualifications framework	2.1 Read and interpret the qualification framework, and packaging rules of the identified qualification 2.2 Review and determine applicable licensing requirements and prerequisites 2.3 Determine suitable electives that meet client needs and job roles
3. Analyse and interpret units of competency and accredited modules	3.1 Select skill set, individual unit or accredited module to meet client needs and document reasons for selection 3.2 Read, analyse and interpret all parts of each selected unit, or accredited module, for application to client needs 3.3 Analyse links between the units, and/or accredited modules, to develop effective applications for the client
4. Contextualise units and modules for client applications	4.1 Use information from the client to contextualise units, or accredited modules, to meet client needs 4.2 Use advice on contextualisation produced by the training package developer or course developer to meet client needs
5. Analyse and interpret assessment information	5.1 Read and analyse the assessment information of the relevant training package or accredited course 5.2 Provide appropriate advice to the client about assessment requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2,	<ul style="list-style-type: none"> Sources, analyses and interprets information, to identify relevance to client needs

	3.3, 4.2, 5.1, 5.1	
Writing	3.3, 3.4, 4.1, 4.2, 5.1, 5.2	<ul style="list-style-type: none"> Prepares information that incorporates the interpretation and analysis of information, using appropriate language in a format and style suited to the audience and context
Oral Communication	1.1, 4.1, 5.2	<ul style="list-style-type: none"> Uses appropriate communication techniques to provide and elicit information, confirm understanding and communicate conclusions
Navigate the world of work	1.3	<ul style="list-style-type: none"> Follows organisational protocols, policies and procedures regarding quality assurance
Interact with others	1.1	<ul style="list-style-type: none"> Recognises the importance of consultation and negotiation to confirm client needs
Get the work done	1.1-1.3, 2.1-2.3, 3.1-3.4, 4.1, 4.2, 5.1, 5.2	<ul style="list-style-type: none"> Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes Identifies and responds to problems and opportunities for improvement and innovation, and considers options for different approaches Uses information and communications technology (ICT) based tools to conduct research, design work processes, and to complete work tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDES402 Use training packages and accredited courses to meet client needs	TAEDES402A Use training packages and accredited courses to meet client needs	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEDES402 Use training packages and accredited courses to meet client needs

Modification History

Release	Comments
Release 2	This version first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor update to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Release 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- analysing a training package and/or accredited course, to examine its component parts, identify relevant qualifications and units of competency or modules, and contextualise those to meet the specific needs of one client
- demonstrate a minimum of two examples of analysing training specifications, including at least one training package; the other may be another training package or an accredited course that meets a specific client need.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of the:

- Australian Qualifications Framework (AQF) guidelines, including characteristics of AQF qualification types
- functions and responsibilities of training package developers, and course accreditation agencies, and their roles as key vocational education and training (VET) organisations
- dimensions of competency
- format and structure of accredited courses
- format and structure of units of competency, and assessment requirements
- function of training packages and accredited curriculum as benchmarks in a competency-based VET training and assessment system

- methodology relating to analysing and using competency standards for a range of applications and purposes, to meet the needs of a diverse range of VET clients
- terminology used in training packages and accredited courses
- parts of training packages that can be contextualised and parts that cannot
- Standards for Training Packages, including the role and purpose of each endorsed component
- non-endorsed components of training packages
- sources of training package information.
-

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to:

- training package components developed to meet the Standards for Training Packages, and those developed to meet the requirements of the Training Package Development Handbook.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAEDES501 Design and develop learning strategies

Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor update to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Release 2.0</i> .

Application

This unit describes the skills and knowledge required to design, develop and review learning strategies.

It applies to those who work under limited supervision and use a range of specialised technical or managerial skills to develop learning strategies relevant to both Training Package qualifications and course-based qualifications.

The learning strategy provides an overview or outline only. Detailed guidance is provided in the content of specific learning programs.

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

Unit Sector

Learning design

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine the	1.1 Clarify the purpose of the learning strategy, likely target

ELEMENT	PERFORMANCE CRITERIA
parameters of the learning strategy	<p>groups and their learning needs</p> <p>1.2 Research qualification or other benchmark options for meeting the likely target group needs and select an appropriate option</p> <p>1.3 Consult with relevant people to confirm the parameters of the learning strategy</p>
2. Develop the framework for the learning strategy	<p>2.1 Develop a learning strategy design that reflects the requirements of the selected qualification or other benchmark</p> <p>2.2 Analyse industry or organisation documentation to determine additional and supporting requirements</p> <p>2.3 Research and analyse options for design, based on likely target groups, their learning needs and contexts for delivery</p> <p>2.4 Use appropriate learning theories and instructional design principles to support the learning strategy design</p> <p>2.5 Identify and document learning outcomes</p> <p>2.6 Consult to modify and confirm the framework</p> <p>2.7 Develop the review process for the learning strategy</p>
3. Devise the content and structure of the learning strategy	<p>3.1 Construct content headings from learning outcomes to form an overview of content to be addressed</p> <p>3.2 Sequence the content to support learning and determine overall timelines within operating constraints</p> <p>3.3 Express learning strategy outcomes to reflect both generic and specific learning outcomes to be achieved</p> <p>3.4 Identify and document appropriate delivery and assessment strategies, taking account of the learning parameters, design framework and learning context</p> <p>3.5 Identify and document operational requirements</p>
4. Review the learning strategy	<p>4.1 Review the learning strategy in collaboration with relevant people against specified criteria prior to and post implementation</p> <p>4.2 Document a post-implementation review process that includes measures for identifying the effectiveness and quality of the learning strategy</p> <p>4.3 Make recommendations based on outcomes of the review processes, where appropriate, and document these</p> <p>4.4 Make modifications and document as part of a continuous improvement strategy</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.2, 2.3, 2.5, 3.4, 3.5, 4.1	<ul style="list-style-type: none"> Sources, analyses and interprets written information, including training standards, organisational policies and procedures and review data to identify relevance for learning strategy and continuous improvement
Writing	1.1, 2.1, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 4.4	<ul style="list-style-type: none"> Produces documents, including a learning strategy, that incorporates the analysis of information, and is presented in clear and format and style appropriate to audience and context
Numeracy	3.2	<ul style="list-style-type: none"> Structures timeframes to represent a sequence of events
Interact with others	1.1, 1.3, 2.6, 4.1	<ul style="list-style-type: none"> Recognises the importance of consultation and collaboration to clarify strategy and receive and incorporate feedback
Get the work done	1.1-1.3, 2.1-2.7, 3.1-3.5, 4.1-4.4	<ul style="list-style-type: none"> Plans, organises and completes work according to defined requirements taking responsibility for decisions Identifies and responds to problems and opportunities for improvement and considers options for different approaches Sequences tasks to achieve efficient outcomes and identifies appropriate process milestones and performance indicators to monitor progress

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDES501 Design and develop learning strategies	TAEDES501A Design and develop learning strategies	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEDES501 Design and develop learning strategies

Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor update to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Release 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- preparation and presentation of a minimum of two examples of learning strategies designed by the candidate, with differentiated design structures in each that:
 - reflect the specific requirements of the qualification or skill set, and
 - reflect client needs and the contexts of application
- documentation of a review that provides outcomes and evidence of continuous improvement.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- Training Packages, including the content of Training Packages relevant to the learning strategy
- accredited courses and the similarities and differences between them and the skill sets, or qualifications, within training packages
- NVR/AQTF requirements for Registered Training Organisations (RTOs) in terms of their effect on the design, and development, of learning strategies
- The Australian Qualifications Framework (AQF) including:
 - key features of each qualification type
 - AQF pathways policy including credit transfer
- industry and enterprise requirements, including:

- those relevant to the learning strategy
- industry licensing arrangements, where relevant
- the main branches of learning theory incorporating behavioural learning theory, cognitive learning theory, experiential learning theory, information processing theory and current research on learning, as it relates to teaching in an adult environment
- assessment approaches, including:
 - the basis and rationale for different assessment methods appropriate to the learning strategy.
 -

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to NVR/AQTF requirements for RTOs.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAEDES502 Design and develop learning resources

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to design, and develop resources to support the learning process.

It applies to those who use a range of specialised technical or managerial skills, to develop learning resources.

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

Unit Sector

Learning design

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Research the learning resource requirements	1.1 Clarify with the client the brief, focus and type of learning resource 1.2 Research the target audience, their learning needs and the learning environment for the resource 1.3 Gather, collate and analyse relevant existing information 1.4 Identify any ethical and legal considerations and act on them 1.5 Write a development work plan

ELEMENT	PERFORMANCE CRITERIA
2. Design the learning resource and plan the content	<p>2.1 Generate a range of design options using a variety of techniques</p> <p>2.2 Develop and confirm with the client an outline or prototype for the learning resource</p> <p>2.3 Analyse content specifications of the learning product and map out proposed content</p>
3. Develop the learning resource content	<p>3.1 Develop content and content specifications in accordance with the agreed design</p> <p>3.2 Establish mechanisms for reviewing work-in-progress</p> <p>3.3 Ensure any text is clear, concise, grammatically correct and appropriate for the intended audience</p> <p>3.4 Ensure any visuals are relevant, instructive and appropriate for the intended audience</p>
4. Review learning resource prior to implementation	<p>4.1 Check resource content to ensure the accuracy and relevance of information against specifications</p> <p>4.2 Check text, format and visual design for clarity and focus</p> <p>4.3 Conduct an external review using appropriate review methods and incorporate feedback</p> <p>4.4 Review final draft against the brief and other relevant criteria to ensure it meets all requirements prior to delivery to the client</p>
5. Evaluate the design and development process	<p>5.1 Review the design and development process against appropriate evaluation criteria</p> <p>5.2 Reflect on the development process and methods and identify areas for improvement</p> <p>5.3 Document identified improvements for future projects</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 1.4, 2.3, 3.1, 3.3, 3.4,	<ul style="list-style-type: none"> Sources, analyses and interprets text-based information to identify relevance to requirements

	4.1, 4.2, 4.3, 4.4, 5.1	<ul style="list-style-type: none"> Checks learning materials for accuracy, relevance, clarity and focus
Writing	1.1, 1.5, 2.1, 2.2, 2.3, 3.1, 3.3, 4.3, 5.2, 5.3	<ul style="list-style-type: none"> Produces learning materials that are clear, concise, grammatically correct and appropriate for the intended audience Produces documents in a format and structure appropriate for audience and context
Oral Communication	1.2, 1.4, 3.2, 4.3	<ul style="list-style-type: none"> Uses appropriate communication to clarify requirements, elicit information and review materials
Navigate the world of work	1.4	<ul style="list-style-type: none"> Identifies, confirms and takes responsibility for adherence to legal and ethical requirements
Interact with others	1.1, 2.2	<ul style="list-style-type: none"> Recognises the importance of consultation and negotiation, while collaborating to confirm strategy and achieve required outcomes
Get the work done	1.1-1.5, 2.1-2.3, 3.1-3.4, 4.1-4.4, 5.1-5.3	<ul style="list-style-type: none"> Plans, organises and completes work according to defined requirements, taking responsibility for decisions Sequences tasks to achieve efficient outcomes and monitors progress Seeks feedback and identifies, and responds to problems and opportunities for improvement, and considers options for different or improved approaches

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDES502 Design and develop learning resources	TAEDES502A Design and develop learning resources	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEDES502 Design and develop learning resources

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- researching, designing and developing two print based resources that reflect client needs and the contexts of application, with documented evidence of:
 - consultation with clients, research and findings
 - completed designs for the two resources
- completed development of one resource, with documented evidence of:
 - a review and trial of the resource, including user feedback and how this impacted on the development of the resource
 - the final print-based resource, either complete, or in part, or a sample
 - the candidate's specific role in the development process.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- the principles, theories and contemporary practices of instructional design
- the main branches of learning theory incorporating behavioural learning theory, cognitive learning theory, experiential learning theory, information processing theory and current research on learning, as it relates to teaching in an adult environment
- language, literacy and numeracy (LLN) issues, including:
 - requirements of the target audience
 - using the Australian Core Skills Framework (ACSF) as a framework to aid instructional design
- legal, organisational and ethical responsibilities associated with the assessment system, including:
 - maintaining client privacy and confidentiality

- providing accurate information
- duty of care under common law
- compliance with NVR/AQTF requirements
- copyright and its effect on the design, and development of learning resources.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAEDES503 Design and develop e-learning resources

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to design and develop e-learning resources.

It applies to those who work under limited supervision and use a range of specialised technical or managerial skills, to develop e-learning resources.

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

Unit Sector

Learning design

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine the scope and research the e-learning resource	1.1 Clarify the brief and focus for the e-resource with the client 1.2 Research the likely target audience for the e-resource, their characteristics and learning needs 1.3 Read, interpret and analyse existing relevant information, to determine the learning content for an e-learning resource 1.4 Determine the suitability of an e-learning resource for the likely target audience 1.5 Identify any ethical and legal considerations

ELEMENT	PERFORMANCE CRITERIA
	1.6 Document findings of the research
2. Design the e-learning resource	<p>2.1 Use knowledge and experience in learning theory and instructional design, to create the design for the e-learning resource</p> <p>2.2 Plan resources, materials and technical requirements needed for development of the e-learning resource based on the design of the e-learning resource</p> <p>2.3 Present and discuss the design with the client, and obtain further feedback of the e-learning resource</p> <p>2.4 Incorporate feedback and address any additional issues in the design</p> <p>2.5 Confirm with client the design to be developed into the e-learning resource</p>
3. Develop the e-learning resource	<p>3.1 Identify the relevant people to collaborate with on the development of the e-learning resources</p> <p>3.2 Determine the timelines and resource issues for the production of the e-learning resource</p> <p>3.3 Consult and use relevant technical guidelines and requirements</p> <p>3.4 Address any identified legal or ethical obligations, or issues that arise in the development of the e-learning resource</p> <p>3.5 Develop content and technical framework of the e-learning resources, and address any issues as they arise with relevant persons</p> <p>3.6 Document the development of the e-learning resource</p>
4. Review, trial and evaluate the e-learning process	<p>4.1 Review the e-learning resource against the client brief, likely target audience and learning needs</p> <p>4.2 Plan for the trial of the e-learning resource with potential users</p> <p>4.3 Trial the resource with appropriate recording of outcomes and feedback</p> <p>4.4 Analyse outcomes and feedback of the trial</p> <p>4.5 Make adjustments to finalise the e-learning resource</p> <p>4.6 Discuss and reflect on production of the e-learning resource</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 3.2, 3.3, 3.4, 4.1, 4.4	<ul style="list-style-type: none"> Sources, analyses and interprets text-based information, including technical standards, learning theories, organisational policies and procedures, learner information, and review data to inform development of resources
Writing	1.6, 2.1, 2.4, 3.2, 3.5, 3.6, 4.2, 4.3, 4.5	<ul style="list-style-type: none"> Produces e-learning material that incorporates an analysis of research, and meets the needs of a specific audience, context and medium Produces supporting documentation in an appropriate style and format
Oral Communication	1.2, 1.5, 2.3, 3.1, 4.1, 4.2, 4.6	<ul style="list-style-type: none"> Uses appropriate communication techniques to explore client requirements, present and discuss ideas and feedback, consult
Numeracy	3.2	<ul style="list-style-type: none"> Structures timeframes to represent a sequence of events Costs resources as appropriate Works with technical information
Navigate the world of work	1.5, 3.4	<ul style="list-style-type: none"> Identifies, confirms and takes responsibility for adherence to legal and ethical requirements
Interact with others	1.1, 2.5, 3.3	<ul style="list-style-type: none"> Recognises the importance of consultation and negotiation, while collaborating to confirm the strategy, and achieve required outcomes
Get the work done	1.1-1.6, 2.1-2.5, 3.1-3.6, 4.1-4.6	<ul style="list-style-type: none"> Plans, organises and completes work according to defined requirements, taking responsibility for decisions Sequences tasks and establishes timelines to achieve efficient outcomes and monitors progress Seeks feedback and identifies and responds to problems and opportunities for improvement and considers options for different or improved approaches Uses information and communications technology (ICT) based tools to conduct research, assess specifications and complete work tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDES503 Design and develop e-learning resources	TAEDES503A Design and develop e-learning resources	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEDES503 Design and develop e-learning resources

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- to research, design and develop two e-learning resources that reflect client needs and the contexts of application, including:
 - documented evidence of consultation, research and findings
 - completed designs for the two resources
- completed development of one resource, with documented evidence of:
 - a review and trial of the resource, including user feedback and how this impacted on the development of the resource
 - the final e-learning resource, either complete, or in part, or a sample
 - the candidate's specific role in the development process.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- the characteristics of the intended learner group or audience that may impact on learning, including:
 - language, literacy and numeracy competency
 - cultural, educational and other backgrounds
 - attributes or experience
- current and emerging technologies available for e-resources
- project management methodology to ensure the design and development meets requirements of budget, time, resources and administration
- the principles around effective learning using technology, including multiple perspectives, opportunity for reflection and collaborative learning, and the variety and organisation of information

- concepts of intellectual property and related legal requirements
- a range of e-learning environments and products, and their suitability for different learning outcomes and audiences
- design models and technical requirements for e-learning resources

how design models and technical resources affect learning.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to an e-learning environment.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAEDES504 Research and develop units of competency

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to research, and develop units of competency to address work functions and processes, work roles and work-related vocational outcomes.

It applies to those who work under limited supervision and use a range of specialised analytical or managerial skills, in researching and developing units of competency.

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

Unit Sector

Learning design

Elements and Performance Criteria

ELEMENT	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 requirements and research competency area	1.1 Clarify with the client, the purpose and scope for developing the unit of competency 1.2 Identify and confirm with relevant people, the systems and processes necessary to manage the development of the unit of competency 1.3 Conduct initial research in the defined scope to identify relevant information to the unit of competency

ELEMENT	PERFORMANCE CRITERIA
	1.4 Analyse work role using a variety of research methods 1.5 Establish an overview of the factors necessary to competently perform work functions 1.6 Confirm research outcomes with relevant people
2. Draft the unit of competency	2.1 Access and interpret relevant guidelines to format and structure, the unit of competency 2.2 Use the research outcomes and relevant guidelines to draft the unit of competency in the required format 2.3 Draft a consistent and accessible unit of competency using plain English and technical language appropriate to the audience 2.4 Confirm the draft unit of competency with relevant people
3. Validate the unit of competency	3.1 Plan and write a comprehensive consultation process to review, validate and obtain feedback on the draft unit of competency 3.2 Review the consultation process 3.3 Conduct the consultation process with relevant stakeholders 3.4 Collate and analyse feedback from the consultation process, and modify the draft unit of competency to address any issues raised 3.5 Document the consultation process and outcomes 3.6 Conduct further consultation if necessary, and any further modifications to the draft unit of competency 3.7 Confirm findings with relevant stakeholders
4. Finalise the unit of competency	4.1 Ensure the draft unit of competency includes all relevant changes and the draft meets all requirements 4.2 Consider and address any final issues in the draft unit of competency, and deliver to the client 4.3 Evaluate and reflect upon the development process to identify and make improvements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance	Description
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	Criteria	
Learning	4.3	<ul style="list-style-type: none"> Reflects, seeks feedback and undertakes review activities to build own knowledge in order to improve
Reading	1.2, 1.3, 1.4, 2.1, 3.2, 3.4, 4.1, 4.2	<ul style="list-style-type: none"> Sources, analyses and interprets written texts, including research material, job role specifications, standards and organisational policies and procedures, to identify information relevant to units of competency and continuous improvement
Writing	1.1, 1.2, 1.5, 1.6, 2.2, 2.3, 2.4, 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 4.2, 4.3	<ul style="list-style-type: none"> Structures content and documents in a precise and logical manner that incorporates the interpretation and analysis of information various sources using language, format and style appropriate to a specific audience and context
Oral Communication	1.3, 1.4, 4.3	<ul style="list-style-type: none"> Leads communication using appropriate techniques to provide and elicit information, confirm understanding, explore client requirements and describe recommendations and improvements effectively and appropriately
Interact with others	1.1, 1.2, 1.6, 2.4, 3.3, 3.6, 3.7	<ul style="list-style-type: none"> Recognises the importance of consultation and collaboration, to clarify and confirm strategy and receive and incorporate feedback
Get the work done	1.1-1.6, 2.1-2.4, 3.1-3.7, 4.1-4.3	<ul style="list-style-type: none"> Plans, organises and completes work according to defined requirements, taking responsibility for decisions Seeks feedback, reflects and identifies and responds to problems and opportunities for improvement and considers options for different or improved approaches

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDES504 Research and develop units of competency	TAEDES504A Research and develop units of competency	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEDES504 Research and develop units of competency

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- to research, plan and draft three units of competency, and their associated assessment requirements, with consultation and review processes for each unit
- provide the draft units of competency that meet format requirements, each with a written report detailing:
 - discussions with the client to clarify the scope, and purpose of the unit of competency
 - research undertaken, including methods and outcomes
 - consultation process and feedback
 - changes made to the unit of competency as a result of the consultation process.
-

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- training package development and implementation
- current Standards for Training Packages and any related guidelines
- the roles of Industry Skills Councils (ISCs) and the National Skills Standards Council (NSSC) in relation to the development and endorsement of Training Packages
- who to collaborate with in order to obtain information about competency standards and their development, including:
 - ISCs
 - employer organisations and unions
 - professional bodies
 - other developers
 - the training package quality assurance panel

- trainers
- facilitators and assessors
- relevant workplace health and safety (WHS) knowledge relating to the work role, and WHS considerations that need to be included in the content of competency standards.
-

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to Standards for Training Packages.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAEDES505 Evaluate a training program

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to evaluate a training program, by measuring the effectiveness of training in meeting workforce performance needs and capability requirements.

In a NVR/AQTF context it can contribute to the continuous improvement cycle within a registered training organisation (RTO).

It applies to those who have responsibility for delivery and assessment strategies in the training programs of an organisation.

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

Unit Sector

Learning design

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Plan and prepare evaluation	1.1 Document the aim and scope of the evaluation study 1.2 Identify the data and information required, and access sources of information 1.3 Establish a project plan and timelines that identify tasks and

ELEMENT	PERFORMANCE CRITERIA
	stakeholders in the evaluation process 1.4 Select and brief staff to be involved 1.5 Establish constructive relationships with the stakeholders identified in the evaluation plan
2. Collect and collate evaluation data and information for a training program	2.1 Identify the most appropriate technique(s) for gathering quantitative and qualitative data and information 2.2 Develop evaluation instruments to gather data and information 2.3 Arrange workplace visits and meetings, and access to data and information 2.4 Collect data and information, and store in compliance with the record keeping and privacy policies and procedures of the organisation 2.5 Identify and record potentially useful information that is not identified in the evaluation plan 2.6 Collate and process data relevant to the evaluation
3. Analyse evaluation data and information and make conclusions	3.1 Analyse the data and information to identify the outcomes of training, and their impact on workforce capability 3.2 Cross-check findings where possible by comparing with the results from different evaluation instruments 3.3 Develop conclusions about the effectiveness and efficiency of the training program, as per the evaluation aim and scope 3.4 Document areas of training that are satisfactory and those requiring improvement 3.5 Identify factors affecting performance and suggest possible enhancements or alternatives to the training program
4. Report on the conclusions and recommendations of the evaluation	4.1 Document issues and conclusions arising from the analysis conducted 4.2 Make recommendations to stakeholders on areas of possible improvement 4.3 Discuss preliminary findings with stakeholders 4.4 Produce an evaluation report and distribute to all stakeholders

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 2.1, 2.4 2.5, 2.6, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> • Sources and analyses text-based information to identify relevance to requirements • Interprets written and numeric information to draw conclusions and to inform decision making
Writing	1.1, 1.3, 2.1, 2.2, 2.5, 2.6, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 4.4	<ul style="list-style-type: none"> • Produces documentation including a project plan, evaluation instruments, data reports, project reports, and evaluations, in a logical and concise manner that incorporates the analysis of information and the development of conclusions and recommendations, using language, format and style appropriate to a specific audience and context
Oral Communication	1.4, 2.3, 2.4, 4.2, 4.3	<ul style="list-style-type: none"> • Uses appropriate communication techniques to provide and elicit information, confirm understanding, explore client requirements and discuss findings
Numeracy	1.2, 1.3, 2.1, 2.2, 2.5, 2.6, 3.1, 3.2, 4.1, 4.4	<ul style="list-style-type: none"> • Collates, interprets and compares numerical and statistical information to apply relevance to requirements
Navigate the world of work	2.4	<ul style="list-style-type: none"> • Follows organisational protocols, policies and procedures regarding program evaluation
Interact with others	1.5	<ul style="list-style-type: none"> • Recognises the importance of consultation and collaboration to build rapport, clarify and confirm strategy and receive and incorporate feedback
Get the work done	1.1-1.5, 2.1-2.6, 3.1-3.5, 4.1-4.4	<ul style="list-style-type: none"> • Plans, organises and completes work according to defined requirements taking responsibility for decisions • Sequences tasks to achieve efficient outcomes and identifies appropriate process milestones and evaluation processes to assess program effectiveness • Seeks feedback and identifies and responds to problems and opportunities for improvement and considers options for different or improved approaches

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDES505 Evaluate a training program	TAEDES505A Evaluate a training program	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEDES505 Evaluate a training program

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- evaluating one training program against workforce performance needs and capability requirements
- producing an evaluation report that addresses all phases of the evaluation process including recommendations on areas for improvement
- critically reviewing the evaluation process and approaches taken and propose changes to improve the process.
-

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- Training Packages and accredited courses, and what comprises quality training and assessment services
- the terminology relating to quality evaluation processes
- a range of evaluation models/methods, including the Kirkpatrick Model
- security of information and confidentiality requirements in relation to evaluation
- different methodologies for evaluation, and when qualitative and quantitative measures are most useful.
-

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to the full details of the training program to be evaluated.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAEICR501 Work in partnership with industry, enterprises and community groups

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to work in partnership with industry, enterprises and community groups to provide a range of learning and development services. It covers preparing for the partnership as well as negotiating, implementing, maintaining, evaluating and reviewing the partnership arrangement.

It applies to individuals within a Registered Training Organisation (RTO) who are planning to work in partnerships, or who are already working in partnership, with an organisation such as an industry group, enterprise or community group, to provide a learning and development service, or related service.

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

Unit Sector

Industry and community relations

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for partnership with the organisation	1.1 Determine RTO readiness for engagement with the partner organisation, in line with the RTO's strategic plan 1.2 Identify skills needed by RTO staff to work effectively with the organisation, as determined by the requirements of the

ELEMENT	PERFORMANCE CRITERIA
	<p>organisation</p> <p>1.3 Conduct an RTO skills analysis to determine if the RTO staff have the required skills, or need further development prior to engaging with the organisation</p>
2. Negotiate the partnership	<p>2.1 Identify and set objectives for the partnership, in line with the strategic direction and plan of both the RTO and the partner organisation</p> <p>2.2 Determine and act on the likely strengths and weaknesses, opportunities and threats of the partnership arrangement</p> <p>2.3 Come to a common agreement with the organisation about the services and responsibilities of the RTO and the organisation</p> <p>2.4 Analyse resources needed for the partnership arrangement, and determine what resources each party will be contributing to the partnership</p> <p>2.5 Facilitate the drawing up and signing of a contract, or agreement, by appropriate personnel in both organisations</p>
3. Implement the partnership	<p>3.1 Design organisational processes in consultation with the relevant RTO and the partner organisation's personnel</p> <p>3.2 Establish reporting and recordkeeping processes in accordance with the RTO and the organisation's requirements</p> <p>3.3 Set the parameters for quality assurance of the service offered to the organisation</p> <p>3.4 Develop a learning and development strategy in consultation with the relevant RTO and the organisation's personnel</p> <p>3.5 Contextualise the learning and development service as required by the organisation</p> <p>3.6 Provide the learning and development service required by the organisation</p>
4. Maintain the partnership	<p>4.1 Use appropriate communication and interpersonal skills to develop, and maintain, a professional relationship with the partner organisation</p> <p>4.2 Provide support for own staff when providing the service to the organisation</p> <p>4.3 Encourage the organisation to provide support for their own staff when undergoing training, development and assessment</p>
5. Evaluate and review the partnership	<p>5.1 Evaluate the participants' reaction to the learning and development service</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>5.2 Evaluate the development in terms of the application of new skills, knowledge and attitude to the workplace</p> <p>5.3 Analyse the changes the learning and development service has made to the partner organisation</p> <p>5.4 Set up review criteria, and review the partnership arrangement, in consultation with the organisation</p> <p>5.5 Use evaluation and review processes to make suggestions for improving existing and future partnership arrangements, and report to relevant personnel</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.4, 3.6	<ul style="list-style-type: none"> Reflects on skills and knowledge of others, to seek opportunities for learning, development and improvement
Reading	1.1, 1.2, 2.1, 2.4, 5.1, 5.2, 5.3	<ul style="list-style-type: none"> Identifies, analyses and interprets written information presented in a variety of formats to identify relevance to requirements
Writing	1.3, 2.1, 2.2, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 5.4, 5.5	<ul style="list-style-type: none"> Prepares appropriate documentation in a detailed and logical manner using language, format and style appropriate to a specific audiences
Oral Communication	2.3, 4.1, 5.5	<ul style="list-style-type: none"> Leads communication to effectively provide and elicit information, confirm understanding, explore partner requirements, maintain relationships, support staff and clients
Navigate the world of work	2.3, 2.5, 3.1, 3.2	<ul style="list-style-type: none"> Facilitates the development of organisational goals, roles and responsibilities Facilitates the development and implementation of contracts or agreements
Interact with others	3.1, 3.4, 5.4	<ul style="list-style-type: none"> Recognises the importance of consultation and negotiation, while collaborating to achieve required outcomes
Get the work	1.1-1.3, 2.1-2.5,	<ul style="list-style-type: none"> Organises and completes work according to defined requirements, taking responsibility for decisions and

done	3.1-3.6, 4.2, 4.3, 5.1-5.5	<p>sequencing tasks to achieve efficient outcomes</p> <ul style="list-style-type: none"> • Uses systematic, analytical processes in complex, routine and non-routine situations gathering information and identifying and evaluating options based on organisational needs • Uses information and communications technology (ICT) based tools to design work processes, manage data and records and to complete work tasks
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEICR501 Work in partnership with industry, enterprises and community groups	TAEICR501A Work in partnership with industry, enterprises and community groups	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEICR501 Work in partnership with industry, enterprises and community groups

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- developing and maintaining key aspects of a partnership between a Registered Training Organisation (RTO) and at least one organisation, including:
- preparing for a partnership with an organisation
- negotiating the partnership
- implementing the partnership
- maintaining the partnership, including consulting and discussing issues with the organisation's personnel
- evaluating and reviewing the partnership.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- features of effective partnerships between RTOs and industry, enterprises and community groups
- the methods used to learn about:
 - the organisation's business and complexity
 - the organisation's services and/or products
 - emerging technologies, and trends, in the industry area that may affect the organisation's operations
- features of the partner organisation, including:
 - the purpose of the organisation, its strategic direction and plans
 - staffing numbers and organisational structure
 - reporting and recordkeeping requirements

- any policies and procedures relevant to the partnership, including quality, and workplace health and safety (WHS) procedures
- the importance of responding to the client organisation's needs efficiently and effectively
- training and assessment practices and procedures, including:
 - how the customisation of units of competency, resources and assessment tasks can be undertaken to meet organisational needs.
-

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to the RTO's policy in relationship to partnerships with external organisations.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAELED801 Design pedagogy for e-learning

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to evaluate how current pedagogical practices can be transformed to capitalise on increasing options for learning, based on the immediacy, mobility and portability of technology. It develops the advanced theoretical and technical knowledge required to respond to the implications associated with learning now occurring any time, any place, on a range of digital devices, from a variety of digital sources, and with anyone from around the globe.

It applies to teachers, trainers, educators and facilitators wanting to develop advanced pedagogical skills and knowledge, based on the increasing range of learning options now available with technology.

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

Unit Sector

Learning and development

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Evaluate the pedagogical effects of e-learning	1.1 Analyse recent research into the results of a range of e-learning programs 1.2 Evaluate existing learning practices without technology, and

ELEMENT	PERFORMANCE CRITERIA
	<p>compare their effectiveness to e-learning</p> <p>1.3 Use well-developed judgement to identify the most effective current e-learning options</p> <p>1.4 Use independent judgement to develop learning criteria to apply to these approaches</p> <p>1.5 Evaluate the effectiveness of these approaches, based on these criteria</p>
2. Generate e-learning options to cater for diversity	<p>2.1 Assess and evaluate e-learning options to cater for the unique learning needs of each learner</p> <p>2.2 Design an e-learning program that enables learners to effectively use technologies that suit their learning needs</p> <p>2.3 Evaluate the effectiveness of a range of readily available technology devices</p> <p>2.4 Evaluate the effectiveness of a range of readily available e-learning software options</p>
3. Initiate self-directed learning using technology	<p>3.1 Plan learning programs that address different learning styles, and increasingly enable learners to direct their own learning through the use of technology</p> <p>3.2 Implement learning that uses technology to take advantage of global access to like-minded learners</p> <p>3.3 Design learning that will enable learners to be co-creators of their own learning</p> <p>3.4 Use technologies, and software, that enable learners to get instant, and accurate, feedback on their learning</p>
4. Use technology to personalise learning	<p>4.1 Implement a program to allow learners to use a range of web services to create their own online learning environment</p> <p>4.2 Use online analytical tools and data to understand, and evaluate learning in an organisation</p> <p>4.3 Design constructive procedures for learners to access, interpret and effectively use their own analytical learning data</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 2.4	<ul style="list-style-type: none"> • Sources, analyses and interprets written information to identify relevance to designing options, planning, implementing and evaluating e-learning practice •
Writing	1.4, 2.2, 3.1, 3.3, 4.3	<ul style="list-style-type: none"> • Produce documents relevant to designing e-learning programs, using appropriate language in a format and style appropriate to a specific audience and context, incorporating the analysis of information, and presentation of options for e-learning pedagogies
Interact with others	3.4	<ul style="list-style-type: none"> • Collaborates and consults with others to build knowledge and understanding necessary program implementation, product, and process evaluation
Get the work done	1.1- 1.5, 2.1-2.4, 3.1-3.4, 4.1-4.3	<ul style="list-style-type: none"> • Plans, organises and completes work according to strategic requirements, taking high level responsibility for decisions and sequencing tasks to achieve effective and efficient outcomes • Uses pedagogical skills and systematic, analytical processes in complex, non-routine situations gathering information and identifying, and evaluating, options based on organisational strategy • Identifies and responds to efficacy questions, and considers options for different or enhanced approaches • Uses information and communications technology (ICT) based tools to conduct research, evaluate products, monitor trends and to complete work tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAELED801 Design pedagogy for e-learning	TAELED801A Design pedagogy for e-learning	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAELED801 Design pedagogy for e-learning

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- designing at least one pedagogically sound, contextually relevant e-learning program to improve learning practice
- demonstrating how recent research into advanced e-learning practice has been incorporated into the design.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes a knowledge of:

- contemporary policy, and approaches, to learning and assessment
- content and requirements of the relevant delivery and assessment strategies
- the content of learning resources and learning materials
- the design and management of e-learning resources
- different learning styles and how to encourage learners
- pedagogical theory and practice, learner interests and changing learning styles, and application of information and communications technology (ICT) to learning and teaching
- the range of individual learner needs and learning contexts
- learning principles relevant to e-learning
- appropriate learning strategies, and teaching, and assessment methods
- the sources and availability of relevant learning resources, and learning materials
- the training techniques that enhance learning, and when to use them.
-

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to an e-learning system.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAELED803 Implement improved learning practice

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to initiate, and implement, practices that support the improvement of learning strategies in an organisational context. It includes:

- evaluating ways to improve learning practice, managing and monitoring the means by which to improve learning, analysing, and advancing adoption of improved learning practice
- methods for improving learning practice, including developing individual staff members from the perspective of the organisation's needs and imperatives, and enhancing outcomes for learners and candidates.

It applies to leaders or managers who use research, theoretical analysis and professional investigation, to identify ways in which to implement learning practices that build organisational capabilities within a small to medium-sized organisation, or to a significant unit of activity in a large organisation.

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

Unit Sector

Learning and development

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Evaluate ways to	1.1 Review advances in learning practice within a given

ELEMENT	PERFORMANCE CRITERIA
improve learning practice	<p>vocational, training, educational or content area</p> <p>1.2 Review and challenge existing learning practice to develop, and test, improved approaches</p> <p>1.3 Analyse interests, abilities, relationships and the contextual needs of relevant individuals, when promoting improved learning practice</p> <p>1.4 Research how a range of appropriate learning theories and instructional design principles can improve learning practice</p> <p>1.5 Ensure learning practice reflects the qualification requirements for nominated qualification/s</p>
2. Manage and monitor the means to improve learning	<p>2.1 Observe and assess learner styles with respect to the appropriateness of current vocational, training and educational learning strategies</p> <p>2.2 Evaluate the role, and impact of, new technologies on learners and training techniques</p> <p>2.3 Plan improved learning practice based on how learners currently learn</p> <p>2.4 Plan improved learning practice based on the experience and personal interests of the learner</p>
3. Analyse and advance the adoption of improved learning practice	<p>3.1 Develop improved vocational, training and educational (VET) learning practice, appropriate to learner characteristics</p> <p>3.2 Advocate for improved VET learning practice</p> <p>3.3 Initiate research into improved learning practice</p> <p>3.4 Design and test improved learning practice in real-world situations</p> <p>3.5 Mentor colleagues to promote improved learning practice</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 1.4,	<ul style="list-style-type: none"> Sources, analyses and interprets written information relevant to learning theories, learning development and

	1.5, 2.2	continuous improvement, to develop practice
Writing	1.2, 2.3, 2.4, 3.1, 3.2, 3.4	<ul style="list-style-type: none"> Produce relevant documentation using appropriate language, style and format, appropriate for the audience
Oral Communication	2.1, 3.2	<ul style="list-style-type: none"> Leads verbal exchanges to elicit information, explore requirements and to make recommendations to improve practice
Navigate the world of work	1.4, 3.1	<ul style="list-style-type: none"> Develops skills and knowledge of self, and others, related to the role by researching and analysing learning practice
Interact with others	1.3, 3.5	<ul style="list-style-type: none"> Collaborates and shares knowledge, and experience with others to develop improved practice
Get the work done	1.1-1.5, 2.1-2.4, 3.1-3.5	<ul style="list-style-type: none"> Uses systematic, analytical processes in complex, non-routine situations, gathering information, and identifying and evaluating options based on learner needs Plans, organises and completes work according to requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes Reviews and evaluates effectiveness of practice and products to inform strategic decisions Uses information and communications technology (ICT) based tools to conduct research, and to complete work tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAED803 Implement improved learning practice	TAELED703 A Implement improved learning practice	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAELED803 Implement improved learning practice

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- implementing improved practice in at least one learning environment, including documentation to show:
 - an evaluation of ways in which to improve learning practice
 - how the process was managed and monitored
 - how learning was improved
 - how improved learning practice was advocated for
 - how colleagues were mentored in order to promote learning practice.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- adult learning practice
- contemporary policy and approaches to vocational learning and assessment
- the content and requirements of the relevant delivery and assessment strategies
- the content of learning resources and learning materials
- the design and management of learning objects and content
- different learning styles, and how to encourage learners, including:
 - theoretical learners
 - pragmatic learners
 - activist learners
 - reflective learners
 - kinaesthetic learners
 - audio learners

- visual learners
- tactile learners
- left and right brain learners
- learning strategies, teaching, and assessment methods
- research relating to pedagogical theory and practice, learner interests and changing learning styles, and the application of information and communications technology (ICT) to learning and teaching
- the sources and availability of relevant learning resources, and learning materials
- the theory and practice relating to adult learning
- training techniques that enhance learning and when to use them, including:
 - instruction and explanation
 - questioning
 - practice
 - written information
 - group, pair and team activities
 - individual activities
 - demonstration.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAELED804 Review enterprise e-learning systems and solutions implementation

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to design, review and implement advanced enterprise electronic learning (e-learning) solutions, as a member of a senior management team. It includes evaluating trends in e-learning in relation to organisational plans, monitoring e-learning resources, and ensuring any proposed solutions are tested, and evaluated, against organisational requirements.

This unit applies to leaders or managers working to ensure learning can enhance individual, team and organisational capabilities.

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

Unit Sector

Learning and development

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Evaluate trends in e-learning	1.1 Identify and differentiate forms of e-learning 1.2 Analyse trends in the deployment of information and communications technology (ICT) in education and learning 1.3 Analyse and evaluate integration of ICT for learning and business purposes

ELEMENT	PERFORMANCE CRITERIA
	1.4 Explore how the convergence of different technologies can affect learning practice
2. Monitor e-learning resource alignment to organisational requirements	2.1 Research trends in teaching methods associated with different types of electronic learning resources 2.2 Determine the organisation's strategic and learning requirements 2.3 Analyse and report risks associated with e-learning implementation 2.4 Devise policy and procedures to ensure brief, focus and type of e-learning resources are designed appropriate to organisational requirements 2.5 Establish how international e-learning regimes, human resources and learning policies and procedures, will affect the design of e-learning resources
3. Test and evaluate e-learning solutions	3.1 Set the parameters for testing e-learning solutions, consistent with technical, user and organisational requirements 3.2 Review e-learning resources and e-learning systems or solutions, against criteria tied to learner and organisational requirements 3.3 Adjust learning resource design or delivery methods, where required to meet changing user and organisational requirements 3.4 Test and evaluate instructional design principles as appropriate for the given focus and context 3.5 Consult with learners, educators, designers and other personnel to evaluate constraints relating to organisation's e-learning systems and resources 3.6 Use research findings and reports on suggested improvements to e-learning resources, or systems design, to inform future practice

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

Reading	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.2	<ul style="list-style-type: none"> Sources, analyses and interprets written information, relevant to e-learning and the use of ICT in education and learning, assist with the review of e-learning solutions
Writing	2.3, 2.4, 3.1, 3.3, 3.5	<ul style="list-style-type: none"> Produce documents, including policies and procedures, that incorporate the analysis of information, appropriate to audience and context
Oral Communication	2.2, 2.3	<ul style="list-style-type: none"> Leads verbal exchanges using appropriate communication techniques to provide and elicit information, explore requirements, and evaluate e-learning systems and solutions
Navigate the world of work	2.4	<ul style="list-style-type: none"> Takes responsibility for developing and implementing policies, and procedures that meet organisational requirements
Interact with others	3.5	<ul style="list-style-type: none"> Collaborates and consults with others to build knowledge and understanding necessary for product and process evaluation
Get the work done	1.1-1.4, 2.1-2.5, 3.1-3.6	<ul style="list-style-type: none"> Uses systematic, analytical processes in complex, non-routine situations, gathering information and identifying and evaluating options based on organisational requirements Plans, organises and completes work according to requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes Reviews and evaluates effectiveness of practice and products to inform strategic decisions Uses ICT-based tools to conduct research, evaluate products, monitor trends and to complete work tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDEL804 Review enterprise e-learning systems and solutions implementation	TAELED704A Review enterprise e-learning systems and solutions implementation	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAELED804 Review enterprise e-learning systems and solutions implementation

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- to analyse trends in e-learning
- monitor and evaluate one e-learning solution set-up for one business need, or the needs of a specified user group
- document, review and evaluate the e-learning resources and policies, and procedures to meet organisational and individual learner needs
- make recommendations for improvements.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- e-learning resources and systems testing and evaluation strategies
- assessment instruments and strategy design
- continuous improvement processes
- information technology principles and terminology, for example, those related to using the internet, reviewing technology capabilities, describing e-learning methodologies, and using related vocabulary
- how to create an effective learning experience using electronic technology
- instructional design for electronic materials, including:
 - systematic instructional strategies
 - learning design principles
 - criterion-referenced assessment
 - the order of increasing difficulty
 - opportunities for the review of material, and repetition
 - need for interactivity

- the inclusion of a variety of approaches and techniques for presenting information and activities
- the structure and sequencing of information
- what happens if the learner makes a mistake
- how to get help
- the techniques to hold a user's attention
- designing a visual interface for improved learning, including graphics, use of fonts, and white space, and repetitive items
- learning strategy design
- organisational learning theory
- the organisational policies and procedures related to e-learning systems
- quality management compliance requirements
- relevant obligations under the system requirements
- a range of e-learning environments, and their application, in designing e-learning resources.
-

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to an e-learning system.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAELLN411 Address adult language, literacy and numeracy skills

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Application

This unit describes the skills and knowledge a vocational trainer or assessor requires to identify language, literacy and numeracy (LLN) skill requirements of training and the work environment, and to use resources and strategies that meet the needs of the learner group.

The unit applies to individuals who teach, train, assess and develop resources.

Competence in this unit does not indicate that a person is a qualified specialist adult language, literacy or numeracy practitioner.

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

Unit Sector

Language, literacy and numeracy practice

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. Analyse LLN requirements	1.1 Determine LLN skill requirements of the training specification 1.2 Identify and analyse the LLN skill requirements essential to workplace performance 1.3 Determine the LLN skills of the learner group from

	validated tools and other sources
2. Select and use resources and strategies to address LLN skill requirements	<p>2.1 Identify resources to support LLN skill development</p> <p>2.2 Use learning and assessment materials to support identified LLN requirements, customising where necessary</p> <p>2.3 Apply learning support strategies in training delivery appropriate to LLN requirements and learner group</p> <p>2.4 Determine assessment strategies appropriate to LLN requirements and learner group</p>
3. Use specialist LLN support where required	<p>3.1 Review course demands and learner profile to determine if specialist LLN support is required</p> <p>3.2 Access specialist LLN support where available</p> <p>3.3 Integrate specialist LLN support into training or assessment practice where required</p>
4. Evaluate effectiveness of learning support and assessment strategies in addressing LLN requirements	<p>4.1 Seek feedback on learning support provided and assessment strategies used</p> <p>4.2 Evaluate learning support and assessment strategies used</p> <p>4.3 Determine areas for improvement based on evaluation</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 2.1, 2.2, 3.1	<ul style="list-style-type: none"> Analyses training specifications, training materials, LLN specific resources and validated tools based on the Australian Core Skills Framework (ACSF) Interprets information from enrolment records and pre-training assessments
Oral Communication	2.3, 3.2, 3.3, 4.1	<ul style="list-style-type: none"> Uses appropriate language with consideration to vocabulary, tone and pace to talk with learners and other vocational education and training (VET) colleagues Uses language that demonstrates cultural

		sensitivity and builds and maintains understanding and rapport
Interact with others	3.2, 4.1	<ul style="list-style-type: none"> • Collaborates with colleagues and support specialists to design and implement effective learning strategies • Considers how others should be involved, often using consultative or collaborative processes when evaluating practice
Get the work done	2.1, 3.2, 3.3, 4.1, 4.2, 4.3	<ul style="list-style-type: none"> • Uses formal and informal processes to monitor implementation of solutions and reflect on outcomes

Unit Mapping Information

Code and Title (<i>Current Version</i>)	Code and Title (<i>Previous Version</i>)	Comments	E/N
TAELLN411 Address adult language, literacy and numeracy skills	TAELLN401A Address adult language, literacy and numeracy skills	Updated to meet Standards for Training Packages. Greater clarity provided in TAELLN411 on the nature of VET practitioner knowledge required.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAELLN411 Address adult language, literacy and numeracy skills

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Performance Evidence

Evidence of the ability to:

- use tools to identify the LLN skill requirements (reading, writing, speaking, listening and numeracy) of the training specification and/or assessment process relevant to vocational delivery
- use various sources to gather information on the current LLN skills of a learner group
- identify available sources of support to address at least two of the identified LLN skill needs of the learner group
- customise and use at least two learning resources to address LLN requirements
- select, use and review at least two instructional strategies that directly address the identified LLN needs of the learner group
- use advice from specialist LLN practitioners to inform practice
- select, use and review at least two assessment strategies that cater for the identified LLN needs of the learner group
- determine areas for improvement of own practice.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- specify the critical LLN skills essential to workplace performance in an identified industry or sector
- identify cultural and social sensitivities relevant to communicating with individuals who are identified as requiring LLN support

- identify sources of resources, strategies and LLN support available in own training organisation and procedures for accessing them
- explain techniques for evaluating own training and assessment practice.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment and include access to:

- texts and tasks typically found in the workplace
- specialist LLN practitioners for consultation and verification of approaches
- training and assessment tools based on the ACSF levels
- training package support materials
- workplace-specific tools, equipment, materials and industry software packages (where applicable).

Skills must be demonstrated with real vocational learners.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAELLN412 Access resources and support to address foundation skills in vocational practice

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Application

This unit describes the skills and knowledge that vocational trainers and assessors need to access resources, which include collaboration with foundation skills specialists, in order to integrate foundation skills into a vocational training program.

The unit applies to individuals who teach, train, assess and develop training and assessment resources.

Competence in this unit does not indicate that a person is a qualified specialist adult language, literacy or numeracy practitioner.

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

Unit Sector

Language, literacy and numeracy practice

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. Identify resourcing needs for effective delivery and assessment of	1.1 Identify key areas where foundation skills are critical to vocational competence 1.2 Use formal frameworks and validated tools to identify learner profile and potential barriers for learning

foundation skills	<p>1.3 Review the training plan to identify underpinning foundation skills that will require explicit instruction or attention in assessment</p> <p>1.4 Determine strategies in own repertoire that address the required foundation skills development</p> <p>1.5 Identify areas within own vocational practice where support is required to address foundation skills</p>
2. Research suitable resources to address foundation skills in vocational practice	<p>2.1 Review the available resources to address foundation skills delivery</p> <p>2.2 Identify resources which address foundation skills relevant to learner needs</p> <p>2.3 Identify sources of specialist advice to enhance own vocational practice</p>
3. Source and use resources and support	<p>3.1 Make arrangements to secure suitable resources and specialist input according to organisational operating procedures and processes</p> <p>3.2 Collaborate with VET colleagues to incorporate solutions into planning instructional strategy and assessment design</p> <p>3.3 Where appropriate, participate in collaborative activities to address foundation skills</p>
4. Evaluate own performance in supporting foundation skills development	<p>4.1 Build a personal record of resources and strategies that support learners' foundation skills development and vocational competence</p> <p>4.2 Seek feedback on approaches used to support foundation skills</p> <p>4.3 Access opportunities for improving own practice and use of resources and advice</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.1, 1.4, 2.3, 4.3	<ul style="list-style-type: none"> Analyses own vocational practice and degree to which foundation skills are

		<p>being addressed</p> <ul style="list-style-type: none"> • Uses strategies to identify and access suitable resources, such as networking, web searching and contacting relevant organisations
Reading	1.1, 1.2, 1.3, 2.1	<ul style="list-style-type: none"> • Reads training specifications and frameworks to select information relevant to foundation skills • Reviews a range of training and education support documents and relevant research • Evaluates resources to determine their applicability for use in training sequence design and implementation
Writing	3.2, 4.1	<ul style="list-style-type: none"> • Keeps records of useful resources and how they might be used • Incorporates solutions into training plans, teaching resources and assessments
Oral Communication	3.2, 3.3	<ul style="list-style-type: none"> • Uses effective communication for instructional techniques, e.g. questioning, staging to convey critical foundation skills concepts
Numeracy	1.1, 1.2, 1.3, 2.1, 2.2, 4.2, 4.3	<ul style="list-style-type: none"> • Identifies appropriate numeracy information from training specifications • Uses numeracy concepts relevant to vocational competency in learning materials • Identifies own numeracy knowledge gaps and seeks support where required
Navigate the world of work	3.1	<ul style="list-style-type: none"> • Recognises and responds to workplace protocols relating to procurement of support services
Interact with others	3.2, 3.3, 4.2	<ul style="list-style-type: none"> • Consults and collaborates with colleagues to identify resourcing solutions and implement integrated programs • Responds to and uses diverse perspectives in analysis of feedback
Get the work done	1.4, 1.5, 3.1, 3.2, 3.3, 4.2	<ul style="list-style-type: none"> • Makes decisions about resource options after analysing availability and suitability for purpose • Identifies possible barriers for learners and applies resource solutions • Reviews outcomes of collaboration • Uses technology skills for sourcing and storing appropriate resources

Unit Mapping Information

Code and Title (<i>Current Version</i>)	Code and Title (<i>Previous Version</i>)	Comments	E/N
		No previous unit	

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAELLN412 Access resources and support to address foundation skills in vocational practice

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Performance Evidence

Evidence of the ability to:

- analyse a training specification to identify key areas where foundation skills are critical to vocational competence
- analyse training plans to identify where foundation skills will need to be addressed in training and assessment for at least two of the core skills (learning, reading, writing, oral communication, numeracy)
- access and use appropriate resources with learners to address at least two of the core skills (learning, reading, writing, oral communication, numeracy)
- identify and access specialist input required to support own vocational practice
- plan and implement instructional strategies and assessments that integrate foundation skills, in collaboration with vocational and foundation skills practitioners
- document successful training and assessment practices and resources
- participate in at least two professional development activities with a foundation skills focus.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe techniques for identifying foundation skills content that is central to vocational competence
- explain the use of tools that analyse training specifications and learner profiles, which must include the Australian Core Skills Framework (ACSF) and Core Skills for Work

- describe the foundation skills that are essential to workplace competence in a particular vocational context, focussing on at least two of the core skills (learning, reading, writing, oral communication, numeracy)
- describe ways in which foundation skills can be a barrier to the development of specific vocational competencies
- describe range of resources and strategies that facilitate successful integration of foundation skills into vocational practice
- explain the organisational operating procedures for securing suitable resources and specialist input
- outline techniques used to evaluate approaches and seek feedback.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment and include access to:

- texts and tasks typically found in the workplace
- specialist LLN practitioners for consultation and verification of approaches
- training and assessment tools based on the ACSF levels
- training package support materials
- workplace-specific tools, equipment, materials and industry software packages (where applicable).

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAELLN413 Integrate foundation skills into vocational training delivery

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Application

This unit describes the skills and knowledge that vocational trainers need to identify the foundation skills requirements that are critical to vocational competence within a vocational training specification. It covers how to plan, design and address those requirements using integrated approaches.

The unit applies to individuals who teach, train and assess; and those who develop training and assessment resources.

Competence in this unit does not indicate that a person is a qualified specialist adult language, literacy or numeracy practitioner.

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

Unit Sector

Language, literacy and numeracy practice

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. Analyse foundation skills content critical to	1.1. Determine the foundation skills in the training specification that are essential to vocational competence 1.2. Interpret the level of identified language, literacy and

vocational competence	<p>numeracy (LLN) skills using formal frameworks and validated tools and other sources of information</p> <p>1.3. Establish how the LLN skills relate to the skills needed for employment</p> <p>1.4. Develop a foundation skills profile of the learner group</p>
2. Plan for integrated delivery	<p>2.1. Analyse instructional strategies relevant to the vocational context for use in addressing identified foundation skills</p> <p>2.2. Access specialist advice and support as necessary to guide selection of strategies for integrated delivery</p> <p>2.3. Plan the vocational training sequence, integrating the selected instructional strategies that explicitly address the foundation skills requirements of the training specification</p>
3. Implement integrated delivery	<p>3.1. Use instructional strategies relevant to the profile of the learner group</p> <p>3.2. Deliver training using selected instructional strategies to develop required foundation skills</p> <p>3.3. Build a personal record of successful training and assessment practices that support learners' foundation skills development and vocational competence</p>
4. Evaluate instructional strategies used	<p>4.1 review effectiveness of selected instructional strategies and adjust training and assessment strategies accordingly</p> <p>4.2 identify opportunities to improve planning process to strengthen integration of foundation skills into own training practice</p> <p>4.3 access opportunities for further professional development</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	2.1, 3.1, 4.1	<ul style="list-style-type: none"> Develops knowledge of a range of instructional strategies
Reading	1.1, 1.2, 2.1, 3.1	<ul style="list-style-type: none"> Identifies key information about foundation skills in training specifications Researches a range of instructional approaches relevant to adult learners in

		training and education literature and materials
Writing	2.3, 3.3	<ul style="list-style-type: none"> Keeps records of useful instructional approaches Prepares training sequences that address foundation skills
Oral Communication	3.1, 3.2	<ul style="list-style-type: none"> Uses appropriate language with consideration to vocabulary, tone and pace to talk with learners and other vocational education and training (VET) colleagues Uses language that demonstrates cultural sensitivity relevant to the profile of the learner group
Numeracy	1.1, 1.2, 1.3, 1.4	<ul style="list-style-type: none"> Uses numeracy concepts relevant to vocational competence in chosen instructional activities
Interact with others	2.2	<ul style="list-style-type: none"> Consults and collaborates to identify instructional activities suitable to the training and industry context
Get the work done	1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1	<ul style="list-style-type: none"> Analyses information from a range of sources in order to make judgements about the foundation skills profile of learners Experiments with instructional activities and evaluates their effectiveness

Unit Mapping Information

Code and Title (Current Version)	Code and Title (Previous Version)	Comments	E/N
TAELLN413 (Release 2)	TAELLN413 (Release 1)	Correction to performance criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAELLN413 Integrate foundation skills into vocational training delivery

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Performance Evidence

Evidence of the ability to:

- identify the foundation skills content in a training specification and its relationship to workplace competence
- use the Australian Core Skills Framework (ACSF) to interpret the level of LLN skills required for vocational competence in the training program
- analyse sources of information to create a foundation skills profile of the learner group
- identify at least two instructional strategies that are suitable for the foundation skills requirements of the learner group (covering at least two core skills from the ACSF)
- collaborate with specialist LLN practitioners and other vocational education and training (VET) colleagues to plan a training sequence (covering at least two core skills from the ACSF) which integrates instructional strategies that match the requirements of the training specification, learner group and vocational delivery context
- deliver the planned training sequence to a group of vocational learners
- check that the integrated strategies are addressing foundation skills requirements and make necessary adjustments to practice
- participate in at least two professional development activities with a focus on improving planning and delivery of integrated foundation skills delivery.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how to identify foundation skills content within a training specification in a relevant vocational area
- list the foundation skills that are essential to workplace competence in a particular vocational context

- describe components of the Australian Core Skills Framework (ACSF) and Core Skills for Work relevant to analysing training and assessment materials, and explain how to use them when planning and implementing training
- describe at least two instructional strategies that address at least two foundation skills in vocational training
- explain the techniques used for evaluating own training and assessment practice
- outline sources of professional development focussed on foundation skills delivery.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment and include access to:

- texts and tasks typically found in the workplace
- specialist LLN practitioners for consultation and verification of approaches
- training and assessment tools based on the ACSF levels
- training package support materials
- workplace-specific tools, equipment, materials and industry software packages (where applicable).

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAELLN501 Support the development of adult language, literacy and numeracy skills

Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor updates to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Release 2.0</i> .

Application

This unit describes the skills and knowledge required to support adult learners to extend their language, literacy and numeracy skills within a workplace or community context. It requires a sound knowledge of the Australian Core Skills Framework (ACSF) and skills to extend own practice, and the practice of others.

This unit applies to experienced trainers who provide leadership or guidance to others, and who deal with the language, literacy and numeracy (LLN) needs of learners for a Registered Training Organisation (RTO).

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

Unit Sector

Language, literacy and numeracy practice

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Analyse the purpose and context for LLN	1.1 Analyse the LLN requirements of the training specification or

ELEMENT	PERFORMANCE CRITERIA
development	learning situation, using the ACSF 1.2 Analyse the LLN requirements of the training context
2. Determine learners' LLN skill level	2.1 Identify each learner's LLN background 2.2 Identify factors or potential barriers that may affect the learner's development of LLN skills 2.3 Determine the learner's existing LLN skill level, using relevant tools and other approaches, including validated ACSF assessment tasks
3. Design and apply strategies to develop LLN skills	3.1 Analyse the learner's strengths and needs, using the ACSF 3.2 Examine a range of strategies to develop reading, writing, speaking, listening and numeracy skills 3.3 Design training and assessment to build LLN skills, utilising the ACSF to describe the approach 3.4 Access relevant LLN resources 3.5 Modify resources to meet LLN needs, and in relation to context 3.6 Implement the program
4. Review strategies	4.1 Monitor learner progress 4.2 Seek support and feedback from colleagues, and LLN specialists, whenever required 4.3 Review strategies in terms of their effectiveness and the feedback received
5. Develop and extend own and others' LLN practice	5.1 Access, read and analyse current research on adult LLN practice and incorporate knowledge into practice 5.2 Source and access opportunities, to extend own and others' practice 5.3 Propose and implement improvements to LLN practice 5.4 Provide assistance and advice to less experienced trainers, and assessors in relation to LLN practice

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 2.3, 3.1, 3.2, 3.5, 3.6, 4.1, 4.3	<ul style="list-style-type: none"> Sources, analyses and interprets, written and numerical information to identify relevance
Writing	2.3, 3.3, 3.6, 4.1, 4.3	<ul style="list-style-type: none"> Develops and maintains accurate documentation using language appropriate to the audience and context, including learning and assessment materials
Oral Communication	2.1, 2.2, 2.3, 4.1	<ul style="list-style-type: none"> Leads verbal exchanges using appropriate techniques to effectively provide and elicit information, and to facilitate learning
Numeracy	1.1, 1.2, 2.1, 2.3, 3.6, 4.1	<ul style="list-style-type: none"> Interprets and explains numerical information to inform numeracy skill assessment, and strategy development
Interact with others	3.3, 4.2	<ul style="list-style-type: none"> Collaborates, seeks feedback and shares knowledge, and experience, with others to confirm understanding and to develop improved practice
Get the work done	1.1, 1.2, 2.1-2.3, 3.1-3.6, 4.1-4.3	<ul style="list-style-type: none"> Plans, organises and completes work according to requirements, taking responsibility for decisions and sequencing tasks to achieve effective and efficient outcomes Identifies and responds to problems and opportunities for improvement, and considers options for different approaches

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAELLN501 Support the development of adult language, literacy and numeracy skills	TAELLN501 B Support the development of adult language, literacy and numeracy skills	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAELLN501 Support the development of adult language, literacy and numeracy skills

Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor updates to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Release 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, including:

- determining language, literacy and numeracy (LLN) levels using validated tools, including those based on the Australian Core Skills Framework (ACSF), for at least 5 learners
- determining the requirements of training, based on the ACSF
- planning training and assessment that incorporates LLN support strategies relevant to at least two different learners, or groups of learners, in response the ACSF assessment and learners' goals
- reviewing own strategy, and strategies of others, used to support LLN
- leading others to extend practice.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- the current function of LLN skills in Australian society, including how LLN skills impact on an individual's participation in work, education and the community
- LLN competence in Australia, according to recent research, such as surveys conducted by the Australian Bureau of Statistics
- the ACSF and how it can be used to describe the LLN requirements integral to vocational competence
- using the ACSF to design training and assessment programs appropriate to learner needs

- a variety of strategies and resources used to build LLN skills appropriate to vocational work
- how context affects language use, including:
 - how the choice of linguistic style is affected by roles and relationships
 - how levels of formality are affected by factors such as age, role and ethnicity
 - how meaning making relies on linking to context
 - how people may be more proficient in some contexts and less in others
- the variety of ways texts can be approached, depending on purpose of reader, for example skimming, scanning and critical analysis
- numeracy and language knowledge to the level of the numeracy and language being taught.
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Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the language, literacy and numeracy practice field of work, and include access to the necessary assessment tools and assessment resources to:

- guide the evidence collection process
- provide guidance to the qualified assessor regarding any adjustments to the assessment tools.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAELLN801 Analyse and apply adult literacy teaching practices

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Application

This unit describes the skills and knowledge required to analyse and apply effective adult literacy teaching practices to meet the needs of those participating in literacy provision in a variety of vocational education and training (VET) contexts. The unit addresses the analysis and application of literacy theories and teaching strategies.

The unit applies to those who deliver adult language, literacy and numeracy skills provision, including:

- stand-alone courses, such as are required for the Language Literacy and Numeracy Program (LLNP)
- workplace courses, such as the Workplace English Language and Literacy (WELL) program
- those delivering in vocational and community-based settings.

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

Unit Sector

Language, literacy and numeracy practice

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. Analyse and apply	1.1 Examine theories that inform adult literacy teaching and

conceptual frameworks and theories underpinning literacy teaching	<p>their application</p> <p>1.2 Identify frameworks and structures that apply to adult literacy delivery in vocational education and training (VET) contexts</p> <p>1.3 Investigate how adult learning principles contribute to an environment conducive to developing literacy skills</p> <p>1.4 Identify the range of provision for learning literacy in VET contexts</p>
2. Research literacy requirements of those participating in literacy provision	<p>2.1 Identify diversity of skills and backgrounds of those participating in literacy provision</p> <p>2.2 Identify range of learning goals of those participating in adult literacy provision</p> <p>2.3 Use validated frameworks to develop and evaluate learner LLN profiles</p> <p>2.4 Review own literacy skills and knowledge in relation to addressing the skill needs of others</p>
3. Select from a range of teaching approaches and learning resources to develop participants' literacy skills and knowledge	<p>3.1 Evaluate teaching approaches that support the development of participants' literacy skills and knowledge in authentic and relevant contexts</p> <p>3.2 Determine applicability of teaching approaches to specific needs, levels of literacy, learning styles, and context of those participating in literacy provision</p> <p>3.3 Examine learning resources from traditional, new and emerging technologies, that link to literacy learning outcomes and promote learner engagement with tasks and activities</p> <p>3.4 Evaluate materials relevant to social and cultural needs of those participating in literacy provision</p>
4. Apply and evaluate strategies for teaching literacy skills and knowledge	<p>4.1 Devise activities that integrate literacy skills appropriate to specific needs, levels of literacy, learning styles, and context of those participating in literacy provision</p> <p>4.2 Devise and apply activities that integrate numeracy skills appropriate to specific needs, levels of literacy, learning styles and context of those participating in literacy provision</p> <p>4.3 Apply strategies to teach reading and writing skills at text, sentence and word levels</p> <p>4.4 Apply strategies to teach oral communication skills with a range of audiences</p> <p>4.5 Apply strategies to develop learning skills</p> <p>4.6 Use formal and informal monitoring to evaluate</p>

	effectiveness of teaching strategies
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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.3, 4.6	<ul style="list-style-type: none"> Sources, analyses and evaluates information, including conceptual frameworks and theories, in the context of learning and continuous improvement of practice
Writing	2.4, 3.1, 4.1, 4.2, 4.6	<ul style="list-style-type: none"> Develops and maintains delivery and assessment documentation Synthesises research and analysis to inform program planning and evaluation Develops learning materials specific to context and/or learner needs
Oral Communication	1.3, 2.4, 4.2, 4.3, 4.4, 4.5	<ul style="list-style-type: none"> Asks questions to elicit information from learners and other practitioners, and listens strategically and systematically to responses Uses appropriate register, vocabulary and grammatical structures according to audience needs
Navigate the world of work	4.6	<ul style="list-style-type: none"> Reflects on performance as an integral part of work life, using a range of formal and informal processes
Interact with others	1.3, 2.1, 2.2, 3.2, 3.4, 4.1	<ul style="list-style-type: none"> Actively seeks to understand the values, beliefs, knowledge, understandings and perspectives that others bring to the work context Uses a range of strategies to establish a sense of connection and build rapport
Get the work done	1.4, 2.4, 3.1, 3.4, 4.1, 4.2, 4.6	<ul style="list-style-type: none"> Plans effective learning programs based on understanding of learner needs Selects or supports new ideas on the basis of their contribution to the achievement of broader goal

		<ul style="list-style-type: none"> Reflects on decision making processes for particular contexts and the potential implications for future situations
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Unit Mapping Information

Code and Title (Current Version)	Code and Title (Previous Version)	Comments	E/N
TAELLN801 Analyse and apply adult literacy teaching practices	TAELLN701A Analyse and apply adult literacy teaching practices	Updated to meet Standards for Training Packages	E

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAELLN801 Analyse and apply adult literacy teaching practices

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Performance Evidence

Evidence of the ability to:

- analyse the literacy demands of a VET delivery context and the literacy needs of those participating in literacy provision with reference to national standards and frameworks
- develop and evaluate learner profiles for at least 2 adult literacy learners using a range of resources and frameworks to capture relevant information incorporating diversity of skills, backgrounds and learning goals
- plan a series of adult literacy teaching activities, comprising at least 5 sessions, for a specific VET context and learner group, integrating the macro skills of reading, writing, speaking and listening, and:
 - selecting and using a range of learning resources and teaching approaches to develop adult literacy skills based on adult learning principles and practices, and the identified needs of the learner group
 - documenting at least 2 reading and 2 writing activities and 2 speaking and listening activities to deliver within a sequence of adult literacy provision
- deliver adult literacy teaching activities to at least 2 learners for a period of up to one hour each
- use formal and informal monitoring techniques to evaluate effectiveness of teaching strategies.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- evaluate own literacy levels using the Australian Core Skills Framework (ACSF) and identify implications for the delivery of skills to others within a range of VET delivery contexts
- explain how the diverse needs of those participating in literacy provision impact on the design of learning programs and the selection of learning resources
- describe how aspects of applied linguistics have been used in the design of adult literacy activities to meet the needs of the learner group, incorporating:
 - code switching and use of non-standard Australian English
 - conventions of formal English in a range of genres and registers
 - text analysis
 - learner needs in a multilingual and multicultural learning environment
- explain how at least 2 adult literacy teaching theories inform own teaching practice
- explain how numeracy embedded within a literacy task can be addressed in a teaching activity.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the language, literacy and numeracy practice field of work and include access to:

- opportunities to participate in practical exercises and projects
- research about profiles of those participating in literacy provision
- resources about adult literacy theories and approaches
- resources to support adult literacy teaching.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAELLN802 Analyse and apply adult numeracy teaching practices

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Application

This unit describes the skills and knowledge required to analyse and apply effective adult numeracy teaching practices to meet the needs of those participating in numeracy provision in vocational education and training (VET) contexts. The unit addresses the analysis and application of numeracy teaching practices to a minimum of ACSF level 3. It includes the ability to access assistance from mathematics or technical specialists when necessary for applications of numeracy above ACSF level 3.

The unit applies to those who deliver adult language, literacy and numeracy skills provision, including:

- stand-alone courses, such as are required for the Language Literacy and Numeracy Program (LLNP)
- workplace courses, such as the Workplace English Language and Literacy (WELL) program
- those delivering in vocational and community-based settings.

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

Unit Sector

Language, literacy and numeracy practice

Elements and Performance Criteria

Elements	Performance Criteria
<i>Elements describe the</i>	<i>Performance criteria describe the performance needed to</i>

<i>essential outcomes</i>	<i>demonstrate achievement of the element.</i>
1. Analyse and apply conceptual frameworks and theories underpinning numeracy teaching	<p>1.1 Examine theories that inform adult numeracy teaching and their application</p> <p>1.2 Identify relevant frameworks and structures that apply to adult numeracy delivery in vocational education and training (VET) contexts</p> <p>1.3 Investigate how adult learning principles contribute to an environment conducive to developing numeracy skills</p> <p>1.4 Review range of provision for learning numeracy in VET contexts</p>
2. Research numeracy requirements of those participating in numeracy provision	<p>2.1 Identify diversity of skills and backgrounds of those participating in numeracy provision</p> <p>2.2 Identify range of learning goals of those participating in numeracy provision</p> <p>2.3 Use validated frameworks to develop and evaluate learner profiles</p> <p>2.4 Review own mathematical skills and knowledge in relation to addressing the skill needs of others and seek assistance from mathematics or technical specialist where required</p>
3. Select from a range of teaching approaches and learning resources to develop participants' numeracy skills and knowledge	<p>3.1 Evaluate teaching approaches that identify mathematical information and meaning in authentic and relevant contexts and teach mathematical terminology and language</p> <p>3.2 Evaluate teaching approaches that incorporate reasoning, problem-solving and estimation activities</p> <p>3.3 Determine the applicability of teaching approaches to specific needs, levels of numeracy, learning styles, and context of those participating in numeracy provision</p> <p>3.4 Identify where assistance from mathematics or technical specialists may be needed to address higher level mathematical skills or the application of numeracy in a specific vocational context</p> <p>3.5 Examine learning resources from traditional, new and emerging technologies that link to numeracy learning outcomes and promote learner engagement with tasks and activities</p> <p>3.6 Evaluate materials relevant to social and cultural needs of those participating in numeracy provision</p>
4. Apply and evaluate strategies for teaching numeracy skills and	<p>4.1 Devise activities that integrate literacy skills appropriate to specific needs and context of those participating in numeracy provision</p>

knowledge	<p>4.2 Apply strategies to teach number, measurement, space and location, and data and statistics, appropriate to identified knowledge and level of difficulty</p> <p>4.3 Examine and apply strategies to develop learning skills</p> <p>4.4 Use formal and informal monitoring to evaluate effectiveness of teaching strategies</p>
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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.3, 3.5, 3.6	<ul style="list-style-type: none"> Sources, analyses and evaluates information, including conceptual frameworks and theories, in the context of learning, development and continuous improvement
Writing	2.3, 4.1, 4.2, 4.4	<ul style="list-style-type: none"> Develops and maintains delivery and assessment documentation Develops learning materials specific to context and/or learner needs
Oral Communication	1.3, 2.1, 2.2, 2.3, 2.4, 4.2, 4.3, 4.4	<ul style="list-style-type: none"> Asks questions to elicit information from learners and other practitioners, and listens strategically and systematically to responses Uses appropriate register, vocabulary and grammatical structures according to audience needs
Numeracy	2.1, 2.4, 3.1, 3.2, 3.4, 4.1, 4.2	<ul style="list-style-type: none"> Analyses information to identify mathematical content and concepts for incorporation into numeracy provision Conducts numeracy self-assessment
Navigate the world of work	2.4, 4.4	<ul style="list-style-type: none"> Reflects on performance as an integral part of work life, using a range of formal and informal processes
Interact with others	2.1, 2.2, 2.4, 3.3, 3.4, 4.2, 4.4	<ul style="list-style-type: none"> Actively seeks to understand the values, beliefs, knowledge, understandings and perspectives that others bring to the work

		context <ul style="list-style-type: none"> • Uses a range of strategies to establish a sense of connection and build rapport
Get the work done	1.1, 1.2, 1.3, 1.4, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.4	<ul style="list-style-type: none"> • Plans effective learning programs based on understanding of learner needs • Reflects on decision making processes for particular contexts and the potential implications for future situations

Unit Mapping Information

Code and Title (<i>Current Version</i>)	Code and Title (<i>Previous Version</i>)	Comments	E/N
TAELLN802 Analyse and apply adult numeracy teaching practices	TAELLN702A Analyse and apply adult numeracy teaching practices	Updated to meet Standards for Training Packages	E

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAELLN802 Analyse and apply adult numeracy teaching practices

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Performance Evidence

Evidence of the ability to:

- analyse the numeracy demands of a VET delivery context and the numeracy needs of those participating in numeracy provision with reference to national standards and frameworks
- develop and evaluate learner profiles for at least 2 adult numeracy learners using a range of resources and frameworks to capture information including on diversity of skills, backgrounds and learning goals
- plan a series of adult numeracy teaching activities, comprising at least 5 sessions, for a specific VET context and learner group, including:
 - selecting and using a range of learning resources and teaching approaches to develop adult numeracy skills based on adult learning principles and practices, and the identified needs of the learner group
 - documenting at least 4 numeracy activities from at least 2 different areas of mathematics to deliver within the sequence of numeracy provision
- deliver adult numeracy teaching activities to at least 2 learners for a period of up to one hour each
- use formal and information monitoring techniques to evaluate effectiveness of teaching strategies.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- evaluate own numeracy levels using the Australian Core Skills Framework (ACSF) and identify implications for the delivery of skills to others within a range of VET delivery contexts
- identify specific areas of own mathematical skills and knowledge where assistance may be required from mathematical and technical specialists
- explain how the diverse needs of those participating in numeracy provision impact the design of learning programs and the selection of learning resources
- describe how specific teaching approaches have been used in the design of adult numeracy activities to meet the needs of the learner group
- describe at least 2 theories that inform adult numeracy teaching and how they influence methods used in own teaching practice of numeracy, incorporating:
 - mathematics and gender
 - constructivism
 - critical numeracy
 - cultural use of specific mathematics
 - functionalism
- explain how literacy embedded in a numeracy task can be addressed in a teaching activity.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the language, literacy and numeracy practice field of work and include access to:

- opportunities to participate in practical exercises and projects
- research about profiles of those participating in numeracy provision
- resources about adult numeracy theories and approaches
- resources to support numeracy teaching.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAELLN803 Develop English language skills of adult learners

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Application

This unit describes the skills and knowledge required to develop English language teaching strategies to meet the literacy and numeracy needs of adult learners in vocational education and training (VET) contexts. It includes analysing the English language requirements of VET contexts, applying teaching approaches and strategies for teaching English language skills, and selecting English language learning resources that meet learner requirements.

The unit applies to those who deliver adult language, literacy and numeracy skills provision, including:

- stand-alone courses, such as are required for the Language Literacy and Numeracy Program (LLNP)
- workplace courses, such as the Workplace English Language and Literacy (WELL) program
- those delivering in vocational and community-based settings.

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

Unit Sector

Language, literacy and numeracy practice

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. Analyse English language skills required in the delivery context	<p>1.1 Identify and analyse English language skills required by learners</p> <p>1.2 Establish profile of the language skills of learner group</p> <p>1.3 Analyse English language skills of learner group</p> <p>1.4 Review own English language skills and knowledge in relation to addressing the skill needs of others</p>
2. Select teaching approaches	<p>2.1 Review strategies to address barriers and impediments to language development</p> <p>2.2 Examine English language teaching approaches</p> <p>2.3 Determine applicability of teaching approaches for specific learners</p>
3. Select range of learning resources to develop English language skills	<p>3.1 Identify and review realia and authentic materials for use as learning resources</p> <p>3.2 Review learning resources from traditional, new and emerging technologies</p> <p>3.3 Evaluate ICT and e-learning resources that link appropriately to language learning outcomes and promote learner engagement</p> <p>3.4 Select, contextualise and use appropriate resources, drawing on knowledge of English language and knowledge of learner needs and goals</p>
4. Apply and evaluate activities to develop learners' English language skills	<p>4.1 Create an environment conducive to language learning using interpersonal skills</p> <p>4.2 Apply adult learning principles to teaching English language skills</p> <p>4.3 Apply strategies to develop English language speaking and listening skills</p> <p>4.4 Apply strategies to develop reading and writing skills in English</p> <p>4.5 Develop activities that integrate listening, speaking, reading and writing skills appropriate to purposes, contexts and learners' level of English language skills</p> <p>4.6 Use formal and informal monitoring to evaluate effectiveness of teaching strategies</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 2.2, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> Analyses and interprets complex textual and technical information presented in a variety of formats
Writing	3.4, 4.5, 4.6	<ul style="list-style-type: none"> Prepares information which incorporates the interpretation and evaluation of information using specialised language in a format and style appropriate to a specific audience and context Develops written learning materials specific to context and/or learner needs
Oral Communication	1.1, 1.2, 1.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.6	<ul style="list-style-type: none"> Uses questioning and listening techniques, selecting appropriate and engaging vocabulary, adjusting language, tone and pace to maintain effectiveness of interaction and build and maintain engagement and understanding within a one-on-one or group situation
Navigate the world of work	3.5, 4.6	<ul style="list-style-type: none"> Reflects on performance as an integral part of work life, using a range of formal and informal processes
Interact with others	1.1, 1.2, 1.3, 4.1, 4.2, 4.3, 4.4, 4.5	<ul style="list-style-type: none"> Actively seeks to understand the values, beliefs, knowledge, understandings and perspectives that others bring to the work context Uses a range of strategies to establish a sense of connection and build rapport
Get the work done	2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 4.3, 4.4, 4.5, 4.6	<ul style="list-style-type: none"> Plans effective learning programs based on understanding of learner needs Reflects on decision making processes for particular contexts and the potential implications for future situations Uses and investigates new digital technologies and applications with potential to meet current and/or future needs

Unit Mapping Information

Code and Title <i>(Current Version)</i>	Code and Title <i>(Previous Version)</i>	Comments	E/N
TAELLN803 Develop English language skills of adult learners	TAELLN703A Develop English language skills of adult learners	Updated to meet Standards for Training Packages	E

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAELLN803 Develop English language skills of adult learners

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Performance Evidence

Evidence of the ability to:

- identify the English language demands of a VET delivery context and the English language needs of those participating in training with reference to national standards and frameworks
- develop and evaluate learner profiles for at least 2 learners using a range of resources and frameworks to capture relevant information that describes diversity of skills, backgrounds and learning goals
- plan a series of English language teaching activities, comprising at least 5 sessions, for a specific VET context and learner group, which integrates the macro skills of reading, writing, speaking and listening
- select and use learning resources and teaching approaches to develop English language skills based on adult learning principles and practices and the identified needs of the learner group
- document at least 2 reading and 2 writing activities and 2 speaking and listening activities to deliver within a sequence of English language provision
- deliver English language teaching activities to at least 2 learners for a period of up to one hour each
- evaluate the effectiveness of teaching strategies.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- evaluate own English language skills and knowledge using the Australian Core Skills Framework and identify implications for the delivery of skills to others within a range of VET delivery contexts
- explain how the diverse needs of those participating in English language provision impact on the design of learning programs and the selection of learning resources from traditional, new and emerging technologies
- document the English language demands of a VET delivery context by analysing the social context and linguist features of at least 2 resources
- describe how aspects of applied linguistics have been used in the design of English language activities to meet the needs of the learner group
- explain how interpersonal skills can be used to create an environment conducive to language learning.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the language, literacy and numeracy practice field of work and include access to:

- opportunities to participate in practical exercises and projects
- research about profiles of learners with English language needs
- resources on teaching approaches and strategies that develop English language skills
- resources to use with learners to support English language skill development.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAELLN804 Implement and evaluate delivery of adult language, literacy and numeracy skills

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Application

This unit describes the skills and knowledge required to plan, develop, monitor, and assess adult language, literacy and numeracy skills at different levels and in vocational education and training (VET) contexts. It also includes the performance outcomes, skills and knowledge required to evaluate delivery.

It applies to those who deliver adult language, literacy and numeracy skills provision, including:

- stand-alone courses, such as are required for the Language Literacy and Numeracy Program (LLNP)
- workplace courses, such as the Workplace English Language and Literacy (WELL) program
- those delivering in vocational and community-based settings.

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

Unit Sector

Language, literacy and numeracy practice

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>

<p>1. Plan to develop adult language, literacy and numeracy skills</p>	<p>1.1 Analyse training specifications 1.2 Analyse initial assessments to establish learner profiles 1.3 Ensure legal, organisational and ethical requirements of delivery and assessment are met 1.4 Plan delivery program with relevant stakeholders 1.5 Plan evaluation strategy with relevant stakeholders</p>
<p>2. Plan delivery within relevant frameworks</p>	<p>2.1 Prepare session plans to ensure coverage of skills and knowledge outcomes of training specification according to relevant frameworks 2.2 Select content appropriate to learners' needs, interests and goals, and reflecting learning context 2.3 Confirm content of activities with others to ensure learning goals are addressed 2.4 Choose and sequence teaching activities to reflect theoretical understandings of skill development 2.5 Construct frequent and varied opportunities for learners to demonstrate achievement of skills 2.6 Select wide range of print, media and electronic text appropriate to learner purposes</p>
<p>3. Select and apply adult language, literacy and numeracy teaching strategies appropriate to context</p>	<p>3.1 Evaluate teaching strategies to determine those most appropriate for the specific learners, learning styles, groups and learning context 3.2 Contextualise strategies to teach adult literacy and numeracy skills to meet learner needs 3.3 Use knowledge of language, literacy and numeracy skill development to facilitate learning 3.4 Establish productive relationships with learners using interpersonal skills</p>
<p>4. Monitor adult language, literacy and numeracy skill development</p>	<p>4.1 Use formative assessment to monitor learner progress and modify course design 4.2 Identify perceived barriers to skill development and address them where possible 4.3 Provide guidance to learners about other options and relevant services when appropriate 4.4 Maintain records of individual learners' progress as the basis of reporting</p>
<p>5. Design and implement assessment</p>	<p>5.1 Ensure assessment processes are consistent with training</p>

processes	<p>specification requirements</p> <p>5.2 Develop assessment tools consistent with training specification requirements</p> <p>5.3 Conduct assessment, making reasonable adjustments appropriate to learner needs</p> <p>5.4 Provide feedback to learners to facilitate continuous improvement</p> <p>5.5 Maintain records of assessment decisions</p> <p>5.6 Map learner outcomes to reporting instruments and complete reports</p>
6. Evaluate program	<p>6.1 Collect feedback on assessment process from relevant parties</p> <p>6.2 Review program in light of evidence and make changes as necessary</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 2.2, 2.6, 5.1, 5.6	<ul style="list-style-type: none"> Sources, analyses and interprets complex technical and academic textual information presented in a variety of formats
Writing	1.4, 1.5, 2.1, 2.5, 3.2, 4.4, 5.2, 5.5, 5.6	<ul style="list-style-type: none"> Prepares documentation which incorporates the analysis and evaluation of information using specialised language in a format and style appropriate to a specific audiences Develops written learning materials for learners specific to context and/or needs
Oral Communication	1.4, 1.5, 2.3, 3.3, 3.4, 4.3, 5.4, 6.1	<ul style="list-style-type: none"> Selects appropriate and engaging vocabulary and questioning and listening techniques, adjusting language, tone and pace to maintain effectiveness of interaction
Numeracy	1.1, 1.2, 2.2, 2.4, 2.5, 2.6, 3.3, 4.2,	<ul style="list-style-type: none"> Analyses information to identify numeracy concepts for incorporation into training where relevant

	5.2	
Navigate the world of work	1.3, 5.1, 5.2	<ul style="list-style-type: none"> Takes personal responsibility for following explicit and implicit policies, procedures and legislative requirements
Interact with others	1.4, 1.5, 2.3, 3.3, 3.4, 4.2, 4.3, 5.4, 6.1	<ul style="list-style-type: none"> Actively seeks to understand the values, beliefs, knowledge, understandings and perspectives that others bring to the work context Uses a range of strategies to establish a sense of connection and build rapport
Get the work done	1.4, 1.5, 2.1, 2.2, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 4.1, 4.4, 5.2, 5.3, 5.5, 5.6, 6.1, 6.2	<ul style="list-style-type: none"> Plans, implements and monitors systems and processes Reflects on decision making processes for particular contexts and the potential implications for future situations Selects and uses digital technologies and applications to meet current needs

Unit Mapping Information

Code and Title (<i>Current Version</i>)	Code and Title (<i>Previous Version</i>)	Comments	E/N
TAELLN804 Implement and evaluate delivery of adult language, literacy and numeracy skills	TAELLN704A Implement and evaluate delivery of adult language, literacy and numeracy skills	Updated to meet Standards for Training Packages	E

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAELLN804 Implement and evaluate delivery of adult language, literacy and numeracy skills

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Performance Evidence

Evidence of the ability to:

- design a program to develop language, literacy and numeracy skills, including preparing at least 3 session plans appropriate to delivery context – each of the three areas, language, literacy and numeracy, must be covered by a session plan
- evaluate, select and contextualise adult language, literacy and numeracy teaching strategies appropriate to learner needs and delivery context
- source and use authentic print, media and electronic texts appropriate to the needs of the learner
- deliver adult language, literacy and numeracy teaching strategies to at least 3 learners for a period of up to one hour each
- develop and use formative assessment processes to monitor learning, make adjustments to program and provide feedback to learners
- develop at least 3 summative assessment tools as part of an assessment plan for English LLN learners consistent with training specification and appropriate to learner needs
- conduct and record assessments for at least six individual learners
- maintain learning and assessment records and prepare reports to meet needs of stakeholders
- evaluate learning program and teaching and assessment strategies, and make changes as necessary.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the frameworks and stakeholders that affect the way that LLN programs operate in a particular VET environment
- outline how legal, organisational and ethical requirements can be addressed within the design and development of a learning plan
- identify options, guidance and relevant services that can be provided to learners who need additional support to address barriers to skill development
- outline how theoretical understandings of skill development inform the selection and sequencing of teaching activities
- explain how current thinking on aspects of learning and assessment of adult English language, literacy and numeracy influence the adaption of teaching and assessment strategies used with specific learners
- outline strategies used to gather student and peer feedback on teaching and assessment and how feedback can be used to inform program review.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the language, literacy and numeracy practice field of work and include access to:

- opportunities to participate in practical exercises and projects
- appropriate training specifications
- appropriate adult literacy and numeracy teaching resources.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAELLN805 Design and conduct pre-training assessment of adult language, literacy and numeracy skills

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Application

This unit describes the skills and knowledge required to design and implement a process to assess the language, literacy and numeracy skills of prospective adult learners.

The unit prepares a practitioner to carry out initial assessments in workplace, training organisation and community contexts, and to maintain knowledge of current provision and requirements in the vocational education and training (VET) sector.

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

Unit Sector

Language, literacy and numeracy practice

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. Design a pre-training assessment process to analyse adult language, literacy and numeracy skills	1.1 Design assessment process based on a validated assessment framework 1.2 Contextualise assessment process within organisational, policy and legislative framework and program funding profile 1.3 Create pre-training assessment kit that provides opportunity for candidates to demonstrate their range of language, literacy and numeracy skills

	1.4 Select location for the assessment that meets the needs of candidate and assessor
2. Conduct the assessment	<p>2.1 Clarify assessment process with candidate, including context and purpose</p> <p>2.2 Note and record conditions of assessment</p> <p>2.3 Tailor assessment process to meet individual needs of candidate, particular context and requirements of assessment</p> <p>2.4 Select and use questioning and self-assessment strategies to assess oral communication and learning</p> <p>2.5 Select and use range of reading and writing tasks for assessment purposes</p> <p>2.6 Select and use range of numeracy tasks for assessment purposes</p>
3. Analyse data to establish candidate's language, literacy and numeracy skills	<p>3.1 Compare responses to interview questions with benchmarks in relevant frameworks to analyse oral communication and learning</p> <p>3.2 Compare responses to reading material with text features and performance strategies to analyse reading skills</p> <p>3.3 Compare samples of candidate's writing with text features and performance strategies to analyse writing skills</p> <p>3.4 Compare responses to numeracy tasks with numeracy features and performance strategies to analyse numeracy skills</p>
4. Provide effective advice on suitable program options	<p>4.1 Provide feedback to candidate on assessment outcomes emphasising strengths and positive strategies</p> <p>4.2 Apply current knowledge of VET provision in discussions with candidate</p> <p>4.3 Apply current knowledge of options suiting specific needs of candidate when discussing future options for skill development</p>
5. Report outcome of assessment	<p>5.1 Maintain records of assessment process, evidence collected and outcome according to policies and procedures of the training organisation and/or funding body</p> <p>5.2 Report outcome of assessment process to relevant parties in required format and manner and in line with confidentiality requirements</p>
6. Evaluate the assessment process	<p>6.1 Collect feedback on the pre-training assessment process from relevant parties</p> <p>6.2 Improve assessment processes in response to evaluation</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	<ul style="list-style-type: none"> Sources, analyses and interprets information presented in a variety of formats
Writing	1.1, 1.2, 1.3, 2.2, 2.3, 5.1, 5.2	<ul style="list-style-type: none"> Prepares documentation which incorporates the analysis and evaluation of information using specialised language in a format and style appropriate to a specific audiences
Oral Communication	2.1, 2.4, 4.1, 4.2, 4.3, 6.1	<ul style="list-style-type: none"> Leads verbal exchanges using appropriate vocabulary, questioning and listening techniques, adjusting language, tone and pace to suit the audience
Numeracy	1.1, 1.3, 2.6, 3.4	<ul style="list-style-type: none"> Analyses information to identify numeracy concepts for incorporation into assessment processes
Navigate the world of work	1.2, 5.1, 5.2	<ul style="list-style-type: none"> Takes personal responsibility for following explicit and implicit policies, procedures and legislative requirements
Interact with others	1.3, 1.4, 2.1, 2.4, 4.1, 4.2, 4.3, 6.1	<ul style="list-style-type: none"> Uses a range of strategies to establish a sense of connection, and to build and maintain engagement, rapport and understanding Recognises the differences in the needs of candidates and makes adjustments to communication in recognition of these differences
Get the work done	1.1, 1.2, 1.3, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 5.1, 5.2, 6.1, 6.2	<ul style="list-style-type: none"> Accepts responsibility for planning, developing and maintaining systems, processes and resources Gathers and analyses data and seeks feedback to improve systems and processes Makes decisions about appropriate processes taking into account the needs,

		values and beliefs of individuals
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Unit Mapping Information

Code and Title (<i>Current Version</i>)	Code and Title (<i>Previous Version</i>)	Comments	E/N
TAELLN805 Design and conduct pre-training assessment of adult language, literacy and numeracy skills	TAELLN705A Design and conduct pre-training assessment of adult language, literacy and numeracy skills	Updated to meet Standards for Training Packages	E

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAELLN805 Design and conduct pre-training assessment of adult language, literacy and numeracy skills

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Performance Evidence

Evidence of the ability to:

- design and develop a pre-training assessment process that includes sufficient tasks, contextualised to the needs of the learner group, to assess the five Australian Core Skills Framework (ACSF) core skills across a minimum of 3 ACSF levels, and is informed by:
 - organisational, policy and legislative framework and program funding profiles
 - delivery context
 - learner profiles
- conduct a pre-training assessment, ensuring that the candidate is clear about the context and purpose of assessment
- analyse assessment outcome evidence of the learner's skills through comparison with selected benchmarks
- provide feedback to candidates about their assessment outcomes and their future options for language, literacy and numeracy skill development
- develop and use templates to record assessment process and outcomes and any information required to fulfil policies and procedures of the training organisation or funding body
- collect feedback from relevant parties on the assessment process and document changes made as a result.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how social, psychological, physical and cultural factors; codes of practice and national standards; and features of the delivery context are taken into account in the design of a pre-training assessment process
- explain how variables the following variables interact to determine the level of difficulty of language, literacy and numeracy tasks:
 - familiarity of context
 - length and complexity of text language and structure
 - degree of inference the reader is required to make or how explicit a text is
 - extent of support required to respond to a text
- explain the range of provision in the VET sector available to meet candidate learning needs.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the language, literacy and numeracy practice field of work and include access to:

- opportunities to participate in a range of practical exercises and projects
- Training Package unit or other relevant standard
- recording or reporting forms
- special purpose tools, equipment, materials and industry software packages.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAELLN806 Lead the delivery of adult language, literacy and numeracy support services

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Application

This unit describes the skills and knowledge required to devise and provide adult language, literacy and numeracy (LLN) support services in a training organisation. It applies to those who devise a range of strategies to develop adult language, literacy and numeracy skills in learners enrolled in vocational education and training (VET) in a training organisation where the vocational course is the major focus.

Individuals in this role work collaboratively with a team of VET colleagues and contribute educational leadership in developing adult language, literacy and numeracy skills within the context of vocational courses. They may work alongside VET colleagues by directly teaching individuals and small groups, developing resources and support materials, and designing and delivering self-access materials. This requires them to apply knowledge of the terminology, language styles, writing conventions, and underpinning skill and knowledge requirements of the technical areas in which the support services are offered, as well as of the wider VET environment.

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

Unit Sector

Language, literacy and numeracy practice

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>

<p>1. Research language, literacy and numeracy demands of vocational training context</p>	<p>1.1 Identify the need for support services through consultation with relevant parties</p> <p>1.2 Analyse training specification outcomes to identify language, literacy and numeracy skills required for successful performance</p> <p>1.3 Analyse learner and assessment materials to identify language, literacy and numeracy required for successful performance</p> <p>1.4 Analyse training and assessment processes in terms of language, literacy and numeracy demands on learners</p> <p>1.5 Analyse workplace practices to determine language, literacy and numeracy skills required</p>
<p>2. Analyse individual's language, literacy and numeracy skills</p>	<p>2.1 Develop profile of potential participants</p> <p>2.2 Identify language, literacy and numeracy skills of potential participants</p> <p>2.3 Make diagnostic judgements about individual's language, literacy and numeracy skills in relation to vocational requirements</p>
<p>3. Develop a language, literacy and numeracy support strategy for vocational training</p>	<p>3.1 Plan most appropriate mode(s) of training</p> <p>3.2 Plan instructional sequence that links to identified language, literacy and numeracy training needs</p> <p>3.3 Plan training arrangements</p> <p>3.4 Undertake joint planning when working with content experts to integrate language, literacy and numeracy with teaching and assessment activities</p> <p>3.5 Seek advice on technical matters from others in the VET environment when required</p> <p>3.6 Confirm own role and responsibilities in training and assessment context with relevant parties</p> <p>3.7 Confirm stages and processes for gathering evidence for assessment, and monitoring and evaluating training with relevant parties</p>
<p>4. Select and apply a range of teaching strategies to develop language, literacy and numeracy skills relevant to vocational context</p>	<p>4.1 Evaluate teaching strategies to determine those most appropriate for individual learners in a particular vocational context</p> <p>4.2 Apply strategies to interpret, explain and produce features of spoken and written English texts used within a vocational context</p> <p>4.3 Teach terminology and language of the industry and</p>

	<p>workplace</p> <p>4.4 Apply strategies to interpret and teach mathematical features</p> <p>4.5 Work with VET colleagues to develop their approach to addressing language, literacy and numeracy issues within their training</p>
5. Participate in assessment processes	<p>5.1 Make assessment arrangements consistent with quality compliance processes</p> <p>5.2 Provide advice to vocational trainers and assessors about addressing language, literacy and numeracy issues within assessment</p> <p>5.3 Complete reports as required by relevant bodies</p>
6. Evaluate support services	<p>6.1 Review the support services in collaboration with others</p> <p>6.2 Modify the support services in line with recommendations from the review</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.5, 3.6, 4.3, 4.5	<ul style="list-style-type: none"> Supports own skill and knowledge development by leading work groups/teams
Reading	1.2, 1.3, 1.4, 1.5	<ul style="list-style-type: none"> Sources, analyses and interprets information presented in a variety of formats
Writing	2.1, 4.2, 5.3	<ul style="list-style-type: none"> Prepares documentation which incorporates the analysis and evaluation of information using specialised language in a format and style appropriate to a specific audiences
Oral Communication	1.1, 2.2, 3.4, 3.5, 3.6, 4.2, 4.3, 4.4, 4.5, 5.2, 6.1	<ul style="list-style-type: none"> Leads verbal exchanges using appropriate vocabulary, questioning and listening techniques, adjusting language, tone and pace to suit the audience

Numeracy	1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 4.4	<ul style="list-style-type: none"> Analyses information to identify numeracy concepts for incorporation into LLN support strategies
Navigate the world of work	1.1, 3.6, 5.1, 5.3	<ul style="list-style-type: none"> Takes personal responsibility for following explicit and implicit policies, procedures and legislative requirements relevant to own role
Interact with others	1.1, 3.4, 3.5, 3.6, 3.7, 4.2, 4.5, 5.2, 6.1	<ul style="list-style-type: none"> Cooperates with others and contributes to work practices that achieve joint outcomes Identifies and addresses areas of need, monitoring progress by observing the actions of others and seeking explicit feedback Plays a lead role in facilitating effective group interaction encouraging sharing of strategies and solutions
Get the work done	1.1, 1.2, 1.3, 1.4, 1.5, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 5.1, 6.1, 6.2	<ul style="list-style-type: none"> Accepts responsibility for planning, developing and maintaining systems, strategies and processes Gathers and analyses data and seeks feedback to improve systems and processes Applies problem solving processes and makes decisions about appropriate strategies based on systematic analysis of evidence

Unit Mapping Information

Code and Title (<i>Current Version</i>)	Code and Title (<i>Previous Version</i>)	Comments	E/N
TAELLN806 Lead the delivery of adult language, literacy and numeracy support services	TAELLN706A Lead the delivery of adult language, literacy and numeracy support services	Updated to meet Standards for Training Packages	E

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAELLN806 Lead the delivery of adult language, literacy and numeracy support services

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Performance Evidence

Evidence of the ability to:

- develop a profile of the language, literacy and numeracy requirements of a vocational context based on analysis of training specifications, workplace practices and training demands
- develop a profile of potential participants and an individual analysis of at least 3 learners' language, literacy and numeracy skills in relation to vocational requirements
- develop a language, literacy and numeracy support strategy that details:
 - strategies for collaborating with vocational content experts
 - a description of the LLN specialist role in the program
 - selected support strategies and modes of training to meet the needs of the learner group
 - processes for monitoring training and gathering assessment evidence
- select and apply strategies to teach features of spoken and written text, terminology and language, and mathematical concepts relevant to the vocational context
- share knowledge about addressing LLN issues within vocational training with VET colleagues
- record and report outcomes of training and assessment in line with organisational and funding body requirements
- collaborate with others in the VET context to review and modify the support services.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how the diverse needs and learning profiles of those participating in vocational training programs impact on the design of support services and strategies
- identify the language, reading, writing and numeracy requirements relevant to an industry or vocational area that impact on decisions about the design of support services, incorporating:
 - identification and teaching of underpinning skills
 - customisation of learning materials, methods and strategies
 - teaching of vocationally relevant terminology
- explain how different modes of instruction can be used to provide language, literacy and numeracy support services within a vocational training context to meet the needs of a particular learner group
- identify strategies for building collaborative working relationships with VET colleagues that result in shared goals and outcomes.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the language, literacy and numeracy practice field of work and include access to:

- opportunities to participate in a range of practical exercises and projects
- resources appropriate to language, literacy and numeracy delivery in vocational contexts
- relevant documents, special purpose tools, equipment, materials and industry software packages.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAELLN811 Analyse policy and formulate strategic language, literacy and numeracy response

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Application

This unit describes the skills and knowledge required to identify and analyse policy that has adult language, literacy and numeracy implications; and to formulate, implement and evaluate strategic responses within a training organisation. Knowledge of adult language, literacy and numeracy (LLN) theory and teaching approaches is also important in the development of the strategic response to policy. The unit applies to those in a training organisation with a leadership role in accessing, analysing and responding to policy.

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

Unit Sector

Language, literacy and numeracy practice

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. Analyse policy and its relationship to adult language, literacy and numeracy provision	1.1 Identify new opportunities in policy environments in response to internal and external factors and government priorities 1.2 Access policy that may impact on adult language, literacy and numeracy provision 1.3 Analyse policy to establish changes that may impact on current adult language, literacy and numeracy provision

	<p>1.4 Identify potential impact of policy</p> <p>1.5 Propose actions to be taken in response</p>
<p>2. Lead the implementation of adult language, literacy and numeracy strategic response</p>	<p>2.1 Provide information and advice on the relevant policy and its impacts to key stakeholders</p> <p>2.2 Formulate a strategic adult language, literacy and numeracy response to the policy</p> <p>2.3 Identify the resourcing implications and feasibility of the strategic response</p> <p>2.4 Develop a plan for implementation of the strategic response</p> <p>2.5 Implement the strategic response in collaboration with stakeholders</p>
<p>3. Review the response to policy</p>	<p>3.1 Develop a plan for evaluation and review of strategic response in consultation with stakeholders</p> <p>3.2 Gather, collate and analyse feedback on implementation process and related issues according to organisational requirements</p> <p>3.3 Evaluate implementation of strategic response against criteria in implementation plan</p> <p>3.4 Document and report on outcomes of review according to organisational requirements</p> <p>3.5 Provide feedback to policy body on implementation issues or consequences of policy shift, if relevant</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 3.2, 3.3	<ul style="list-style-type: none"> Sources, analyses and interprets information presented in a variety of formats in order to identify policy response options
Writing	1.1, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5	<ul style="list-style-type: none"> Structures material in a logical and concise manner, incorporating analysis of information and formulation of planning

		and strategy, using specialised language in a format and style appropriate to a specific audience and context
Oral Communication	2.1, 3.2	<ul style="list-style-type: none"> Leads complex verbal exchanges of information, opinions and concepts, articulating ideas and conclusions with individuals and groups using suitable style and language to communicate effectively and with influence
Navigate the world of work	1.1, 1.2, 1.4, 2.1, 3.5	<ul style="list-style-type: none"> Applies explicit or implicit protocols knowing when and how to challenge some protocols to better align with goals and values and achieve outcomes more efficiently and effectively
Interact with others	2.1, 3.1, 3.2, 3.5	<ul style="list-style-type: none"> Demonstrates sophisticated control over oral, visual and/or written formats, drawing on a range of communication practices to achieve goals Selects and uses appropriate conventions and protocols when communicating with a range of stakeholders
Get the work done	1.2, 1.3, 1.4, 1.5, 2.2, 3.1, 3.2, 3.3, 3.4	<ul style="list-style-type: none"> Applies systematic and analytical problem solving processes in complex and non-routine situations Reflects on potential outcomes of particular solutions Identifies opportunities for new or enhanced work practices and outcomes

Unit Mapping Information

Code and Title (<i>Current Version</i>)	Code and Title (<i>Previous Version</i>)	Comments	E/N
TAELLN811 Analyse policy and formulate strategic language, literacy and numeracy response	TAELLN801A Analyse policy and formulate strategic language, literacy and numeracy response	Updated to meet Standards for Training Packages	E

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAELLN811 Analyse policy and formulate strategic language, literacy and numeracy response

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Performance Evidence

Evidence of the ability to:

- access and analyse a broad range of policies that may impact on adult language, literacy and numeracy provision
- identify potential impacts and opportunities that a policy may have for adult language, literacy and numeracy provision
- develop a strategic response to the policy and an implementation plan that includes:
 - actions to be taken
 - approach to stakeholder management
 - roles and responsibilities
 - resources
 - feasibility
 - expected outcomes
 - timelines and milestones
 - evaluation criteria
 - process for review
- lead the implementation of a strategic response to a policy in collaboration with relevant stakeholders
- gather, collate and analyse feedback to evaluate the implementation of the policy response against criteria established in the implementation plan
- document review outcomes according to organisational requirements and provide feedback to policy body as appropriate.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify policy areas likely to impact on adult language, literacy and numeracy provision, including consideration of the relationships between international, federal, state and local policy
- describe the impact of a particular policy change on the organisations' operations
- explain how theories of adult language, literacy and numeracy skill development and related program planning approaches are taken into account in the development of policy responses
- explain how organisational procedures inform the way in which information and advice about policies and strategic responses is communicated to stakeholders.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the language, literacy and numeracy practice field of work and include access to:

- opportunities to participate in a range of practical exercises and projects
- relevant policies
- special purpose tools, equipment, materials and industry software packages.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAELLN812 Research and implement new adult language, literacy and numeracy practices

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Application

This unit describes the skills and knowledge required to research new adult language, literacy and numeracy practices and implement them to meet the needs of adults seeking to develop their language, literacy and numeracy skills. New adult language, literacy and numeracy practices may be theories, approaches or strategies that are new to education, new to the adult literacy field, new to Australia, new to particular delivery contexts or provider organisations, or simply new to the practitioner.

It applies to adult language, literacy and numeracy practitioners who need to critically reflect on their own practice in order to research and identify new, innovative or alternative approaches to practice, and adapt and apply these to their own work context as appropriate.

An advanced application of adult literacy and numeracy practice is required at this level. It is recommended that those who have previously completed education theory and practice units, and/or have established skills and experience as a teacher or practitioner undertake this unit.

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

Unit Sector

Language, literacy and numeracy practice

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>

<p>1. Review effectiveness of current adult language, literacy and numeracy practices</p>	<p>1.1 Identify current adult language, literacy and numeracy teaching practices</p> <p>1.2 Establish criteria to evaluate effectiveness of current practices</p> <p>1.3 Assess and evaluate current practice in relation to requirements of learning context</p> <p>1.4 Identify aspects of current practice that could be improved or enhanced through new, innovative or alternative approaches</p>
<p>2. Research advances in practice</p>	<p>2.1 Identify areas of research relevant to the identified aspects of current practice that require improvement</p> <p>2.2 Formulate a research plan based on an identified areas of research</p> <p>2.3 Use appropriate sources of information to identify new practices</p>
<p>3. Analyse new adult language, literacy and numeracy practices</p>	<p>3.1 Evaluate new practices in relation to requirements of learning context</p> <p>3.2 Evaluate new practices in relation to specific requirements of learners enrolled in adult language, literacy and numeracy programs</p> <p>3.3 Review new practices in relation to adult language, literacy and numeracy teaching theory</p> <p>3.4 Identify potential implementation, professional development and resourcing issues arising from new practices</p>
<p>4. Apply new adult language, literacy and numeracy practices</p>	<p>4.1 Undertake joint planning with others as relevant, to introduce new practices</p> <p>4.2 Implement actions to address identified implementation, professional development or resourcing issues</p> <p>4.3 Apply new adult language, literacy and numeracy practices to teaching and assessment activities</p>
<p>5. Evaluate new adult language, literacy and numeracy practices</p>	<p>5.1 Establish criteria to monitor and evaluate impact of new practices</p> <p>5.2 Monitor and evaluate implementation according to the established criteria</p> <p>5.3 Disseminate findings of evaluation to relevant stakeholders</p> <p>5.4 Review changes to practices based on feedback and evaluation findings</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	2.1, 2.3, 5.2	<ul style="list-style-type: none"> Sources, analyses and interprets conceptually complex, formal textual information to define strategy and methodology
Writing	1.2, 2.2, 5.1, 5.3, 5.4	<ul style="list-style-type: none"> Prepares documentation which incorporates the analysis and evaluation of information using specialised language in a format and style appropriate to a specific audience
Numeracy	1.2, 5.1, 5.2	<ul style="list-style-type: none"> Collates, interprets and reports on statistical information to convey meaning and to indicate efficacy of practice
Oral Communication	4.1, 5.3	<ul style="list-style-type: none"> Leads complex verbal exchanges of information, opinions and concepts, articulating ideas and conclusions with individuals and groups using suitable style and language to communicate effectively and with influence
Navigate the world of work	1.3, 2.1, 5.4	<ul style="list-style-type: none"> Identifies and follows relevant legislative requirements, explicit and implicit protocols, policies and procedures and meets expectations associated with own role Develops and maintains knowledge related to own role
Interact with others	4.2, 5.3, 5.4	<ul style="list-style-type: none"> Selects and uses appropriate conventions and protocols when communicating with a range of stakeholders Demonstrates sophisticated control over oral, visual and/or written formats, drawing on a range of communication practices to achieve goals
Get the work done	1.1, 1.3, 1.4, 2.2, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 5.1, 5.2, 5.4	<ul style="list-style-type: none"> Selects or supports new ideas on the basis of their contribution to the achievement of broader goal Reflects on the application of key principles in a particular context, the

		<p>appropriateness and effectiveness of different sources of information and problem solving processes for that context, and the potential implications for future situations</p> <ul style="list-style-type: none"> Actively identifies systems, devices and applications with potential to meet current and/or future needs
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Unit Mapping Information

Code and Title (<i>Current Version</i>)	Code and Title (<i>Previous Version</i>)	Comments	E/N
TAELLN812 Research and implement new adult language, literacy and numeracy practices	TAELLN802A Research and implement new adult language, literacy and numeracy practices	Updated to meet Standards for Training Packages	E

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAELLN812 Research and implement new adult language, literacy and numeracy practices

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Performance Evidence

Evidence of the ability to:

- develop or select criteria for evaluating the effectiveness of current adult English language, literacy and numeracy teaching practice
- identify at least 2 current aspects of practice that need improvement or issues that need resolving and research any new practices that may be appropriate
- evaluate new practices in relation to adult language, literacy and numeracy theory, the requirements of the learning context and the needs of learners
- make changes to existing practices to implement new practices into the learning program in collaboration with relevant stakeholders
- monitor, evaluate and review the new practices using established criteria
- share findings about new practices with colleagues.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify curriculum frameworks, pedagogy or teaching theories and their relationship with current adult language, literacy and numeracy teaching practice
- identify any implementation, professional development and resourcing issues that may arise from the introduction of new practices
- describe criteria to evaluate the effectiveness of new practices and explain how they are relevant to the specific requirements of the learning context in terms of:
 - organisational or workplace requirements

- funding body guidelines
- learner needs
- national VET standards and frameworks
- explain how potential issues arising from the introduction of new practices can be identified and overcome
- identify sources of information and advice on adult language, literacy and numeracy practice.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the language, literacy and numeracy practice field of work and include access to:

- opportunities to participate in a range of practical exercises and projects
- information about new teaching practices in adult language, literacy, numeracy and program evaluation
- special purpose tools, equipment, materials and industry software packages.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAELLN813 Formulate workplace strategy for adult language, literacy and numeracy skill development

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Application

This unit describes the skills and knowledge required to formulate a strategy to deliver language, literacy and numeracy skill development in a workplace. The unit addresses the analysis of industry factors that impact on the English language, literacy and numeracy required of employees. It enables practitioners to design programs that meet the requirements of the Workplace English Language and Literacy (WELL) program.

Individuals undertaking this unit may be required to manage a team of people implementing the workplace adult literacy and numeracy strategy, including monitoring, evaluating and improving performance as required.

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

Unit Sector

Language, literacy and numeracy practice

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. Analyse company profile	1.1 Identify broad issues for training through consultation with enterprise personnel and workforce representatives 1.2 Analyse company background information 1.3 Identify any key drivers of change impacting on the

	<p>organisation</p> <p>1.4 Develop profile of the industry workforce</p> <p>1.5 Identify any compliance, WHS, performance or quality issues that could impact on the effectiveness of the organisation</p> <p>1.6 Analyse company and workforce profile for language, literacy and numeracy training implications</p>
<p>2. Analyse English language, literacy and numeracy demands of the workplace</p>	<p>2.1 Analyse relevant training specification to identify the levels of language, literacy and numeracy required</p> <p>2.2 Examine workplace's formal and informal communication systems and practices to identify the level of language, literacy and numeracy required</p> <p>2.3 Identify funding source for training and note parameters of program focus and reporting</p>
<p>3. Provide leadership in developing language, literacy and numeracy skill development plan</p>	<p>3.1 Design most appropriate mode(s) of training and assessment, given participant profile and workplace operations</p> <p>3.2 Design most appropriate program, based on application of conceptual frameworks underpinning adult language, literacy and numeracy teaching in vocational education and training (VET)</p> <p>3.3 Develop a language, literacy and numeracy skill development plan for approval by representatives of the training organisation, company or workplace, and the workforce</p> <p>3.4 Develop an evaluation strategy to enable ongoing monitoring of the language, literacy and numeracy skill development plan</p> <p>3.5 Develop a communication strategy to ensure stakeholders are informed of process, programs, changes and outcomes</p>
<p>4. Identify program participants</p>	<p>4.1 Design criteria and processes for selection of participants</p> <p>4.2 Ensure processes comply with the industrial arrangements of the workplace and funding body requirements</p> <p>4.3 Design a pre-training assessment process relevant to needs of learners and reporting requirements</p> <p>4.4 Assess the literacy and numeracy skills of potential program participants</p> <p>4.5 Develop a profile of potential participants for training purposes</p> <p>4.6 Refine training delivery plan to enable maximum participation</p>

	4.7 Liaise with others in the workplace impacted by the training
5. Implement and review the language, literacy and numeracy skill development plan	<p>5.1 Make arrangements for the delivery of skills development that meets learner and workplace requirements</p> <p>5.2 Implement the evaluation strategy of skill development plan</p> <p>5.3 Review the implementation of the language, literacy and numeracy skill development plan periodically and make modifications when required</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.1, 3.1, 4.7	<ul style="list-style-type: none"> Uses interaction with stakeholders to build own knowledge of industry and workplace requirements
Reading	1.2, 2.1, 2.2, 2.3, 4.2, 4.4, 5.3	<ul style="list-style-type: none"> Sources, analyses and interprets information presented in a variety of formats in order to identify industry needs, funding options and program requirements
Writing	3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.3, 5.3	<ul style="list-style-type: none"> Prepares documentation which incorporates the analysis and evaluation of information using specialised language in a format and style appropriate to a specific audiences
Oral Communication	1.1, 2.2, 4.4, 4.7	<ul style="list-style-type: none"> Leads complex verbal exchanges using appropriate language, questioning and listening techniques to provide and elicit information, confirm understanding, explore client requirements and describe research findings and recommendations effectively and with influence
Numeracy	1.6, 4.4, 4.6	<ul style="list-style-type: none"> Interprets numerical information to inform numeracy skill assessment and strategy development
Navigate the world	2.3, 4.2	<ul style="list-style-type: none"> Takes personal responsibility for following explicit and implicit policies,

of work		procedures and legislative requirements relevant to own role
Interact with others	1.1, 3.5, 4.7	<ul style="list-style-type: none"> • Selects and uses appropriate conventions and protocols when communicating with a range of stakeholders including employers, union representatives, workforce representatives and management • Identifies and addresses areas of need, monitoring progress by observing the actions of others and seeking explicit feedback • Plays a lead role in facilitating effective group interaction encouraging sharing of strategies and negotiating solutions • Adapts personal communication style in order to negotiate effective outcomes
Get the work done	1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.3, 4.4, 4.5, 4.6, 5.2, 5.3	<ul style="list-style-type: none"> • Accepts full responsibility for planning, developing and maintaining systems, strategies and processes • Gathers and analyses data and seeks feedback to improve systems and processes • Anticipates potential problems and plans strategies to avoid problems eventuating

Unit Mapping Information

Code and Title (<i>Current Version</i>)	Code and Title (<i>Previous Version</i>)	Comments	E/N
TAELLN813 Formulate workplace strategy for adult language, literacy and numeracy skill development	TAELLN803A Formulate workplace strategy for adult language, literacy and numeracy skill development	Updated to meet Standards for Training Packages	E

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAELLN813 Formulate workplace strategy for adult language, literacy and numeracy skill development

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Performance Evidence

Evidence of the ability to:

- analyse company background information and consult with company stakeholders at all levels to identify broad issues for training arising from key drivers of change impacting on the organisation
- profile industry and company workforce and identify implications for English language, literacy and numeracy training
- analyse training specifications and company communication systems and processes to identify the English language, literacy and numeracy demands of the workplace
- lead the development of a language, literacy and numeracy skill development plan for a specific workplace, working closely with company, workplace and training provider stakeholders
- design a pre-training assessment process contextualised for a specific workplace environment to assess the language, literacy and numeracy skills of potential program participants against the Australian Core Skills Framework (ACSF)
- refine training delivery plan to maximise participation by identified program participants and liaise with relevant workplace representatives to make arrangements for worker participation
- develop and implement a communication strategy to keep all stakeholders informed and engaged throughout the skill development program
- comply with organisational and funding body requirements to implement a language, literacy and numeracy skill development program in a workplace
- develop and use an evaluation strategy to review implementation of a workforce skill development plan.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how cross-cultural issues, confidentiality and attitudinal barriers to adult language, literacy and numeracy skill development impact on the design of workplace-based skill development programs and communication strategies
- identify potential sources of funding for workplace language, literacy and numeracy skill development and note the program parameters and reporting requirements
- explain how workplace language, literacy and numeracy skill development program design is informed by:
 - adult learning, principles
 - applied adult language, literacy and numeracy teaching theories
 - changes in the Australian economic and industrial context that impact workplace LLN requirements
 - workplace agreements and industrial requirements
- outline the role and responsibility of language, literacy and numeracy providers to respond to the individual needs of companies when providing workforce skill development.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the language, literacy and numeracy practice field of work and include access to:

- opportunities to participate in a range of practical exercises and projects
- workplace and training documentation
- special purpose tools, equipment, materials and industry software packages.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAELLN814 Design programs to develop adult language, literacy and numeracy skills

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Application

This unit describes the skills and knowledge required to design and review programs that develop adult language, literacy and numeracy skills. The unit requires analysis of factors that impact on the design of programs where adult language, literacy and numeracy are the major focus, such as the Language, Literacy and Numeracy Program (LLNP).

The design and delivery of specific language-based courses may require additional qualifications as set out in accredited course documentation.

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

Unit Sector

Language, literacy and numeracy practice

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. Examine parameters of adult language, literacy and numeracy program design	1.1 Analyse program funding guidelines to establish program parameters 1.2 Use knowledge of pedagogies of adult language, literacy and numeracy to clarify program focus 1.3 Clarify eligibility requirements for the planned program with reference to funding guidelines and program focus

	1.4 Research range of training package or accredited course options available to support stand-alone or integrated adult language, literacy and numeracy skill development
2. Select course level and units	2.1 Identify key underpinning theoretical frameworks of the selected training package or accredited course 2.2 Examine qualification packaging rules of the training package or accredited course to select a qualification or combination of units that best meets the program focus
3. Tailor program to meet needs of learner group	3.1 Access pre-training assessment records to establish learner needs, goals, skills and learning styles 3.2 Establish profile of the learner group 3.3 Select learning resources and program content consistent with learner profiles and program focus
4. Design program structure	4.1 Use knowledge of language, literacy and numeracy learning needs of culturally and linguistically diverse adults to plan program structure 4.2 Use knowledge of language, literacy and numeracy skill development to sequence learning 4.3 Select mode of delivery appropriate for program focus and learner needs 4.4 Prepare delivery and assessment plan consistent with course content and learner needs, goals, skills and learning styles 4.5 Plan collaborative arrangements for teaching and learning activities when more than one practitioner is working with a group of learners 4.6 Note reporting requirements of funding body and build in at appropriate points in the program
5. Review the program design	5.1 Devise criteria by which the program is reviewed 5.2 Review the program design in collaboration with others 5.3 Modify the program design according to recommendations from the review

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 1.4, 2.1, 2.2, 3.1, 3.3, 4.6	<ul style="list-style-type: none"> Sources, analyses and interprets information presented in a variety of formats in order to identify program options requirements
Writing	4.4, 5.1, 5.3	<ul style="list-style-type: none"> Prepares documentation which incorporates the analysis and evaluation of information using specialised language in a format and style appropriate to a specific audience
Oral Communication	4.5, 5.2	<ul style="list-style-type: none"> Leads complex verbal exchanges using appropriate language, questioning and listening techniques to provide and elicit information, confirm understanding, seek feedback and make recommendations effectively and with influence
Numeracy	3.1, 3.2, 4.1, 4.2	<ul style="list-style-type: none"> Interprets numerical information to inform strategy and resource development
Navigate the world of work	1.1, 1.3	<ul style="list-style-type: none"> Recognises and follows relevant legislative requirements associated with own role
Interact with others	4.5, 5.2	<ul style="list-style-type: none"> Plays a lead role in facilitating effective group interactions focused on identifying program improvements
Get the work done	1.3, 1.4, 2.1, 2.2, 3.1, 3.3, 4.1, 4.2, 4.4, 4.5, 5.1, 5.3	<ul style="list-style-type: none"> Accepts full responsibility for planning, developing, monitoring and maintaining programs Makes decisions by using systematic analytical processes, setting goals, gathering relevant information, and evaluating options against set criteria Recognises the potential of new approaches to improve or develop new programs Uses a range of digitally based technologies to access, extract and record relevant information in order to achieve required outcomes

Unit Mapping Information

Code and Title (<i>Current Version</i>)	Code and Title (<i>Previous Version</i>)	Comments	E/N
TAELLN814 Design programs to develop adult language, literacy and numeracy skills	TAELLN804A Design programs to develop adult language, literacy and numeracy skills	Updated to meet Standards for Training Packages	E

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAELLN814 Design programs to develop adult language, literacy and numeracy skills

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Performance Evidence

Evidence of the ability to:

- select a qualification or combination of units from a training package or accredited course that is suitable for language, literacy and numeracy program requirements based on analysis of at least 3 accredited courses or Training Packages – each analysis should consider:
 - program funding guidelines
 - program focus
 - eligibility requirements
 - course options, underpinning theoretical frameworks, qualification packaging rules and outcome statements
- tailor program selecting learning resources and program content to meet identified learner needs
- design program structure, delivery and assessment plan, sequence of learning activities, delivery options, collaborative arrangements and reporting points
- develop and use review criteria to review and modify a program in collaboration with others.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- document and analyse the following factors that influence the design of language, literacy and numeracy programs:

- VET context
- legislative or regulatory requirements
- funding body and other reporting requirements
- training provider organisational requirements and constraints
- stakeholder or community involvement
- program focus and purpose
- resource requirements
- program eligibility requirements and participation guidelines
- explain how adult learning principles and adult language, literacy and numeracy pedagogies inform program design, and the selection and sequencing of learning activities and assessment points
- identify standards, frameworks and funding body requirements that influence the selection of program review criteria
- explain how input from colleagues and relevant stakeholders can be accessed and used to inform the development, review and modification of programs.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the language, literacy and numeracy practice field of work and include access to:

- opportunities to participate in a range of practical exercises and projects
- course documentation
- Training Packages
- special purpose tools, equipment, materials and industry software packages.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAELLN815 Develop strategy for adult language, literacy and numeracy skill development in a community program

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Application

This unit describes the skills and knowledge required to research, analyse, develop, lead and implement a strategy to support adult language, literacy and numeracy (LLN) skill development in a community program.

It applies to adult language, literacy and numeracy practitioners who support the programs offered by community organisations by identifying underpinning skills needed for successful completion of courses, developing strategies to support course delivery, identifying language, literacy and numeracy barriers to participation, and developing strategies to assist individuals to achieve their personal goals through building their underpinning skills.

Community programs may seek to create awareness of a community or personal issue, such as health literacy or financial literacy, and to change behaviour in relation to it. Community programs may also teach skill development in non-vocational areas, such as basic computing, personal budgeting or cooking.

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

Unit Sector

Language, literacy and numeracy practice

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>

<p>1. Clarify purpose for involvement</p>	<p>1.1 Identify the goals of the community program through consultation with relevant personnel</p> <p>1.2 Clarify purpose for and role of adult language, literacy and numeracy practitioner involvement with community program personnel</p> <p>1.3 Identify funding source and note parameters of program focus</p> <p>1.4 Identify evaluation and reporting requirements</p>
<p>2. Analyse language, literacy and numeracy requirements of community program</p>	<p>2.1 Identify intended target group in consultation with program managers</p> <p>2.2 Analyse the program goals to identify areas where language, literacy and numeracy issues may prevent the achievement of program goals</p>
<p>3. Provide leadership in designing language, literacy and numeracy support for the program</p>	<p>3.1 Design the most appropriate strategy for addressing the required language, literacy and numeracy issues based on theoretical understandings, the profile of the target group and the program goals</p> <p>3.2 Recommend the most appropriate strategy, given the profile of the target group and the program goals, and confirm support from community program personnel</p> <p>3.3 Develop an evaluation strategy to enable ongoing monitoring of the language, literacy and numeracy component</p>
<p>4. Implement support for the program</p>	<p>4.1 Work with community program personnel to implement the LLN component of the program</p> <p>4.2 Identify and source resources to support LLN components of the program</p> <p>4.3 Meet reporting requirements of stakeholder groups</p>
<p>5. Develop and implement a communication strategy</p>	<p>5.1 Analyse possible barriers to communication with the target group</p> <p>5.2 Identify communication methods and approaches, at an appropriate language and literacy level, that are suitable for use with the target group</p> <p>5.3 Monitor communication processes used throughout the program to ensure consistency of communication with the target group</p>
<p>6. Review the language, literacy and numeracy component</p>	<p>6.1 Implement the evaluation strategy</p> <p>6.2 Periodically review the implementation of the language, literacy and numeracy support for the community program and</p>

of the program	make modifications when required 6.3 Review program outcomes for target group
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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.3, 1.4, 2.2, 6.2, 6.3	<ul style="list-style-type: none"> Sources, analyses and interprets information presented in a variety of formats in order to identify program options and requirements
Writing	3.1, 3.3, 4.3, 6.2	<ul style="list-style-type: none"> Prepares documentation which incorporates the analysis and evaluation of information using specialised language in a format and style appropriate to a specific audience
Oral Communication	1.1, 1.2, 2.1, 3.2, 4.1, 5.1, 5.3, 6.2	<ul style="list-style-type: none"> Leads complex verbal exchanges using appropriate language, questioning and listening techniques to provide and elicit information, confirm understanding, seek feedback and make recommendations effectively and with influence
Numeracy	1.4, 4.2	<ul style="list-style-type: none"> Interprets numerical information to inform numeracy strategy and resource development
Interact with others	1.1, 1.2, 3.2, 3.3, 4.1, 5.1, 5.3, 6.2	<ul style="list-style-type: none"> Selects and uses appropriate conventions and protocols when communicating with a range of stakeholders Actively builds rapport with others as an integral part of all interactions
Get the work done	1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3, 6.1	<ul style="list-style-type: none"> Accepts full responsibility for planning, developing and reviewing strategies to achieve program goals, and for identifying and meeting reporting requirements Recognises opportunities to develop new or improved strategies to meet the needs of clients Gathers and analyses data and seeks

		feedback to improve systems and processes
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Unit Mapping Information

Code and Title (<i>Current Version</i>)	Code and Title (<i>Previous Version</i>)	Comments	E/N
TAELLN815 Develop strategy for adult language, literacy and numeracy skill development in a community program	TAELLN805A Formulate strategy for adult language, literacy and numeracy skill development in a community program	Updated to meet Standards for Training Packages	E

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAE LLN815 Develop strategy for adult language, literacy and numeracy skill development in a community program

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Performance Evidence

Evidence of the ability to:

- consult with relevant stakeholders to identify goals for community program and purpose for adult language, literacy and numeracy practitioner involvement
- identify program funding source, focus and associated evaluation and reporting requirements
- analyse English language, literacy and numeracy requirements of a community program and identify intended participants in consultation with relevant personnel
- lead the design and development of strategies to provide language, literacy and numeracy support for a community program based on the identified program goals and participant needs
- develop and implement a communication strategy that is appropriate for the needs of intended participants
- lead implementation of language, literacy and numeracy support for a community program in collaboration with community program personnel and relevant stakeholders
- identify and source resources to support implementation of the strategy to provide language, literacy and numeracy support for a community program
- develop and use an evaluation strategy to review language, literacy and numeracy support provided to a community program and make modifications where required.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify various ways in which language, literacy and numeracy practitioners can support community programs
- describe how population levels of English language, literacy and numeracy in Australia as a whole and within specific population cohorts contribute to the language, literacy and numeracy demands of community and personal activities
- explain how adult learning principles and adult language, literacy and numeracy pedagogies inform community education program design, and the design and implementation of support strategies and communication approaches.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the language, literacy and numeracy practice field of work and include access to:

- opportunities to participate in a range of practical exercises and projects
- relevant documents, special purpose tools, equipment, materials and industry software packages.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAELLN816 Initiate, develop and evaluate adult language, literacy and numeracy resources

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Application

This unit describes the skills and knowledge required to initiate, research, design and develop resources to support adult language, literacy and numeracy learning.

It applies to adult language, literacy and numeracy practitioners initiating, developing and evaluating teaching and learning resources with broad applicability to the vocational education and training (VET) sector. Adult language, literacy and numeracy resources may be developed in a variety of formats, however this unit does not include the technical skills required to develop e-learning and m-learning resources.

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

Unit Sector

Language, literacy and numeracy practice

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. Confirm need for language, literacy and numeracy resource	1.1 Identify possible need for language, literacy and numeracy resource 1.2 Research the language, literacy and numeracy skills and learning strategies to be developed in the resource 1.3 Examine a range of existing resources to identify effective

	<p>features or methods for addressing language, literacy and numeracy skills</p> <p>1.4 Evaluate whether existing resources reflect current language, literacy and numeracy research and theoretical understandings of good practice</p> <p>1.5 Evaluate existing resources for accessibility</p> <p>1.6 Identify opportunities for contextualising existing resources</p>
2. Establish support for resource development	<p>2.1 Design broad format of resource</p> <p>2.2 Locate and access funding sources</p> <p>2.3 Identify suitable stakeholders for a representative consultative group</p> <p>2.4 Develop effective relationships with relevant experts</p> <p>2.5 Refine project brief in consultation with stakeholders and relevant experts</p> <p>2.6 Prepare project plan for sign-off by the representative consultative group</p>
3. Design the adult language, literacy and numeracy resource	<p>3.1 Produce summary of desirable features of resource</p> <p>3.2 Consider range of design features appropriate to audience</p> <p>3.3 Agree on best design options with key stakeholders</p> <p>3.4 Ensure processes comply with relevant policy, legislation, codes of practice and national standards</p>
4. Develop the adult language, literacy and numeracy resource	<p>4.1 Select content appropriate to project brief</p> <p>4.2 Develop activities to ensure coverage of skills and knowledge</p> <p>4.3 Reflect theoretical understandings of adult language, literacy and numeracy skill development in the choice and sequencing of content</p> <p>4.4 Align language, literacy and numeracy content to recognised frameworks to ensure consistent interpretation and delivery</p> <p>4.5 Seek and review feedback on the draft resource from a wide range of sources and incorporate feedback into the final resource as appropriate</p>
5. Evaluate the resource	<p>5.1 Review design and development process against appropriate evaluation criteria</p> <p>5.2 Review final product against the brief to ensure it meets all requirements</p>

	5.3 Identify a mechanism for ongoing monitoring and responses to feedback
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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.3, 1.5, 2.2, 3.4, 4.1, 4.4, 5.1, 5.2	<ul style="list-style-type: none"> Sources, analyses and interprets information presented in a variety of formats in order to identify funding options and resource requirements
Writing	2.1, 2.5, 2.6, 3.1, 4.2, 5.1, 5.2	<ul style="list-style-type: none"> Prepares documentation which incorporates the analysis and evaluation of information using specialised language in a format and style appropriate to a specific audience
Oral Communication	2.3, 2.4, 2.5, 3.3, 4.5	<ul style="list-style-type: none"> Leads complex verbal exchanges using appropriate language, questioning and listening techniques to provide and elicit information, confirm understanding and seek feedback
Numeracy	1.3, 1.4, 4.1, 4.2, 4.3, 4.4	<ul style="list-style-type: none"> Adapts own knowledge of numeracy to derive mathematical meaning from a variety of sources, activities or tasks to meet purpose of requirements
Navigate the world of work	1.2, 3.4, 4.3, 4.5, 5.1, 5.2	<ul style="list-style-type: none"> Takes personal responsibility for following explicit and implicit policies, procedures and legislative requirements relevant to own role
Interact with others	2.3, 2.4, 2.5, 3.3, 4.5	<ul style="list-style-type: none"> Selects and uses appropriate conventions and protocols when communicating with a range of stakeholders Builds formal and informal networks to include key people with expert skills, knowledge and/or decision-making power
Get the work done	1.1, 1.2, 1.3, 1.6, 2.1, 2.5, 2.6, 3.1, 4.1, 4.2, 4.5, 5.1,	<ul style="list-style-type: none"> Accepts full responsibility for planning, developing and reviewing resources to meet defined goals

	5.2, 5.3	<ul style="list-style-type: none"> Recognises opportunities to develop new or improved resources to meet identified needs Gathers and analyses data and seeks feedback to improve resources
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Unit Mapping Information

Code and Title (<i>Current Version</i>)	Code and Title (<i>Previous Version</i>)	Comments	E/N
TAELLN816 Initiate, develop and evaluate adult language, literacy and numeracy resources	TAELLN806A Initiate, develop and evaluate adult language, literacy and numeracy resources	Updated to meet Standards for Training Packages	E

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAELLN816 Initiate, develop and evaluate adult language, literacy and numeracy resources

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Performance Evidence

Evidence of the ability to:

- identify need for language, literacy and numeracy resource
- evaluate existing language, literacy and numeracy resources to determine their currency, suitability and accessibility for the target audience and identify opportunities for contextualising existing resources
- develop a project brief and plan agreed by stakeholders and consultative group that includes identification of funding sources and relevant experts to include in the development process
- develop a draft and final language, literacy and numeracy resource incorporating:
 - coverage of skills and knowledge identified during the planning process
 - alignment of content against recognised frameworks
 - feedback on draft resource from a wide range of sources
 - agreement on content and design options from key stakeholders
- evaluate the final resource and the development process and identify a mechanism for ongoing monitoring.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how policy, legislation, codes of practice, national standards and frameworks are taken into account in the design and development of adult language, literacy and numeracy resources

- explain how adult learning principles and theoretical understandings of adult language, literacy and numeracy skill development of various learner cohorts apply to instructional design choices for language, literacy and numeracy resources
- outline research methods that can be used to determine whether existing resources are available and suitable to meet identified needs
- describe how key stakeholders and relevant experts are included in consultative processes to inform the development and review of language, literacy and numeracy resources.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the language, literacy and numeracy practice field of work and include access to:

- opportunities to participate in a range of practical exercises and projects
- relevant documents, special purpose tools, equipment, materials and industry software packages.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAELLN817 Design, implement and evaluate a language, literacy and numeracy professional development program

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Application

This unit describes the skills and knowledge required to design, implement and evaluate an adult language, literacy and numeracy professional development program.

It applies to those involved in the educational leadership of adult language, literacy and numeracy professional development programs.

Adult language, literacy and numeracy professional development programs include those within training organisations or workplace settings, where an experienced adult language, literacy and numeracy practitioner, provides professional development to other practitioners to develop their skills and knowledge in providing language, literacy and numeracy to adult learners.

Professional development programs also occur in community settings, such as in volunteer adult literacy programs.

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

Unit Sector

Language, literacy and numeracy practice

Elements and Performance Criteria

Elements	Performance Criteria
<i>Elements describe the</i>	<i>Performance criteria describe the performance needed to</i>

<i>essential outcomes</i>	<i>demonstrate achievement of the element.</i>
1. Design an adult language, literacy and numeracy professional development program	<p>1.1 Identify skills and skill development requirements of individuals and teams</p> <p>1.2 Formulate an adult language, literacy and numeracy professional development program plan in consultation with stakeholders</p> <p>1.3 Design program to reflect social and educational context in which it operates</p> <p>1.4 Determine most appropriate delivery mode for professional development program</p> <p>1.5 Design participant selection criteria</p> <p>1.6 Design and sequence adult language, literacy and numeracy professional development training sessions and professional development activities</p> <p>1.7 Source and contextualise, or develop, resources to support the professional development program</p> <p>1.8 Design processes for monitoring and evaluating professional development program</p>
2. Implement and deliver program plan	<p>2.1 Clarify responsibilities of parties involved in adult language, literacy and numeracy professional development program</p> <p>2.2 Conduct professional development activities as planned in the professional development program</p> <p>2.3 Use formal and informal monitoring to support the professional development of participants and provide feedback as required</p> <p>2.4 Maintain records as required by the training organisation</p>
3. Evaluate professional development program outcomes	<p>3.1 Implement program evaluation</p> <p>3.2 Complete program evaluation report for stakeholders</p> <p>3.3 Introduce changes to program in response to evaluation and participant feedback</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.7, 3.3	<ul style="list-style-type: none"> Sources, analyses and interprets information presented in a variety of formats in order to identify skill development requirements
Writing	1.2, 1.6, 1.7, 2.4, 3.2	<ul style="list-style-type: none"> Prepares documentation which incorporates the analysis and evaluation of information using specialised language in a format and style appropriate to a specific audience
Oral Communication	1.1, 1.2, 2.1, 2.2, 2.3, 3.3	<ul style="list-style-type: none"> Leads complex verbal exchanges using appropriate language, questioning and listening techniques to provide and elicit information, confirm understanding and seek feedback
Interact with others	1.2, 2.1, 3.1	<ul style="list-style-type: none"> Selects and uses appropriate conventions and protocols when communicating with a range of stakeholders
Get the work done	1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.2, 3.1, 3.3	<ul style="list-style-type: none"> Accepts full responsibility for planning, developing and reviewing programs to meet defined goals Gathers and analyses data and seeks feedback to improve program

Unit Mapping Information

Code and Title (Current Version)	Code and Title (Previous Version)	Comments	E/N
TAELLN817 Design, implement and evaluate a language, literacy and numeracy professional development program	TAELLN807A Design, implement and evaluate an adult language, literacy and numeracy professional development program	Updated to meet Standards for Training Packages	E

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAE LLN817 Design, implement and evaluate a language, literacy and numeracy professional development program

Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Performance Evidence

Evidence of the ability to:

- design a language, literacy and numeracy professional development program to address the identified skill development requirements of individuals and teams that incorporates:
 - participant selection criteria
 - delivery mode
 - program content
 - professional development training sessions
 - resources required
 - monitoring and evaluation processes
- engage stakeholders in the planning, design, implementation and evaluation of a professional development program to ensure the program reflects the requirements of the social, vocational and educational context
- implement a language, literacy and numeracy professional development program and maintain records as required
- evaluate and report professional development program outcomes
- use participant feedback and evaluation as the basis for ongoing changes to the professional development program.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- document current and emerging language, literacy and numeracy issues as they relate to professional development requirements in a VET context that relate to:
 - changes in the Australian economic and industrial context, community context and training context that impact on language, literacy and numeracy skills requirements
 - legislation, codes of practice and national standards that influence the delivery of language, literacy and numeracy in VET
 - range of circumstances and special requirements of adult learner groups likely to access language, literacy and numeracy programs
 - current thinking and theories that inform adult language, literacy and numeracy teaching approaches
- explain adult learning principles, as they relate to professional development programs
- document the roles and responsibilities of all parties involved in a language, literacy and numeracy professional development plan and identify strategies for working together to achieve the planned outcomes.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the language, literacy and numeracy practice field of work and include access to:

- opportunities to participate in a range of practical exercises and projects
- research materials
- media equipment
- relevant documents, special purpose tools, equipment, materials and industry software packages.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

BSBAUD402 Participate in a quality audit

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to prepare for and participate in a quality audit as a member of a quality audit team. The types of audits may include external or internal systems audits or process or product/service audits.

The process includes reviewing designated documentation; identifying and developing checklists and audit related documentation; preparing audit schedules; gathering, analysing and evaluating information; and reporting findings to the lead auditor.

It applies to individuals with a broad knowledge of the quality auditing environment who analyse and evaluate information from a variety of sources to provide solutions to auditing issues, including unpredictable quality auditing problems.

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

Unit Sector

Regulation, Licensing and Risk – Quality Auditing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Review auditee documentation	1.1 Where applicable, review auditee's previous quality audits to establish possible impact on the conduct of the current audit 1.2 Request relevant organisational documents from auditee, and

ELEMENT	PERFORMANCE CRITERIA
	review and check the adequacy of these documents 1.3 Amend reviewed documents, and determine and source any further documentation required 1.4 Resolve issues which arise with auditee and relevant parties
2 Participate in developing audit schedules	2.1 Access or prepare appropriate checklists/tools and audit related documentation 2.2 Confirm schedules and required resources with auditee before beginning auditing activities 2.3 Anticipate possible issues and outline strategies to address these issues, should they arise 2.4 Ensure preparation activities and documentation correspond to the audit plan 2.5 In consultation with auditing team, determine appropriate methods and techniques 2.6 Assist lead auditor in creating entry and exit meeting agendas
3 Gather and analyse information	3.1 Access a range of potential sources of information 3.2 Collect and make an initial assessment of sample documentation 3.3 Interview appropriate persons in relation to relevant documentation 3.4 Identify and report patterns, trends, interrelationships and areas of risk 3.5 Identify aspects of the audit that require the use of specialists and request appropriate assistance
4 Evaluate information	4.1 Evaluate information against prescribed benchmarks 4.2 Form a defensible opinion as to the meeting of these benchmarks by the auditee 4.3 Ensure opinions are formed from and supported by available information
5 Report findings	5.1 Formulate findings and prepare a corrective action report if discrepancies or non-compliances are detected 5.2 Examine results/findings against audit objectives and present to lead auditor 5.3 Report recommendations for improvements as applicable
6 Participate in exit	6.1 Prepare for exit meeting

ELEMENT	PERFORMANCE CRITERIA
meeting	<p>6.2 Ensure reporting arrangements are agreed upon and documented during the meeting</p> <p>6.3 Ensure context and consequences of audit are explained, and follow-up is discussed</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1, 2.2, 2.4, 2.6, 3.1-3.5, 4.1, 4.3, 5.1, 5.2	<ul style="list-style-type: none"> Identifies and interprets information from organisational documentation and workplace procedures
Writing	1.2, 1.3, 2.1, 2.2, 2.4, 2.6, 3.2-3.5, 4.1, 4.3, 5.1-5.3, 6.2	<ul style="list-style-type: none"> Records or amends information and conveys details in accordance with audit objectives
Oral Communication	1.2, 1.4, 2.2, 2.5, 2.6, 3.3, 3.5, 5.2, 5.3, 6.2, 6.3	<ul style="list-style-type: none"> Participates in spoken exchanges using structure and language to suit the audience Listens for required information and asks clarifying questions
Numeracy	2.5, 3.1, 3.2, 3.4, 4.1-4.3, 5.1, 5.2	<ul style="list-style-type: none"> Uses a wide range of mathematical calculations to analyse and arrange numeric information
Navigate the world of work	1.1, 1.2	<ul style="list-style-type: none"> Adheres to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment
Interact with others	1.2, 1.4, 2.2, 2.5, 2.6, 3.3, 3.4, 3.5, 5.2, 5.3, 6.2, 6.3	<ul style="list-style-type: none"> Collaborates and cooperates with others to achieve joint outcomes Selects and uses appropriate conventions and protocols when communicating with team members and other people in a range of work contexts
Get the work done	1.1-1.4, 2.1, 2.3, 2.4, 3.1, 3.4, 4.1-4.3, 6.1	<ul style="list-style-type: none"> Organises, plans and prioritises workload with some sense of what can be achieved in a timeframe Systematically gathers, analyses and evaluates all relevant information to make decisions Recognises and addresses some problems within own scope, recognising when to seek the expertise of others

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBAUD402 Participate in a quality audit	BSBAUD402B Participate in a quality audit	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBAUD402 Participate in a quality audit

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- review and amend all relevant documentation
- develop an audit schedule using relevant tools and strategies
- use various methods to gather data and information to complete an audit, seeking specialist advice where appropriate
- use predetermined benchmarks to evaluate findings and formulate well-founded opinions
- develop a comprehensive report for the exit meeting, which analyses both context and consequences of the completed audit
- use terminology relating to quality auditing in written or oral communications.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe relevant auditing codes of practice or ethics
- outline auditing methods and techniques
- summarise current audit practices
- identify current industry products and/or services to assist in the auditing process.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – quality auditing field of work and include access to:

- workplace documentation including previous quality audit reports, checklists, risk management plans and audit plans.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBCMM401 Make a presentation

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0

Application

This unit covers the skills and knowledge required to prepare, deliver and review a presentation to a target audience.

This unit applies to individuals who may be expected to make presentations for a range of purposes, such as marketing, training and promotions. They contribute well developed communication skills in presenting a range of concepts and ideas.

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

Unit Sector

Communication – Interpersonal Communication

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Prepare a presentation	<p>1.1 Plan and document presentation approach and intended outcomes</p> <p>1.2 Choose presentation strategies, format and delivery methods that match the characteristics of the target audience, location, resources and personnel needed</p> <p>1.3 Select presentation aids, materials and techniques that suit the format and purpose of the presentation, and will enhance audience understanding of key concepts and central ideas</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>1.4 Brief others involved in the presentation on their roles/responsibilities within the presentation</p> <p>1.5 Select techniques to evaluate presentation effectiveness</p>
2 Deliver a presentation	<p>2.1 Explain and discuss desired outcomes of the presentation with the target audience</p> <p>2.2 Use presentation aids, materials and examples to support target audience understanding of key concepts and central ideas</p> <p>2.3 Monitor non-verbal and verbal communication of participants to promote attainment of presentation outcomes</p> <p>2.4 Use persuasive communication techniques to secure audience interest</p> <p>2.5 Provide opportunities for participants to seek clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences</p> <p>2.6 Summarise key concepts and ideas at strategic points to facilitate participant understanding</p>
3 Review the presentation	<p>3.1 Implement techniques to review the effectiveness of the presentation</p> <p>3.2 Seek and discuss reactions to the presentation from participants or from key personnel involved in the presentation</p> <p>3.3 Utilise feedback from the audience or from key personnel involved in the presentation to make changes to central ideas presented</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 2.2	<ul style="list-style-type: none"> Reviews and analyses documents to identify information relevant to a specific presentation
Writing	1.1, 3.3	<ul style="list-style-type: none"> Develops material to convey ideas and information to target audience in an engaging way
Oral	1.4, 2.1, 2.2, 2.3,	<ul style="list-style-type: none"> Presents information using words and non-verbal features appropriate to the audience and context

Communication	2.4, 2.5, 2.6, 3.2	<ul style="list-style-type: none"> • Uses listening and questioning techniques to gather information required to develop or modify presentations • Interprets audience reactions and changes words or non-verbal features accordingly
Interact with others	1.4, 2.1, 2.2, 2.4, 2.5, 2.6, 3.2	<ul style="list-style-type: none"> • Selects and uses appropriate conventions and protocols to encourage interaction or to present information • Demonstrates sophisticated control over oral, visual and written formats, drawing on a range of communication practices to achieve goals • Recognises the need to alter personal communication style in response to the needs or expectations of others
Get the work done	1.1-1.5, 2.2, 2.5, 3.1-3.3	<ul style="list-style-type: none"> • Takes responsibility for planning, sequencing and prioritising tasks and own workload to achieve outcomes • Uses feedback from others, analytical and lateral thinking to review current practices and develop new ideas • Uses the main features and functions of digital tools to complete work tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBCMM401 Make a presentation	BSBCMM401A Make a presentation	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBCMM401 Make a presentation

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- prepare and deliver presentations related to occupation or area of interest which demonstrate the use of:
 - effective presentation strategies and communication principles
 - aids and materials to support the presentation
- select and implement methods to review the effectiveness of own presentation and document any changes which would improve future presentations.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify information collection methods that will support review and feedback of presentations
- identify regulatory and organisational obligations and requirements relevant to presentations
- describe the principles of effective communication
- describe the range of presentation aids and materials available to support presentations.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals using interpersonal communication skills in the workplace and include access to:

- equipment, materials and business software packages for making a presentation
- business technology
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBLED401 Develop teams and individuals

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify assessment requirements
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to determine individual and team development needs and to facilitate the development of the workgroup.

It applies to individuals with a broad knowledge of learning and development who apply their skills in addressing development needs to meet team objectives. They may have responsibility to provide guidance or to delegate aspects of tasks to others.

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

Unit Sector

Workforce Development – Learning and Development

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine development needs	1.1 Systematically identify and implement learning and development needs in line with organisational requirements 1.2 Ensure that a learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and

ELEMENT	PERFORMANCE CRITERIA
	<p>implemented</p> <p>1.3 Encourage individuals to self-evaluate performance and identify areas for improvement</p> <p>1.4 Collect feedback on performance of team members from relevant sources and compare with established team learning needs</p>
2. Develop individuals and teams	<p>2.1 Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of competency standards relevant to the industry</p> <p>2.2 Ensure that learning delivery methods are appropriate to the learning goals, the learning style of participants, and availability of equipment and resources</p> <p>2.3 Provide workplace learning opportunities, and coaching and mentoring assistance to facilitate individual and team achievement of competencies</p> <p>2.4 Create development opportunities that incorporate a range of activities and support materials appropriate to the achievement of identified competencies</p> <p>2.5 Identify and approve resources and time lines required for learning activities in accordance with organisational requirements</p>
3. Monitor and evaluate workplace learning	<p>3.1 Use feedback from individuals or teams to identify and implement improvements in future learning arrangements</p> <p>3.2 Assess and record outcomes and performance of individuals/teams to determine the effectiveness of development programs and the extent of additional development support</p> <p>3.3 Negotiate modifications to learning plans to improve the efficiency and effectiveness of learning</p> <p>3.4 Document and maintain records and reports of competency according to organisational requirements</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

Learning	1.1-1.4, 2.1-2.4, 3.1, 3.3	<ul style="list-style-type: none"> • Uses structured approaches to set goals, monitor progress and adjust learning approaches for self and others • Builds on knowledge and experience to facilitate interaction and learning with others
Reading	1.1, 1.2, 1.4, 2.1, 2.2, 2.4, 2.5, 3.1-3.4	<ul style="list-style-type: none"> • Analyses textual information from a range of sources to identify organisational requirements • Analyses information from a range of sources to evaluate performance
Writing	1.1, 1.2, 1.4, 2.1, 2.5, 3.1-3.4	<ul style="list-style-type: none"> • Develops materials to suit the requirements of different roles and individuals in the organisation • Maintains records using correct technical and organisational vocabulary
Oral Communication	1.2, 1.3, 1.4, 2.3, 3.1, 3.3	<ul style="list-style-type: none"> • Uses vocabulary appropriate to context and to establish a supportive and learning environment • Uses listening and questioning techniques to confirm or show understanding of different perspectives
Navigate the world of work	1.1, 2.5, 3.4	<ul style="list-style-type: none"> • Recognises and responds to explicit and implicit organisational procedures and protocols Understands how own role meshes with others and contributes to broader goals
Interact with others	1.2, 1.3, 1.4, 2.2, 2.3, 3.1, 3.3	<ul style="list-style-type: none"> • Selects and uses appropriate conventions and protocols when communicating with co-workers in a range of work contexts • Recognises the importance of building rapport to establish effective working relationships • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction • Negotiates with others to achieve joint/agreeable outcomes playing an active role in facilitating consensus in potentially contentious situations
Get the work done	1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.4	<ul style="list-style-type: none"> • Uses logical planning processes to organise, implement and monitor learning and development needs • Systematically gathers and analyses all relevant information and evaluates options to make informed decisions • Evaluates outcomes of decisions to identify opportunities for improvement

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBLED401 Develop teams and individuals Release 2	BSBLED401 Develop teams and individuals Release 1	Updated to clarify assessment requirements	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBLED401 Develop teams and individuals

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify assessment requirements
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- systematically identify and implement learning opportunities for others
- collect feedback on team and individual performance
- give and receive feedback from team members to encourage participation in and effectiveness of the team
- collaboratively develop learning plans to match skill needs of individuals and groups
- provide mentoring and coaching assistance to teams and individuals
- monitor and review workplace learning.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe facilitation techniques to encourage team development and improvement
- outline organisational policies, plans and procedures for developing teams
- identify career paths and competency standards relevant to the industry.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce learning and development field of work and include access to:

- office equipment and resources
- learning and development plans, policies and procedures
- case studies and, where available, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBMKG413 Promote products and services

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to coordinate and review the promotion of an organisation's products and services.

It applies to individuals with a broad knowledge of the promotion of products and services specific to an organisation. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

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

Unit Sector

Business Development – Marketing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Plan promotional activities	1.1 Identify and assess promotional activities to ensure compatibility with organisational requirements 1.2 Plan and schedule promotional activities according to the marketing needs of the organisation 1.3 Determine overall promotional objectives in consultation with designated individuals and groups 1.4 Ensure that timelines and costs for promotion of activities are

ELEMENT	PERFORMANCE CRITERIA
	<p>realistic and consistent with budget resources</p> <p>1.5 Develop action plans to provide details of products and services being promoted</p>
2. Coordinate promotional activities	<p>2.1 Ensure personnel and resources to support promotional activities are identified and prepared to facilitate the achievement of promotional goals</p> <p>2.2 Identify and agree roles and responsibilities for delivery of promotional services and allocate to relevant personnel</p> <p>2.3 Establish and conduct relationships with targeted groups in a manner which enhances the positive image of the organisation</p> <p>2.4 Use networks to assist in the implementation of promotional activities</p>
3. Review and report on promotional activities	<p>3.1 Analyse audience feedback and data to determine the impact of the promotional activity on the delivery of products and services</p> <p>3.2 Assess effectiveness of planning processes to identify possible improvements in future activities</p> <p>3.3 Collect feedback and provide to personnel and agencies involved in promotional activity</p> <p>3.4 Analyse costs and time lines to evaluate the benefits accruing from the promotional activities</p> <p>3.5 Prepare conclusions and recommendations from verifiable evidence and provide constructive advice on future directions of promotional activities</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 3.1	<ul style="list-style-type: none"> Interprets, analyses and collates textual information relevant to promotional activities from a range of sources
Writing	1.2, 1.5, 2.3, 3.1, 3.3, 3.5	<ul style="list-style-type: none"> Uses clear and specific language to develop formal and informal documents for different audiences in accordance with organisational requirements

Oral Communication	1.3, 2.3, 3.3, 3.5	<ul style="list-style-type: none"> Actively participates in verbal exchanges of ideas and elicits the views and opinions of others by listening and questioning Uses clear and specific language to clarify, explain and present information relating to the promotional activity
Numeracy	1.4, 1.5, 3.1, 3.3, 3.4, 3.5	<ul style="list-style-type: none"> Classifies, analyses and compares numeric information, including costs and timelines, relevant to the promotional activity
Navigate the world of work	1.1	<ul style="list-style-type: none"> Adheres to legislative requirements and organisational policies and procedures
Interact with others	1.3, 2.3, 2.4, 3.3, 3.5	<ul style="list-style-type: none"> Selects and uses appropriate conventions and protocols with a range of stakeholders to project a professional image while seeking or sharing information Recognises the importance of building rapport to establish and maintain positive working relationships
Get the work done	1.2, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5	<ul style="list-style-type: none"> Sequences and schedules complex activities, monitors implementation and manages relevant communication Uses systematic, analytical processes in complex, non-routine situations, gathering relevant information and identifying and evaluating options against agreed requirements Evaluates effectiveness of decisions in terms of how well they meet stated goals Uses a range of digital tools to access data, and to extract, organise, integrate and share relevant information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMKG413 Promote products and services	BSBMKG413A Promote products and services	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBMKG413 Promote products and services

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify the context for the promotional activities including:
 - relevant legislation/regulations
 - organisation's goals, objectives, systems, policies and procedures
 - budget and timelines
 - marketing needs and, if defined, marketing plans
 - objectives of the promotional activities
- consult with relevant stakeholders to plan promotional activities to meet objectives, budget and timelines
- coordinate promotional activities including:
 - allocation of personnel, roles and responsibilities
 - sourcing other resources and promotional products as appropriate
 - use of networks and relationships
- analyse feedback and data to evaluate the effectiveness of planning processes and promotional activities and make recommendations on future directions of promotional activities.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the legislative and regulatory context of the organisation as relevant to the marketing plan
- outline the planning processes for organising promotional activities

- explain the organisation's marketing objectives and how they support the overall business objectives
- explain how common promotional activities could be used to support the marketing objectives with reference to
 - advertising
 - client functions
 - employee functions
 - media announcements
 - product launches
 - web pages.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBREL402 Build client relationships and business networks

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to establish, maintain and improve client relationships and to actively participate in networks to support attainment of key business outcomes.

It applies to individuals such as marketing and sales professionals who depend on excellent interpersonal relationships and communication skills to achieve outcomes but may also apply to other individuals working in any industry.

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

Unit Sector

Stakeholder Relations – Relationship Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Initiate interpersonal communication with clients	1.1 Identify and use preferred client communication styles and methods 1.2 Establish rapport with clients using verbal and non-verbal communication processes 1.3 Investigate and act upon opportunities to offer positive feedback to clients

ELEMENT	PERFORMANCE CRITERIA
	1.4 Use open questions to promote two-way communication 1.5 Identify and act upon potential barriers to effective communication with clients 1.6 Initiate communication processes which relate to client needs, preferences and expectations
2. Establish client relationship management strategies	2.1 Develop client loyalty objectives focusing on the development of long term business partnerships 2.2 Assess client profile information to determine approach 2.3 Develop client loyalty strategies to attract and retain clients in accordance with the business strategy 2.4 Identify and apply client care and client service standards
3. Maintain and improve ongoing relationships with clients	3.1 Develop strategies to obtain ongoing feedback from clients to monitor satisfaction levels 3.2 Develop strategies to elicit feedback which provide information in a form that can be used to improve relationships with clients 3.3 Obtain feedback to develop and implement strategies which maintain and improve relationships with clients
4. Build and maintain networks	4.1 Allocate time to establish and maintain business contacts 4.2 Participate in business associations and/or professional development activities to establish and maintain a network of support for the business and to enhance personal knowledge of the market 4.3 Establish communication channels to exchange information and ideas 4.4 Provide, seek and verify information to the network

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 1.5, 2.2, 2.3, 2.4, 3.1, 4.2- 4.4	<ul style="list-style-type: none"> Interprets information from a range of sources to determine and adhere to communication and networking requirements

Writing	1.1,1.5, 2.1, 2.3, 2.4, 3.1, 3.2, 4.2, 4.3	<ul style="list-style-type: none"> Records notes from research and discussions for future reference Develops materials for a specific audience according to organisational standards
Oral Communication	1.1-1.6, 2.3, 2.4, 3.3, 4.2-4.4	<ul style="list-style-type: none"> Participates in spoken exchanges with a range of audiences using structure and language to suit the audience Involves others in discussions using active listening and questioning techniques appropriately
Numeracy	2.4, 4.1	<ul style="list-style-type: none"> Performs calculations to determine timeframes and measure actual performance against required standards
Navigate the world of work	2.3, 2.4	<ul style="list-style-type: none"> Considers wider organisational goals when developing customer relationship strategies
Interact with others	1.1, 1.2, 1.5, 1.6, 3.3, 4.2-4.4	<ul style="list-style-type: none"> Selects and uses appropriate conventions and protocols when communicating with clients or business contacts to build rapport, seek or present information Recognises the need to alter personal communication style in response to the needs, values, beliefs and cultural expectations of others Adapts personal communication style to build positive working relationships and show respect for the opinions, values and particular needs of others
Get the work done	1.1, 2.1-2.4, 3.1-3.3, 4.1-4.4	<ul style="list-style-type: none"> Takes responsibility for planning, sequencing and implementing tasks and own workload to achieve business outcomes Uses analytical processes to gather relevant information, identify and evaluate options and decide on appropriate systems and strategies Actively monitors and evaluates effectiveness of decisions to identify and implement improvements

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBREL402 Build client relationships and business networks	BSBREL402A Build client relationships and business networks	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBREL402 Build client relationships and business networks

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify clients' preferred communication styles and methods and potential barriers to communications and use appropriate communication styles and strategies
- apply communication techniques to establish rapport and promote two-way communication
- develop and implement client loyalty strategies and service standards based on business objectives and client information
- develop and implement strategies to elicit feedback from clients and use it to improve relationships and customer satisfaction
- maintain contacts and participate in formal and informal networks that support the business and enhance personal knowledge of the market.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- give examples of strategies that can build client loyalty including those that focus on:
 - financial incentives and special offers
 - premium services and private/dedicated facilities
 - loyalty programs, rewards and recognition
- outline issues that are commonly addressed in client care/service standards in the industry
- outline typical barriers to communicating with clients and possible strategies to address them
- give examples of strategies for feedback
- describe the principles and techniques for effective communication and networking
- outline networking opportunities relevant to the business with reference to:

- government, industry and professional associations
- trade shows, conferences, briefings and other professional development activities
- existing groups or networks
- businesses and individuals
- outline aspects of organisational policies, procedures and processes that are relevant to communicating with clients and participating in networks.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the stakeholder relations - relationship management field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBRES401 Analyse and present research information

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to gather, organise, analyse and present workplace information using available systems. This includes identifying research requirements and sources of information, applying information to a set of facts, evaluating the quality of the information, and preparing and producing reports.

It applies to individuals who are required to apply their broad knowledge of the work environment to analysis and research tasks, evaluate information from a variety of sources and apply solutions to a range of unpredictable problems

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

Unit Sector

Knowledge Management – Research

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Gather and organise information	1.1 Gather and organise information in a format suitable for analysis, interpretation and dissemination in accordance with organisational requirements 1.2 Access information held by the organisation ensuring accuracy and relevance in line with established organisational requirements 1.3 Ensure that methods of collecting information are reliable and

ELEMENT	PERFORMANCE CRITERIA
	<p>make efficient use of resources in accordance with organisational requirements</p> <p>1.4 Identify research requirements for combining online research with non-electronic sources of information</p> <p>1.5 Use business technology to access, organise and monitor information in accordance with organisational requirements</p> <p>1.6 Update, modify, maintain and store information, in accordance with organisational requirements</p>
2. Research and analyse information	<p>2.1 Clearly define objectives of research ensuring consistency with organisational requirements</p> <p>2.2 Ensure that data and research strategies used are valid and relevant to the requirements of the research and make efficient use of available resources</p> <p>2.3 Identify key words and phrases for use as part of any online search strategy, including the use of Boolean operators and other search tools</p> <p>2.4 Use reliable methods of data analysis that are suitable to research purposes</p> <p>2.5 Ensure that assumptions and conclusions used in analyses are clear, justified, supported by evidence and consistent with research and business objectives</p>
3. Present information	<p>3.1 Present recommendations and issues in an appropriate format, style and structure using suitable business technology</p> <p>3.2 Structure and format reports in a clear manner that conforms to organisational requirements</p> <p>3.3 Report and distribute research findings in accordance with organisational requirements</p> <p>3.4 Obtain feedback and comments on suitability and sufficiency of findings in accordance with organisational requirements</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

Reading	1.1, 1.2, 1.4, 2.1-2.5, 3.4	<ul style="list-style-type: none"> Analyses and evaluates textual information to develop research strategies, integrate facts and ideas and meet organisational requirements
Writing	1.1, 1.5, 1.6, 2.1, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> Gathers, evaluates and integrates information from a range of sources Presents findings, recommendations and issues in required format using language, structure and style appropriate to audience.
Oral Communication	3.3, 3.4	<ul style="list-style-type: none"> Presents recommendations and issues using language appropriate to audience and according to organisational requirements
Numeracy	1.1, 1.2, 1.3, 2.2, 2.4, 3.3	<ul style="list-style-type: none"> Extracts and evaluates meaning from data and interprets numerical information to apply within the context of requirements
Navigate the world of work	1.2, 1.3, 1.5, 1.6, 2.1, 2.5, 3.2, 3.3, 3.4	<ul style="list-style-type: none"> Recognises and follows organisational policies and procedures and meets expectations associated with own role
Interact with others	3.3, 3.4	<ul style="list-style-type: none"> Selects and uses appropriate communication practices when seeking or sharing information
Get the work done	1.1, 1.4, 1.5, 2.2, 2.3, 2.4, 3.1	<ul style="list-style-type: none"> Plans, organises and implements tasks to meet organisational requirements Takes responsibility for the outcomes of routine decisions related directly to own role Uses the main features and functions of digital technologies and tools to complete work tasks Recognises and takes responsibility for addressing predictable and some less predictable problems in familiar work contexts

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBRES401 Analyse and present research information	BSBRES401A Analyse and present research information	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBRES401 Analyse and present research information

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify or confirm research requirements and objectives
- gather, organise and present workplace information and data
- update, modify, maintain and store information
- maintain and handle data and documents systematically and securely
- prepare and produce reports including:
 - recommendations based on the analysis of information
 - clear and justified assumptions and conclusions
 - use of efficient, valid and reliable methods
- use Boolean operators and other search tools
- analyse, evaluate and interpret data to support organisational activities.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain organisational systems for recordkeeping/filing, including security procedures
- identify organisational policies and procedures and legal and ethical obligations relating to workplace information
- explain concepts related to research and analysis including reliability and validity
- give examples of techniques for data analysis and how they are applied
- explain research processes and strategies to identify new sources (online and print) of information and to use them most efficiently and effectively.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – research field of work and include access to:

- workplace information systems, equipment and resources
- workplace policies and procedures
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

TAEPDD501 Maintain and enhance professional practice

Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor update to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Release 2.0</i> .

Application

This unit describes the skills and knowledge required to manage personal professional performance, and to take responsibility for professional development in relation to the provision of training and/or assessment services.

It applies to those who work under limited supervision using a range of management skills and are involved directly, or indirectly, in the provision of training and assessment services in 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

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Model high standards of performance	1.1 Incorporate individual responsibilities and accountabilities into personal work plans in accordance with organisational and legal requirements

ELEMENT	PERFORMANCE CRITERIA
	<p>1.2 Model appropriate professional techniques and strategies</p> <p>1.3 Apply ethical and inclusive practices in professional practice</p>
2. Determine personal development needs	<p>2.1 Assess own knowledge and skills against relevant benchmarks to determine development needs and priorities</p> <p>2.2 Seek input from other relevant personnel about own development needs and priorities</p> <p>2.3 Identify ways to update and maintain currency of vocational competency, and prepare a vocational currency plan</p> <p>2.4 Identify ways to update, and maintain, vocational education and training (VET) knowledge and skills, as well as trainer and assessor competence, and prepare a VET currency plan</p> <p>2.5 Combine the vocational currency plan and VET currency plan into an overall professional development plan</p>
3. Collaborate with peers in professional development	<p>3.1 Observe facilitators in facilitation practice and provide them constructive feedback</p> <p>3.2 Invite peers to observe and provide constructive feedback on own facilitation practices</p> <p>3.3 Interview assessors in relation to the judgements they make in their assessment practices, and provide them constructive feedback</p> <p>3.4 Invite peers to question own judgements in assessment practices, and provide constructive feedback</p>
4. Participate in professional development activities	<p>4.1 Select and implement development opportunities to support continuous learning and maintain currency of professional practice</p> <p>4.2 Participate in professional networks to support continuous learning and maintain currency of professional practice</p> <p>4.3 Engage in processes that include observing peers in training and assessment practices, and providing them with feedback</p> <p>4.4 Invite peers and others to observe, and provide feedback, on own training and assessment practices</p> <p>4.5 Use technology to maintain regular communication with relevant networks, organisations and individuals</p>
5. Reflect on and evaluate professional practice	<p>5.1 Research developments and trends impacting on professional practice and integrate information into work performance</p> <p>5.2 Use feedback from colleagues and clients to identify, and introduce, improvements in work performance</p> <p>5.3 Document professional development activities, learning and</p>

ELEMENT	PERFORMANCE CRITERIA
	planned changes in behaviours, in accordance with the organisation's systems and processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2	<ul style="list-style-type: none"> Reflects on skills and knowledge of self and others, to seek opportunities for learning, development and improvement Undertakes independent research to source information and data, interpreting and synthesising understanding specific to the professional development context
Reading	1.1, 2.1, 2.3, 2.4, 4.1, 4.5, 5.1, 5.2	<ul style="list-style-type: none"> Sources, analyses and interprets written information about learning, learning development and continuous improvement, to refine professional practice Analyses currency of material, relevance and authority of source
Writing	1.1, 2.1, 2.3, 2.4, 2.5, 3.1, 4.3, 4.5, 5.1, 5.3	<ul style="list-style-type: none"> Produces documentation, including work reports and plans, incorporating analysis of information and observations of practice, using the language, format and style appropriate to a specific audience and context
Oral Communication	2.2, 4.2, 4.3, 4.4, 4.5, 5.2	<ul style="list-style-type: none"> Leads verbal communication about ideas and feedback with individuals and groups to improve practice
Navigate the world of work	1.1, 5.3	<ul style="list-style-type: none"> Identifies and takes responsibility for adherence to organisational policies and procedures, and legal, and ethical requirements
Interact with others	3.1, 3.2, 3.3, 3.4	<ul style="list-style-type: none"> Collaborates, provides feedback and shares knowledge, and experience, with others to confirm understanding and to develop improved skills, knowledge and practice
Get the work done	1.1-1.3, 2.1-2.5, 3.1-3.4, 4.1-4.5, 5.1-5.3	<ul style="list-style-type: none"> Plans, organises and completes work according to requirements, taking responsibility for decisions and sequencing tasks to achieve effective and efficient outcomes Researches, identifies and responds to problems and

		<p>opportunities for improvement using systematic, analytical processes</p> <ul style="list-style-type: none"> • Uses information and communications technology (ICT) based tools to conduct research, complete work tasks, and maintain effective communication
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEPDD501 Maintain and enhance professional practice	TAEPDD501A Maintain and enhance professional practice	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEPDD501 Maintain and enhance professional practice

Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor update to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Release 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- modelling appropriate professional techniques and strategies
- enhancing own professional development plan
- identify, locate and use, current and credible references to inform professional practice
- identify three critical incidents related to the role as teacher/trainer, and document actions, and reflections on these incidents by making links to relevant theories
- networking and using technology to gain information and other support
- participating in professional development activities and maintain currency of skills and knowledge in the vocational education and training (VET) sector as well as vocational area
- documenting, reflecting and discussing with peers evidence of
 - feedback from at least 10 hours of facilitation practice
 - interviews with assessors covering at least the assessment of 10 candidates enrolled in VET programs.
-

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- organisational goals and objectives
- the organisational processes, procedures and opportunities relating to professional development

- continuous improvement techniques and processes, and their application
- the theories of professional development, including reflective practice as a technique for professional practice
- the relevant capability frameworks for VET practitioners and their application as guides to current, and future, skill development
- social and educational trends, and changes, impacting on the VET environment, including:
 - policy changes
 - technological changes
 - cultural and social changes
 - economic changes
- networks relevant to professional practice
- ethical and inclusive principles, and the practices associated with professional development
- the types and availability of development activities, and opportunities.
-

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAERES501 Apply research to training and assessment practice

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to undertake research into educational theory, and apply this research to improve current training and assessment practice.

It applies to those who need to develop skills in research in order to apply educational theory to improve current and future training, and assessment practice.

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

Unit Sector

Research

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare a research brief relating to training and assessment practice	1.1 Identify the purpose of research to be conducted, according to the current and future needs of the organisation around training and assessment practice 1.2 Identify and report on rationale for research and proposed research procedures and the methodology to be used 1.3 Define activities to be undertaken in conducting the research, timeframe, resource required, and expected outcomes in line with organisational practice 1.4 Develop process and criteria to evaluate achievement of the

ELEMENT	PERFORMANCE CRITERIA
	<p>outcomes</p> <p>1.5 Prepare budget and timelines for the research, in line with organisational requirements and constraints</p> <p>1.6 Present research proposal to relevant personnel for approval, in line with organisational procedures</p>
2. Conduct research in training and assessment practice	<p>2.1 Manage and conduct research activities using effective techniques for project management, implementation and data collection</p> <p>2.2 Collect data, and record appropriate project activities, in line with the research proposal</p> <p>2.3 Analyse data obtained from the research in relation to its application, improving current and future training, and assessment practice</p>
3. Investigate and apply educational theory to the research	<p>3.1 Identify appropriate sources of information to identify relevant educational theory</p> <p>3.2 Apply appropriate educational theories to the outcomes of the training and assessment research</p> <p>3.3 Make recommendations for training and assessment development, and improvement, in line with the identified current and future needs of the organisation</p>
4. Report on the application of educational theory to training and assessment practice	<p>4.1 Prepare relevant documentation on research findings using academic referencing and citation protocols, for presentation to key personnel</p> <p>4.2 Make recommendations for action to improve current, and future, training and assessment practice, based on the research findings, and present to relevant personnel for approval</p> <p>4.3 Establish criteria to monitor and evaluate new practices, based on the research recommendations, and recommend monitoring and evaluation processes</p>
5. Review entire process	<p>5.1 Design a process to review the research procedures, methodologies, data collection, analysis and reporting</p> <p>5.2 Conduct the review in consultation with key personnel</p> <p>5.3 Make recommendations for further research based on the review</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.2	<ul style="list-style-type: none"> Analyses information to determine the rationale and methodology supporting the research project
Reading	1.1, 1.2, 1.6, 2.1, 2.3, 3.1, 3.2, 5.2	<ul style="list-style-type: none"> Critically sources, comprehends, analyses and applies information from a range of sources, to inform research processes
Writing	1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3	<ul style="list-style-type: none"> Documents relationships between information and ideas, and conveys specific and structured information, and analysis, in a style appropriate to the purpose and audience
Oral Communication	1.1, 1.2, 1.6, 2.1, 3.3, 4.1, 4.2, 5.3	<ul style="list-style-type: none"> Participates in verbal exchanges of information, articulating ideas and conclusions using language suitable to audiences
Numeracy	1.3, 1.5, 2.1, 2.2, 2.3	<ul style="list-style-type: none"> Structures timeframes to represent a sequence of events Collates, interprets and records data as required
Navigate the world of work	1.6, 4.1	<ul style="list-style-type: none"> Identifies and takes responsibility for adherence to organisational procedures and protocols
Interact with others	5.2	<ul style="list-style-type: none"> Routinely consults to seek broad input into problem solving and decision making, and develops strategies to elicit ideas and views
Get the work done	1.1-1.6, 2.1-2.3, 3.1-3.3, 4.1-4.3, 5.1-5.3	<ul style="list-style-type: none"> Plans, organises and completes work according to requirements, taking responsibility for decisions and sequencing tasks to achieve effective and efficient outcomes Researches, identifies and responds to problems and opportunities for improvement, using systematic, analytical processes Uses information and communications technology (ICT) based tools to conduct research and complete work tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAERES501 Apply research to training and assessment practice	TAERES501A Apply research to training and assessment practice	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAERES501 Apply research to training and assessment practice

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- completing at least one research project that includes:
 - a research brief, including purpose of research, rationale, methodology, research activities, timeframe, resources required and expected outcomes
 - wide research into educational theory
 - analysis of data in relation to its application, to improving current and future training, and assessment practice
 - recommendations for action to improve current and future training, and assessment practice
 - criteria to monitor and evaluate new practices, based on research
- finalising one research report using academic referencing and citation protocols
- conducting a review of the research process with recommendations for future research.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- the Australian Code for the Responsible Conduct of Research
- intellectual property protocols
- a range of relevant research methods
- the sources of information relevant to educational research

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAESUS501 Analyse and apply sustainability skills to learning programs

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to identify explicit, and embedded, sustainability skills within training packages and accredited courses, document, and apply requirements to learning programs and resources associated with the development of competence.

It applies to experienced practitioners responsible for the development and/or delivery of learning and assessment services.

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

Unit Sector

Sustainability practice

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Research sustainability skill requirements of an industry area	1.1 Identify sustainability issues and practices in relation to a specific industry area 1.2 Investigate current and emerging practices in relation to sustainability in the specific industry area 1.3 Evaluate various approaches to building these into training and assessment practice, and related services and resource

ELEMENT	PERFORMANCE CRITERIA
	development 1.4 Identify specialist sustainability practitioners, and seek advice as required
2. Determine sustainability skills relevant to training	2.1 Analyse and document relevant sustainability skills in the training specification 2.2 Identify potential or implicit sustainability skills in the training specification 2.3 Document these skills as part of the learning and assessment strategy
3. Customise program to incorporate sustainability skills	3.1 Select and customise, or develop, learning and assessment materials linked to the required sustainability skills, and appropriate for the training specification, and the training context 3.2 Document the customised program

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.4, 2.1, 2.2	<ul style="list-style-type: none"> Interprets written information relevant to the context Identifies, evaluates and applies information from a range of sources
Writing	2.1, 2.3, 3.1, 3.2	<ul style="list-style-type: none"> Documents factual information in specific and clear language Documents relationships between information and ideas in a style appropriate to the purpose and audience, using correct spelling, grammar and technical terms
Oral Communication	1.1, 1.2	<ul style="list-style-type: none"> Uses communication techniques to elicit and explore information and ideas Participates in verbal exchanges of information and ideas, using appropriate style and language
Interact with others	1.4	<ul style="list-style-type: none"> Collaborates with others seeking advice to achieve required outcomes
Get the work	1.1-1.4, 2.1-2.3, 3.1,	<ul style="list-style-type: none"> Plans, organises and completes work according to

done	3.2	<p>requirements, taking responsibility for decisions and sequencing tasks to achieve effective and efficient outcomes</p> <ul style="list-style-type: none"> • Researches and evaluates information, and uses findings to consider options for training and assessment resource development
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAESUS501 Analyse and apply sustainability skills to learning programs	TAESUS501A Analyse and apply sustainability skills to learning programs	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAESUS501 Analyse and apply sustainability skills to learning programs

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- identifying sustainability skill issues in at least two different training products
- providing documentation setting out training products and learning strategies, that incorporate sustainability skills
- producing outlines of how those sustainability skills are to be incorporated into training and assessment approaches.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- sustainability for different contexts in which a variety of definitions can be used
- training package contents, including industry-specific approaches to identifying the sustainability skills within them
- national policy on sustainability, including specific policy in relation to the development of sustainability skills in the vocational education and training sector
- workplace health and safety (WHS) relating to the work role, including:
 - reporting requirements for hazards
 - sources of WHS information
 - WHS obligations of employers and employees, including supervisors.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to different training products to be analysed for sustainability skills.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAESUS502 Identify and apply current sustainability education principles and practice to learning programs

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to research, identify, evaluate and apply current sustainability education principles, and practice, to learning and teaching programs.

It applies to experienced practitioners responsible for the development and/or delivery of learning and assessment services.

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

Unit Sector

Sustainability practice

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify effective learning and teaching principles and practices	1.1 Explore effective learning and teaching pedagogies, in education and training 1.2 Identify and critique the criteria for effective learning 1.3 Analyse and document the relationship between effective learning and teaching, and learner-centred change 1.4 Explore the place of values and worldviews in vocational education and training

ELEMENT	PERFORMANCE CRITERIA
	1.5 Document the nexus between effective learning and teaching, and institutional policies and programs
2. Research development of current sustainability education principles and practice	2.1 Investigate the historical development of education regarding sustainability, and education for sustainability 2.2 Identify current and emerging sustainability education principles and practices 2.3 Evaluate current and emerging, national and international, sustainability education strategies for best practice 2.4 Investigate the relationship between effective learning and teaching, and sustainability education and training 2.5 Articulate stages of embedding sustainability education into all learning and teaching programs
3. Apply current sustainability education principles and practice to learning program	3.1 Select and apply, or develop, learning and assessment materials utilising current best practice sustainability education principles, and practice appropriate for the training specification and training context 3.2 Investigate synergies and challenges of embedding sustainability education into learning and teaching programs 3.3 Document the customised program

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.2	<ul style="list-style-type: none"> • Critically organises, evaluates and applies information from a range of sources • Interprets national and international strategy, and practice in relation to current and emerging trends, relevant to requirements • Analyses complex sources of information that present differing viewpoints in order to refine an approach
Writing	1.2, 1.3, 1.5, 2.5, 3.1, 3.3	<ul style="list-style-type: none"> • Documents relationships between information and complex ideas in a style appropriate to purpose and audience • Produces reports and synthesises using a language that

		is appropriate to the purpose and audience
Oral Communication	1.1, 1.4, 2.2, 2.3, 2.4, 2.5, 3.2	<ul style="list-style-type: none"> • Uses communication techniques to elicit information and explore ideas •
Get the work done	1.1-1.5, 2.1-2.5, 3.1-3.3	<ul style="list-style-type: none"> • Plans, organises and completes work according to requirements, taking responsibility for decisions and sequencing tasks to achieve effective and efficient outcomes • Researches, analyses and evaluates information, and uses findings to consider options for training and assessment practice

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAESUS502 Identify and apply current sustainability education principles and practice to learning programs	TAESUS502 Identify and apply current sustainability education principles and practice to learning programs	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAESUS502 Identify and apply current sustainability education principles and practice to learning programs

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- to identify, analyse and document, effective learning and teaching principles and practices from a wide range of sources
- to identify and evaluate best practice sustainability education principles, practices strategies from a wide range of sources (nationally and internationally), and document link with effective learning and teaching
- to document the relationship between effective learning and teaching, and sustainability education
- applying best practice sustainability education principles to at least one learning program documenting:
 - how the learning and assessment materials utilise current best practice
 - the synergies and challenges involved
 - the customised program.
 -

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- the characteristics of Education for Sustainability (EfS) including:
 - systems thinking
 - critical and reflective thinking
 - inter-disciplinarily and trans-disciplinarily approaches
 - experiential learning and real-life issues
 - reconnecting to a sense of place

- developing dialogue
- space for emergence
- learning for action
- reflection on learning (reflexivity)
- the campus as curriculum
- the definitions of sustainability education, including:
 - environmental education
 - education about sustainability
 - EfS
 - Education for Sustainable Development (ESD)
- the definitions of sustainability, and the different contexts in which a variety of definitions can be used
- international codes of practice for Education for Sustainability including:
 - the United Nations Decade of Education for Sustainable Development (2005-2014)
 - the Talloires Declaration
- the principles, and practices, for effective learning and teaching, including:
 - adult learning theory
 - constructivism
 - systems thinking
 - critical thinking and practice
 - participatory learning
 - experiential learning
 - student/learner-centred learning
 - multiple learning and teaching styles
 - empowerment of the learner
 - the teacher as mentor and facilitator
 - action research
 - transformative and translational learning
 - appreciative inquiry
 - collaborative learning and co-inquiry
 - problem-based learning
 - values education
- legislation, codes of practice and associated requirements including:
 - environmental legislation
 - Equal Employment Opportunity legislation
 - privacy legislation
 - organisational requirements
- the national policy on sustainability, including specific policy in relation to the development of sustainability skills in the vocational education and training sector, including:

- the National Green Skills Agreement 2009
- the National Action Plan for Education for Sustainability 2009 (Living Sustainably: the Australian Government's National Action Plan for Education for Sustainability)
- the Victorian Tertiary Education for Sustainability Strategy 2011
- training package contents, including industry-specific approaches to identifying sustainability skills within them
- ways of viewing EfS including:
 - the education we need to make the transition to a sustainable society
 - building people's capacity to innovate and implement solutions
 - what skills, knowledge, values and ethics we need for the transition ahead
 - what we need to know in order to live responsibly, and within the means of nature
 - the learning processes and institutional processes we need to support transformative living
 - transformative learning that integrates learning for being, knowing and doing
 - transforming teaching practice to support change for sustainability and challenging, and changing curriculum, pedagogy and assessment
 - empowering people of all ages to assume responsibility for creating a sustainable future.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAETAS401 Maintain training and assessment information

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to maintain the training and assessment information requirements of the organisation and other relevant bodies, including the timely dissemination of accurate information to learners on training and assessment services, and the recording, and reporting of training and assessment service data.

It applies to trainers, facilitators, assessors, and training and assessment consultants responsible for the establishment and maintenance of training and assessment information.

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

Unit Sector

Training advisory services

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Provide initial and ongoing information, and advice on training and assessment services	1.1 Provide potential learners with relevant information about the range of training and assessment services provided by the training and/or assessment organisation 1.2 Explain specific program content and assessment requirements to learners, in a clear and concise manner 1.3 Confirm training schedule with relevant personnel and disseminate to learners

ELEMENT	PERFORMANCE CRITERIA
	1.4 Access, provide and explain relevant organisational policies and procedures relating to training and/or assessment services to learners according to organisational and legal requirements
2. Complete training and assessment records	2.1 Collect, verify and record personal learner information on learner records management system 2.2 Collect, verify and record details of the specific learning strategy and learning program on the learner records management system 2.3 Confirm and record relevant additional requirements 2.4 Confirm and record learner progress and assessment outcomes in a timely manner 2.5 Organise certification processes according to national reporting requirements, where appropriate 2.6 Address custody and management requirements of training and/or assessment information and records
3. Complete reporting requirements	3.1 Complete and forward final results to appropriate personnel for signature, using systems to support reporting 3.2 Finalise, check and provide data for national reporting purposes to appropriate personnel for signature 3.3 Identify, document and address issues and irregularities in recording and reporting activities in a timely and effective manner 3.4 Refer issues and irregularities outside own area of responsibility or expertise to the appropriate personnel for resolution, if relevant

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.3, 1.4, 2.1-2.4, 3.2, 3.3, 3.5	<ul style="list-style-type: none"> • Sources, analyses, interprets and checks written information relevant to context •
Writing	1.1, 1.3, 1.4, 2.1-2.6,	<ul style="list-style-type: none"> • Produces documents that provide information using language, format and style appropriate to a specific

	3.1-3.5	audience and context
Oral Communication	1.2, 1.4, 2.2, 3.4	<ul style="list-style-type: none"> Uses appropriate communication to collect, confirm and organise information, and ideas relevant to the audience and environment
Navigate the world of work	2.5, 3.5	<ul style="list-style-type: none"> Follows organisational protocols, policies and procedures in the management of certification processes
Interact with others	1.3, 2.3, 2.4	<ul style="list-style-type: none"> Asks questions to confirm understanding and seek further information
Get the work done	1.1-1.4, 2.1-2.6, 3.1-3.5	<ul style="list-style-type: none"> Organises and completes work according to defined requirements taking responsibility for some decisions and sequencing tasks to achieve efficient outcomes Identifies and responds to problems, considering options for different approaches Uses information and communications technology (ICT) based tools to source information and to complete work tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAETAS401 Maintain training and assessment information	TAETAS401 A Maintain training and assessment information	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAETAS401 Maintain training and assessment information

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 2.0.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- providing initial and ongoing advice on training, and/or assessment services, programs, and specific information requirements to a range of learners
- managing records relating to a range of learners
- organising certification processes for a range of learners
- completing AVETMISS compliant documentation for at least one learning program.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- organisational policies and procedures relating to records and reporting procedures, and disseminating information to learners
- established training and assessment information systems
- the training and assessment services provided by the organisation
- the requirements for collecting, recording, and reporting vocational education and training information
- NVR/AQTF and AVETMISS requirements, covering:
 - records management
 - reporting requirements.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to a set of records without private client information.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
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TAETAS501 Undertake organisational training needs analysis

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to undertake a training needs analysis (TNA) to identify the training and assessment needs of an organisation.

It applies to those working under limited supervision in roles that require them to work with organisations to identify training needs.

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

Unit Sector

Training advisory services

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify the organisation's needs	1.1 Discuss with relevant staff from the organisation their objectives, expectations and organisational requirements 1.2 Use appropriate communication and interpersonal skills to develop a professional relationship with the organisation 1.3 Identify, analyse and address any existing, or potential, issues that may impact on the organisation's objectives and requirements 1.4 Identify and access resources, in accordance with organisational requirements

ELEMENT	PERFORMANCE CRITERIA
	1.5 Develop a project plan for the conduct of the TNA with relevant persons to be negotiated and agreed by the organisation
2. Conduct training needs analysis	2.1 Use reliable, appropriate and efficient methods for collecting information and data on current, emerging and future training needs 2.2 Analyse the organisation's work roles to determine skills and competencies needed for effective performance 2.3 Follow legal, organisational and ethical requirements to gather information and data, to assess the current skills and competencies of staff 2.4 Use reliable and valid data analysis methods to determine current and emerging organisational training needs
3. Provide advice to the organisation	3.1 Provide the organisation with clear advice and recommendations on training and assessment needs in the format preferred by the client organisation 3.2 Provide the organisation with options for meeting identified training needs 3.3 Obtain feedback and comments from the organisation on the suitability and sufficiency of advice and recommendations 3.4 Use legal requirements to process, complete and present final report to the organisation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.3, 3.4	<ul style="list-style-type: none"> • Sources, analyses, interprets and follows text-based information relevant to requirements information to apply relevance to requirements •
Writing	1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.4	<ul style="list-style-type: none"> • Structures documents in a logical, detailed and accurate manner that incorporates information and recommendations using language in a format and style appropriate to a specific audience and context

Oral Communication	1.1, 1.3, 1.4, 2.1, 2.3, 3.1, 3.2, 3.3, 3.4	<ul style="list-style-type: none"> Leads verbal exchanges about information and opinion, using appropriate communication techniques, articulating ideas and observations with a range of individuals and groups Uses appropriate language to maintain effective communication
Numeracy	2.1, 2.4	<ul style="list-style-type: none"> Collates, interprets and compares information relevant to requirements
Navigate the world of work	2.3, 3.4	<ul style="list-style-type: none"> Identifies and takes responsibility for adherence to legal requirements and organisational procedures
Interact with others	1.2, 1.5	<ul style="list-style-type: none"> Routinely negotiates, consults and builds rapport to obtain broad agreement and input into planning
Get the work done	1.1- 1.5, 2.1-2.4, 3.1-3.4	<ul style="list-style-type: none"> Plans, organises and completes work according to requirements, taking responsibility for decisions and sequencing tasks to achieve effective and efficient outcomes Researches, identifies and responds to problems and opportunities for improvement using systematic, analytical processes Uses information and communications technology (ICT) based tools to conduct research, analyse data and complete work tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAETAS501 Undertake organisational training needs analysis	TAETAS501B Undertake organisational training needs analysis	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAETAS501 Undertake organisational training needs analysis

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 2.0.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- researching, conducting and providing advice through a training needs analysis
- preparing at least two training needs analyses for one, or more organisations, and for each of these demonstrating:
 - the processes that were used to determine the organisation's needs
 - details of the research methods undertaken to identify suitable training and/or assessment
 - planning for the training needs analysis
 - presentations that outline advice and recommendations.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- competency standards, training packages and accredited courses
- NVR/AQTF requirements and standards
- risk identification and management strategies
- industry and enterprise knowledge
- evaluation and research methodologies
- the principles of intellectual property
- training and development strategies
- change management concepts/strategies
- workplace health and safety (WHS) relating to undertaking an organisational training needs analysis.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -
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TAE Training and Education Training Package

Modification History

Release Number	Release Date	Comments
3.2	February 2021	<p>Minor release of the TAE Training Package.</p> <p>The following elective units of competency have been deleted as directed by the AISC:</p> <ul style="list-style-type: none"> TAELED802 Investigate the application of ICT content knowledge. <p>The above training products were identified as having zero enrolments over a three year period.</p>
3.1	October 2020	<p>Minor release of the TAE Training Package.</p> <p>This release includes one new skill set:</p> <ul style="list-style-type: none"> TAESS00018 Deliver E-Learning Skill Set <p>Minor update to one unit of competency to correct typographical errors:</p> <p>TAEASS503 Lead assessment validation processes.</p>
3.0	November 2019	<p>Two new cross sector units of competency:</p> <ul style="list-style-type: none"> TAEXDB401 Plan and implement individual support plans for learners with disability TAEXDB501 Develop and implement accessible training and assessment strategies for learners with disability. <p>Minor updates to three qualifications to include the new cross sector units of competency in the elective list; to correct typographical errors; and to meet the <i>Standards for Training Packages</i>:</p> <ul style="list-style-type: none"> TAE40116 Certificate IV in Training and Assessment TAE50116 Diploma of Vocational Education and Training TAE50216 Diploma of Training Design and Development.

2.1	March 2017	<p>Minor release of the TAE Training Package.</p> <p>This release includes:</p> <ul style="list-style-type: none"> • Minor updates to the assessment conditions of 13 units of competency • Minor updates to correct typographical errors in two units of competency.
2.0	April 2016	<p>Second release of the streamlined TAE Training Package.</p> <p>Qualifications, units and skill sets from <i>TAE10 Training and Education Training Package</i> were restructured to meet <i>Standards for Training Packages</i>.</p> <p>Two qualifications were deleted from the TAE Training Package:</p> <ul style="list-style-type: none"> • TAE50310 Diploma of International Education Services • TAE70311 Vocational Graduate Certificate in International Education Services. <p>One new skill set was added:</p> <ul style="list-style-type: none"> • TAESS00010 Advanced Assessor Skill Set. <p>Changes were made to the core units included in two qualifications:</p> <ul style="list-style-type: none"> • TAE40116 Certificate IV in Training and Assessment • TAE50116 Diploma of Vocational Education and Training.
1.0	August 2013	<p>Primary release of streamlined training package.</p>

Credit Arrangements

Credit Arrangements for TAE Training and Education Training Package Version 3.2

At the time of endorsement of this Training Package no national credit arrangements exist.

Links	Companion Volume Implementation Guide: https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3
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Links

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TAESS00009 Address Foundation Skills in Vocational Practice Skill Set

Modification History

Release	Comments
Release 1	This skill set first released with <i>TAE Training and Education Training Package Version 1.0</i> .

Skill Set Description

Pathways Information

These units are elective units in the TAE Training and Assessment Training Package. They may be used to provide credit towards TAE40110 Certificate IV in Training and Assessment. These units may also be used as elective units within the flexibility provisions of a range of other vocational qualifications.

Licensing/Regulatory Information

Skill Set Requirements

TAELLN411 Address adult language, literacy and numeracy skills

TAELLN412 Access resources and support to address foundation skills in vocational practice

TAELLN413 Integrate foundation skills into vocational training delivery

Target Group

Vocational trainers and assessors.

Suggest words for Statement of Attainment

These units meet industry requirements for vocational trainers and assessors integrating foundation skills into their own vocational practice.

TAESS00010 Advanced Assessor Skill Set

Modification History

Release	Comments
Release 1	This skill set first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Description

This Skill Set is designed to provide VET practitioners with the assessor competencies to meet TAE Training and Education Training Package requirements.

Pathways Information

These units are core and elective units in the TAE Training and Education Training Package and may be used as credit towards TAE50116 Diploma of Vocational Education and Training and TAE50216 Diploma of Training Design and Development.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

- TAEASS501 Provide advanced assessment practice
- TAEASS502 Design and develop assessment tools
- TAEASS503 Lead assessment validation processes
- TAEASS504 Develop and implement recognition strategies
-

Target Group

Vocational trainers and assessors wishing to contribute to the demonstration of equivalent competence to TAE50116 Diploma of Vocational Education and Training.

Suggest words for Statement of Attainment

These units meet industry requirements for vocational trainers and assessors enhancing their assessment skill and knowledge.

TAESS00011 Assessor Skill Set

Modification History

Release	Comments
Release 1	This skill set first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Description

This skill set is designed to provide VET practitioners with the assessor competencies to meet Standards for RTOs requirements.

Pathways Information

These units provide credit towards TAE40116 Certificate IV in Training and Assessment.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

- TAEASS401 Plan assessment activities and processes
- TAEASS402 Assess competence
- TAEASS403 Participate in assessment validation
- TAEASS502 Design and develop assessment tools

Target Group

Individuals wishing to obtain the assessment competencies to assess according to system requirements.

Suggested words for Statement of Attainment

These units from TAE Training and Education Training Package, when used with relevant vocational competencies, meet industry requirements for assessors.

TAESS00012 Enterprise and Industry Engagement Skill Set

Modification History

Release	Comments
Release 1	This skill set first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Description

This skill set will support the development and implementation of RPL strategies and the engagement of VET practitioners with enterprises and industry.

Pathways Information

These units provide credit towards TAE50116 Diploma of Vocational Education and Training and TAE50216 Diploma of Training Design and Development.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

- TAEASS504 Develop and implement recognition strategies
- TAEICR501 Work in partnership with industry, enterprises and community groups
- TAETAS501 Undertake organisational training needs analysis

Target Group

Individuals wishing to develop and implement RPL strategies, develop partnership arrangements with industry and enterprises and conduct training needs analyses.

Suggested words for Statement of Attainment

These units meet industry requirements for VET practitioners engaging with enterprises and industry.

TAESS00013 Enterprise Trainer - Mentoring Skill Set

Modification History

Release	Comments
Release 1	This skill set first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Description

This skill set provides the necessary skills and knowledge for people training under supervision in the VET sector, who work mainly with individuals or small groups.

Pathways Information

The units provide credit towards TAE40116 Certificate IV in Training and Assessment.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

- TAED301 Provide work skill instruction
- TAED404 Mentor in the workplace

Target Group

Individuals who train others within a workplace. The training may be accredited or non-accredited. The role may involve some coaching at individual or small group level.

Suggested words for Statement of Attainment

This unit meets industry requirements for enterprise trainers.

TAESS00014 Enterprise Trainer-Presenting Skill Set

Modification History

Release	Comments
Release 1	This skill set first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Description

This skill set provides the necessary skills and knowledge for people training under supervision in the VET sector, who work mainly in classroom situations.

Pathways Information

These units provide credit towards TAE40116 Certificate IV in Training and Assessment.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

- TAED301 Provide work skill instruction
- BSBCMM401 Make a presentation

Target Group

Individuals who train others within a workplace. The training may be accredited or non-accredited. The role may involve some coaching at individual or small group level.

Suggested words for Statement of Attainment

These units meet industry requirements for enterprise trainers.

TAESS00015 Enterprise Trainer and Assessor Skill Set

Modification History

Release	Comments
Release 1	This skill set first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Description

This skill set is designed for trainers and assessors who deliver non accredited training or work with other trainers in delivering nationally recognised training.

Pathways Information

These units provide credit towards TAE40116 Certificate IV in Training and Assessment.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

- TAEASS401 Plan assessment activities and processes
- TAEASS402 Assess competence
- TAEASS403 Participate in assessment validation
- TAEDEL301 Provide work skill instruction

Target Group

Enterprise trainers and assessors working in an enterprise registered training organisation (RTO) or in an enterprise that works together with an RTO in an auspicing arrangement.

Suggested words for Statement of Attainment

These units from TAE Training and Education Training Package meet industry requirements for enterprise trainers and assessors.

TAESS00016 Sustainable Practice Skill Set

Modification History

Release	Comments
Release 1	This skill set first released with the <i>TAE Training and Education Training Package Version 2.0</i> .

Description

This skill set provides trainers and assessors the skills and knowledge to apply sustainability skills to their vocational practice.

Pathways Information

These units provide credit towards the TAE50116 Diploma of Vocational Education and Training or TAE50216 Diploma of Training Design and Development.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

- TAESUS501 Analyse and apply sustainability skills to learning programs
- TAESUS502 Identify and apply current sustainability education principles and practice to learning programs

Target Group

All trainers and assessors. In the first instance those who have a specific role in delivering green skills or who train and assess in sectors where sustainability skills development is identified as a priority.

Suggested words for Statement of Attainment

These units from TAE Training and Education Training Package meet industry requirements for those engaged in developing sustainability skills in the VET sector.

TAESS00017 Workplace Supervisor Skill Set

Modification History

Release	Comments
Release 1	This skill set first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Description

This skill set provides managers and supervisors with the knowledge and skills to support apprentices and trainees.

Pathways Information

These units provide credit towards TAE40116 Certificate IV in Training and Assessment.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

- TAEASS301 Contribute to assessment
- TAEDEL301 Provide work skill instruction
- TAEDEL404 Mentor in the workplace

Target Group

Supervisors and managers involved in developing the skills of their team. In particular these competencies are identified as essential skills for those engaged in supervising apprentices.

Suggested words for Statement of Attainment

These units from TAE Training and Education Training Package meet industry requirements for mentoring apprentices and trainees.

TAESS00018 Deliver E-Learning Skill Set

Modification History

Release	Comments
Release 1	This skill set first released with <i>TAE Training and Education Training Package Version 3.1</i> .

Description

This skill set addresses the skills and knowledge required to deliver e-learning in online and remote learning environments.

Pathways Information

These units of competency provide credit towards TAE50116 Diploma of Vocational Education and Training and TAE50216 Diploma of Training Design and Development, and other qualifications that allow for selection of these units.

Licensing/Regulatory Information

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

Skill Set Requirements

TAEDEL501 Facilitate e-learning

TAEDES503 Design and develop e-learning resources

Target Group

This skill set is for teachers and trainers who require the skills and knowledge to deliver e-learning in online and remote learning environments, including in the workplace.

Suggested words for Statement of Attainment

These units of competency from the TAE Training and Education Training Package provide the skills and knowledge required to deliver e-learning in online and remote learning environments.

