



Australian Government

TAE Training and Education Training Package

Release: 5.0

CONTENTS

TAE40122 Certificate IV in Training and Assessment.....	10
TAE50116 Diploma of Vocational Education and Training	13
TAE50122 Diploma of Vocational Education and Training	16
TAE50216 Diploma of Training Design and Development	21
TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice	24
TAE80213 Graduate Diploma of Adult Language, Literacy and Numeracy Leadership	27
TAE80316 Graduate Certificate in Digital Education.....	30
TAESS00019 Assessor Skill Set	33
TAESS00023 Online Learning and Assessment Skill Set.....	35
TAESS00026 Foundation Skills Integration Skill Set.....	37
TAESS00022 Young Learner Delivery Skill Set	39
TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set.....	41
TAESS00025 Learning Support Skill Set	43
TAESS00020 Workplace Trainer Skill Set.....	45
TAESS00027 Training Design Skill Set	47
TAESS00028 Work Skill Instructor Skill Set.....	49
TAESS00029 Volunteer Trainer Delivery Skill Set	51
TAESS00030 Volunteer Trainer Delivery and Assessment Contribution Skill Set	53
TAESS00021 Facilitation Skill Set	55
TAESS00031 Design and Deliver E-Learning Skill Set.....	57
TAESS00032 Advanced Assessment Skill Set	59
TAEASS301 Contribute to assessment	61
Assessment Requirements for TAEASS301 Contribute to assessment	65
TAEASS311 Contribute to assessment	67
Assessment Requirements for TAEASS311 Contribute to assessment	70
TAEASS402 Assess competence	72
Assessment Requirements for TAEASS402 Assess competence	76
TAEASS403 Participate in assessment validation	79
Assessment Requirements for TAEASS403 Participate in assessment validation	83
TAEASS404 Assess competence in an online environment.....	85
Assessment Requirements for TAEASS404 Assess competence in an online environment	88
TAEASS412 Assess competence	91
Assessment Requirements for TAEASS412 Assess competence	95
TAEASS413 Participate in assessment validation	98
Assessment Requirements for TAEASS413 Participate in assessment validation	101
TAEASS501 Provide advanced assessment practice	104
Assessment Requirements for TAEASS501 Provide advanced assessment practice	107
TAEASS502 Design and develop assessment tools.....	109
Assessment Requirements for TAEASS502 Design and develop assessment tools	113
TAEASS503 Lead assessment validation processes.....	115
Assessment Requirements for TAEASS503 Lead assessment validation processes	118
TAEASS504 Develop and implement recognition strategies	120
Assessment Requirements for TAEASS504 Develop and implement recognition strategies	125
TAEASS505 Lead and coordinate assessment systems and services.....	127
Assessment Requirements for TAEASS505 Lead and coordinate assessment systems and services	132
TAEASS511 Lead assessment.....	134
Assessment Requirements for TAEASS511 Lead assessment	137
TAEASS512 Design and develop assessment tools.....	140

Assessment Requirements for TAEASS512 Design and develop assessment tools	143
TAEASS513 Lead assessment moderation and validation processes.....	146
Assessment Requirements for TAEASS513 Lead assessment moderation and validation processes	150
TAEASS514 Develop and implement plans for recognition of prior learning	153
Assessment Requirements for TAEASS514 Develop and implement plans for recognition of prior learning	157
TAEDEL301 Provide work skill instruction	160
Assessment Requirements for TAEDEL301 Provide work skill instruction	164
TAEDEL311 Provide work skill instruction	166
Assessment Requirements for TAEDEL311 Provide work skill instruction	169
TAEDEL401 Plan, organise and deliver group-based learning	171
Assessment Requirements for TAEDEL401 Plan, organise and deliver group-based learning	175
TAEDEL402 Plan, organise and facilitate learning in the workplace	177
Assessment Requirements for TAEDEL402 Plan, organise and facilitate learning in the workplace.....	181
TAEDEL403 Coordinate and facilitate distance-based learning	183
Assessment Requirements for TAEDEL403 Coordinate and facilitate distance-based learning	187
TAEDEL404 Mentor in the workplace	189
Assessment Requirements for TAEDEL404 Mentor in the workplace.....	193
TAEDEL405 Plan, organise and facilitate online learning	195
Assessment Requirements for TAEDEL405 Plan, organise and facilitate online learning.....	198
TAEDEL411 Facilitate vocational training	201
Assessment Requirements for TAEDEL411 Facilitate vocational training.....	204
TAEDEL412 Facilitate workplace-based learning	207
Assessment Requirements for TAEDEL412 Facilitate workplace-based learning	211
TAEDEL413 Facilitate distance-based training.....	213
Assessment Requirements for TAEDEL413 Facilitate distance-based training	217
TAEDEL414 Mentor in the workplace	220
Assessment Requirements for TAEDEL414 Mentor in the workplace.....	223
TAEDEL415 Complete a practicum in a vocational education and training environment.....	225
Assessment Requirements for TAEDEL415 Complete a practicum in a vocational education and training environment.....	229
TAEDEL416 Facilitate learning for young vocational learners	232
Assessment Requirements for TAEDEL416 Facilitate learning for young vocational learners	235
TAEDEL501 Facilitate e-learning.....	238
Assessment Requirements for TAEDEL501 Facilitate e-learning.....	242
TAEDEL502 Provide advanced facilitation practice.....	244
Assessment Requirements for TAEDEL502 Provide advanced facilitation practice	248
TAEDEL511 Facilitate e-learning.....	250
Assessment Requirements for TAEDEL511 Facilitate e-learning.....	254
TAEDEL512 Lead training facilitation	257
Assessment Requirements for TAEDEL512 Lead training facilitation	260
TAEDES401 Design and develop learning programs.....	263
Assessment Requirements for TAEDES401 Design and develop learning programs	267
TAEDES402 Use training packages and accredited courses to meet client needs	269
Assessment Requirements for TAEDES402 Use training packages and accredited courses to meet client needs.....	273
TAEDES411 Use nationally recognised training products to meet vocational training needs.....	275

Assessment Requirements for TAEDES411 Use nationally recognised training products to meet vocational training needs	278
TAEDES412 Design and develop plans for vocational training	281
Assessment Requirements for TAEDES412 Design and develop plans for vocational training.....	284
TAEDES501 Design and develop learning strategies	287
Assessment Requirements for TAEDES501 Design and develop learning strategies.....	291
TAEDES502 Design and develop learning resources	293
Assessment Requirements for TAEDES502 Design and develop learning resources.....	297
TAEDES503 Design and develop e-learning resources	299
Assessment Requirements for TAEDES503 Design and develop e-learning resources.....	303
TAEDES504 Research and develop units of competency.....	305
Assessment Requirements for TAEDES504 Research and develop units of competency	309
TAEDES505 Evaluate a training program.....	311
Assessment Requirements for TAEDES505 Evaluate a training program	315
TAEDES511 Design and develop strategies for training and assessment.....	317
Assessment Requirements for TAEDES511 Design and develop strategies for training and assessment.....	321
TAEDES512 Design and develop print-based learning resources.....	324
Assessment Requirements for TAEDES512 Design and develop print-based learning resources	328
TAEDES513 Design and develop e-learning resources	331
Assessment Requirements for TAEDES513 Design and develop e-learning resources.....	335
TAEDES514 Research and develop nationally recognised training products	339
Assessment Requirements for TAEDES514 Research and develop nationally recognised training products	342
TAEDES515 Evaluate training.....	345
Assessment Requirements for TAEDES515 Evaluate training	349
TAEICR501 Work in partnership with industry, enterprises and community groups	351
Assessment Requirements for TAEICR501 Work in partnership with industry, enterprises and community groups	355
TAEICR511 Work in partnership with industry, enterprises and community groups	357
Assessment Requirements for TAEICR511 Work in partnership with industry, enterprises and community groups.....	361
TAELLN411 Address adult language, literacy and numeracy skills	363
Assessment Requirements for TAELLN411 Address adult language, literacy and numeracy skills.....	366
TAELLN412 Access resources and support to address foundation skills in vocational practice.....	368
Assessment Requirements for TAELLN412 Access resources and support to address foundation skills in vocational practice	372
TAELLN413 Integrate foundation skills into vocational training delivery.....	374
Assessment Requirements for TAELLN413 Integrate foundation skills into vocational training delivery	377
TAELLN421 Integrate core skills support into training and assessment.....	379
Assessment Requirements for TAELLN421 Integrate core skills support into training and assessment.....	382
TAELLN422 Use foundation skills resources, strategies and advice	385
Assessment Requirements for TAELLN422 Use foundation skills resources, strategies and advice	388
TAELLN423 Integrate employability skills support into training and assessment	390
Assessment Requirements for TAELLN423 Integrate employability skills support into training and assessment.....	393

TAELLN501 Support the development of adult language, literacy and numeracy skills	396
Assessment Requirements for TAELLN501 Support the development of adult language, literacy and numeracy skills	400
TAELLN511 Lead the development of adult literacy skills	402
Assessment Requirements for TAELLN511 Lead the development of adult literacy skills	405
TAELLN512 Lead the development of adult numeracy skills	408
Assessment Requirements for TAELLN512 Lead the development of adult numeracy skills	411
TAEPDD401 Work effectively in the VET sector	414
Assessment Requirements for TAEPDD401 Work effectively in the VET sector	417
TAEPDD501 Maintain and enhance professional practice	420
Assessment Requirements for TAEPDD501 Maintain and enhance professional practice	424
TAEPDD502 Lead and mentor VET teachers, trainers and assessors	426
Assessment Requirements for TAEPDD502 Lead and mentor VET teachers, trainers and assessors	429
TAEPDD511 Maintain and enhance professional practice	432
Assessment Requirements for TAEPDD511 Maintain and enhance professional practice	435
TAERES501 Apply research to training and assessment practice	438
Assessment Requirements for TAERES501 Apply research to training and assessment practice	442
TAERES511 Apply research to training and assessment practice	444
Assessment Requirements for TAERES511 Apply research to training and assessment practice	448
TAETAS401 Maintain training and assessment information	450
Assessment Requirements for TAETAS401 Maintain training and assessment information	453
TAETAS411 Maintain training and assessment information	455
Assessment Requirements for TAETAS411 Maintain training and assessment information	458
TAETAS501 Undertake organisational training needs analysis	460
Assessment Requirements for TAETAS501 Undertake organisational training needs analysis	464
TAETAS511 Undertake organisational training needs analysis	466
Assessment Requirements for TAETAS511 Undertake organisational training needs analysis	470
TAEXDB401 Plan and implement individual support plans for learners with disability	473
Assessment Requirements for TAEXDB401 Plan and implement individual support plans for learners with disability	476
TAEXDB411 Plan and implement individual support plans for learners with disability	479
Assessment Requirements for TAEXDB411 Plan and implement individual support plans for learners with disability	482
TAEXDB501 Develop and implement accessible training and assessment plans for learners with disability	485
Assessment Requirements for TAEXDB501 Develop and implement accessible training and assessment plans for learners with disability	488
TAEXDB511 Develop and implement training and assessment strategies for learners with disability	491
Assessment Requirements for TAEXDB511 Develop and implement training and assessment strategies for learners with disability	494
BSBAUD402 Participate in a quality audit	497
Assessment Requirements for BSBAUD402 Participate in a quality audit	501
BSBAUD411 Participate in quality audits	503
Assessment Requirements for BSBAUD411 Participate in quality audits	506
BSBAUD412 Work within compliance frameworks	508
Assessment Requirements for BSBAUD412 Work within compliance frameworks	511

BSBAUD511 Initiate quality audits.....	513
Assessment Requirements for BSBAUD511 Initiate quality audits	516
BSBAUD512 Lead quality audits	518
Assessment Requirements for BSBAUD512 Lead quality audits	521
BSBAUD513 Report on quality audits.....	523
Assessment Requirements for BSBAUD513 Report on quality audits	526
BSBAUD514 Interpret compliance requirements.....	528
Assessment Requirements for BSBAUD514 Interpret compliance requirements	531
BSBAUD515 Evaluate and review compliance	533
Assessment Requirements for BSBAUD515 Evaluate and review compliance	536
BSBCMM401 Make a presentation.....	538
Assessment Requirements for BSBCMM401 Make a presentation	541
BSBCMM411 Make presentations	543
Assessment Requirements for BSBCMM411 Make presentations.....	546
BSBCMM511 Communicate with influence.....	548
Assessment Requirements for BSBCMM511 Communicate with influence	551
BSBHRM413 Support the learning and development of teams and individuals	553
Assessment Requirements for BSBHRM413 Support the learning and development of teams and individuals	556
BSBINN801 Lead innovative thinking and practice	558
Assessment Requirements for BSBINN801 Lead innovative thinking and practice	562
BSBLDR522 Manage people performance.....	564
Assessment Requirements for BSBLDR522 Manage people performance	567
BSBLDR803 Develop and cultivate collaborative partnerships and relationships.....	569
Assessment Requirements for BSBLDR803 Develop and cultivate collaborative partnerships and relationships	573
BSBLED401 Develop teams and individuals.....	575
Assessment Requirements for BSBLED401 Develop teams and individuals	579
BSBMKG413 Promote products and services.....	581
Assessment Requirements for BSBMKG413 Promote products and services	585
BSBMKG434 Promote products and services.....	587
Assessment Requirements for BSBMKG434 Promote products and services	590
BSBPFE502 Develop and use emotional intelligence.....	592
Assessment Requirements for BSBPFE502 Develop and use emotional intelligence	595
BSBREL402 Build client relationships and business networks	597
Assessment Requirements for BSBREL402 Build client relationships and business networks.....	601
BSBRES401 Analyse and present research information.....	603
Assessment Requirements for BSBRES401 Analyse and present research information	607
BSBRES411 Analyse and present research information.....	609
Assessment Requirements for BSBRES411 Analyse and present research information	612
BSBRES801 Initiate and lead applied research	614
Assessment Requirements for BSBRES801 Initiate and lead applied research.....	618
BSBST501 Establish innovative work environments.....	620
Assessment Requirements for BSBSTR501 Establish innovative work environments	623
BSBST502 Facilitate continuous improvement.....	625
Assessment Requirements for BSBSTR502 Facilitate continuous improvement	628
BSBST503 Develop organisational policy	630
Assessment Requirements for BSBSTR503 Develop organisational policy.....	633
BSBTWK401 Build and maintain business relationships	635
Assessment Requirements for BSBTWK401 Build and maintain business relationships.....	638
BSBTWK501 Lead diversity and inclusion	640
Assessment Requirements for BSBTWK501 Lead diversity and inclusion.....	643

ICTICT805 Direct ICT procurement.....	645
Assessment Requirements for ICTICT805 Direct ICT procurement	649
TAEASS801 Analyse, implement and evaluate e-assessment	651
Assessment Requirements for TAEASS801 Analyse, implement and evaluate e-assessment.....	655
TAEDEL801 Evaluate, implement and use ICT-based educational platforms.....	657
Assessment Requirements for TAEDEL801 Evaluate, implement and use ICT-based educational platforms.....	661
TAEDEL802 Use e-learning with social media	663
Assessment Requirements for TAEDEL802 Use e-learning with social media.....	667
TAELED801 Design pedagogy for e-learning	669
Assessment Requirements for TAELED801 Design pedagogy for e-learning.....	673
TAELED803 Implement improved learning practice	675
Assessment Requirements for TAELED803 Implement improved learning practice	679
TAELED804 Review enterprise e-learning systems and solutions implementation	681
Assessment Requirements for TAELED804 Review enterprise e-learning systems and solutions implementation	685
TAELLN801 Analyse and apply adult literacy teaching practices	687
Assessment Requirements for TAELLN801 Analyse and apply adult literacy teaching practices	691
TAELLN802 Analyse and apply adult numeracy teaching practices	693
Assessment Requirements for TAELLN802 Analyse and apply adult numeracy teaching practices	697
TAELLN803 Develop English language skills of adult learners.....	699
Assessment Requirements for TAELLN803 Develop English language skills of adult learners	703
TAELLN804 Implement and evaluate delivery of adult language, literacy and numeracy skills.....	705
Assessment Requirements for TAELLN804 Implement and evaluate delivery of adult language, literacy and numeracy skills	709
TAELLN805 Design and conduct pre-training assessment of adult language, literacy and numeracy skills.....	711
Assessment Requirements for TAELLN805 Design and conduct pre-training assessment of adult language, literacy and numeracy skills	715
TAELLN806 Lead the delivery of adult language, literacy and numeracy support services.....	717
Assessment Requirements for TAELLN806 Lead the delivery of adult language, literacy and numeracy support services	722
TAELLN811 Analyse policy and formulate strategic language, literacy and numeracy response	724
Assessment Requirements for TAELLN811 Analyse policy and formulate strategic language, literacy and numeracy response	728
TAELLN812 Research and implement new adult language, literacy and numeracy practices	730
Assessment Requirements for TAELLN812 Research and implement new adult language, literacy and numeracy practices.....	734
TAELLN813 Formulate workplace strategy for adult language, literacy and numeracy skill development	736
Assessment Requirements for TAELLN813 Formulate workplace strategy for adult language, literacy and numeracy skill development	741
TAELLN814 Design programs to develop adult language, literacy and numeracy skills.....	743
Assessment Requirements for TAELLN814 Design programs to develop adult language, literacy and numeracy skills	747
TAELLN815 Develop strategy for adult language, literacy and numeracy skill development in a community program	749

Assessment Requirements for TAELLN815 Develop strategy for adult language, literacy and numeracy skill development in a community program	753
TAELLN816 Initiate, develop and evaluate adult language, literacy and numeracy resources	755
Assessment Requirements for TAELLN816 Initiate, develop and evaluate adult language, literacy and numeracy resources.....	759
TAELLN817 Design, implement and evaluate a language, literacy and numeracy professional development program.....	761
Assessment Requirements for TAELLN817 Design, implement and evaluate a language, literacy and numeracy professional development program.....	765
TAE Training and Education Training Package	767
TAESS00012 Enterprise and Industry Engagement Skill Set	773
TAESS00017 Workplace Supervisor Skill Set.....	775

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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>

TAE40122 Certificate IV in Training and Assessment

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is equivalent to TAE40116 Certificate IV in Training and Assessment.

Qualification Description

This qualification reflects the roles of entry-level vocational education and training (VET) teachers, trainers and assessors who are delivering training services to vocational learners and assessment services to candidates.

The roles may be undertaken by those working in registered training organisations (RTOs), enterprises, community organisations, schools and other VET provision contexts.

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

Licensing, legislative, regulatory or certification considerations

This qualification meets the minimum education requirement for trainers and assessors operating without supervision under applicable VET legislation, frameworks and/or standards. The qualification is a successor to TAE40116 Certificate *IV in Training and Assessment*.

Entry Requirements

Those entering this qualification must be able to demonstrate vocational competence in their proposed training and assessing area. Vocational competence 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 = 12

6 core units plus

6 elective units, of which:

- at least 3 must be from Group A

- of the remaining elective units:
 - all may be from the elective units listed below
 - up to 2 may be from any currently endorsed Certificate III or above training package qualification or accredited course, provided that no more than 1 is selected from a Certificate III.

Elective units chosen must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment, not duplicate the outcome of another unit chosen for the qualification, and contribute to a valid vocational outcome for entry-level VET teachers, trainers and assessors.

Core units

TAEASS412 Assess competence

TAEASS413 Participate in assessment validation

TAEDEL411 Facilitate vocational training

TAEDES411 Use nationally recognised training products to meet vocational training needs

TAEDES412 Design and develop plans for vocational training

TAEPDD401 Work effectively in the VET sector

Elective units

Group A Training and assessment

TAEASS404 Assess competence in an online environment

TAEASS512 Design and develop assessment tools

TAEASS514 Develop and implement plans for recognition of prior learning

TAEDEL311 Provide work skill instruction

TAEDEL405 Plan, organise and facilitate online learning

TAEDEL412 Facilitate workplace-based learning

TAEDEL413 Facilitate distance-based training

TAEDEL414 Mentor in the workplace

TAEDEL415 Complete a practicum in a vocational education and training environment

TAEDEL416 Facilitate learning for young vocational learners

TAETAS411 Maintain training and assessment information

Group B Learner Support

TAELLN421 Integrate core skills support into training and assessment

TAELLN422 Use foundation skills resources, strategies and advice

TAELLN423 Integrate employability skills support into training and assessment

TAEXDB411 Plan and implement individual support plans for learners with disability

TAEXDB511 Develop and implement training and assessment strategies for learners with disability

Group C General

BSBAUD411 Participate in quality audits

BSBAUD412 Work within compliance frameworks

BSBHRM413 Support the learning and development of teams and individuals

BSBTWK401 Build and maintain business relationships

Qualification Mapping Information

Supersedes and is equivalent to TAE40116 Certificate IV in Training and Assessment.

Links

Companion Volume Implementation Guide is found on 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 3	This version was released with TAE Training and Education Training Package Version 5.0. Unit TAEXDB501 Develop and implement accessible training and assessment plans for learners with disability has been superseded by TAEXDB511 Develop and implement training and assessment strategies for learners with disability. The following two units were deleted: • TAESUS501 Analyse and apply sustainability skills to learning programs • TAESUS502 Identify and apply current sustainability education principles and practice to learning programs.
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

TAETAS501 Undertake organisational training needs analysis

TAEXDB511 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>

TAE50122 Diploma of Vocational Education and Training

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to: • TAE50116 Diploma of Vocational Education and Training • TAE50216 Diploma of Training Design and Development.

Qualification Description

This qualification reflects the roles of experienced individuals in a variety of vocational education and training (VET) sector job roles, including:

- **Advanced training and assessment job roles** where individuals are responsible for delivering training and assessment services in the VET sector, including promoting innovative practices and leading other VET teachers, trainers and assessors.

Job roles include:

- Experienced, advanced or senior VET teacher, trainer and assessor
- Head or lead VET teacher, trainer and assessor

- **Design and development job roles** where individuals are responsible for designing and developing training and assessment strategies usually for registered training organisations (RTOs), including analysing training needs and designing training solutions and products to meet industry standards and compliance requirements.

Job roles include:

- Education design team member
- eLearning consultant
- Experienced, advanced or senior VET teacher, trainer and assessor
- Head or lead VET teacher, trainer and assessor
- Instructional designer, learning designer, course designer or learning management system (LMS) designer
- Resource developer, product developer or assessment developer
- Subject matter expert

- **VET leadership job roles** where individuals are responsible for providing mentoring, guidance and advice to entry-level VET teachers, trainers and assessors, including supporting quality and compliance operations.

Job roles include:

- Capability, quality or eLearning consultant
- Training manager
- Experienced, advanced or senior VET teacher, trainer and assessor
- Head or lead VET teacher, trainer and assessor
- Program director
- Quality and compliance manager
- RTO manager.

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

Licensing, legislative, regulatory or certification considerations

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication. The qualification is a successor to TAE50116 *Diploma of Vocational Education and Training* and TAE50216 *Diploma of Training Design and Development*.

Entry Requirements

Those entering this qualification must demonstrate current VET skills and knowledge relevant to the specialisation chosen in this qualification.

Packaging Rules

Total number of units = 12

3 core units plus

9 elective units, of which:

- at least 5 must be from the chosen specialisation group A, B or C
- of the remaining elective units:
 - at least 2 must be chosen from the elective units listed below
 - up to 2 may be from any currently endorsed Certificate IV or above training package qualification or accredited course, provided that no more than 1 of these 2 units is from a Certificate IV qualification.

Elective units chosen must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment, not duplicate the outcome of another unit chosen for the qualification, and contribute to a valid vocational outcome for personnel in the VET sector working at this level.

Specialisations

One of the following three specialisations must be used for this qualification.

- *Advanced Training and Assessment*
- *Design and Development*
- *VET Leadership*.

The achievement of a specialisation will be identified on testamurs as follows:

- TAE50122 Diploma of Vocational Education and Training (Advanced Training and Assessment)
- TAE50122 Diploma of Vocational Education and Training (Design and Development)
- TAE50122 Diploma of Vocational Education and Training (VET Leadership)

Advanced training and assessment

Select at least 5 elective units from Group A Advanced training and assessment, 1 of which must be:

- TAEASS512 Design and develop assessment tools.

Design and development

Select at least 5 elective units from Group B Design and development, 1 of which must be:

- TAEASS512 Design and develop assessment tools.

VET leadership

Select at least 5 elective units from Group C VET leadership.

Core units

TAEDS511 Design and develop strategies for training and assessment*

TAEDS515 Evaluate training

TAEPDD511 Maintain and enhance professional practice

Elective units

Group A Advanced training and assessment

TAEASS512 Design and develop assessment tools

Plus at least 4 of the following units:

BSBSTR501 Establish innovative work environments

TAEASS511 Lead assessment*

TAEASS513 Lead assessment moderation and validation processes*

TAEASS514 Develop and implement plans for recognition of prior learning

TAEDEL511 Facilitate e-learning

TAEDEL512 Lead training facilitation*

TAELLN511 Lead the development of adult literacy skills

TAELLN512 Lead the development of adult numeracy skills

TAEPDD502 Lead and mentor VET teachers, trainers and assessors

TAERES511 Apply research to training and assessment practice

Group B Design and development

TAEASS512 Design and develop assessment tools

Plus at least 4 of the following units:

TAEASS514 Develop and implement plans for recognition of prior learning

TAEDES512 Design and develop print-based learning resources

TAEDES513 Design and develop e-learning resources

TAEDES514 Research and develop nationally recognised training products

TAETAS511 Undertake organisational training needs analysis

Group C VET leadership

BSBAUD511 Initiate quality audits

BSBAUD512 Lead quality audits

BSBAUD513 Report on quality audits

BSBAUD514 Interpret compliance requirements

BSBAUD515 Evaluate and review compliance

BSBCMM511 Communicate with influence

BSBLDR522 Manage people performance

BSBPEF502 Develop and use emotional intelligence

BSBSTR501 Establish innovative work environments

BSBSTR502 Facilitate continuous improvement

BSBSTR503 Develop organisational policy

TAEASS513 Lead assessment moderation and validation processes*

TAEICR511 Work in partnership with industry, enterprises and community groups

TAEPDD502 Lead and mentor VET teachers, trainers and assessors

TAERES511 Apply research to training and assessment practice

TAETAS511 Undertake organisational training needs analysis

Group D Learner support

BSBTWK501 Lead diversity and inclusion

TAELLN511 Lead the development of adult literacy skills

TAELLN512 Lead the development of adult numeracy skills

TAEXDB511 Develop and implement training and assessment strategies for learners with disability

* Note the following prerequisite unit requirements.

UNITS IN THIS QUALIFICATION	PREREQUISITE UNIT
TAEASS511 Lead assessment	TAEASS412 Assess competence**
TAEASS513 Lead assessment moderation and validation processes	AEASS413 Participate in assessment validation**
TAEDEL512 Lead training facilitation	TAEDEL411 Facilitate vocational training**
TAEDES511 Design and develop strategies for training and assessment	TAEDES411 Use nationally recognised training products to meet vocational training needs (or its previous version TAEDES402 Use training packages and accredited courses to meet client needs)

** or the most recent previous version of this unit, regardless of whether it was deemed equivalent or not equivalent

Qualification Mapping Information

Supersedes and is not equivalent to TAE50116 Diploma of Vocational Education and Training and TAE50216 Diploma of Training Design and Development.

Links

Companion Volume Implementation Guide is found on 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 3	This version was released with TAE Training and Education Training Package Version 5.0. Unit TAEXDB501 Develop and implement accessible training and assessment plans for learners with disability has been superseded by TAEXDB511 Develop and implement training and assessment strategies for learners with disability. The following two units were deleted: • TAESUS501 Analyse and apply sustainability skills to learning programs • TAESUS502 Identify and apply current sustainability education principles and practice to learning programs.
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

TAEXDB511 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	This qualification first released with TAE Training and Education Training Package Version 1.0. This qualification replaces TAE70111 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice. Qualification change to meet new standards and outcomes deemed equivalent.

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	This qualification first released with TAE Training and Education Training Package Version 1.0. This qualification replaces TAE80110 Vocational Graduate Diploma of Adult Language, Literacy and Numeracy Leadership. Qualification change to meet new standards and outcomes deemed equivalent.

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	This qualification first released with TAE Training and Education Training Package Version 3.2. The following elective unit of competency has been deleted as directed by AISC: • TAELED802 Investigate the application of ICT content knowledge. The above training product was identified as having zero enrolments over a three year period.

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>

TAESS00019 Assessor Skill Set

Modification History

Release	Comments
Release 1	This skill set was first released with TAE Training and Education Training Package Version 5.0. Supersedes TAESS00011 Assessor Skill Set. Superseded units have been updated.

Description

This skill set provides the necessary skills and knowledge for people to conduct assessment and operate without supervision in the vocational education and training (VET) sector, in accordance with the Standards for RTOs.

Pathways Information

These units provide credit towards TAE40122 Certificate IV in Training and Assessment and other qualifications that allow for selection of these units.

Licensing/Regulatory Information

This skill set meets the minimum education requirement for assessors operating without supervision in applicable VET legislation, frameworks and/or standards. The skill set is a successor to TAESS00011 *Assessor Skill Set*.

Skill Set Requirements

- TAEASS412 Assess competence
- TAEASS413 Participate in assessment validation
- TAEDES411 Use nationally recognised training products to meet vocational training needs

Target Group

This skill set is for individuals wishing to obtain the assessment competencies to assess according to VET system requirements.

Suggested words for Statement of Attainment

These units of competency from TAE Training and Education Training Package, when used with relevant vocational competencies, meet industry requirements for assessors.

TAESS00023 Online Learning and Assessment Skill Set

Modification History

Release	Comments
Release 1	This version first released with the TAE Training and Education Training Package Version 4.0. Newly created Skill Set.

Description

This skill set addresses the skills and knowledge required to plan, organise and facilitate online learning and assess competence across various electronic applications and communication channels. It involves gathering evidence using both synchronous and asynchronous assessment methods, and making judgements on the outcomes of the online assessment using a range of devices and digital tools.

Pathways Information

The units provide credit towards TAE40116 Certificate IV in Training and Assessment 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

TAEASS404 Assess competence in an online environment

TAEDEL405 Plan, organise and facilitate online learning

Target Group

This skill set is for teachers, trainers and assessors and other practitioners who facilitate learning for, and conduct assessment of, vocational and other learners in an online environment.

Suggested words for Statement of Attainment

These units of competency from the TAE Training and Education Training Package support teachers, trainers and assessors who facilitate learning and conduct assessment in an online environment.

TAESS00026 Foundation Skills Integration Skill Set

Modification History

Release	Comments
Release 1	This skill set was first released with TAE Training and Education Training Package Version 5.0. Supersedes TAESS00009 Foundation Skill Sets. Superseded units have been updated.

Description

This skill set addresses the skills and knowledge required to identify foundation skill demands in nationally recognised training products and integrate the appropriate support, which may be in a workplace, learning or assessment context.

Pathways Information

These units provide credit towards TAE40122 Certificate IV in Training and Assessment 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

- TAELLN421 Integrate core skills support into training and assessment
- TAELLN422 Use foundation skills resources, strategies and advice
- TAELLN423 Integrate employability skills support into training and assessment

Target Group

This skill set is for vocational education and training (VET) teachers, trainers and assessors who use a range of technical and training competencies to integrate awareness of foundation skills requirements into their training and assessment.

Suggested words for Statement of Attainment

These units of competency from the TAE Training and Education Training Package meet industry requirements for vocational trainers and assessors integrating foundation skills into their own vocational practice.

TAESS00022 Young Learner Delivery Skill Set

Modification History

Release	Comments
Release 1	This skill set was first released with TAE Training and Education Training Package Version 5.0. Newly created Skill Set.

Description

This skill set is designed for trainers and assessors who deliver accredited training or work with other trainers in delivering nationally recognised training to young learners.

Pathways Information

These units provide credit towards TAE40122 Certificate IV in Training and Assessment 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

- TAEDEL411 Facilitate vocational training
- TAEDEL416 Facilitate learning for young vocational learners
- TAEDES412 Design and develop plans for vocational training

Target Group

This skill set is for teachers and trainers who require the skills and knowledge to deliver training to young learners in a range of learning environments.

Suggested words for Statement of Attainment

These units of competency from the TAE Training and Education Training Package support teachers, trainers and assessors who facilitate learning and conduct assessment with young learners, which may be via a classroom or school-based environment.

TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set

Modification History

Release	Comments
Release 1	This skill set was first released with TAE Training and Education Training Package Version 5.0. Newly created skill set.

Description

This skill set addresses the skills and knowledge for those delivering vocational education and training (VET) to learners in a school environment.

Pathways Information

These units provide credit towards TAE40122 Certificate IV in Training and Assessment 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

- TAEASS412 Assess competence
- TAEASS413 Participate in assessment validation
- TAEDES411 Use nationally recognised training products to meet vocational training needs
- TAEDES412 Design and develop plans for vocational training
- TAEPPDD401 Work effectively in the VET sector

Target Group

This skill set is for individuals who are existing secondary school teachers who hold a Bachelor of Education degree or higher, who require VET-specific knowledge and skills.

Suggested words for Statement of Attainment

These units of competency from the TAE Training and Education Training Package support teachers, trainers and assessors who deliver VET to learners in a school environment.

TAESS00025 Learning Support Skill Set

Modification History

Release	Comments
Release 1	This skill set was first released with TAE Training and Education Training Package Version 5.0. Newly created skill set.

Description

This skill set addresses the skills and knowledge required to support the needs of learners with special learning needs, including those with a disability, and addresses the requirement for implementing individualised support that enables learners to access and successfully participate in vocational education and training.

Pathways Information

These units provide credit towards TAE40122 Certificate IV in Training and Assessment 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

- TAELLN422 Use foundation skills resources, strategies and advice
- TAEXDB411 Plan and implement individual support plans for learners with disability
- TAEXDB511 Develop and implement training and assessment strategies for learners with disability

Target Group

This skill set is for vocational educational and training (VET) teachers, trainers, assessors, and other personnel who coordinate learning support and reasonable adjustment for learners.

Suggested words for Statement of Attainment

These units of competency from the TAE Training and Education Training Package meet industry requirements for vocational trainers and assessors coordinating learning support and reasonable adjustment for learners

TAESS00020 Workplace Trainer Skill Set

Modification History

Release	Comments
Release 1	This skill set was first released with TAE Training and Education Training Package Version 5.0. Supersedes TAESS00013 Enterprise Trainer - Mentoring Skill Set. Superseded units have been updated.

Description

This skill set provides the necessary skills and knowledge for workplace trainers and for those who train under supervision in the vocational education and training (VET) sector via a workplace delivery model.

Pathways Information

These units provide credit towards TAE40122 Certificate IV in Training and Assessment and other qualifications that allow for selection of these units.

Licensing/Regulatory Information

This skill set meets the minimum education requirement for trainers operating under supervision in applicable VET legislation, frameworks and/or standards. The skill set is a successor to TAESS00013 *Enterprise Trainer-Mentoring Skill Set*.

Skill Set Requirements

- TAED411 Facilitate vocational training
- TAED412 Facilitate workplace-based learning

Target Group

This skill set is for individuals who train others in a workplace. The training may be accredited or non-accredited. The role may involve some coaching at the individual or small group level.

Suggested words for Statement of Attainment

These units of competency from the TAE Training and Education Training Package meet industry requirements for enterprise trainers.

TAESS00027 Training Design Skill Set

Modification History

Release	Comments
Release 1	This skill set was first released with TAE Training and Education Training Package Version 5.0. Newly created skill set.

Description

This skill set addresses the skills and knowledge to conceptualise, design, develop and review learning programs and/or tools that satisfy the requirements of training packages and accredited courses and meet identified participant needs.

Pathways Information

These units provide credit towards TAE40122 Certificate IV in Training and Assessment 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

- TAEDES411 Use nationally recognised training products to meet vocational training needs
- TAEDES412 Design and develop plans for vocational training

Target Group

This skill set is for individuals working in or with training and/or assessment organisations who develop quality training and assessment resources that comply with specific teaching, training and/or assessment requirements.

Suggested words for Statement of Attainment

These units of competency from the TAE Training and Education Training Package meet industry requirements for designing and developing learning and assessment programs and/or tools applicable in a range of delivery contexts and to a range of industries.

TAESS00028 Work Skill Instructor Skill Set

Modification History

Release	Comments
Release 1	This skill set was first released with TAE Training and Education Training Package Version 5.0. Supersedes TAESS00014 Enterprise Trainer - Presenting Skill Set. Superseded units have been updated.

Description

This skill set provides the necessary skills and knowledge for those who facilitate and conduct work-skill instruction whilst delivering nationally recognised training under supervision in the vocational education and training (VET) sector.

Pathways Information

These units provide credit towards TAE40122 Certificate IV in Training and Assessment 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. The skill set is a successor to TAESS00014 *Enterprise Trainer-Presenting Skill Set*.

Skill Set Requirements

- TAED311 Provide work skill instruction
- TAEPDD401 Work effectively in the VET sector

Target Group

This skill set is for individuals who work under supervision to deliver training to others in the VET sector via a face-to-face and in-person delivery model.

Suggested words for Statement of Attainment

These units of competency from the TAE Training and Education Training Package meet VET sector requirements for teachers/trainers working under supervision.

TAESS00029 Volunteer Trainer Delivery Skill Set

Modification History

Release	Comments
Release 1	This skill set was first released with TAE Training and Education Training Package Version 5.0. Newly created skill set.

Description

This skill set provides the necessary skills and knowledge for those who deliver training in volunteer organisation settings.

Pathways Information

These units provide credit towards TAE40122 Certificate IV in Training and Assessment 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

- BSBCMM411 Make presentations
- TAEDEL311 Provide work skill instruction

Target Group

This skill set is for volunteers who deliver training to other volunteers in the workplace and those working in non-accredited delivery. This training is designed to support the essential skills of volunteer trainers, such as in emergency service organisations. The role may involve some coaching at individual or small group level.

Suggested words for Statement of Attainment

These units of competency from the TAE Training and Education Training Package meet industry requirements for industry trainers.

TAESS00030 Volunteer Trainer Delivery and Assessment Contribution Skill Set

Modification History

Release	Comments
Release 1	This skill set was first released with TAE Training and Education Training Package Version 5.0. Newly created skill set.

Description

This skill set provides the necessary skills and knowledge for industry trainers and support-assessors who train others in their organisation and contribute to the assessment process.

This skill set is designed to support industry trainers and support-assessors to contribute to the assessment outcome rather than the final competency-assessment decision, which is made by a qualified assessor. Assessment contribution may involve volunteers collecting evidence in the workplace to support the work of a qualified assessor. The role may involve some coaching at individual or small group level.

Pathways Information

The following two units provide credit towards TAE40122 Certificate IV in Training and Assessment and other qualifications that allow for selection of these units.

- BSBCMM411 Make presentations
- TAEDEL311 Provide work skill instruction

Licensing/Regulatory Information

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

Skill Set Requirements

- BSBCMM411 Make presentations
- TAEASS311 Contribute to assessment
- TAEDEL311 Provide work skill instruction

Target Group

This skill set is for volunteers who deliver training to other volunteers in the workplace and who contribute to assessment. This training is designed to support volunteer trainers, such as in emergency service organisations, and those supporting learners in non-accredited delivery, where collated assessment evidence may be used by a qualified assessor towards formal assessment activity.

Suggested words for Statement of Attainment

These units of competency from the TAE Training and Education Training Package meet industry requirements for industry trainers and support-assessors.

TAESS00021 Facilitation Skill Set

Modification History

Release	Comments
Release 1	This skill set was first released with TAE Training and Education Training Package Version 5.0. Supersedes TAESS00015 Enterprise Trainer and Assessor Skill Set. Superseded units have been updated.

Description

This skill set provides the necessary skills and knowledge for people facilitating training under supervision in the vocational education and training (VET) sector, who deliver via a face-to-face and in-person delivery model.

Pathways Information

These units provide credit towards TAE40122 Certificate IV in Training and Assessment and other qualifications that allow for selection of these units.

Licensing/Regulatory Information

This skill set meets the minimum education requirement for individuals facilitating training under supervision in applicable VET legislation, frameworks and/or standards. The skill set is a successor to TAESS00015 *Enterprise Trainer and Assessor Skill Set*.

Skill Set Requirements

- TAED411 Facilitate vocational training
- TAED412 Design and develop plans for vocational training

Target Group

This skill set is for individuals who work under supervision to train others in the VET sector via a face-to-face and in-person delivery model.

Suggested words for Statement of Attainment

These units of competency from the TAE Training and Education Training Package meet VET sector requirements for individuals facilitating training under supervision.

TAESS00031 Design and Deliver E-Learning Skill Set

Modification History

Release	Comments
Release 1	This skill set was first released with TAE Training and Education Training Package Version 5.0. Supersedes TAESS00018 Deliver E-Learning Skill Set. Superseded units have been updated.

Description

This skill set addresses the skills and knowledge required for those who design and deliver e-learning in online and remote learning environments.

Pathways Information

These units provide credit towards TAE50122 Diploma of Vocational Education and Training 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

- TAED511 Facilitate e-learning
- TAED513 Design and develop e-learning resources

Target Group

This skill set is for experienced trainers and assessors whose role requires them to design e-learning content prior to delivering nationally recognised training.

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.

TAESS00032 Advanced Assessment Skill Set

Modification History

Release	Comments
Release 1	This skill set was first released with TAE Training and Education Training Package Version 5.0. Supersedes TAESS00010 Advanced Assessor Skill Set. Superseded units have been updated.

Description

This skill set supports vocational education and training (VET) assessors and practitioners to develop skills and knowledge that relate to advanced assessment practices such as leading other assessors and designing and developing assessment tools, including plans for recognition of prior learning.

Pathways Information

These units provide credit towards TAE50122 Diploma of Vocational Education and Training 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

- TAEASS511 Lead assessment
- TAEASS512 Design and develop assessment tools
- TAEASS513 Lead assessment moderation and validation processes
- TAEASS514 Develop and implement plans for recognition of prior learning

Prerequisite Information

UNITS IN THIS SKILL SET	PREREQUISITE UNIT
TAEASS511 Lead assessment	TAEASS412 Assess competence*

UNITS IN THIS SKILL SET	PREREQUISITE UNIT
TAEASS513 Lead assessment moderation and validation processes	TAEASS413 Participate in assessment validation*

* or the most recent previous version of this unit, regardless of whether it was deemed equivalent or not equivalent.

Target Group

This skill set is for vocational education and training (VET) assessors and other practitioners who design assessment and lead assessment practice for vocational and other learners in the VET environment.

Suggested words for Statement of Attainment

These units of competency from the TAE Training and Education Training Package meet industry requirements for vocational trainers and assessors enhancing their assessment skill and knowledge.

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	1.1 Discuss and confirm the purpose of the assessment with relevant people 1.2 Discuss and confirm benchmarks for assessment with the qualified assessor 1.3 Access, read and clarify assessment plan with the qualified assessor 1.4 Discuss and agree with the qualified assessor specific responsibilities in gathering evidence, and the types of evidence to be gathered
2. Confirm organisational arrangements for evidence gathering	2.1 Access and confirm relevant assessment system policies and procedures, organisational, legal and ethical requirements, and other relevant advice on assessment 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 2.3 Discuss and confirm with the relevant people the assessment context, including the candidate's characteristics and any need for reasonable adjustments 2.4 Confirm and arrange resource requirements in consultation with relevant people
3. Collect evidence in accordance with the assessment plan	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 3.2 Use assessment instruments to gather quality evidence within the available time and resources, according to organisational, legal and ethical requirements
4. Record and report findings	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 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 4.3 Document areas for improvement in collecting evidence for future assessment activities

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	Seeks feedback to build knowledge to improve process and professional practice
Reading	1.3, 2.1, 2.2, 2.4, 3.2	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	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	- 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	Accesses, confirms and takes responsibility for adherence to policies, procedures, and legal and ethical requirements
Interact with others	4.2	Asks questions to clarify understanding, and seeks feedback and further information
Get the work done	3.1, 4.1	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>

TAEASS311 Contribute to assessment

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is equivalent to TAEASS301 Contribute to assessment.

Application

This unit describes the skills and knowledge required to contribute to the assessment process by collecting evidence for assessment against nationally recognised units of competency and according to organisational requirements.

The unit applies to a person with technical or vocational expertise who is in a supervisory, mentoring or coaching role in a workplace, and whose role is to assist in collecting assessment evidence rather than being to make an assessment judgement.

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

Unit Sector

Assessment

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. Clarify own role and responsibilities in the assessment process	1.1 Discuss and confirm purpose of assessment with qualified assessor 1.2 Discuss and clarify units of competency to be used for assessment with the qualified assessor 1.3 Discuss and clarify plan for assessment with the qualified assessor

ELEMENTS	PERFORMANCE CRITERIA
	1.4 Discuss and clarify own responsibilities in gathering evidence and the types of evidence to be gathered with the qualified assessor
2. Confirm organisational arrangements for evidence gathering	2.1 Access and confirm assessment system policies and procedures, and organisational requirements relevant to contributing to assessment 2.2 Discuss and clarify assessment tools and evidence gathering methods with qualified assessor to ensure that procedures to be followed and instruments to be used are clear 2.3 Discuss and clarify with qualified assessor the assessment context, candidate characteristics, and any need for reasonable adjustments 2.4 Confirm and arrange resource requirements in consultation with qualified assessor
3. Collect evidence	3.1 Explain assessment process to candidate and responsibilities of the parties involved 3.2 Identify and refer candidate issues and concerns to the qualified assessor before undertaking assessment activities 3.3 Use assessment instruments to gather and document evidence according to organisational requirements 3.4 Organise and provide gathered evidence to the qualified assessor in a format suitable for analysis according to organisational requirements 3.5 Discuss with the qualified assessor whether the principles of assessment and the rules of evidence were met
4. Review assessment contribution	4.1 Seek and document feedback from others involved in the assessment 4.2 Document areas for improvement in collecting evidence for future assessment activities

Foundation Skills

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

Skill	Description
Reading	Sources and interprets procedural and compliance information
Writing	Completes required workplace documentation using appropriate language and format

Skill	Description
Oral communication	- Communicates information and process requirements clearly, based on techniques appropriate to audience and environment - Obtains information to support the assessment process
Planning and organising	Organises work according to defined requirements, taking some responsibility for decisions regarding the format of information

Unit Mapping Information

Supersedes and is equivalent to TAEASS301 Contribute to assessment.

Links

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

Assessment Requirements for TAEASS311 Contribute to assessment

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is equivalent to TAEASS301 Contribute to assessment.

Performance Evidence

The individual 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:

- carry out at least 3 evidence-gathering activities.

In the course of each of the above, the individual must:

- gather evidence from at least 3 different candidates
- gather at least 2 different types of evidence
- use documentation provided by qualified assessor
- document evidence in a clear and concise manner.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- assessment system policies and procedures and organisational requirements relevant to contributing to assessment, including:
 - policies and procedures relating to vocational education and training regulatory requirements
 - work health and safety (WHS) responsibilities
- key features of competency-based assessment
- principles of assessment and their indicators
- key purposes of assessment
- rules of evidence and their indicators
- key features of types of evidence
- evidence-gathering methods, including:

- purpose and key features
- potential barriers
- purpose and features of assessment tools.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment.

This includes access to:

- assessment system
- current and validated assessment tools for assessment
- a qualified assessor.

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

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

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	- 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	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	- 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	- 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	- 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	- 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
	1.3 Check all documents used in the validation process for accuracy and version control 1.4 Analyse relevant units of competency and agree on the evidence needed to demonstrate competence
2. Participate in the validation of assessment tools	2.1 Demonstrate active and appropriate participation in validation sessions and activities using agreed communication methods and modes 2.2 Apply principles of assessment and rules of evidence during validation sessions and activities 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 2.4 Check that tasks to be administered to the candidate include clear and concise instructions and an outline of evidence requirements 2.5 Check that assessment decision-making rules and benchmarks, are clear and enable consistent outcomes 2.6 Check that recording mechanisms are clear and allow for sufficient information to be recorded 2.7 Review and use assessment maps to assist in determining validity of assessment instruments
3. Contribute to validation outcomes	3.1 Discuss validation findings to support improvements in the quality of assessment in a collective environment 3.2 Discuss, agree and record recommendations to improve assessment 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, 1.3, 1.4, 2.3, 2.4, 2.5, 2.6, 2.7	Analyses and interprets relevant policies and procedures, benchmarks and validation materials
Writing	1.1, 3.2	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	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	Identifies, confirms and takes responsibility for adherence to policies and procedures
Interact with others	1.1, 2.1, 2.2, 3.1, 3.2	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	- 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>

TAEASS404 Assess competence in an online environment

Modification History

Release	Comments
Release 1	This version first released with the TAE Training and Education Training Package Version 4.0. Newly created unit.

Application

This unit describes the skills and knowledge required to assess candidate/s competence in an online environment. It involves implementing a plan for the assessment process, gathering quality evidence according to the principles of assessment and the rules of evidence, and making the assessment decision. It also involves recording and reviewing the completed assessment process.

The unit applies to individuals who use a range of technical competencies to assess candidates who are participating in assessment remotely and interacting with teachers, peers and other industry professionals by means of various electronic applications and communication channels.

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 to assess in online environment	1.1 Review purpose and requirements of assessment against learning outcomes 1.2 Source and interpret plan for online assessment and confirm it meets identified need and applicable organisational policies and procedures, and confirm with required personnel as required

ELEMENT	PERFORMANCE CRITERIA
	1.3 Access information, digital resources, electronic applications and communication channels required for assessment 1.4 Confirm technology, digital tools and assessment conditions required to conduct online assessment activities 1.5 Ensure candidate/s have clear understanding of technology requirements for assessment, and where required explain, discuss and agree on details of planned online assessment and candidate's digital needs 1.6 Identify and organise required support for foundation skill, assessment and technical needs within scope of own role; and access specialist support where required
2. Administer online assessment	2.1 Confirm that authentication of candidate identity and security requirements are in place according to plan 2.2 Progressively gather and record authentic evidence using required methods and tools and according to plan, organisational policies and procedures, and regulatory requirements 2.3 Troubleshoot any technological challenges or issues that arise within scope of own role, and escalate where required 2.4 Make necessary and reasonable adjustments to assessment process in relation to any candidate support needs 2.5 Facilitate two-way communication with candidate/s being assessed as required and according to regulatory requirements
3. Make assessment decision of evidence submitted online	3.1 Review collected evidence and confirm it meets rules of evidence 3.2 Make and record assessment decision based on collected evidence and according to principles of assessment and organisational policies and procedures 3.3 Inform required parties of assessment decision, or confirm decision notification, according to organisational policies and procedures, and regulatory requirements 3.4 Facilitate clear and constructive two-way feedback with candidate/s regarding assessment process and decision, and clearly document any required follow-up
4. Finalise online assessment process	4.1 Record and store assessment outcomes according to online assessment system, organisational policies and procedures, and regulatory requirements 4.2 Review online assessment process and seek feedback from candidate/s and required personnel, recording any relevant technological challenges or issues 4.3 Identify opportunities for future improvements and make any necessary adjustments for future assessment delivery or advise required personnel as necessary

Foundation Skills

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

Skill	Description
Learning	Develops strategies to improve own skills and knowledge in online assessment and the use of required technology
Numeracy	Analyses information relating to candidate assessment outcomes
Reading	Interprets a range of information relating to online assessment process
Writing	- Creates a range of formal and informal, and at times complex, texts in a digital format that relate to assessment process and facilitate feedback - Maintains digital records of assessment outcomes and reports
Initiative and enterprise	- Identifies, confirms and takes responsibility for adhering to regulatory and ethical requirements associated with online assessment process - Interacts effectively with candidates to build rapport and enable two-way feedback that supports the online assessment process
Planning and organising	Organises work according to specific requirements taking responsibility within scope of own role for decisions regarding the online assessment
Digital literacy	Uses main features and functions of digital tools and electronic applications in a range of familiar and some unfamiliar contexts

Unit Mapping Information

No equivalent unit. Newly created unit.

Links

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

Assessment Requirements for TAEASS404 Assess competence in an online environment

Modification History

Release	Comments
Release 1	This version first released with the TAE Training and Education Training Package Version 4.0. Newly created unit.

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:

- conduct 2 online assessment processes against at least 1 entire or partial unit of competency from a nationally recognised training package or accredited course:
- 1 process being asynchronous, for at least 3 candidates
- 1 process being synchronous, for at least 3 candidates attending an online assessment session at the same time
- review above online assessment processes and identify opportunities for improvement.

In the course of the above, the candidate must:

- provide clear instructions of the assessment process to each candidate, including in relation to technology requirements
- conduct assessment process in compliance with the principles of assessment, rules of evidence, organisational policies and procedures, and regulatory requirements
- ensure that online assessment activities and digital tools used in the assessment process reflect training requirements, assessment conditions, industry context, and candidate needs
- review evidence submitted online and make assessment decisions
- communicate assessment decisions to candidates in relation to their assessment completion, seeking and providing feedback electronically on at least one occasion
- ensure required records of assessments, candidate data and assessment outcomes are maintained according to online assessment system and organisational, regulatory and ethical requirements.

Knowledge Evidence

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

- regulatory requirements relating to online assessments described in the performance evidence, including:
 - principles of assessment and rules of evidence
 - ethical, privacy and confidentiality requirements associated with online assessment context and process
- organisational policies and procedures relating to online assessment, including for:
 - timely, accurate and sufficient records of outcomes and data
 - addressing technological challenges or difficulties that arise during online assessment
 - candidate support requirements, including language, literacy, numeracy and digital (LLND) needs and access to relevant technologies
- key features of plan for online assessment, including:
 - instructions and information that support valid and accessible online assessments
 - assessment activities and digital tools that address assessment requirements of unit and provide a safe and inclusive environment for candidates
 - security principles and procedures that apply to assessment environments, including authenticating candidate identity and supervising assessments, and required associated software
 - methods and tools to record and measure candidate performance and knowledge
 - expected standards of candidate conduct
 - formats of evidence suitable for determining competence
- strategies and processes for identifying and organising specialist support for candidates, including support relating to:
 - foundation skills, including language, literacy, numeracy, digital and employment skills
 - technical needs, including software and hardware
- key features and functions of technology, tools and digital resources to be used in online assessment, including of:
 - learning management system (LMS) and/or communication channel
 - electronic applications
 - hardware and digital tools
- practices and methods that promote safe and inclusive online assessment
- challenges and risks of conducting assessment in an online environment, including cyber security risks and authentication of identity
- work health and safety (WHS) requirements relating to own role.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated online assessment environment where the conditions require use of electronic applications and communication channels that facilitate the online assessment. Evidence gathered for assessment may include that collected in real time or via a submitted recording.

This includes access to:

- candidates in an online assessment context
- required internet connection and technology infrastructure
- required software and hardware, including digital tools and online resources and materials.

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 Guide is found on VETNet -

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

TAEASS412 Assess competence

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEASS402 Assess competence.

Application

This unit describes the skills and knowledge required to plan, prepare for and conduct the competency-based assessment of candidates using nationally recognised training products and validated assessment tools. It involves planning and preparing for the assessment based on the accessed training and assessment strategy and delivery plan. The unit also involves customising the assessment process; preparing candidates to be assessed; and then implementing assessment processes, including recognition of prior learning. Implementing assessment requires gathering quality evidence, making assessment judgements, and recording and reviewing the assessment process.

The unit applies to entry-level vocational education and training (VET) assessors who assess candidates against nationally recognised training products.

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

Unit Sector

Assessment

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. Plan and prepare to conduct assessment	1.1 Access registered training organisation (RTO) assessment system and legislative and regulatory requirements and confirm assessment policies and procedures relevant to own

ELEMENTS	PERFORMANCE CRITERIA
	job role 1.2 Access training and assessment strategy and delivery plan and identify purpose, target group, requirements and resources for assessment 1.3 Access and analyse unit/s of competency and assessment tool, and check that tool maps to unit/s and assessment requirements and complies with the principles of assessment and rules of evidence 1.4 Identify actions required to be undertaken by candidate and assessor in preparation for assessment 1.5 Identify and obtain resources required to meet assessment conditions according to organisational procedures
2. Customise assessment process	2.1 Identify where recognition of prior learning (RPL) and/or reasonable adjustment is required and can be appropriately applied to the assessment process without compromising the assessment's integrity 2.2 Review foundation skill requirements of the unit of competency and foundation skill levels of candidates 2.3 Seek specialist advice and support where foundation skill support is required prior to assessment 2.4 Review information about candidates' industry and/or work roles and identify any contextualisation required of assessment process 2.5 Determine and apply suitable methods to achieve required contextualisation 2.6 Record any modifications to assessment process according to organisational procedures
3. Prepare candidates	3.1 Explain to candidates the assessment process, performance standards, and any customisation made to assessment process, according to organisational procedures 3.2 Confirm that candidates understand and agree to assessment process and are aware of their right to appeal 3.3 Confirm with candidates that they are ready for assessment 3.4 Schedule assessment activities according to organisational procedures
4. Collect evidence	4.1 Organise, contextualise, and confirm assessment activities and candidate support according to assessment tool instructions 4.2 Use agreed assessment methods and instruments to gather, organise and document evidence in a format suitable for determining competence and according to principles of assessment and rules of evidence

ELEMENTS	PERFORMANCE CRITERIA
	4.3 Identify, monitor, and address within scope of own role work health and safety (WHS) hazards and risks during evidence collection 4.4 Monitor and adjust reasonable adjustments as required to accommodate candidate needs while maintaining rigour of assessment process 4.5 Record judgement of satisfactory or not satisfactory performance on all instruments, together with reasons for that judgement 4.6 Provide candidates with feedback on performance, support and opportunities to re-submit assessments according to organisational procedures
5. Make assessment judgement	5.1 Review collected evidence and confirm that rules of evidence and principles of assessment have been met 5.2 Ensure that required assessment activities have been completed according to VET regulatory requirements and the assessment guidance and are assessed as satisfactory before making a judgement of competence 5.3 Seek moderation to assist in making the final judgement where required and according to organisational requirements 5.4 Make assessment judgement based on evidence of individual candidate's demonstrated competence against evidence requirements 5.5 Record judgement of competence, details of how judgement was made, and any modifications or adjustments made to assessment process 5.6 Provide feedback to candidate on performance and assessment judgement according to organisational procedures 5.7 Implement and document required follow-up for those candidates deemed not yet competent 5.8 Complete and submit assessment records and results according to organisational procedures
6. Review assessment practice	6.1 Seek feedback relevant to own assessment practice and according to organisational procedures 6.2 Analyse assessment and own assessment practice and feedback and identify opportunities for improvements

Foundation Skills

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

Skill	Description
Digital literacy	• Uses main features and functions of digital tools and electronic applications required in own role to access and exchange information
Reading	• Accesses and interprets nationally recognised training products, assessment system policies and procedures, and assessment tools
Numeracy	• Estimates assessment timeframes, and prioritises and schedules tasks • Communicates and works within time schedules
Oral communication	• Uses techniques appropriate to audience and environment when communicating information and process requirements • Obtains information to support the assessment process
Initiative and enterprise	• Interacts with candidates to build rapport and enable 2-way communication that supports the assessment process
Planning and organising	• Plans job tasks and organises work to meet organisational requirements
Problem solving	• Uses systematic, analytical processes to collect and evaluate evidence
Self-management	• Takes responsibility for adhering to organisational requirements for conducting assessments • Recognises, and follows protocols and meets expectations associated with own role

Unit Mapping Information

Supersedes and is not equivalent to TAEASS402 Assess competence.

Links

Companion Volume Implementation Guide is found on VETNet -

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

Assessment Requirements for TAEASS412 Assess competence

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEASS402 Assess competence.

Performance Evidence

The individual 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:

- conduct a total of at least 6 assessments, at least 1 of which must use recognition of prior learning (RPL).

The above assessments must be for 3 different candidates against all requirements specified in at least 2 different units of competency from a nationally recognised training package or accredited course. The same 2 units may be used for each candidate.

In the course of the above assessments, the individual must:

- use current and validated assessment tools
- customise the assessment process of at least 1 of the above candidates to:
 - contextualise for candidate's work role and environment, and
 - make reasonable adjustments for special needs where this will not compromise the requirements of the unit of competency, or explain and justify a reasonable adjustment that could be made in at least one of the above assessments
- make assessment judgements according to vocational education and training (VET) regulatory requirements
- identify and apply at least 3 changes to improve own assessment practice based on feedback from candidate and self-reflection.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and VET regulatory requirements relating to assessing competence, including those relating to:
 - assessor requirements, including qualifications and currency
 - principles of assessment
 - rules of evidence
 - recognition of prior learning
 - use of industry experts
 - reasonable adjustment
- assessment system policies and procedures, including organisational requirements for:
 - planning and preparing for assessment
 - preparing candidates for assessment
 - customising assessment process
 - conducting recognition of prior learning
 - making and recording reasonable adjustments
 - gathering, organising and recording assessment evidence in line with ethics, privacy and confidentiality requirements
 - making and moderating assessment judgements
 - making and recording assessment judgements
 - communicating assessment judgements and feedback to the candidate
- key features of competency-based assessment, including:
 - VET as a competency-based system
 - how competency-based assessment differs from other types of assessment
 - definition of competence
 - assessment purposes and contexts
 - nature and scope of evidence gathered, including evidence collected from other parties
- processes for analysing nationally recognised training products to identify evidence needed to demonstrate competence
- dimensions of competency and how they guide assessment practices
- processes for identifying and organising foundation skills support for candidates, including use of current authorised Australian foundation skills frameworks
- types of assessment pathways, including:
 - learning and assessment
 - assessment only, including recognition of prior learning
- difference between assessment tools and assessment instruments
- key structure, functions and content of assessment tools:
 - instructions to the candidate and assessor
 - context and conditions of assessment
 - tasks to be administered to candidate
 - mapping against units of competency

- assessment methods, including suitability for gathering evidence, suitability for nationally recognised unit of competency content, resource requirements, and associated assessment instruments:
 - direct observation
 - product-based methods
 - questioning
- methods to contextualise an assessment process while maintaining its integrity
- nature and scope of reasonable adjustment in assessment, and when it applies
- how to check and maintain the rigour of the assessment process using the mapping against units of competency
- how the principles of assessment guide the assessment process
- how the rules of evidence guide the assessment process
- how to make objective assessment judgements, and manage own bias and conflicts of interest
- practices and methods that promote safe and inclusive assessment environments, including using appropriate and inclusive language when providing candidates with information
- work health and safety (WHS) responsibilities relating to assessing competence.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment. Evidence gathered for assessment may include that collected in real time or via a submitted recording.

This includes access to:

- assessment system
- current and validated assessment tools, including access to a provided RPL kit.

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 Guide is found on VETNet -

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

TAEASS413 Participate in assessment validation

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEASS403 Participate in assessment validation.

Application

This unit describes the skills and knowledge required to participate in the validation of assessment tools, practices and judgements, including in:

- pre-assessment validation of assessment tools before they are first used with candidates, and post-assessment validation of the tools after having been used to assess candidates
- post-assessment validation of practices and judgements.

The unit applies to vocational education and training (VET) trainers and assessors with relevant industry experience to participate in validation activities according to organisational policies and procedures. Validation activities encompass the quality review of the assessment tools, practices and judgements. Participants in the validation do not lead the validation process.

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

Unit Sector

Assessment

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>

ELEMENTS	PERFORMANCE CRITERIA
1. Prepare for validation activities	1.1 Confirm purpose, context and scope of planned assessment validation 1.2 Confirm role and responsibilities of self and others in the validation activities 1.3 Access and review required assessment system policies and procedures and legislative and regulatory requirements relevant to own job role 1.4 Confirm receipt of documents to be used in validation process and reporting procedures and records 1.5 Review units of competency to identify evidence requirements 1.6 Access and review samples of evidence collected and assessment judgements made
2. Participate in assessment validation	2.1 Actively participate in validation sessions and activities using agreed communication methods and modes 2.2 Apply principles of assessment and rules of evidence to assessment tools 2.3 Discuss validation outcomes and recommendations to support improvements in the quality of assessment processes and judgements 2.4 Report on validation outcomes and recommendations for improvement
3. Contribute to validation outcomes	3.1 Discuss, agree and record recommendations to improve assessment practice according to organisational procedures 3.2 Seek feedback from other participants on own participation in assessment validation activities 3.3 Analyse feedback and own practice and identify opportunities for improvements

Foundation Skills

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

Skill	Description
Digital literacy	Uses main features and functions of digital tools and electronic applications required in own role to access and exchange information

Skill	Description
Reading	Accesses and interprets assessment system policies and procedures
Oral communication	Confirms approaches, exchanges ideas and information, articulates opinions, and reaches agreement with others
Planning and organising	Uses analytical processes in non-routine situations gathering information, and identifying and evaluating options against agreed criteria
Self-management	Follows organisational assessment system policies and procedures relating to assessment validation
Teamwork	Collaborates with others and contributes to activities requiring joint responsibility and accountability

Unit Mapping Information

Supersedes and is not equivalent to TAEASS403 Participate in assessment validation.

Links

Companion Volume Implementation Guide is found on VETNet -

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

Assessment Requirements for TAEASS413 Participate in assessment validation

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEASS403 Participate in assessment validation.

Performance Evidence

The individual 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:

- participate in the pre-assessment validation of at least 3 assessment tools before they are first used with candidates
- participate in the validation of:
 - the above 3 assessment tools after they have been used to assess candidates
 - 3 assessment judgements by different assessors, where the same tool has been used for all 3 judgements
 - the practices undertaken in the course of the above assessment judgements, and identification of at least 2 recommendations for improvement.

In the course of the above activities, the individual must:

- use mapping documentation to evaluate whether the assessment tools cover all aspects of the 3 nationally recognised units of competency and their assessment requirements
- review samples of evidence collected for at least 1 full unit of competency
- use effective oral and written communication skills when discussing and collaborating with colleagues.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and vocational education and training (VET) regulatory requirements relating to assessing competence and participating in assessment validation activities, including:

- industry relevance and vocational training and learning requirements for those participating in validation activities
- obligations of assessors
- principles of assessment
- rules of evidence
- reasonable adjustment
- record requirements for assessment validation, including evidence collection, retention and recording
- key aspects of assessment validation, including:
 - quality review process
 - ethics, privacy and confidentiality requirements
 - process conducted before and after assessment
 - assessment validation contexts and purposes
 - pre- and post-validation of assessment tools
 - post-validation of evidence gathered
 - processes for conducting assessment validation checks
- key features of the organisation's assessment system, including:
 - key components of assessment system policies, procedures and documentation, including assessment tool to be validated and associated mapping document
 - nature and scope of evidence gathered, including evidence collected from other parties
 - organisational requirements for participating in assessment validation activities
 - processes for analysing nationally recognised training products to identify evidence needed to demonstrate competence
- dimensions of competency and how they guide assessment practices
- key structure, functions and content of assessment tools:
 - context and conditions of assessment
 - tasks to be administered to the candidate
 - mapping against units of competency
- key features of common assessment methods, including suitability for gathering evidence, suitability for the content of units, and associated assessment instruments:
 - direct observation
 - product-based methods
 - questioning
 - evidence from other parties.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment.

This includes access to:

- an experienced VET teacher, trainer and assessor to lead validation activities

- other assessors to participate in validation activities
- assessment system
- assessment tools for pre-validation
- assessment tools for post-validation and samples of completed learner work and results
- assessment records, including evidence collected and assessment judgements.

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 Guide is found on 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	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	Sources and analyses information from a range of sources
Writing	3.2, 4.2	Documents professional development needs and information required to implement improvements
Oral Communication	2.1, 3.2, 4.1, 4.2, 4.3	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	- 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	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	- 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
	1.3 Identify, access and interpret industry requirements and relevant contextualisation guidelines 1.4 Identify other related documentation to inform assessment tool development
2. Design the assessment tool	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 2.2 Enable candidates to show or support their claim for recognition of current competency through selected assessment methods 2.3 Consider different assessment instruments for the selected assessment methods to generate options for collection of evidence 2.4 Consider how the assessment instruments will be administered
3. Develop the assessment tool	3.1 Develop specific assessment instruments that support the collection of evidence that meets the rules of evidence 3.2 Define and document clear and specific procedures instructing assessor and candidate on the administration and use of assessment instruments 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
4. Review and trial the assessment tool	4.1 Check draft assessment tools against evaluation criteria and amend as required 4.2 Trial assessment tools to validate content and applicability 4.3 Collect and document feedback from relevant people involved in trialling 4.4 Make amendments to the final tool based on the analysis of feedback 4.5 Appropriately format, and file, finalised assessment tool according to assessment system policies and procedures

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	Accesses, and interprets, procedural and compliance information, and assessment documentation
Writing	3.1, 3.2, 4.1, 4.3, 4.4, 4.5	- 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	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	- 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	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	- 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	practice 1.2 Actively engage with, and support, other assessors as they work to improve assessment practice 1.3 Analyse assessment records ensuring legal, organisational and ethical requirements are being met, and appropriate advice is provided to improve record keeping
2. Coordinate assessment validation activities	2.1 Initiate validation in line with Australian Skills Quality Authority (ASQA) guidelines and organisational, legal and ethical requirements 2.2 Undertake risk assessment and analysis to determine the purpose, focus and context of validation activities 2.3 Consider and determine approaches to validation 2.4 Determine and confirm participants in validation, and organise any materials and resources needed for validation 2.5 Provide guidance to support participants throughout the validation process 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 2.7 Identify recommendations from validation processes, and forward to the appropriate authority

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	- 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	Produces accurate documentation, relevant to the validation process and in line with requirements
Oral Communication	1.3, 2.5, 2.6	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	Structures timeframes in order to represent a sequence of events
Navigate the world of work	1.3, 2.1, 2.6	- 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	- 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	- 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
	3.5 Use elements and performance criteria to develop plain and simple checklists for candidate self-evaluation 3.6 Document exemplars and evidence lists to support candidates in their application for recognition 3.7 Provide advice and support to workplace managers, to facilitate collection of workplace evidence or for preparation of third party reports
4. Monitor the recognition-based assessment for a unit of competency	4.1 Ensure that all recognition tools and systems are validated by peers and industry 4.2 Provide guidance and support to assessors who are engaged in recognition services 4.3 Develop and provide marker's guides, evidence guides and templates in consultation with all assessors who undertake recognition assessments 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 4.5 Audit decision making in assessment against organisational policies and procedures to ensure that objective and fair decisions are reached 4.6 Monitor feedback provided to the candidate and provide guidance to candidates where full competency against criteria is not met 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
5. Evaluate the recognition assessment, the procedures and outcomes	5.1 Conduct a review of the advice to candidates and employers 5.2 Review exemplar evidence lists in terms of their applicability and the evidence generated 5.3 Gather and analyse candidate and organisational client feedback as part of a continuous improvement cycle 5.4 Gather feedback from the candidate and/or the employing organisation on recognition services and outcomes 5.5 Review recognition processes, inputs and practice against the organisation's policies and procedures 5.6 Identify changes and enhancements and amend the organisation's policies, procedures and/or the recognition package

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	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	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	Leads and facilitates communication to source information, provide advice, collect feedback , and articulate ideas and recommendations
Navigate the world of work	5.5	Recognises and follows policies and procedures, and meets expectations associated with own role
Interact with others	3.4, 5.1, 5.3, 5.4	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	- 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	pathways 2.2 Discuss and confirm roles, responsibilities and accountabilities of relevant persons 2.3 Confirm and document system and organisational requirements relating to the competence of assessors 2.4 Initiate and develop, where required, partnership arrangements setting out identified roles, responsibilities and services to be provided 2.5 Establish and maintain strategies for communication and networking with and between assessors 2.6 Use leadership skills to provide clear direction, advice and support to assessors 2.7 Identify professional development needs and opportunities for assessors and make recommendations to relevant personnel
3. Monitor assessment practice	3.1 Monitor how effectively client/candidate needs are being met 3.2 Monitor how effectively and accurately the designated competency standards are being interpreted by assessors as the benchmarks for assessment 3.3 Monitor how the principles of assessment are being applied in assessment practice 3.4 Monitor assessors' application of assessment methods and assessment tools 3.5 Monitor how the rules of evidence are being applied in gathering evidence 3.6 Monitor whether assessment is being conducted in accord with the policies and procedures of the organisation's assessment system 3.7 Monitor whether organisational/legal/ethical requirements are being met 3.8 Apply individual facilitation techniques to guide and support assessors as they work and to improve assessment practice
4. Coordinate assessment validation activities	4.1 Access and interpret assessment system policies and procedures relating to validation, and initiate validation in line with organisational/legal/ethical requirements 4.2 Undertake risk assessment/analysis to determine the purpose, focus and context of validation activities 4.3 Consider and determine approaches to validation

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

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	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	• 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	• 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	• 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	• 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	• 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	• 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	• 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

- 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
-

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>

TAEASS511 Lead assessment

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEASS501 Provide advanced assessment practice.

Application

This unit describes the skills and knowledge required to lead assessment and support the development of the assessment practice of others, using training products that are nationally recognised. It includes developing own professional practice.

The unit applies to experienced vocational education and training (VET) assessors who provide leadership to other assessors in assessment practices.

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

Pre-requisite Unit

TAEASS412 Assess competence (or its previous version TAEASS402 Assess competence)

Unit Sector

Assessment

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 own assessment practice in VET	1.1 Review current research on competency-based assessment relevant to own assessment practice 1.2 Seek feedback relevant to own assessment practices

ELEMENTS	PERFORMANCE CRITERIA
	1.3 Review own assessment practices to identify areas where capability is required 1.4 Participate in professional development opportunities to develop capability of own assessment practice
2. Support the development of other VET assessors	2.1 Interact with VET assessors to support assessment practice development 2.2 Share assessment practice advice and information with others 2.3 Identify the professional development needs of assessors and the assessor group 2.4 Implement approaches and seek opportunities to build their skills, knowledge and experience 2.5 Model ethical and compliant assessment practices
3. Lead other assessors	3.1 Lead and challenge assessors in undertaking assessment that meets organisational, legislative and regulatory requirements 3.2 Monitor and support adjustments to assessment processes, activities and instruments to meet principles of assessment and rules or evidence 3.3 Ensure assessment outcomes are collated and reported according to organisational procedures
4. Review own leadership of assessment	4.1 Seek assessor feedback on support process according to organisational procedures 4.2 Analyse own practice and identify opportunities for improvements

Foundation Skills

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

Skill	Description
Digital literacy	Uses main features and functions of digital tools and electronic applications required in own role in a range of contexts to access and exchange information
Learning	- Uses ideas in current research to reflect on the performance of self and others and seek opportunities for learning, development, and the extension of experience and practice - Formally reflects on own and others' performance as an integral part of planning for learning and development
Reading	Sources and analyses information from a range of credible sources

Skill	Description
Writing	Documents professional development needs and information required to implement improvements
Oral communication	Participates in and leads discussions, with individuals and groups, to extend thinking about assessment, to explore ideas and to find ways of improving assessment practice
Initiative and enterprise	Seeks new ideas and opportunities, drawing on the diverse perspectives of others to gain insights into current practice and ideas for change
Planning and organising	Organises work according to defined requirements taking responsibility for decisions and sequencing tasks to achieve outcomes
Problem solving	Uses analytical processes in routine and non-routine situations gathering information, and identifying and evaluating options for improvement against agreed criteria
Self-management	Takes responsibility for the practice and the demonstration of ethical practice
Teamwork	Builds rapport using 2-way communication, role modelling and collaborating with others to achieve joint outcomes and effective interaction

Unit Mapping Information

Supersedes and is not equivalent to TAEASS501 Provide advanced assessment practice.

Links

Companion Volume Implementation Guide is found on VETNet -

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

Assessment Requirements for TAEASS511 Lead assessment

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEASS501 Provide advanced assessment practice.

Performance Evidence

The individual 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:

- provide leadership to at least 3 different assessors during an assessment process against at least 1 entire unit of competency from a nationally recognised training package or accredited course
- support the development of the assessment practice of the above 3 VET assessors.

In the course of the above:

- a total of at least 30 competency-based assessments must be assessed that include:
 - at least 1 entire unit of competency from a nationally recognised training package or accredited course
 - at least 10 different candidates
- the individual must identify and apply at least 3 changes to improve own assessment practice based on own research, feedback and professional development in competency-based assessment practice.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and vocational education and training (VET) regulatory requirements relating to leading assessment, including:
 - principles of assessment
 - rules of evidence
 - assessor requirements, including qualifications and currency

- use of industry experts
- assessment supervision
- reasonable adjustment
- contextualisation
- key features and components of organisation's assessment system, including:
 - features and contents of training and assessment strategies
 - nature and scope of evidence gathered, including evidence collected from other parties
- assessment system policies and procedures, including organisational requirements for:
 - preparing for assessment
 - preparing candidates for assessment
 - making and recording reasonable adjustments
 - gathering, organising and recording assessment evidence in line with ethics, privacy and confidentiality requirements
 - applying the principles of assessment
 - applying the rules of evidence
 - making and recording assessment judgements
 - communicating assessment judgements and feedback to the candidate
 - professional development
 - code of ethics for assessment
 - conducting assessments
 - reviewing assessment practice
 - appeals mechanisms
 - maintaining client privacy and confidentiality
 - providing accurate information
 - duty of care
 - compliance with assessment system requirements
 - copyright
- competency-based assessment, including:
 - vocational education and training as a competency-based system
 - competency standards as the basis of qualifications
 - assessment which is criterion referenced as distinct from norm-referenced assessment
 - reporting of competency-based assessment
 - reputable sources of current research on good practice competency-based assessment
- processes for analysing training products to determine the evidence needed to demonstrate competency, including to identify:
 - structure, content and application of products relevant to assessing competence, and how they are addressed in assessment tasks and processes
 - requirements of foundation skills: language, literacy, numeracy, digital literacy and employability skills
- dimensions of competency and how they guide assessment practices

- strategies and techniques that promote effective leadership, including:
 - strategies for managing people and change
 - communication techniques for providing performance feedback
 - strategies for developing the assessment practice of others
 - use of reflective practice in improving own practice
- assessment methods, including suitability for gathering evidence, suitability for nationally recognised unit of competency content, and associated assessment instruments:
 - direct observation
 - product-based methods
 - questioning
- sources of feedback on own assessment practices, including candidates, other assessors, and industry stakeholders
- applications of technology to improve and assist in quality assessment
- roles and responsibilities of lead assessors, assessors, vocational experts, workplace supervisors and support persons in the assessment process
- target group characteristics and the implications for assessment, including:
 - foundation skill levels
 - previous learning and work experience
 - advanced and other complex learning needs
- practices and methods that promote safe and inclusive assessment environments, including using appropriate and inclusive language when providing candidates with information.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment. Evidence gathered for assessment may include that collected in real time or via a submitted recording.

This includes access to:

- assessment system
- qualified assessors
- current and validated assessment tools.

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

TAEASS512 Design and develop assessment tools

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEASS502 Design and develop assessment tools.

Application

This unit describes the skills and knowledge required to design, develop and document assessment tools used for the collection of quality evidence for the competency-based assessment of nationally recognised training products, including assessment tools for recognition of prior learning.

The unit applies to experienced vocational education and training (VET) assessors and assessment resource developers who develop assessment tools that meet VET regulatory requirements.

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

Unit Sector

Assessment

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. Prepare to develop assessment tool	1.1 Clarify tool purpose, target group and context of assessment 1.2 Analyse target group characteristics and identify their needs relevant to assessment tool design and development 1.3 Access and analyse nationally recognised units of

ELEMENTS	PERFORMANCE CRITERIA
	competency to identify what is required to demonstrate competence 1.4 Analyse available assessment instruments for their suitability for use, and identify required modifications
2. Plan assessment tool	2.1 Review own skills and knowledge required to develop the assessment tool and identify gaps in subject matter expertise, industry relevance and industry currency 2.2 Address identified gaps according to organisational procedures 2.3 Determine steps and estimate time needed for the design and development of assessment tool
3. Design assessment tool	3.1 Review and select assessment methods appropriate to purpose, target group, required evidence collection and assessment context 3.2 Check and confirm that combination of assessment methods meets unit of competency requirements and supports principles of assessment and rules of evidence 3.3 Identify instruments required to collect evidence using selected assessment methods and according to organisational requirements
4. Develop assessment tool	4.1 Record the context and conditions for assessment 4.2 Develop tasks to be administered to candidates 4.3 Develop outline of evidence to be gathered from candidate 4.4 Develop instruments to be used to collect evidence from candidate in line with universal design principles and according to legislative and regulatory requirements 4.5 Develop criteria to be used to make judgements about whether competence has been achieved 4.6 Develop administration, recording and reporting requirements 4.7 Develop instructions for assessor and for candidate 4.8 Map assessment tool to the nationally recognised training product 4.9 Document draft assessment tool according to organisational procedures
5. Finalise assessment tool	5.1 Undertake a systematic review of the assessment tool according to organisational procedures 5.2 Trial assessment tool to validate its content and applicability 5.3 Collect and document feedback on assessment tool and amend tool as required 5.4 Finalise and store assessment tool according to organisational

ELEMENTS	PERFORMANCE CRITERIA
	procedures

Foundation Skills

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

Skill	Description
Digital literacy	• Uses main features and functions of digital tools and electronic applications to develop and record assessment tools
Reading	• Accesses and interprets procedural and compliance information, and analyses assessment documentation
Writing	• Prepares assessment tools and documentation that incorporate language and format appropriate to audience
Initiative and enterprise	• Actively seeks to clarify perspectives and experiences of others
Planning and organising	• Organises work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes
Problem solving	• Uses systematic, analytical processes in complex, non-routine situations, gathering information, and identifying and evaluating options against agreed criteria
Self-management	• Recognises and follows regulatory requirements, protocols, policies and procedures, and meets expectations associated with own role • Takes responsibility for adhering to organisational, legislative and regulatory requirements

Unit Mapping Information

Supersedes and is not equivalent to TAEASS502 Design and develop assessment tools.

Links

Companion Volume Implementation Guide is found on VETNet -

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

Assessment Requirements for TAEASS512 Design and develop assessment tools

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEASS502 Design and develop assessment tools.

Performance Evidence

The individual 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:

- design, develop and document 3 assessment tools for the assessment of nationally recognised units of competency, including:
 - at least 1 assessment tool for a unit of competency packaged in a qualification or accredited course at Australian Qualifications Framework (AQF) level 3 or above
 - at least 1 tool for recognition of prior learning (RPL) at AQF level 3 or above.

Each of the above assessment tools must:

- fully address a nationally recognised unit of competency and its assessment requirements, and accurately and validly map to that unit.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and vocational education and training (VET) regulatory requirements to be applied when designing and developing assessment tools, including:
 - principles of assessment and rules of evidence
 - use of industry experts
 - recognition of prior learning
 - making and recording reasonable adjustments
 - copyright
- organisational procedures and requirements for:

- designing, developing and documenting assessment tools
- gathering, organising and recording assessment evidence and decisions in line with ethics, privacy and confidentiality requirements
- accessing subject matter experts
- recognition of prior learning
- version control
- key structure, function, features and content of assessment processes and tools for aligning them with organisational requirements and procedures, including:
 - context and conditions of assessment
 - tasks to be administered to candidate
 - nature and scope of evidence to be gathered, including evidence collected from other parties
 - evidence criteria
 - model answers
 - guidance about satisfactory responses
 - mapping against units of competency
- processes for analysing nationally recognised training products to identify requirements relevant to developing assessment tools, including to identify:
 - structure, content and application of products relevant to assessing competence, and how they are addressed in assessment tasks and processes
 - requirements of foundation skills: language, literacy, numeracy, digital literacy and employability skills
 - how current authorised Australian foundation skill frameworks can be used to analyse the foundation skill demands of training products
- processes for clustering units of competency to address a job function or role in assessment
- dimensions of competency and how they guide assessment practices
- features and components of an assessment system relevant to informing the design and development of assessment tools, including RPL tools
- assessment methods, including their:
 - suitability for gathering appropriate evidence
 - suitability for nationally recognised training product content
 - associated assessment instruments
- features and contents of training and assessment strategies relevant to informing the development of assessment tools
- types of assessment pathways, including:
 - learning and assessment
 - assessment only, including RPL
- roles and responsibilities in the assessment process, including of lead assessors, assessors, vocational experts, workplace supervisors and support persons
- target group characteristics and their implications for assessment, including:
 - foundation skill levels

- previous learning and work experience
- advanced and other complex learning needs
- universal design principles relevant to the design and development of assessment tools.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment.

This includes access to:

- organisational procedures relevant to developing assessment tools
- nationally recognised training products for which assessment tools can be designed and developed.

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 Guide is found on VETNet -

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

TAEASS513 Lead assessment moderation and validation processes

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEASS503 Lead assessment validation processes

Application

This unit describes the skills and knowledge required to provide leadership in assessment moderation to bring assessment judgements into alignment before finalising assessments, and in pre-validation of assessment tools, and post-validation of assessment tools, practices and judgements.

The unit applies to experienced vocational education and training (VET) assessors who lead assessment moderation and validation using training products that are nationally recognised.

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

Pre-requisite Unit

TAEASS413 Participate in assessment validation (or its previous version TAEASS403 Participate in assessment validation)

Unit Sector

Assessment

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the</i>	<i>Performance criteria describe the performance needed to</i>

ELEMENTS	PERFORMANCE CRITERIA
<i>essential outcomes.</i>	<i>demonstrate achievement of the element.</i>
1. Prepare for assessment moderation	1.1 Determine purpose, focus and context of assessment moderation activities 1.2 Determine moderation approach to suit identified purpose, focus and context 1.3 Determine and confirm moderation participants and organise resources needed
2. Lead assessment moderation	2.1 Facilitate assessment moderation meeting to review candidate submission and feedback to be given to candidate, and agree on assessment outcome 2.2 Support moderation participants throughout the assessment moderation process 2.3 Record assessment moderation in accordance with organisational procedures 2.4 Present moderation findings and recommendations to relevant people within timeframes required by organisational procedures
3. Prepare for assessment validation	3.1 Determine products that require post-validation of assessment tools by referring to organisational validation plan 3.2 Initiate validation in line with VET regulatory requirements and organisational procedures 3.3 Determine purpose, focus and context of assessment validation activities 3.4 Determine validation approach to suit identified purpose, focus and context 3.5 Determine and confirm validation participants and organise resources needed
4. Lead assessment validation	4.1 Facilitate assessment validation activities according to legislative and regulatory requirements 4.2 Support validation participants throughout the assessment validation process 4.3 Record assessment validation in accordance with VET regulatory requirements and organisational procedures 4.4 Present validation findings and recommendations to relevant people within timeframes required by organisational procedures
5. Review assessment moderation and validation	5.1 Seek and analyse participant feedback on moderation and validation processes and activities according to organisational procedures 5.2 Analyse own moderation and validation performance 5.3 Review feedback and outcomes of own analysis and identify opportunities for improvements

Foundation Skills

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

Skill	Description
Digital literacy	• Uses main features and functions of digital tools and electronic applications required in own role in a range of contexts to access and exchange information
Reading	• Accesses and interprets at times complex information in organisational requirements, including VET regulatory requirements • Accesses and interprets assessment moderation and validation documentation
Writing	• Produces documentation that is relevant to the moderation and validation processes and in line with requirements
Oral communication	• Engage with individuals and groups in communication to monitor, guide and validate assessment leading to improved assessment practice
Numeracy	• Interprets and calculates validation sample size
Initiative and enterprise	• 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
Self-management	• Identifies, confirms and takes responsibility for adherence to policies and procedures • Identifies, confirms and takes responsibility for adherence to organisational, legislative and regulatory requirements
Teamwork	• 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 adjusting own personal communication style in recognition of the values and experiences of others in order to build rapport

Unit Mapping Information

Supersedes and is not equivalent to TAEASS503 Lead assessment validation processes

Links

Companion Volume Implementation Guide is found on VETNet -

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

Assessment Requirements for TAEASS513 Lead assessment moderation and validation processes

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEASS503 Lead assessment validation processes

Performance Evidence

The individual 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:

- lead at least 1 moderation activity with a group of at least 3 assessors
- lead at least 2 validation activities, each with a panel of assessors who collectively have the skills, knowledge and experience required by the Standards for RTOs 2015 (or successor), and which include at least:
 - 1 post-validation of an entire assessment tool
 - 3 assessment judgements based on that entire tool
 - the practices undertaken in the course of the above assessment judgements, and identification of at least 2 recommendations for improvement.

In the course of each of the above, the individual must:

- model compliant assessment moderation and validation practice
- provide support and contribute positively to the work of assessors and others involved in carrying out assessment moderation and validation.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and vocational education and training (VET) regulatory requirements relating to assessment moderation and validation activities, including:
 - validation purpose
 - sampling approach to validation

- timing of validation
- principles of assessment and rules of evidence
- who can undertake and participate in validation activities, including requirements for industry relevance and vocational training and learning
- record requirements for assessment validation evidence collection, retention and recording
- key aspects of assessment moderation, including:
 - quality control process
 - conducted prior to finalisation of assessment results
 - brings assessment judgements into alignment
- key aspects of assessment validation, including:
 - quality review process
 - pre- and post-validation of tools
 - assessment validation contexts and purposes
 - processes for conducting assessment validation of practices and judgements
- key features of the organisation's assessment system, including:
 - organisational requirements for participating in assessment validation activities
 - nature and scope of evidence gathered, including evidence collected from other parties
- processes for analysing nationally recognised units of competency to identify evidence needed to demonstrate competence, including:
 - structure, content and application of products relevant to assessing competence, and how they are addressed in assessment tasks and processes
 - techniques used to identify foundation skills, including language, literacy, numeracy, digital literacy and employability skills
- dimensions of competency and how they guide assessment practices
- key structure, functions and content of assessment tools:
 - context and conditions of assessment
 - tasks to be administered to the candidate
 - mapping against units of competency
- key features of common assessment methods, including suitability for gathering evidence, suitability for the content of units, and associated assessment instruments:
 - direct observation
 - product-based methods
 - questioning.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment. Evidence gathered for assessment may include that collected in real time or via a submitted recording. Evidence of face-to-face assessment may include that collected using video collaboration tools.

This includes access to:

- assessment system
- assessment tools
- other assessors to participate in assessment validation and moderation activities
- assessment records, including evidence collected and assessment judgements.

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

TAEASS514 Develop and implement plans for recognition of prior learning

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEASS504 Develop and implement recognition strategies.

Application

This unit describes the skills and knowledge required to develop and implement a customised recognition plan that may be used for recognition of prior learning (RPL) leading to completion of training products that are nationally recognised. It requires the ability to follow organisational approaches to prepare information and advice on recognition, and to identify evidence-gathering opportunities.

The unit applies to experienced vocational education and training (VET) assessors who work under limited supervision and undertake assessor-led, customised 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

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. Determine candidate recognition needs	1.1 Consult with individual candidate applying for recognition services and identify assessment needs and overview of

ELEMENTS	PERFORMANCE CRITERIA
	candidate's existing skills, knowledge and experience 1.2 Explain nature and scope of the assessor-led RPL process, evidence requirements and assessor support to be provided, and confirm candidate understanding 1.3 Inform candidate of expected roles of candidate, employer and assessors in collection of evidence for the RPL, and confirm understanding 1.4 Discuss candidate's suitability for an RPL option and confirm candidate decision to proceed 1.5 Record decision regarding candidate suitability for recognition according to organisational procedures and VET regulatory requirements
2. Develop customised recognition plan	2.1 Consult with candidate to identify evidence candidate can provide to meet requirements of nationally recognised training product/s 2.2 Determine opportunities for clustering products, where evidence provided supports more than 1 training product 2.3 Identify and interpret nationally recognised training products to be used as the basis for recognition and map to agreed evidence that candidate will provide 2.4 Identify and document requirements of nationally recognised training product/s that can be met by available evidence and gaps in required evidence 2.5 Document mapping adjustments required for alternative evidence and additional tasks for candidate to complete in order to meet evidence requirements of training products 2.6 Discuss mapping outcomes and agree additional required evidence with candidate 2.7 Determine requirements for reports from other parties, and the other evidence that must be supplied to validate those reports
3. Prepare RPL kit for applicant	3.1 Set out options for collecting required evidence that meet the criteria of nationally recognised units of competency and assessment instruments and reflect candidate needs and skills, knowledge and experience 3.2 Develop evidence guides and templates in consultation with assessors who undertake recognition assessments 3.3 Document plain English exemplars and evidence checklists to support candidate in their application for recognition 3.4 Identify and record required support for candidate and any employer/s 3.5 Ensure that recognition tools are validated by peers and

ELEMENTS	PERFORMANCE CRITERIA
	industry 3.6 Finalise agreed, tailored and validated RPL assessment kit and seek required approval
4. Collect RPL evidence	4.1 Provide advice to facilitate collection of evidence 4.2 Confirm that required support for candidate and any employer/s is in place 4.3 Monitor the evidence collection process to ensure that the rules of evidence are met and candidate privacy and confidentiality are maintained
5. Make and record assessment judgement	5.1 Review collected evidence, confirm the rules of evidence and principles of assessment are met 5.2 Make assessment judgement based on the evidence collected to support the candidate's competence 5.3 Advise candidates of assessment outcome and provide guidance to candidates where competence is not achieved 5.4 Discuss gap assessments and potential active learning projects on the job where relevant with candidate and any required employers 5.5 Record outcome of recognition process and feedback provided to candidate according to organisational procedures

Foundation Skills

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

Skill	Description
Digital literacy	Uses main features and functions of digital tools and electronic applications required in own role in a range of contexts to access and exchange information, including voice to text recording
Reading	Sources, interprets and analyses procedures and assessment documentation
Writing	Develops documentation relevant to the RPL assessment process, using language and format that suits audience and context
Oral communication	Provides advice and articulates ideas and judgements
Initiative and enterprise	Interacts with candidates to build rapport and enable two-way communication that supports an assessor-led RPL assessment process

Skill	Description
Planning and organising	Organises work according to defined requirements, taking responsibility for decisions regarding the interpretation and the format of information
Problem solving	- Uses systematic, analytical processes in complex, non-routine situations, gathering information, and identifying and evaluating options against agreed criteria - Considers the effectiveness of solutions in terms of how well the solutions met goals and seeks to improve a future response
Self management	Recognises and follows procedures and meets expectations associated with own role

Unit Mapping Information

Supersedes and is not equivalent to TAEASS504 Develop and implement recognition strategies.

Links

Companion Volume Implementation Guide is found on VETNet -

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

Assessment Requirements for TAEASS514 Develop and implement plans for recognition of prior learning

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEASS504 Develop and implement recognition strategies.

Performance Evidence

The individual 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 and develop at least 1 recognition of prior learning (RPL) kit to fully address the requirements of 3 nationally recognised units of competency at AQF 3 level or above from a nationally recognised training package or accredited course
- use the above kit to assess at least 3 different candidates against the units of competency in the plan.

In the course of the above, the individual must:

- follow the instructions for the assessor in the prepared RPL assessment kit
- comply with the principles of assessment, rules of evidence, and organisational procedures
- adjust any mapping documents for alternative evidence collected where required according to organisational procedures.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- vocational education and training (VET) regulatory requirements for recognition-based assessment, including:
 - assessor requirements, including qualifications and currency
 - principles of assessment
 - rules of evidence
 - privacy and confidentiality requirements of candidates

- portfolios of evidence, including pictures, documents and other evidence relating to candidate skills, knowledge and experience
- mapping of evidence collected
- RPL assessment system policies and procedures, including organisational requirements for:
 - preparing candidates and employers for the RPL process for assessment
 - applying reasonable adjustment where applicable
 - contextualising assessments to allow for alternative evidence
 - support systems relating to RPL process
 - gathering, organising and recording RPL assessment evidence
 - applying the principles of assessment
 - applying the rules of evidence
 - making and recording assessment judgements
 - communicating assessment judgements and feedback to the candidate
- practices and methods that promote assessor-led RPL practices, including:
 - providing candidates and employers with information on their roles in an assessor-led RPL process
 - determining the availability of alternative evidence sources
- key content of customised recognition plan, including:
 - goals of assessor-led RPL process for candidate
 - risks associated with collecting evidence for RPL process described in performance evidence
 - scheduled milestones
 - assigned tasks
 - allocated resources
- key features and contents of recognition-based assessment tools:
 - advisory information that:
 - includes context and conditions of assessment
 - explains organisational procedures
 - guides candidate to make informed choices about recognition services and outcomes
 - tasks to be administered to the candidate
 - evidence to be gathered
 - evidence criteria
 - mapping against units of competency
- processes for interpreting nationally recognised units of competency and other related assessment information to determine the evidence needed to demonstrate competency
- types of evidence relevant to RPL, including workplace settings
- assessment methods, including suitability for gathering RPL evidence, suitability for nationally recognised unit of competency content, and associated assessment instruments:
 - product-based methods

- workplace evidence gathering including the provision of or employer templates for evidence gathering and policies and procedures
- questioning as part of professional conversations, including about workplace practices
- evidence from other parties
- dimensions of competency and procedures for incorporating into recognition-based assessment tools
- target group characteristics and the implications for assessment
- principles and practices relevant to the design and development of recognition-based assessment tools.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment.

This includes access to:

- applicants requiring a recognition service relevant to their vocational expertise
- experienced VET assessors
- assessment system
- current and valid RPL assessment process and tools.

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 Guide is found on 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
	materials for suitability and relevance, and seek assistance to interpret the contextual application 1.5 Organise access to necessary equipment or physical resources required for instruction and demonstration 1.6 Notify learners of details regarding the implementation of the learning program and/or delivery plan
2. Conduct instruction and demonstration	2.1 Use interpersonal skills with learners to establish a safe and comfortable learning environment 2.2 Follow the learning program and/or delivery plan to cover all learning objectives 2.3 Brief learners on any workplace health and safety (WHS) procedures and requirements prior to, and during, training 2.4 Use delivery techniques to structure, pace and enhance learning 2.5 Apply coaching techniques to assist learning 2.6 Use communication skills to provide information, instruct learners and demonstrate relevant work skills 2.7 Provide opportunities for practice during instruction and through work activities 2.8 Provide and discuss feedback on learner performance to support learning
3. Check training performance	3.1 Use measures to ensure learners are acquiring, and can use, new technical and generic skills and knowledge 3.2 Monitor learner progress and outcomes in consultation with the learner 3.3 Review relationship between the trainer/coach and the learner, and adjust to suit learner needs
4. Review personal training performance	4.1 Reflect upon personal performance in providing instruction and demonstration, and document strategies for improvement 4.2 Maintain, store and secure learner records, according to organisational and legal 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
Learning	4.1	Reflects on practice to improve
Reading	1.1, 1.3, 1.4, 2.2	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	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	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	- 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	- 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>

TAEDEL311 Provide work skill instruction

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is equivalent to TAEDEL301 Provide work skill instruction.

Application

This unit describes the skills and knowledge required to conduct individual and small group work skill instruction using existing support materials and demonstration of work skills as a training strategy; and assess the success of training and one's own training performance. It focuses on the training being driven by the work process and context.

The unit 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

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. Organise instruction and demonstration	1.1 Gather information about learner characteristics and learning needs 1.2 Confirm a safe learning environment 1.3 Prepare simple session plan for work skill instruction and demonstration objectives 1.4 Access and review support materials for their suitability and

ELEMENTS	PERFORMANCE CRITERIA
	relevance 1.5 Organise access to physical support material required for instruction and demonstration 1.6 Notify learners of planned work skill instruction
2. Conduct instruction and demonstration	2.1 Interact with learners to establish a safe and comfortable learning environment 2.2 Brief learners on work health and safety (WHS) procedures and requirements prior to, and during, training 2.3 Follow plan for work skill instruction and cover all learning objectives 2.4 Use facilitation techniques to structure, pace and enhance learning, and explain and demonstrate work skills 2.5 Apply coaching techniques to assist learning 2.6 Use communication techniques to provide information, engage and instruct learners and demonstrate work skills 2.7 Monitor professional relationship with learner, and adjust to suit learner needs 2.8 Provide opportunities for learners to practise the work skill
3. Check training performance	3.1 Use observation and questioning to check learner acquisition and use of new skills and knowledge 3.2 Provide feedback on learner performance to support learning 3.3 Monitor learner progress and outcomes in consultation with the learner
4. Review training performance	4.1 Gather feedback from learners on work skill instruction according to organisational procedures 4.2 Reflect on own practice in providing instruction and demonstration, and identify strategies for improvement 4.3 Maintain, store and secure learner records, according to organisational and legal requirements

Foundation Skills

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

Skill	Description
Reading	Sources and interprets processes and procedures, support materials, and information relevant to providing work instruction

Skill	Description
Writing	• Completes required workplace documentation using appropriate language and format
Oral communication	• Uses communication techniques to build rapport, monitor progress and provide feedback to learners
Numeracy	• Interprets and uses scheduling and sequencing information, and estimates time
Initiative and enterprise	• Asks questions to clarify understanding, and to provide and seek feedback • Identifies and responds to potential risks, problems and opportunities for improvement and considers options for different approaches
Planning and organising	• Organises and completes work according to defined requirements, taking responsibility for some decisions and sequencing tasks to achieve efficient outcomes
Teamwork	• Builds rapport and establishes productive working relationships to achieve learning outcomes

Unit Mapping Information

Supersedes and is equivalent to TAEDEL301 Provide work skill instruction.

Links

Companion Volume Implementation Guide is found on VETNet -

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

Assessment Requirements for TAEDEL311 Provide work skill instruction

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is equivalent to TAEDEL301 Provide work skill instruction.

Performance Evidence

The individual 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:

- provide at least 3 work skill instruction sessions, with each session being of at least 30 minutes duration and involving:
 - a different work skill for each session
 - delivery of at least 1 session to an individual learner
 - delivery of at least 1 session to a small group of at least 2 learners.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- organisational procedures for gathering feedback from learners on work skill instruction
- learner characteristics and needs
- information included in a plan for work skill instruction:
 - session plan, consisting of:
 - session objectives
 - content to be covered
 - delivery approach to be used
 - task breakdown
 - timing
- sources, availability and content of suitable support materials
- training facilitation and coaching techniques to support adult learning relevant to work skill instruction, and when to use them
- overview of adult learning principles and their application to work skill instruction

- key steps for practising self-reflection on own work skill instruction to identify opportunities for improvement
- sources of assistance relating to contextualising support materials to the workplace
- work health and safety (WHS) issues in the learning environment, including:
 - roles and responsibilities of key personnel
 - responsibilities of learners
 - WHS policies and procedures, including those relating to:
 - hazard and risk identification
 - safe use of equipment and emergency procedures
 - risk controls for the specific learning environment.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment. Evidence gathered for assessment may include that collected in real time or via a submitted recording.

This includes access to:

- learners requiring work skill instruction
- support materials relating to the work skill instruction sessions described in performance evidence
- access to information about the plan for work skill instruction, including session plan, task breakdown and timing.

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 Guide is found on 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	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	Develops and maintains workplace documentation accurately and in response to required needs
Oral Communication	1.2, 1.3, 4.1, 4.3, 4.4	- 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	Recognises and follows organisational protocols, policies and procedures relevant to own role
Interact with others	1.4, 3.3, 4.4, 5.3	- 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	- 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	6.1 Carry out the closure smoothly, using appropriate interpersonal and communication skills 6.2 Seek feedback from the learner on the outcomes achieved, and the value of the relationship 6.3 Evaluate effectiveness of the work-based pathway against the objectives, processes and techniques used 6.4 Recommend improvements to work-based practice in light of the review 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
Reading	1.2, 1.3, 2.1, 3.1, 3.4, 3.5, 6.3	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	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	- 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	- 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	- 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	- 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
	of learning principles and research to-date 1.5 Identify and organise support mechanisms, and means of communicating with learners
2. Manage distance-based learners	2.1 Confirm expectations and requirements through direct contact, and clarify any issues or questions 2.2 Establish distance-based learning relationships between the trainer/facilitator and learners 2.3 Progressively distribute learning resources and learning materials according to the plan and to learner needs
3. Monitor learner progress	3.1 Document learner progress to ensure that outcomes are being achieved and individual learner needs are being met 3.2 Develop and implement strategies to address learner difficulties, and techniques for maintaining motivation and commitment 3.3 Provide support and guidance outside the formal communication process, where appropriate 3.4 Maintain, store and secure learner records, according to organisational and legal requirements
4. Review distance-based learning process	4.1 Gather feedback to review own management of the distance-based learning process 4.2 Analyse feedback to determine success of the distance-based learning in meeting learner needs and expectations 4.3 Reflect on own performance as a coordinator/facilitator, and document improvement plans 4.4 Identify and document options for improving the distance-based learning process, and discuss with relevant personnel for future 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	4.3	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	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	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	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	- 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	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	- 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	2.1 Develop learner's confidence, self-esteem, respect and trust in the mentoring relationship 2.2 Share personal experiences and knowledge with the person being mentored according to agreed objectives 2.3 Support the person being mentored to develop and use skills in problem solving and decision making 2.4 Use personal and professional networks to assist the person being mentored 2.5 Provide information, and guidance to enhance engagement in the workplace 2.6 Use techniques for resolving differences without damaging the relationship, and obtain assistance according to organisational policy and procedures
3. Monitor mentoring relationship	3.1 Provide planning assistance and guidance as requested by the person being mentored in a form and style to suit their requirements 3.2 Provide feedback to the person being mentored on progress towards achieving the expectations and goals of the mentoring process 3.3 Recognise and discuss changes in the mentoring relationship with appropriate stakeholders 3.4 Negotiate and manage closure of the mentoring arrangement once objectives have been met
4. Evaluate effectiveness of mentoring	4.1 Establish and discuss benefits gained from the mentoring process 4.2 Reflect on and articulate the personal benefits gained from providing mentoring 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

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	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	Develops content and documents information relevant to mentoring plan
Oral Communication	2.4, 3.3, 4.1, 4.2, 4.3	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	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	- 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	- 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>

TAEDEL405 Plan, organise and facilitate online learning

Modification History

Release	Comments
Release 1	This version first released with the TAE Training and Education Training Package Version 4.0. Newly created unit.

Application

This unit describes the skills and knowledge required to plan, organise, facilitate and review learning that is delivered online, using suitable delivery methods, digital tools and existing learning resources and materials.

The unit applies to individuals who use a range of technical and training competencies to facilitate synchronous and asynchronous individual or group learning in online environments. These learners may be participating in training remotely and interacting with teachers, peers and other industry professionals by means of various electronic applications and communication channels.

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 describes the performance needed to demonstrate achievement of the element.</i>
1. Plan and organise online learning environment for delivery of synchronous and asynchronous learning	1.1 Establish learning objectives and determine online learning activities that meet them 1.2 Identify individual learner characteristics to inform effective planning 1.3 Identify and organise required support for foundation skill, learning and technical needs within scope of own role; and make

ELEMENT	PERFORMANCE CRITERIA
activities	necessary reasonable adjustments and/or access specialist support where required 1.4 Develop or customise delivery plan for online learning activities to reflect learning theories and principles and suit learning needs 1.5 Access and confirm technical requirements for online learning environment according to organisational policies and procedures 1.6 Access and confirm communication channels and online learning resources and materials are suitable for learner
2. Introduce and establish online learning	2.1 Introduce learner to online learning environment and discuss and clarify learning objectives and protocols 2.2 Establish online relationship with learner and confirm learner access to and engagement with online environment, delivery strategies and communication methods, and scheduled synchronous learning events 2.3 Identify and establish practices and methods that provide a safe and inclusive environment for learners undertaking online learning activities
3. Facilitate online learning	3.1 Use digital tools and communication channels to facilitate learning according to delivery plan and learner needs 3.2 Select and use facilitation practices and methods that support learner engagement and progress 3.3 Use or access support mechanisms to address any technological challenges or issues 3.4 Provide opportunities for interaction, collaboration, feedback, and practice in the online learning experience
4. Support online learning	4.1 Review and document learner participation and progress according to delivery plan and organisational processes, policies and procedures 4.2 Provide input, support and guidance relating to online learning environment as required to meet learner needs and ensure a safe and inclusive environment 4.3 Maintain, store and secure learner records according to organisational policies and procedures and regulatory requirements
5. Review online learning processes	5.1 Seek learner feedback on online learning experience and outcomes according to organisational procedures 5.2 Review own performance as an online learning facilitator and effectiveness of online facilitation, and record review outcomes 5.3 Discuss identified improvement opportunities and needs with required personnel, and action agreed changes according to organisational procedures

Foundation Skills

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

Skill	Description
Learning	• Develops strategies to improve own practice
Numeracy	• Identifies numeracy demands embedded in online content • Analyses information relating to learner progress
Oral communication	• Uses appropriate language and structure when providing instructions • Elicits the views and opinions of learners through strategic listening and questioning
Reading	• Interprets a range of information to guide facilitation of online learning
Initiative and enterprise	• Acts proactively and demonstrates flexibility in responding to learner needs and preferences and to any technical issues experienced during delivery of training • Maintains safe, positive and supportive learning environment
Digital literacy	• Uses main features and functions of digital tools and electronic applications in a range of familiar and some unfamiliar contexts

Unit Mapping Information

No equivalent unit. Newly created unit.

Links

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

Assessment Requirements for TAEDEL405 Plan, organise and facilitate online learning

Modification History

Release	Comments
Release 1	This version first released with the TAE Training and Education Training Package Version 4.0. Newly created unit.

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, organise and facilitate two synchronous sessions of online learning to a group of three or more learners; each session should:
 - be of at least 30 minutes duration
 - involve interaction between facilitator and learners, and between learners
 - use an electronic application that suits session objectives and learning outcomes
- plan, organise and facilitate two different asynchronous activities for learners who form part of the above group.

In the course of the above, the candidate must ensure that:

- online learning delivery plan is followed
- learner support needs are identified and addressed as required, including technical and foundation skill needs
- suitable electronic applications are used to communicate with and engage learners in the learning sessions and activities
- online learning processes are reviewed to identify opportunities for improvement.

Knowledge Evidence

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

- regulatory requirements relating to planning, organising and facilitating online learning
- key features of delivery plan for online learning, including:
 - resources and activities that support and engage learners

- logically sequenced learning content for synchronous and asynchronous delivery that meets learning objectives
- strategies for managing learning activities, events and communication channels
- strategies for ensuring continuity of, and maximising, learner progress
- organisational policies and procedures, including:
 - ethical standards and codes of conduct that apply to online learning environment
 - security protocols
 - privacy and confidentiality requirements
 - procedures for reviewing effectiveness of online facilitation
 - procedures for using required technologies and tools, including those that:
 - minimise security risks
 - monitor authentication, academic integrity and confidentiality
 - monitor learner responses and progress during online activities
 - identify and respond to technical problems that arise during delivery
- key features, functions, uses and strengths and weaknesses of synchronous and asynchronous technology in online learning described in the performance evidence, including:
 - learning management system (LMS) or communication channel
 - electronic applications that can be embedded or used during synchronous sessions to increase engagement
 - hardware and digital tools
- practices and methods that promote safe and inclusive learning environments, including:
 - providing learners with information that gives clear and accessible introduction to online learning environment
 - establishing strategies and protocols for inclusive and respectful peer interaction and support
 - using appropriate and inclusive language and diverse resources and methods
- facilitation practices, including indicators of:
 - learner engagement and interaction
 - safe and inclusive online learning environments
- learning theories and principles that apply to online contexts with vocational learners
- strategies and processes for identifying and organising required specialist support for learners, including support relating to:
 - foundation skills, including language, literacy, numeracy, digital and employment skills
 - technical needs, including software and hardware
- structure and content of online learning resources and materials used in training sessions and activities described in the performance evidence
- work health and safety (WHS) requirements relating to own role.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated online learning environment where the conditions require use of electronic applications and communication channels that facilitate the online learning experience. Evidence gathered for assessment may include that collected in real time or via a submitted recording.

This includes access to:

- learners in an online learning context
- required internet connection and technology infrastructure
- required software and hardware, including digital tools and online resources and materials.

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

TAEDEL411 Facilitate vocational training

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEDEL401 Plan, organise and deliver group-based learning.

Application

This unit describes the skills and knowledge required to plan, prepare for and facilitate the vocational training of both individual learners and groups of learners via a face-to-face, in-person delivery mode. It includes customising and using existing session plans and learning resources, using these plans to facilitate training, and reviewing own practice.

The unit applies to entry-level vocational education and training (VET) teachers and trainers who use training and technical skills to deliver training based on a product that is nationally recognised or aligned with other recognised frameworks.

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

Unit Sector

Delivery and facilitation

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. Plan and prepare for vocational training	1.1 Identify purpose, target group, learning resources and requirements for training from the training and assessment strategy 1.2 Access nationally recognised units of competency or other

ELEMENTS	PERFORMANCE CRITERIA
	performance benchmarks and identify required standard of performance 1.3 Arrange and review delivery plan, session plans and learning resources according to legislative and regulatory requirements 1.4 Identify and organise required support for foundation skill and learning needs within scope of own role; and make necessary adjustments and/or access specialist support where required 1.5 Identify and assess safety constraints and risks to training in line with work health and safety (WHS) policies and procedures
2. Customise vocational training	2.1 Review information about learner characteristics and needs and their work context to identify customisation needs 2.2 Customise session plans and learning resources to suit learners and their context 2.3 Record amendments according to organisational procedures
3. Deliver face-to-face vocational training	3.1 Prepare learning environment and check equipment prior to use according to organisational requirements 3.2 Facilitate face-to-face training sessions according to session plans 3.3 Use training facilitation techniques and activities that support and engage individual learners and groups of learners 3.4 Present information to individuals and groups using presentation techniques and aids 3.5 Identify and monitor health and safety hazards and risks, and implement and adjust risk controls to address risks during training 3.6 Maintain and store training records according to organisational requirements
4. Support individual and group learning	4.1 Monitor and document learner progress according to organisational procedures 4.2 Monitor individual and group learning to identify learner difficulties and training challenges 4.3 Adapt session plans and adjust training facilitation techniques to respond to diverse learner needs and maintain learner motivation, engagement and commitment
5. Review vocational training practice	5.1 Seek learner feedback according to organisational procedures 5.2 Analyse own practice of facilitating training and identify opportunities for improvements

Foundation Skills

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

Skill	Description
Digital literacy	• Uses main features and functions of digital tools and electronic applications required in own role to access, organise, analyse, exchange and display information
Reading	• Accesses, reads and interprets documentation relevant to the learning context, including planning documents, learning materials, policies and procedures relevant to the context
Writing	• Develops and maintains documentation in response to required needs
Oral communication	• Uses communication techniques to build rapport and explore requirements • Facilitates training in a style appropriate for both individuals and groups
Numeracy	• Interprets and uses scheduling and sequencing information, and estimates time and risk
Initiative and enterprise	• Proactively uses strategies to maintain safe, productive and engaging learning environment • Is proactive and solutions-focused in responding to learner needs during training delivery
Problem solving	• Identifies and responds to problems and opportunities for improvement and considers options for different approaches
Self-management	• Recognises and follows organisational procedures relevant to own role • Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes

Unit Mapping Information

Supersedes and is not equivalent to TAEDEL401 Plan, organise and deliver group-based learning.

Links

Companion Volume Implementation Guide is found on VETNet -

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

Assessment Requirements for TAEDEL411 Facilitate vocational training

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEDEL401 Plan, organise and deliver group-based learning.

Performance Evidence

The individual 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:

- facilitate the following face-to-face, in-person, training sessions based on a training product that is nationally recognised or aligned with other recognised frameworks:
 - a series of 3 sequential group training sessions of at least 30 minutes duration each to 1 group of learners, where the group must consist of at least 4 learners
 - 2 different individual training sessions of at least 30 minutes duration each to a learner who is not part of the above group.

In the course of each of the above, the individual must:

- deliver all sessions in their entirety, from start to finish
- facilitate learner acquisition of skills and knowledge and learner independence
- monitor learner engagement and participation
- identify and respond to foundation skill needs.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and vocational education and training (VET) regulatory requirements relating to the facilitation of individual and group-based vocational training based on products that are nationally recognised or aligned with other recognised frameworks
- organisational requirements and procedures for facilitating individual and group-based vocational training, including requirements for:

- using training and assessment strategies
- behaviour management
- record keeping
- risk identification, assessment and control
- learner support
- professional development
- processes for interpreting nationally recognised training products to identify the standard of performance required and:
 - structure, content and application of products relevant to assessing competence, and how they are addressed in assessment tasks and processes
 - requirements of foundation skills: language, literacy, numeracy, digital literacy and employability skills
- dimensions of competency and how they guide training practices
- strategies and processes for identifying and organising foundation skills support for learners, including language, literacy, numeracy, digital literacy and employability skills, including use of current authorised Australian foundation skills frameworks
- learning theories and adult learning principles relevant to the learning cohort, and their application to the facilitation of individual and group-based vocational training
- training practices, methods and techniques for facilitating individual and group-based vocational training and supporting effective learning, including those that are within scope of own role and that:
 - promote learner engagement
 - build safe and inclusive learning environments, including:
 - providing learners with information
 - using appropriate and inclusive language
 - using diverse resources and methods
 - addressing cultural sensitivity, safety and equity
 - reflect learner characteristics, needs and behaviours, including:
 - cultural and social practices
 - mental health and wellness considerations
 - neurodiversity
 - identify and support learners with diverse and additional learning needs, including:
 - behaviours that learners with learner difficulties may exhibit
 - reasons that some learners may require additional support
 - support strategies for different types of difficulty or need
 - provide opportunities to review and reflect on own practice
 - build skills in presenting and in applying presentation aids
- techniques for customising session plans and learning resources to suit learner characteristics and needs
- work health and safety (WHS) responsibilities relating to training, including:
 - common hazards and risks

- risk controls.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated face-to-face vocational education and training environment. Evidence gathered for assessment may include that collected in real time or via a submitted recording that demonstrates both delivery and learner engagement.

This includes access to:

- learners requiring face-to-face, in-person vocational training
- organisational procedures for facilitating individual and group-based vocational training
- training and assessment strategies for the required training
- session plans and learning resources that address the requirements of a training product that is nationally recognised or aligned with other recognised frameworks.

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

TAEDEL412 Facilitate workplace-based learning

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is equivalent to TAEDEL402 Plan, organise and facilitate learning in the workplace.

Application

This unit describes the skills and knowledge required to prepare for, plan and facilitate workplace-based learning for learners in the workplace. It includes customising and implementing existing learning plans and resources based on products that are nationally recognised or aligned with other recognised frameworks, and reviewing own practice.

The unit applies to entry-level vocational education and training (VET) teachers and trainers who use facilitation and technical skills to facilitate learning in the workplace based on products that are nationally recognised or aligned with other recognised frameworks.

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

Unit Sector

Delivery and facilitation

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. Prepare to facilitate workplace-based learning	1.1 Clarify and confirm workplace-based learning objectives and scope 1.2 Analyse position descriptions and work routines to determine that learning objectives can safely be met in the

ELEMENTS	PERFORMANCE CRITERIA
	workplace-based learning 1.3 Establish workplace environment for learning 1.4 Identify personnel to be involved in the workplace-based learning and their job roles and responsibilities.
2. Develop plan for workplace-based learning	2.1 Arrange for integration and monitoring of workplace-based learning activities 2.2 Identify phases and duration for learners' work-based learning 2.3 Identify need for support personnel within work-based learning 2.4 Draft plan for workplace-based learning that meets learning objectives, uses a range of learning opportunities, and outlines required safety arrangements 2.5 Obtain agreement from required personnel to finalise and implement the plan for workplace-based learning
3. Establish the learning relationship	3.1 Conduct initial meeting with learner to commence work-based learning and explain learning objectives and processes 3.2 Discuss and agree planned learning opportunities and activities according to any regulatory requirements 3.3 Select techniques for facilitating learning in the workplace to meet learners' needs and explain intended approach to learners 3.4 Discuss and organise required support for foundation skill and learning needs within scope of own job role; and access specialist support where required 3.5 Monitor supervisory arrangements appropriate to learners' levels of knowledge, skill and experience, provide support and encouragement, and ensure learners' health and safety
4. Implement workplace-based learning	4.1 Prepare learning environment and check equipment prior to use 4.2 Monitor and address work health and safety (WHS) hazards and risks before and during training 4.3 Oversee learning activities in workplace following the sequence of the workplace-based learning plan 4.4 Implement techniques that facilitate learners' application of skills and knowledge to workplace activities
5. Develop the learning relationship	5.1 Observe learner cues and change approaches where necessary to engage learners and maintain momentum 5.2 Encourage learners to take responsibility for learning and to use self-reflection

ELEMENTS	PERFORMANCE CRITERIA
	5.3 Monitor effectiveness of learning relationship through regular interaction
6. Close and evaluate the workplace-based learning	6.1 Use interpersonal and communication techniques to close the learning relationship 6.2 Seek feedback from learners and workplace stakeholders on outcomes achieved and value of the learning relationship 6.3 Evaluate effectiveness of workplace-based learning against objectives, and the processes and techniques used 6.4 Review and reflect on own facilitation of workplace-based learning and identify areas for improvement 6.5 Recommend improvements to own workplace-based learning practice based on review process

Foundation Skills

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

Skill	Description
Digital literacy	Uses main features and functions of digital tools and electronic applications required in own role to access and exchange information
Reading	Accesses and interprets compliance information, contractual information, WHS information, and documents relevant to learning in the workplace
Writing	Maintains documentation relevant to workplace-based learning according to organisational and workplace requirements
Oral communication	- Uses oral communication techniques to identify needs, build rapport, agree on learning, facilitate learning and monitor practice - Selects appropriate vocabulary adjusting language, tone and pace to promote effective interactions, and to build learner engagement - Asks questions to clarify understanding, and seeks feedback and further information
Numeracy	Interprets and uses scheduling and sequencing information, and estimates time and risk
Planning and organising	Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes
Problem solving	Identifies and responds to problems and opportunities for improvement, considering options for different approaches

Skill	Description
	• Uses systematic, analytical processes in complex, routine and non-routine situations, gathering information, and identifying and evaluating options based on organisational needs
Self-management	• Follows organisational protocols, policies and procedures in the management of records • Recognises and responds to contractual and ethical requirements associated with own role
Teamwork	• Cooperates and collaborates with others as part of routine activities to achieve team results, and to confirm outcomes meet requirements

Unit Mapping Information

Supersedes and is equivalent to TAEDEL402 Plan, organise and facilitate learning in the workplace.

Links

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

Assessment Requirements for TAEDEL412 Facilitate workplace-based learning

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is equivalent to TAEDEL402 Plan, organise and facilitate learning in the workplace.

Performance Evidence

The individual 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:

- develop a workplace-based learning plan for at least 3 different learners, with each plan incorporating activities sequenced to ensure safe and effective learning that leads to the required standard of work performance
- facilitate workplace-based learning for at least 1 of the above learners using products that are nationally recognised or aligned with other recognised frameworks on at least 3 different occasions, where each occasion must:
 - be of at least 30 minutes' duration
 - address a different performance outcome from the workplace-based learning plan.

In the course of the above, the individual must:

- demonstrate communication skills to build rapport with the learners
- liaise with required workplace personnel.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- regulatory requirements relating to facilitating learning in the workplace
- organisational procedures relating to facilitating learning in the workplace
- systems for identifying skill development needs in the workplace
- key components of a workplace learning plan, including:
 - learning activities and objectives
 - required safety arrangements

- dimensions of competency and how they guide workplace-based learning practices
- strategies and processes for identifying and organising foundation skills support for learners, including language, literacy, numeracy, digital literacy and employability skills, , including use of current authorised Australian foundation skills frameworks
- facilitation techniques appropriate to facilitating learning in the workplace, and strategies for encouraging, including and engaging those who learn in different ways, including:
 - demonstration
 - instruction
 - questioning
 - coaching
 - supervised practice
- strategies and techniques for engaging and liaising with other workplace stakeholders
- types of workplace constraints and distractions and how to manage them
- learning theories and adult learning principles and their application to facilitating learning in the workplace
- strategies and techniques for identifying and supporting workplace-based learners with additional learning needs, including:
 - reasons that some learners may require additional support
 - support strategies for different types of need
- evaluation, review and reflection techniques
- workplace training pathways, including apprenticeships and traineeships
- work health and safety (WHS) responsibilities relating to workplace-based learning, including supervision and support.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated workplace environment. Evidence gathered for assessment may include that collected in real time or via a submitted recording.

This includes access to:

- learners requiring workplace-based learning
- organisational procedures for facilitating workplace-based learning of nationally recognised training products.

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 Guide is found on VETNet -

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

TAEDEL413 Facilitate distance-based training

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEDEL403 Coordinate and facilitate distance-based learning.

Application

This unit describes the skills and knowledge required to plan and facilitate distance-based vocational training using products that are nationally recognised or aligned with other recognised frameworks.

The unit applies to entry-level vocational education and training (VET) teachers and trainers who facilitate distance-based training that may include urban, regional, rural, remote and very remote environments. It relates to training delivery options for learners who may have limited access to face-to-face and/or online delivery options.

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

Unit Sector

Delivery and facilitation

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. Plan and prepare to facilitate distance-based training	1.1 Confirm distance-based training procedures relevant to own job role 1.2 Identify purpose, target group, learning resources and requirements from the training and assessment strategy

ELEMENTS	PERFORMANCE CRITERIA
	1.3 Access nationally recognised units of competency and identify the standard of performance required in the workplace 1.4 Review session plans and learning resources required for training sessions and confirm version control 1.5 Identify and organise required support for foundation skill, learning and technical needs within scope of own role; and make necessary adjustments and/or access specialist support where required 1.6 Identify and assess constraints and risks to distance-based training
2. Customise distance-based training	2.1 Review target group characteristics and identify strategies to support effective distance-based learning 2.2 Select and customise learning resources suited to delivery setting and learner context 2.3 Develop distance-based training plan according to organisational procedures 2.4 Identify and organise learner supports and means of communicating with learners
3. Manage distance-based learners	3.1 Communicate with learners to confirm their expectations and needs, clarify their understanding, and develop the learning relationship 3.2 Review information about learners and their context, and identify support needs and required changes to session plans and learning resources 3.3 Adapt session plans and learning resources to address identified needs 3.4 Distribute learning resources according to session plans, learning needs and organisational procedures
4. Facilitate distance-based training	4.1 Use facilitation techniques to deliver distance-based training according to session plan, suitable delivery method, and legislative and regulatory requirements 4.2 Identify and address learner difficulties and training challenges, and implement techniques for maintaining learner motivation, engagement and commitment 4.3 Monitor and document learner engagement, participation and progress according to organisational procedures 4.4 Provide required support to learners outside the formal communication process and within scope of own role, escalating matters in line with organisational procedures 4.5 Maintain, store and secure training records according to organisational procedures

ELEMENTS	PERFORMANCE CRITERIA
5. Review distance-based training	5.1 Seek learner feedback according to organisational procedures 5.2 Implement required modifications to resources and delivery methods to better meet learner needs 5.3 Analyse own practice of facilitating distance-based training and identify opportunities for improvements

Foundation Skills

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

Skill	Description
Digital literacy	Uses main features and functions of digital tools and electronic applications required in own role to access and exchange information
Learning	Reflects on and undertakes review of own performance to build own skills and knowledge
Reading	Sources and interprets texts, including strategy and planning documents, learner information, learning resources and review data relevant to distance based-learning environment
Writing	Develops and maintains documentation using appropriate language and according to organisational requirements
Oral communication	- Uses communication techniques in one-on-one and group situations to: - establish requirements - confirm expectations - build learning relationships - facilitate effective distance learning - Asks questions to clarify understanding and seek feedback and further information
Initiative and enterprise	Responds to learner characteristics, needs and behaviours during training delivery
Planning and organising	Organises and completes work according to defined requirements
Problem solving	Identifies and responds to problems, considering options for different approaches

Unit Mapping Information

Supersedes and is not equivalent to TAEDEL403 Coordinate and facilitate distance-based learning.

Links

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

Assessment Requirements for TAEDEL413 Facilitate distance-based training

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEDEL403 Coordinate and facilitate distance-based learning.

Performance Evidence

The individual 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:

- facilitate at least 3 distance-based training sessions of at least 30 minutes each.

In the course of the above, the individual must:

- identify and respond to the diverse needs of at least 3 learners, including foundation skill needs
- deliver vocational training using at least 1 training product that is nationally recognised or aligned with other recognised frameworks.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and vocational education and training (VET) regulatory requirements relevant to facilitating distance-based training, including:
 - trainer requirements, including qualifications and currency
 - use of industry experts
 - learner support
- organisational procedures relating to facilitating distance-based training, including requirements for:
 - identifying contents of training and assessment strategies relevant to the training
 - accessing and customising session plans and learning resources
 - using required technologies and tools

- record keeping
- learner support
- escalating learner support needs beyond scope of own role
- work health and safety (WHS) responsibilities relating to facilitating distance-based training
- processes for interpreting nationally recognised training products to identify the standard of performance required, including to identify:
 - structure, content and application of products relevant to learning, and how they are addressed in training
 - requirements of foundation skills: language, literacy, numeracy, digital literacy and employability skills
- dimensions of competency and how they guide facilitation practices
- strategies and processes for identifying and organising required specialist support for learners, including support relating to technical needs, including software and hardware, including use of current authorised Australian foundation skills frameworks
- learning theories and adult learning principles and their application to distance-based training
- paper-based and online resources suited to facilitating the distance-based training described in performance evidence, and their key features
- techniques for customising session plans and learning resources to suit learner characteristics and needs in distance-based training
- training practices, methods and techniques for facilitating distance-based training and supporting effective learning, including those that:
 - promote learner engagement
 - build safe and inclusive learning environments for individuals and groups, including:
 - providing learners with information
 - using appropriate and inclusive language
 - support the management during training delivery of learner characteristics and needs
 - identify and support learners with diverse and additional learning needs, including:
 - behaviours that learners with learner difficulties may exhibit
 - reasons that some learners may require additional support
 - support strategies for different types of need
 - provide opportunities to review and reflect on own practice
 - build skills in presenting and applying presentation aids
- resources available to support identifying training facilitation techniques that suit different learners.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment. Evidence gathered for assessment may include that collected in real time or via a submitted recording.

This includes access to:

- learners requiring distance-based vocational training
- organisational procedures for facilitating distance-based training
- session plans and learning resources that fully cover the requirements of product that is nationally recognised or aligned with other recognised frameworks, and are suitable for distance-based training
- infrastructure that supports training delivery where access to reliable internet is not available.

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

TAEDEL414 Mentor in the workplace

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is equivalent to TAEDEL404 Mentor in the workplace.

Application

This unit describes the skills and knowledge required to establish and develop a professional mentoring relationship with an individual in a workplace. It includes the skills and knowledge to plan and prepare for the mentoring, and implement strategies suited to the mentee, the workplace and the mentoring relationship.

The unit applies to workplace supervisors or other work colleagues who work under limited supervision and have responsibility for mentoring 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

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. Plan and prepare for mentoring relationship	1.1 Identify scope and boundaries of the mentoring relationship according to organisational procedures 1.2 Develop and document mentoring plan according to organisational requirements

ELEMENTS	PERFORMANCE CRITERIA
	1.3 Establish ground rules and negotiate realistic expectations with the mentee 1.4 Establish and maintain confidentiality of the mentoring relationship according to legislative requirements and organisational policies and procedures
2. Facilitate mentoring relationship	2.1 Undertake activities intended to develop mentee's confidence and trust in the mentoring relationship 2.2 Share personal experiences and knowledge with mentee according to agreed objectives 2.3 Support mentee to develop and use skills in problem solving and decision making 2.4 Use personal and professional networks to assist the mentee 2.5 Provide information, and guidance to enhance engagement in the workplace 2.6 Use techniques for resolving differences without damaging the mentoring relationship, and obtain assistance according to organisational procedures
3. Monitor mentoring relationship	3.1 Provide planning assistance and guidance as requested by the mentee in a form and style to suit their requirements 3.2 Provide feedback to the mentee on progress towards achieving the expectations and goals of the mentoring process 3.3 Recognise and discuss changes in the mentoring relationship with stakeholders 3.4 Negotiate and manage closure of the mentoring arrangement
4. Review mentoring	4.1 Establish and discuss benefits gained from the mentoring process 4.2 Reflect on and articulate the personal benefits gained from providing mentoring 4.3 Identify and report the outcomes of the mentoring arrangement and the benefits to the organisation according to organisational procedures to improve the mentoring system or program

Foundation Skills

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

Skill	Description

Skill	Description
Digital literacy	• Uses main features and functions of digital tools and electronic applications required in own role to access and exchange information
Reading	• Sources and interprets texts relevant to mentoring context, including organisational policies and learner information
Writing	• Develops content and documents information relevant to mentoring plan
Oral communication	• Uses appropriate communication techniques to: • build rapport, trust and engagement • provide guidance and feedback
Problem solving	• Identifies and responds to problems, considering options for different approaches
Self-management	• Follows legislative requirements, organisational protocols, policies and procedures in workplace mentoring
Teamwork	• Collaborates with mentee to build rapport and achieve joint outcomes and effective interaction • Provides mentoring and role modelling to achieve agreed outcomes • Cooperates and consults with mentee to clarify understanding and seek feedback

Unit Mapping Information

Supersedes and is equivalent to TAEDEL404 Mentor in the workplace.

Links

Companion Volume Implementation Guide is found on VETNet -

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

Assessment Requirements for TAEDEL414 Mentor in the workplace

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is equivalent to TAEDEL404 Mentor in the workplace.

Performance Evidence

The individual 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:

- negotiate and document an agreed mentoring plan with 1 mentee that sets out clear objectives and a timeframe for the mentoring relationship
- facilitate at least 3 mentoring sessions of at least 30 minutes each with 1 mentee.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- organisational policies and procedures and codes of practice relating to the provision of workplace mentoring, including:
 - equal employment opportunity, equity and diversity responsibilities
 - work health and safety (WHS) responsibilities
- key features of a mentoring plan suited to mentee needs and workplace context
- key methods and strategies for working with a mentee, including:
 - using active listening and open questions to build rapport
 - encouraging self-reflection and confidence
- acceptable behaviour in a mentoring relationship.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated workplace environment. Evidence gathered for assessment may include that collected in real time or via a submitted recording.

This includes access to:

- mentoring plan template
- at least 1 mentee.

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 Guide is found on VETNet -

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

TAEDEL415 Complete a practicum in a vocational education and training environment

Modification History

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

Application

This unit describes the skills and knowledge required to implement effective teaching and training practice during practicum sessions in a vocational education and training (VET) environment, delivering training based on a nationally recognised training product. It includes observing the teaching and training practice of other VET teachers and trainers, and obtaining feedback on own performance with the view to strengthening one's own facilitation techniques.

The unit applies to entry-level VET teachers and trainers who use a range of facilitation techniques in their teaching and training practice in a range of contexts and deliver training based on nationally recognised training products. For the purposes of this unit, the practicum must be carried out during co-delivery with, or direct observation by, a qualified VET teacher or trainer.

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

Unit Sector

Delivery and facilitation

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>

ELEMENTS	PERFORMANCE CRITERIA
1. Plan to address the learning needs of learners as part of practicum	1.1 Identify individual and learner cohort characteristics 1.2 Use identified learner characteristics to identify potential barriers to, and required support for, learning 1.3 Seek feedback on identified barriers and support needs from qualified and experienced personnel and integrate into planning 1.4 Identify and organise required support for learners' foundation skill and other learning needs within scope of own role 1.5 Recommend referral to specialist support as required
2. Address the learning needs of learners as part of training delivery in a practicum	2.1 Develop and customise session and delivery plans and resources to meet learner needs and reflect learner needs 2.2 Deliver training sessions that reflect the context, support learner characteristics and their learning needs, and use suitable facilitation techniques 2.3 Adjust facilitation techniques in response to feedback to meet individual learner and learner cohort needs 2.4 Establish and maintain a safe and inclusive learning environment
3. Seek feedback on own teaching and training practices as part of practicum	3.1 Seek feedback and advice from qualified VET teachers and/or trainers on own teaching and training practices according to organisational protocols and procedures 3.2 Seek feedback from learners regarding own teaching and training practices 3.3 Analyse obtained feedback and apply to own teaching and training practice during practicum
4. Seek and undertake learning opportunities during practicum that improve own teaching and training practice	4.1 Observe the teaching and training practice of other qualified VET teachers and/or trainers facilitating training 4.2 Gather information from other qualified VET teachers and/or trainers about their teaching and training practice and proactively identify learnings applicable to own teaching and training practice 4.3 Participate in professional development opportunities relevant to teaching to develop and improve own teaching and training practice
5. Review own teaching and training practice during practicum	5.1 Evaluate planning strategies used to address the learning needs of learners 5.2 Evaluate own facilitation techniques based on observations, review and feedback obtained from others 5.3 Identify and document opportunities to improve own planning strategies, facilitation techniques, and learning

ELEMENTS	PERFORMANCE CRITERIA
	resource development and customisation skills

Foundation Skills

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

Skill	Description
Digital literacy	- Uses main features and functions of digital tools and electronic applications to: - access and exchange information required in own role - develop and customise session and delivery plans and resources
Oral communication	- Uses communication techniques to build rapport, explore requirements, and facilitate training using language suited to individual and group contexts - Interacts effectively with teachers and/or trainers to learn about their teaching and training practices and to seek feedback on own performance
Reading	Identifies and interprets documentation relevant to the learning context, including planning documents, learning materials, and policies and procedures
Writing	Develops and maintains documentation in response to required needs
Planning and organising	Organises and completes work according to defined requirements and timeframes, taking responsibility for decisions and sequencing tasks to achieve efficient training outcomes
Problem solving	Identifies and responds to problems and opportunities for improvement, building on strengths and considering options for different approaches
Self-management	Follows organisational protocols, policies, and procedures relevant to own role
Teamwork	Cooperates and collaborates with others as part of routine activities to achieve team results, and to confirm that training outcomes meet requirements

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guide is found on VETNet -

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

Assessment Requirements for TAEDEL415 Complete a practicum in a vocational education and training environment

Modification History

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

Performance Evidence

The individual 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:

- participate in a minimum of 30 hours of practicum in a vocational education and training (VET) environment.

The above 30 hours must consist of:

- 15 hours of either face-to-face or online facilitation, or a combination of both, based on nationally recognised products, either co-delivering with, or being directly observed by, a qualified VET teacher and/or trainer, including:
 - a minimum of 10 hours with groups of at least 4 learners
 - at least 1 training session of a minimum of 30 minutes observed by the assessor of this unit
- 15 hours completing the following tasks, with a minimum of 2 hours spent on each:
 - seeking feedback from learners and other qualified VET teachers and/or trainers
 - observing other qualified VET teachers and/or trainers facilitating training
 - undertaking professional development to inform own facilitation techniques.

In the course of the above, the individual must:

- document their learning from other qualified VET teachers and/or trainers, via observations and conversations
- gather feedback from:
 - at least 1 supervising VET teacher and/or trainer
 - 2 learners

- review the success of own training delivery and performance and propose changes to own teaching and training practice.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- learning theories and methods suitable for entry-level VET teachers and trainers
- VET contexts, delivery modes, and facilitation techniques relating to own role and appropriate to support diverse learning needs
- training and learning resources required for delivery
- practices and methods that promote safe and inclusive learning environments, including:
 - providing learners with information that gives a clear and accessible introduction to the learning environment
 - establishing strategies and protocols for inclusive and respectful peer interaction and support
 - using appropriate and inclusive language
 - identifying and addressing own work health and safety (WHS) responsibilities
- strategies and processes for identifying learner characteristics and needs
- strategies and processes for identifying and referring to learner support services within and external to the registered training organisation (RTO), including support relating to:
 - foundation skills, including language, literacy, numeracy, digital literacy and employment skills
 - learning needs, including needs that prevent or hinder learners from making use of provided delivery and/or facilities
- procedures and techniques to ensure own teaching and training practice reflects units of competency and their assessment requirements
- sources of professional development within and external to an RTO
- organisational policies, procedures and practices relating to own role, including for seeking feedback on own facilitation techniques from learners
- reflective practice techniques
- methods of receiving constructive feedback and integrating feedback into own teaching and training practice.

Assessment Conditions

Skills in this unit must be demonstrated in a real vocational education and training environment. Evidence gathered for assessment may include that collected in real time or via a submitted recording.

A real vocational education and training environment includes access to:

- real and not simulated vocational learners
- opportunities for either co-delivery with, or direct observation by, a qualified and experienced VET teacher and/or trainer in accordance with VET regulatory requirements

- full range of physical and human resources provided to VET teachers and/or trainers to facilitate training
- organisational procedures for facilitating individual and group-based training
- session plans and learning resources that cover the requirements of a training product that is nationally recognised.

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

TAEDEL416 Facilitate learning for young vocational learners

Modification History

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

Application

This unit describes the skills and knowledge required to identify and support the learning needs of young vocational learners by developing and facilitating collaborative learning environments.

The unit applies to vocational education and training (VET) teachers and trainers who facilitate learning for young vocational learners based on products that are nationally recognised or aligned with other recognised frameworks. Work may be undertaken under the supervision of qualified and more experienced VET teachers and trainers.

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

Unit Sector

Delivery and facilitation

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. Plan learning for young vocational learners	1.1 Identify learning needs and goals according to any regulatory requirements, and discuss with required colleagues 1.2 Identify learner characteristics and abilities, and context for learning 1.3 Select activities, techniques and processes to facilitate learning and explain and discuss with learners 1.4 Develop and document learning plans to reflect learning

ELEMENTS	PERFORMANCE CRITERIA
	theories and principles and to suit learning needs 1.5 Seek feedback and assistance from colleagues according to specific learning needs 1.6 Prepare for each session according to learning plan requirements 1.7 Obtain support from qualified or experienced colleagues to implement learning plans according to context for learning
2. Address learning needs of young vocational learners	2.1 Clarify with learners and reach agreement on the boundaries and expectations of the learning relationship according to legislative requirements 2.3 Develop a safe and inclusive learning relationship and sustain active learner participation using effective communication and interpersonal techniques 2.3 Explain, discuss and facilitate structured learning activities as planned, and behaviour management strategies and delivery modes to support and reinforce new learning, build on learner strengths and identify areas for further development 2.4 Use motivational techniques to support learners to take responsibility for their own learning, meeting ethical requirements and monitoring learner interaction 2.5 Observe learner cues and change approach as required to maintain momentum and engagement 2.6 Acknowledge and support individual differences and learners with additional learning needs 2.7 Monitor effectiveness of learning outcomes
3. Evaluate learning of young vocational learners	3.1 Seek feedback from learners on outcomes and value of learning achieved and learners' perception of value of the learning process 3.2 Evaluate effectiveness of learning activities in addressing learning needs and goals 3.3 Evaluate effectiveness of own performance in managing learner engagement and learning relationships, and identify opportunities for improvements 3.4 Document evaluation outcomes as required by organisational requirements and relevant stakeholders

Foundation Skills

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

Skill	Description
Digital literacy	Uses main features and functions of digital tools and electronic applications required to access and exchange information required in own role and to facilitate learning and learning relationships
Learning	Makes explicit connections between new information and ideas on engaging and motivating young vocational learners, and own practice
Oral communication	- Elicits the view and opinions of others by listening and questioning - Clearly articulates requirements using language appropriate to learners, and participates in verbal exchanges of ideas and solutions
Reading	Accesses and interprets information from suitable sources to safeguard young vocational learner needs and strengthen learner engagement
Writing	Uses clear and specific terminology to complete workplace documentation
Initiative and enterprise	- Selects and uses appropriate conventions and protocols to build rapport with learners and elicit and provide relevant information - Adapts personal communication style to show respect for the values, beliefs and cultural expectations of young vocational learners
Planning and organising	Uses organisational techniques to assess key information that informs critical and non-critical decisions about learner needs and the potential need for input from others
Self-management	- Takes responsibility for providing effective learning support that complies with legislative, regulatory, and organisational requirements - Takes responsibility for the sequence and priority of tasks to achieve learning needs and goals

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guide is found on VETNet -

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

Assessment Requirements for TAEDEL416 Facilitate learning for young vocational learners

Modification History

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

Performance Evidence

The individual 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:

- identify and agree on learning needs and goals with a group of at least 4 young vocational learners
- document learning plans for each of the above young vocational learners
- establish and develop a positive learning relationship with each of the above 4 young vocational learners using interpersonal and communication techniques
- over a minimum of 2 sessions of a minimum duration of 30 minute each, facilitate the learning of the above group based on a product that is nationally recognised or aligned with other recognised frameworks
- evaluate effectiveness of the above learning experiences and relationships in meeting learning needs and goals.

In the course of the above, the individual must:

- implement engagement and facilitation techniques to engage and motivate each learner and support effective learning
- use structured processes for identifying and responding to learning needs
- use delivery modes suited to learner needs, including face-to-face, online and blended.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and regulatory requirements relating to developing and sustaining a learning relationship with young vocational learners, and how those requirements are applied in own organisation and individual facilitation practice
- organisational requirements and procedures relating to facilitating learning for young vocational learners, including those for documenting:
 - evaluation of learning activities and outcomes
 - effectiveness of the learning relationships
- practices and methods that promote safe and inclusive learning environments for young vocational learners, including:
 - those reflected in applicable state, territory and commonwealth legislation on Child Safety Standards
 - establishing strategies and protocols for inclusive and respectful peer interaction and support
 - using appropriate and inclusive language
 - actions that support learner welfare
- facilitation practices, including:
 - those reflecting delivery modes suited to learner needs, including face-to-face, online and blended
 - indicators of:
 - engagement, motivation and interaction of young vocational learners
 - safe and inclusive learning environments
 - behaviour management strategies to manage challenging situations
- learning theories and principles that apply to young vocational learners, including principles of learner-centred practice
- needs and characteristics of young vocational learners and how they may be impacted by:
 - cultural background
 - foundation skills requirements, including language, literacy, numeracy, digital literacy and employability requirements
 - past learning experiences
 - specific physical and psychological needs
- necessary inclusions in learning plans, including:
 - contingency plans
 - goals to be achieved
 - logistics of the learning relationship
- structure of the learning relationship, including:
 - activities to be undertaken
 - monitoring processes
 - tools and equipment needed
- cues that may reflect difficulties that young vocational learners are having difficulty with learning and learning relationships, and strategies used to support learners with these difficulties

- techniques for creating and adapting learning activities, other learning options and referrals
- types of structured learning activities and how they are used
- sources and nature of external support services.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment. Evidence must be gathered in conditions that are safe and, in the case of simulation, replicate the workplace. Evidence gathered for assessment may include that collected in real time or via a submitted recording.

This includes access to:

- facilities, equipment and resources required for facilitating learning for young vocational learners
- organisational procedures for facilitating learning for young vocational learners.

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 Guide is found on 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	1.1 Access, read and interpret learning strategy and learning program, to determine the learning outcomes and objectives to be met 1.2 Develop knowledge of group and individual learner styles and learner characteristics to support effective planning 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

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

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	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	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	- 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	- 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	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	- 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,	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	decisions and sequencing tasks to achieve efficient outcomes • 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

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	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	Sources, analyses and interprets text-based information to learn, develop and continuously improve
Writing	1.4, 2.3, 3.2, 5.2, 5.3	Appropriately documents potential improvements
Oral Communication	1.3, 5.1	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	Takes steps to practise skills relevant to facilitation role
Interact with others	2.2, 4.1-4.3	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	- 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.
-

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>

TAEDEL511 Facilitate e-learning

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is equivalent to TAEDEL501 Facilitate e-learning.

Application

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

The unit applies to experienced vocational education and training (VET) teachers and trainers who use a range of specialised technical and training competencies to facilitate e-learning in vocational training using products that are nationally recognised or aligned with other recognised frameworks.

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

Unit Sector

Delivery and facilitation

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. Prepare for e-learning	1.1 Access organisational procedures to confirm e-learning procedures relevant to job role 1.2 Access training and assessment strategy and identify purpose, target group, learning resources and requirements for e-learning 1.3 Access and analyse nationally recognised units of

ELEMENTS	PERFORMANCE CRITERIA
	competency and identify the standard of performance required in the workplace 1.4 Develop e-learning training strategies to manage and sequence e-learning activities and events, to ensure logical progression of learning content and continuity of e-learner progress 1.5 Identify and assess constraints and risks to e-learning 1.6 Identify and organise required support for foundation skill and learning needs within scope of own job role; and access specialist support where required
2. Prepare e-learning environment	2.1 Confirm technical requirements for the e-learning environment 2.2 Trial and check e-learning resources and materials for technical glitches 2.3 Develop and document protocols for the e-learning environment according to legislative and regulatory requirements 2.4 Design and develop learning objects for e-learning facilitation 2.5 Identify and organise specific technical support needs and mechanisms for e-learners
3. Introduce e-learning	3.1 Provide introduction to the e-learning environment and discuss, clarify and agree upon objectives and e-learning protocols 3.2 Establish e-learning relationship with e-learners 3.3 Initiate relationships between e-learners that support inclusivity, acknowledge diversity and enable a positive e-learning environment
4. Deliver e-learning	4.1 Use electronic tools to facilitate e-learning according to the e-learning training plan 4.2 Use e-learning facilitation techniques to ensure a productive e-learning experience 4.3 Use support mechanisms to address technical issues 4.4 Build opportunities for authentic learning, practice and formative assessment into the e-learning experience
5. Monitor e-learning	5.1 Monitor and document e-learner support and progress according to organisational requirements 5.2 Provide learner support inside and outside the e-learning environment 5.3 Monitor e-learner interaction and participation in e-learning activities, and intervene where necessary to maintain

ELEMENTS	PERFORMANCE CRITERIA
	momentum and engagement 5.4 Maintain, store and secure training records according to organisational procedures
6. Review e-learning	6.1 Seek e-learner feedback according to organisational procedures 6.2 Analyse own practice of facilitating e-learning and identify opportunities for improvements

Foundation Skills

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

Skill	Description
Digital literacy	Uses main features and functions of digital tools and electronic applications required in own role in a range of contexts to access and exchange information
Learning	Reflects on performance of self and others to understand learning context, and seek opportunities for improvement
Reading	Analyses and interprets texts relevant to the environment, including learning strategies, learning programs, training plans, learning materials, technical information, data to monitor learning and presented in a variety of formats
Writing	- Develops and maintains workplace documentation using appropriate language and according to intended purpose and organisational requirements, including: - learning plans - learner progress reports - Organises web-based content in a manner that supports content purposes and audience
Oral communication	- Uses communication techniques to: - determine needs - build rapport - guide and facilitate effective learning - explore others' views to elicit understanding and assess efficacy of own practice - Uses appropriate clear and engaging language to maintain effectiveness, and build and maintain engagement
Planning and	Plans, organises and completes work according to defined

Skill	Description
organising	requirements taking responsibility for decisions and sequencing tasks to achieve efficient outcomes
Problem solving	Identifies and responds to problems and opportunities for improvement, considering options for different approaches
Self-management	Follows organisational protocols, policies and procedures in the management of records
Teamwork	Builds rapport using collaboration with others to achieve joint outcomes and effective interaction

Unit Mapping Information

Supersedes and is equivalent to TAEDEL501 Facilitate e-learning.

Links

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

Assessment Requirements for TAEDEL511 Facilitate e-learning

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is equivalent to TAEDEL501 Facilitate e-learning.

Performance Evidence

The individual 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:

- facilitate at least 3 different e-learning sessions, with:
 - at least 2 of those sessions being synchronous; each session of at least 1 hour's duration and delivered live
 - at least 1 of those sessions being asynchronous.

In the course of the above, the individual must:

- deliver vocational training using products that are nationally recognised or aligned with other recognised frameworks
- use and optimise technology
- use online learning tools to acquire skills and knowledge to enhance the above synchronous learning experience
- use learning mediums suited to learner cohort, including coaching, mentoring and peer-to-peer interactions
- moderate chat functions and manage breakout groups.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and vocational education and training (VET) regulatory requirements relevant to facilitating e-learning, including:
 - training and assessment strategies
 - trainer requirements, including qualifications and currency
 - use of industry experts

- trainer supervision
- learner support
- organisational procedures for facilitating e-learning, including requirements for:
 - accessing and customising session plans and learning resources
 - record keeping
 - learner support
 - identifying and addressing own work health and safety (WHS) responsibilities
 - professional development
- processes for interpreting nationally recognised units of competency to identify the standard of performance required, including to identify:
 - structure, content and application of products relevant to learning, and how they are addressed in training
 - requirements of foundation skills: language, literacy, numeracy, digital literacy and employability skills
- dimensions of competency and how they guide training practices
- strategies and processes for identifying and organising foundation skills support for learners, including language, literacy, numeracy, digital literacy and employability skills, including use of current authorised Australian foundation skills frameworks
- contents of training and assessment strategies relevant to facilitating e-learning
- learning theories and adult learning principles and their application to facilitating e-learning
- resources available to facilitating e-learning
- techniques for customising session plans and learning resources to suit learner characteristics and needs in e-learning
- techniques appropriate to e-learning, including:
 - learner inclusion and engagement
 - design and development of learning objects for e-learning facilitation
 - presentation and presentation aids
 - recognition and resolution of inappropriate behaviours
- target group characteristics and the implications for training, including:
 - additional learning needs, including:
 - reasons that some learners may require additional support
 - support strategies for different types of need
 - individual support plans
 - indicators of and response to risks to learner wellbeing
 - foundation skill levels
 - previous learning and work experience
 - advanced and other complex learning needs
- behaviours that may indicate learner difficulties, and methods used to address these difficulties
- practices, methods and techniques that promote safe and inclusive e-learning environments, including those that:

- promote learner engagement
- build safe and inclusive learning environments for individuals and groups, including:
 - providing learners with information
 - using appropriate and inclusive language
 - addressing cultural sensitivity, safety and equity
- support the management during training delivery of learner characteristics and needs
- provide opportunities to review and reflect on own practice
- build skills in presenting and applying presentation aids
- how to identify and support e-learning learners with diverse and additional learning needs, including:
 - reasons that some learners may require additional support
 - support strategies for different types of need
 - individual support plans
 - indicators of and response to risks to learner wellbeing
- how to distinguish between and respond to technical and content problems
- use of e-learning technologies and tools, including those that allow the trainer to monitor every entry and electronic movement of the learner
- structure and content of e-learning resources.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment.

This includes access to:

- learners requiring e-learning vocational training
- organisational procedures for facilitating e-learning
- e-learning resources and training plans that fully cover the requirements of product that is nationally recognised or aligned with other recognised frameworks .

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 Guide is found on VETNet -

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

TAEDEL512 Lead training facilitation

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEDEL502 Provide advanced facilitation practice.

Application

This unit describes the skills and knowledge required to lead training facilitation. It includes extending own professional practice, and supporting the development of the training facilitation practice of other VET teachers and trainers, based on products that are nationally recognised or aligned with other recognised frameworks.

The unit applies to experienced vocational education and training (VET) teachers and trainers who provide leadership to others in training facilitation.

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

Pre-requisite Unit

TAEDEL411 Facilitate vocational training (or its previous version TAEDEL401 Plan, organise and deliver group-based learning)

Unit Sector

Delivery and facilitation

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>

ELEMENTS	PERFORMANCE CRITERIA
1. Extend own training facilitation practice	1.1 Source and interpret current research on vocational training relevant to own vocational training facilitation practice 1.2 Seek and participate in professional development opportunities to develop own vocational training facilitation practice 1.3 Apply research findings and professional development to own vocational training facilitation practice
2. Support the development of other VET teachers and trainers	2.1 Implement opportunities to address the professional development needs of other VET teachers and trainers 2.2 Share vocational training facilitation practice advice and information with others 2.3 Model effective and ethical vocational training facilitation practices
3. Provide support in complex training facilitation contexts	3.1 Assess complex environmental conditions and identify potential impact on training facilitation 3.2 Identify and develop strategies that support learners with complex needs to overcome barriers to learning 3.3 Develop, use, review and adjust training facilitation strategies to develop learner independence according to legislative and regulatory requirements 3.4 Develop, use, review and adjust training facilitation strategies and resources to address complex training contexts
4. Review leadership of training facilitation	4.1 Seek trainer feedback on own leadership and training facilitation practices 4.2 Analyse collected feedback and own performance, and identify and document opportunities for improvement

Foundation Skills

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

Skill	Description
Digital literacy	Uses main features and functions of digital tools and electronic applications required in own role in a range of contexts to access and exchange information
Reading	Sources, analyses and interprets text-based information to learn, develop and continuously improve
Oral communication	Uses appropriate communication techniques to interact effectively with learners and staff, to respond to barriers, ensure engagement and

Skill	Description
	- facilitate effective learning - Interact with VET teachers and trainers to build rapport and enable 2-way communication that supports vocational training facilitation practice development
Initiative and enterprise	Takes steps to practise skills relevant to training facilitation role
Planning and organising	Plans, organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes
Problem solving	Identifies and responds to problems, and opportunities for improvement, considering options for different approaches
Teamwork	Collaborates, cooperates and consults with others to build rapport, understanding and an enhanced learning environment

Unit Mapping Information

Supersedes and is not equivalent to TAEDEL502 Provide advanced facilitation practice.

Links

Companion Volume Implementation Guide is found on VETNet -

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

Assessment Requirements for TAEDEL512 Lead training facilitation

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEDEL502 Provide advanced facilitation practice.

Performance Evidence

The individual 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:

- apply research and own professional development to improve own training facilitation practice, including facilitating at least 100 hours of vocational training with groups of learners based on a product that is nationally recognised or aligned with other recognised frameworks.
-

In the course of each of the above, the individual must:

- select and use training facilitation techniques appropriate to learner needs and work context
- use strategies suited to each learner and facilitation context to support learners to develop competency and develop increased learner independence
- support the development of the training facilitation practice of at least 4 trainers
- identify and respond to learner foundation skill needs
- collect feedback from at least 4 peers and 10 learners.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and vocational education and training (VET) regulatory requirements relating to leading training facilitation, including:
 - trainer requirements, including qualifications and currency
 - use of industry experts

- training supervision
- contextualisation
- organisational procedures relating to leading training facilitation, including organisational requirements for:
 - initiating and participating in professional development
 - code of ethics
 - reviewing training facilitation practice
 - gathering feedback
 - maintaining privacy and confidentiality
 - duty of care
 - copyright
 - identifying and addressing own work health and safety (WHS) responsibilities
- competency-based training, including:
 - vocational education and training as a competency-based system
 - competency standards as the basis of qualifications
 - principles of competency-based training
- reputable sources of current research on vocational training relevant to own practice, including on learning theories and adult learning principles and their application to vocational training facilitation
- processes for interpreting nationally recognised units of competency to identify the standard of performance required, including to identify:
 - structure, content and application of products relevant to learning, and how they are addressed in training
 - requirements of foundation skills: language, literacy, numeracy, digital literacy and employability skills
- dimensions of competency and how they guide training practices
- strategies and processes for identifying and organising foundation skills support for learners, including use of current authorised Australian foundation skills frameworks
- use of reflective practice in the improvement of own leadership and training practice
- delivery modes and training facilitation techniques
- features and contents of training and assessment strategies
- applications of technology to improve and assist in quality training facilitation
- roles and responsibilities of lead trainers, trainers, vocational experts, workplace supervisors and support persons in the training facilitation process
- target group characteristics and the implications for training, including:
 - foundation skill levels
 - previous learning and work experience
 - advanced and other complex learning needs
- training practices, methods and techniques for facilitating individual and group-based vocational training, promote safe and inclusive learning environments, and support effective learning, including those that:
 - promote learner engagement

- support effective delivery with diverse learner cohorts
- build safe and inclusive learning environments, including:
 - providing learners with information
 - using appropriate and inclusive language
 - addressing cultural sensitivity, safety and equity.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment. Evidence gathered for assessment may include that collected in real time or via a submitted recording.

This includes access to:

- organisational procedures relating to leading training facilitation
- learners for training
- qualified VET teachers and trainers
- learning resources based on products that are nationally recognised or aligned with other recognised frameworks.

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 Guide is found on 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	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	Develops documents and content using the required format, accurate spelling, and grammar and terminology specific to the purpose and audience
Oral Communication	1.4	Uses appropriate language, questioning and listening techniques to provide and elicit information, confirm understanding and explore others' views.
Numeracy	4.1	Interprets familiar measurements relating to timeframes and compares against requirements
Navigate the world of work	4.3	Follows organisational protocols, policies and procedures regarding program documentation
Interact with others	1.1, 1.2, 4.2, 4.4	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	- 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
TAEDS401 Design and develop learning programs	TAEDS401A 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,	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	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	Uses appropriate communication techniques to provide and elicit information, confirm understanding and communicate conclusions
Navigate the world of work	1.3	Follows organisational protocols, policies and procedures regarding quality assurance
Interact with others	1.1	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	- 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>

TAEDES411 Use nationally recognised training products to meet vocational training needs

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEDES402 Use training packages and accredited courses to meet client needs.

Application

This unit describes the skills and knowledge required to analyse and use nationally recognised training products to meet vocational learners' skill and knowledge development needs.

The unit applies to entry-level VET teachers, trainers and assessors who use a range of products that are nationally recognised or aligned with other recognised frameworks in the course of addressing learners' training needs.

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

Unit Sector

Design

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. Prepare to use nationally recognised training products	1.1 Access and interpret industry and learner information to identify training needs 1.2 Research nationally recognised training products that would meet identified training needs
2. Analyse nationally	2.1 Read and interpret nationally recognised training products that

ELEMENTS	PERFORMANCE CRITERIA
recognised training products	may meet training needs 2.2 Select those training products that meet identified needs 2.3 Review and interpret information in available support material relating to selected training products 2.4 Access and interpret existing training and assessment strategy to determine the training context and assessment environment
3. Apply and evaluate selected nationally recognised training products	3.1 Apply selected nationally recognised training products to own practice according to learner needs and regulatory requirements 3.2 Seek feedback relating to whether applied training products meet specified requirements and identified needs 3.3 Analyse collected feedback and identify required changes to product use

Foundation Skills

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

Skill	Description
Digital literacy	Uses main features and functions of digital tools and electronic applications to access information and complete work tasks
Reading	Sources and interprets information to identify its relevance to learner skills and knowledge needs
Writing	Prepares information using language, format and style appropriate to audience and context
Planning and organising	Organises work according to specific requirements taking responsibility within scope of own role for decisions regarding nationally recognised training products
Problem solving	Identifies and responds to problems and opportunities for improvement, and considers options for different approaches

Unit Mapping Information

Supersedes and is not equivalent to TAEDES402 Use training packages and accredited courses to meet client needs.

Links

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

Assessment Requirements for TAEDES411 Use nationally recognised training products to meet vocational training needs

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEDES402 Use training packages and accredited courses to meet client needs.

Performance Evidence

The individual 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:

- use nationally recognised training products to meet the training needs of vocational learners as follows:
 - select and use at least 1 selected nationally recognised unit of competency or skill set that addresses the identified skills and knowledge needs of at least 1 learner cohort
 - identify and use at least 1 set of support material relating to above unit or skill set
 - select at least 1 nationally recognised qualification that is at the appropriate Australian Qualifications Framework (AQF) level and package it to meet the identified needs of a different learner cohort.
- In the course of the above, the candidate must:
- use the National Register of VET (Training.gov.au, or its successor)
- analyse the contents of the nationally recognised products to confirm their suitability for use
- comply with the specified nationally recognised training product requirements, including entry requirements, packaging rules and any prerequisite requirements.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- vocational education and training (VET) regulatory requirements for using nationally recognised training products, including:
 - industry engagement and relevance

- scope of registration
- meeting the specified requirements of nationally recognised training products, including entry requirements, packaging rules and prerequisite requirements
- function of nationally recognised training products in a competency-based VET system
- purpose and use of the National Register of VET (Training.gov.au, or its successor), including to:
 - ensure version control
 - identify changes to nationally recognised training products
- structure, levels and overarching content of the AQF (or its successor)
- purpose, structure and content of accredited courses and endorsed training package qualifications, skill sets, units of competency, and their associated assessment requirements
- purpose, key content and use of support material relating to nationally recognised training products, including companion volume implementation guides
- basic overview of the nature, purpose and structure of current authorised Australian foundation skill frameworks used to analyse the foundation skill demands of training products
- methodology relating to analysing and using nationally recognised training products to meet the skills and knowledge needs of learners, including:
 - entry requirements of qualifications
 - packaging rules of qualifications and skill sets
 - prerequisite unit requirements for units of competency
 - foundation skill demands of units of competency, including those relating to language, literacy, numeracy, digital literacy and employability skills
 - assessment requirements relating to units of competency
 - clustering units of competency for delivery and assessment.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment.

This includes access to:

- the National Register of VET (Training.gov.au, or its successor)
- information about the industry and learners relevant to identifying training needs.
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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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-777-e9991ad4c6c3>

TAEDES412 Design and develop plans for vocational training

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEDES401 Design and develop learning programs.

Application

This unit describes the skills and knowledge required to design, develop and document plans for vocational training to be delivered by vocational education and training (VET) teachers and trainers. It involves identifying the objectives and intended outcomes of the training and the characteristics of the target learners, selecting nationally recognised training products, developing the plan for training and individual session plans.

The unit applies to individuals who design training for group learning in face-to-face, online and blended vocational training contexts using nationally recognised products.

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

Unit Sector

Design

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. Plan vocational training	1.1 Identify and collaborate with required stakeholders 1.2 Identify objectives and intended outcomes of the training, intended mode of delivery, and suitable learning environment 1.3 Identify target learners and their characteristics, including

ELEMENTS	PERFORMANCE CRITERIA
	foundation skill and learning needs within scope of own job role 1.4 Access specialist support where required according to organisational procedures
2. Design a plan for vocational training	2.1 Access and interpret nationally recognised training products and identify training and assessment requirements 2.2 Analyse a unit of competency or skill set, and identify learning components to scaffold 2.3 Determine a training sequence for delivery of skills and knowledge to support learner progression 2.4 Determine learning activities to support and engage learners in each component 2.5 Identify and evaluate suitability of existing learning resources 2.6 Estimate duration of training required for each learning component tailored to learner group characteristics 2.7 Document overall plan and structure according to legislative and regulatory requirements, organisational procedures and sustainability considerations
3. Develop session plans for vocational training	3.1 Develop session plans that include a range of facilitation techniques to engage learners 3.2 Review session plans and ensure required skill and knowledge requirements have been addressed 3.3 Document session plans according to organisational policies and procedures

Foundation Skills

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

Skill	Description
Digital literacy	Uses main features and functions of digital tools and electronic applications required in own role to conduct research, and develop and document session plans
Reading	Interprets information, including nationally recognised training products, organisational procedures and learning resources
Writing	Uses required format, accurate spelling and grammar, and terminology specific to purpose and audience when documenting session plans

Skill	Description
Initiative and enterprise	• Designs session plans to support a safe, inclusive and supportive learning experience
Planning and organising	• Organises work according to specific requirements taking responsibility within scope of own role for decisions regarding design of session plans
Self-management	• Identifies and responds to different design and development options

Unit Mapping Information

Supersedes and is not equivalent to TAEDES401 Design and develop learning programs.

Links

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

Assessment Requirements for TAEDES412 Design and develop plans for vocational training

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEDES401 Design and develop learning programs.

Performance Evidence

The individual 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:

- design, develop and document plans for group learning that:
 - cover at least 2 entire units of competency from a nationally recognised training package or accredited course
 - detail at least 3 consecutive sessions for each different unit of competency
 - are tailored to target learner group characteristics and identified learner needs, including foundation skills
 - include a range of facilitation techniques and checks for learner understanding, including presentation methods, learning activities, and formative assessment activities.

In the course of the above, the individual must:

- document an overall plan for the group learning for each unit of competency
- document the following in the session plans:
 - learning objectives or outcomes
 - presentation methods
 - learning activities
 - formative assessment activities
 - sequence and timing of activities within a session
 - required resources
 - total duration of sessions

- confirm that requirements of units of competency and their assessment requirements have been fully addressed in the overall plan.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and vocational education and training (VET) regulatory requirements relating to designing and developing plans for vocational training, including:
 - meeting the requirements of nationally recognised training products
 - amount of training to provide to each learner and learner group
 - tailoring the plans to target learner group
- organisational policies and procedures for designing, developing and finalising plans for vocational training, including for consulting with required stakeholders
- purpose and use of National Register of VET (Training.gov.au, or its successor), including to identify changes to nationally recognised training products
- basic instructional design principles relating to designing and developing plans for vocational training
- purposes and key content of plans for vocational training, including logically sequenced learning content that:
 - engages and progresses learners
 - provides a safe and inclusive learning environment
 - covers required skills and knowledge
 - uses resources and that support and engage learners
- key components of training and assessment strategies and how to use them when designing and developing plans for vocational training
- facilitation techniques that support and engage learners and check for learner understanding, including presentation methods, learning activities, and formative assessment activities
- features of different modes of delivery, including face-to-face, online and blended delivery; and how those features are represented in plans for vocational training
- relationship between training and assessment, and implications for designing and developing plans for vocational training
- types of learner characteristics and implications for designing and developing plans for vocational training
- processes for interpreting nationally recognised units of competency to identify the standard of performance required, including for identifying:
 - skill and knowledge requirements in the products, including requirements relating to foundation skills: language, literacy, numeracy, digital literacy and employability skills
 - dimensions of competency and how they guide training practices and planning
- contents of Companion Volume Implementation Guides relating to designing and developing plans for vocational training

- learning theories and adult learning principles relating to designing and developing plans for vocational training
- sustainability matters to consider when designing and developing plans for vocational training.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment.

This includes access to:

- nationally recognised training products
- organisational procedures and templates for designing and developing plans for vocational training based on nationally recognised products and described in the performance evidence.

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

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	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	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	Structures timeframes to represent a sequence of events
Interact with others	1.1, 1.3, 2.6, 4.1	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	- 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	2.1 Generate a range of design options using a variety of techniques 2.2 Develop and confirm with the client an outline or prototype for the learning resource 2.3 Analyse content specifications of the learning product and map out proposed content
3. Develop the learning resource content	3.1 Develop content and content specifications in accordance with the agreed design 3.2 Establish mechanisms for reviewing work-in-progress 3.3 Ensure any text is clear, concise, grammatically correct and appropriate for the intended audience 3.4 Ensure any visuals are relevant, instructive and appropriate for the intended audience
4. Review learning resource prior to implementation	4.1 Check resource content to ensure the accuracy and relevance of information against specifications 4.2 Check text, format and visual design for clarity and focus 4.3 Conduct an external review using appropriate review methods and incorporate feedback 4.4 Review final draft against the brief and other relevant criteria to ensure it meets all requirements prior to delivery to the client
5. Evaluate the design and development process	5.1 Review the design and development process against appropriate evaluation criteria 5.2 Reflect on the development process and methods and identify areas for improvement 5.3 Document identified improvements for future projects

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,	Sources, analyses and interprets text-based information to identify relevance to requirements

	4.1, 4.2, 4.3, 4.4, 5.1	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	- 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	Uses appropriate communication to clarify requirements, elicit information and review materials
Navigate the world of work	1.4	Identifies, confirms and takes responsibility for adherence to legal and ethical requirements
Interact with others	1.1, 2.2	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	- 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	2.1 Use knowledge and experience in learning theory and instructional design, to create the design for the e-learning resource 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 2.3 Present and discuss the design with the client, and obtain further feedback of the e-learning resource 2.4 Incorporate feedback and address any additional issues in the design 2.5 Confirm with client the design to be developed into the e-learning resource
3. Develop the e-learning resource	3.1 Identify the relevant people to collaborate with on the development of the e-learning resources 3.2 Determine the timelines and resource issues for the production of the e-learning resource 3.3 Consult and use relevant technical guidelines and requirements 3.4 Address any identified legal or ethical obligations, or issues that arise in the development of the e-learning resource 3.5 Develop content and technical framework of the e-learning resources, and address any issues as they arise with relevant persons 3.6 Document the development of the e-learning resource
4. Review, trial and evaluate the e-learning process	4.1 Review the e-learning resource against the client brief, likely target audience and learning needs 4.2 Plan for the trial of the e-learning resource with potential users 4.3 Trial the resource with appropriate recording of outcomes and feedback 4.4 Analyse outcomes and feedback of the trial 4.5 Make adjustments to finalise the e-learning resource 4.6 Discuss and reflect on production of the e-learning resource

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	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	- 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	Uses appropriate communication techniques to explore client requirements, present and discuss ideas and feedback, consult
Numeracy	3.2	- 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	Identifies, confirms and takes responsibility for adherence to legal and ethical requirements
Interact with others	1.1, 2.5, 3.3	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	- 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

	Criteria	
Learning	4.3	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	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	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	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	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	- 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
TAEDS504 Research and develop units of competency	TAEDS504A 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	- 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	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	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	Collates, interprets and compares numerical and statistical information to apply relevance to requirements
Navigate the world of work	2.4	Follows organisational protocols, policies and procedures regarding program evaluation
Interact with others	1.5	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	- 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>

TAEDES511 Design and develop strategies for training and assessment

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEDES501 Design and develop learning strategies.

Application

This unit describes the skills and knowledge required to design, develop, document and evaluate strategies for training and assessment that meet the requirements of nationally recognised products.

It applies to individuals who work under limited supervision and use specialised technical competencies to design strategies for the delivery of training and assessment using nationally recognised products.

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

Pre-requisite Unit

TAEDES411 Use nationally recognised training products to meet vocational training needs (or its previous version TAEDES402 Use training packages and accredited courses to meet client needs)

Unit Sector

Design

Elements and Performance Criteria

ELEMENTS	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. Prepare to design strategy for training and assessment	1.1 Clarify purpose of training and assessment with required stakeholders 1.2 Identify and document characteristics of target group, including foundation skills and learning needs 1.3 Engage with stakeholders and identify and document industry requirements 1.4 Access, analyse, select and document nationally recognised training products to meet purpose and target group 1.5 Consult and confirm that selected nationally recognised training products meet purpose and target group
2. Design and develop training strategy	2.1 Analyse selected nationally recognised training products to identify skills and knowledge requirements 2.2 Analyse options for training strategy design relevant to purpose, target group, industry requirements, learning environment, nationally recognised training products and training provider 2.3 Identify and document training mode of delivery 2.4 Identify and document mandatory entry requirements of nationally recognised training products and additional selection requirements set by training provider 2.5 Estimate training duration and time needed to develop skills and knowledge of target group prior to being assessed 2.6 Document amount and duration of training and schedule of training sessions 2.7 Identify and document learning resources ensuring full coverage of unit of competency requirements 2.8 Identify and document human resources required to deliver the training and confirm their availability 2.9 Identify and document physical resources required for training and confirm their availability
3. Design and develop assessment strategy	3.1 Analyse selected nationally recognised training products to identify assessment requirements relevant to assessment strategy design 3.2 Analyse and document options for assessment strategy design relevant to the nationally recognised training products, target group, industry requirements, assessment environment and training provider 3.3 Identify and document assessment methods 3.4 Estimate time needed for assessment tasks and review and

ELEMENTS	PERFORMANCE CRITERIA
	update schedule of training to include timing of assessment 3.5 Identify and document adjustments to assessment based on characteristics of target group 3.6 Identify and document assessment tools needed to fully cover unit of competency requirements 3.7 Identify and document human resources required to conduct the assessment and confirm their availability 3.8 Identify and document physical resources required for assessment and confirm their availability
4. Finalise strategy for training and assessment	4.1 Evaluate strategy for training and assessment in collaboration with required stakeholders 4.2 Act on evaluation outcomes and record modifications made to strategy for training and assessment 4.3 Confirm finalised strategy according to legislative, regulatory and organisational requirements

Foundation Skills

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

Skill	Description
Digital literacy	Uses main features and functions of digital tools and electronic applications when researching and preparing training and assessment strategies
Reading	- Interprets written information, including nationally recognised training products and organisational procedures - Reviews information to identify relevance for training and assessment strategy
Writing	Documents training and assessment strategy in clear format and style appropriate to audience and context
Numeracy	- Estimates training and assessment timing tailored to target group - Sequences training and assessment activities - Uses estimation of cost to inform training and assessment strategy development
Self-management	Takes responsibility for consulting and collaborating to clarify requirements and receive feedback
Planning and organising	Plans, organises and completes work according to defined requirements taking responsibility for decisions

Skill	Description
Problem solving	Identifies and responds to problems and opportunities for improvement and considers options for different approaches

Unit Mapping Information

Supersedes and is not equivalent to TAEDES501 Design and develop learning strategies.

Links

Companion Volume Implementation Guide is found on VETNet -

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

Assessment Requirements for TAEDES511 Design and develop strategies for training and assessment

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEDES501 Design and develop learning strategies.

Performance Evidence

The individual 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:

- design, develop, document and evaluate at least 2 strategies for training and assessment:
 - at least 1 for a nationally recognised qualification
 - at least 1 for a different nationally recognised qualification or for an accredited course.

The above strategies should be tailored to meet foundation skill and learning needs.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and vocational education and training (VET) regulatory requirements for the design and development of strategies for training and assessment, including those relating to:
 - registered training organisation (RTO) scope of registration
 - industry engagement and relevance to the design of the training and assessment strategy
 - transition and teach out
 - contextualisation
 - meeting the requirements of nationally recognised training products
 - amount of training required to provide to each learner
 - appropriately qualified and skilled trainers and assessors

- resource allocation
- key components of strategies for training and assessment:
 - nationally recognised training products and packaging rules
 - target group characteristics
 - entry requirements
 - clustering units of competency to address a job function or role in training or assessment
 - mode of delivery
 - sequencing of training
 - learner support requirements
 - volume of learning and formative assessment points in scheduling and sequencing units of competency
 - assessment resources, timing, and methods
 - learning, human and physical resources
- organisational requirements relating to designing and developing strategies for training and assessment, including for:
 - engaging with industry to inform requirements for training and assessment
 - ensuring safe and inclusive learning environments
 - using training and assessment templates
 - collaborating with required stakeholders when evaluating strategies for training and assessment
 - controlling documents and managing records, including version control
 - gaining required approvals
- implications for design and development of training and assessment strategy of target group's characteristics, including:
 - foundation skill levels
 - previous learning and work experience
 - advanced and other complex learning needs
- design approaches, including clustering and standalone units of competency
- assessment approaches, including the basis and rationale for selecting summative and formative assessment methods
- processes for interpreting nationally recognised units of competency to identify the standard of performance required, including for identifying:
 - requirements in the products relating to foundation skills: language, literacy, numeracy, digital literacy and employability skills
 - structure, content and application of products relevant to learning, and how they are addressed in training
- dimensions of competency and how they guide training practice
- structure, levels and overarching content of the Australian Qualifications Framework (AQF) (or its successor), including volume of learning.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment.

This includes access to:

- organisational procedures relating to designing and developing the strategy for training and assessment described in performance evidence.

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

TAEDES512 Design and develop print-based learning resources

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEDES502 Design and develop learning resources.

Application

This unit describes the skills and knowledge required to design and develop print-based learning resources used for vocational training.

This unit applies to individuals who use instructional design and technical skills to develop print-based learning resources in the vocational education and training (VET) sector. Print-based learning resources may include any material that might be printed and provided to learners during a learning session, including such material as Learner Guides and PowerPoint presentations. Learning resources support the development of skills and knowledge specified in products that are nationally recognised or aligned with other recognised frameworks, and include the training materials used by VET teachers, trainers and assessors, and the learning materials provided to learners.

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

Unit Sector

Design

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. Prepare to design and develop	1.1 Clarify purpose, target group and mode of delivery relevant to

ELEMENTS	PERFORMANCE CRITERIA
print-based learning resources	learning resource design 1.2 Analyse target group's characteristics and identify their foundation skill and learning support needs relevant to print-based learning resource design 1.3 Access and analyse nationally recognised training products to identify the skills and knowledge requirements 1.4 Identify organisational requirements for print-based learning resources including copyright, branding and format
2. Plan design and development of print-based learning resources	2.1 Review own skills and knowledge and plan to address identified gaps in subject matter expertise, industry relevance and industry currency according to organisational procedures 2.2 Determine steps and estimate time needed for the design and development of print-based learning resources 2.3 Document and confirm the plan for print-based learning resource development that reflects sustainability principles and practices
3. Design print-based learning resources	3.1 Review and select options for print-based learning resource design appropriate for the purpose, target group, mode of delivery and required skills and knowledge 3.2 Analyse required skills and knowledge, break into manageable sessions, and arrange and sequence the sessions to support learner progression 3.3 Document and confirm print-based learning resource design approach
4. Develop print-based learning materials and training materials	4.1 Develop learning material content and activities to progress, support and engage learners 4.2 Develop training material content to guide VET teachers, trainers and assessors 4.3 Document draft learning material and training material according to organisational procedures
5. Review and finalise print-based learning resources	5.1 Seek feedback and confirm learning resources are industry relevant and industry current 5.2 Seek feedback and confirm learning resources are clear and tailored to target group 5.3 Map the learning resources to nationally recognised training products to confirm validity and compliance with legislative and regulatory requirements 5.4 Check and confirm learning resources are accurate and free of spelling, grammar and formatting errors 5.5 Check and confirm third-party content is attributed according to organisational procedures

ELEMENTS	PERFORMANCE CRITERIA
6. Review print-based learning resource development	6.1 Review print-based learning resource development process and identify areas for process improvements 6.2 Review own print-based learning resource development practice and identify areas for improving own practice

Foundation Skills

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

Skill	Description
Digital literacy	Uses main features and functions of digital tools and electronic applications required to design and develop print-based learning resources
Reading	Sources, analyses and interprets text-based information to identify relevance to own design work
Writing	Produces print-based learning resources in a format and structure appropriate for audience and context
Oral communication	Uses appropriate communication to clarify requirements, elicit information and review materials
Initiative and enterprise	Uses creative thinking to generate ideas and innovative solutions when designing learning resources
Self-management	Identifies and responds to problems, and considers options for different or improved approaches
Planning and organising	- Plans, organises and completes work according to defined requirements, taking responsibility for decisions - Sequences tasks to achieve efficient outcomes and monitors progress

Unit Mapping Information

Supersedes and is not equivalent to TAEDS502 Design and develop learning resources.

Links

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

Assessment Requirements for TAEDES512 Design and develop print-based learning resources

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEDES502 Design and develop learning resources.

Performance Evidence

The individual 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:

- design and develop print-based learning resources to fully cover at least 1 unit of competency from a nationally recognised training package, accredited course or other recognised framework.

The above learning resources must include the learning content and provide formative activities relating to the unit/s of competency that promote learner engagement and development of their understanding.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and vocational education and training (VET) regulatory requirements relevant to designing and developing learning resources, including:
 - requirements in nationally recognised training products
 - requirements of the Australian Qualifications Framework (AQF)
 - intellectual property, copyright, attribution and licensing requirements, including creative commons and image libraries, and the implications for the design and development of print-based learning resources
 - compliance requirements of the Statutory Education Licence for the print-based use of text and images

- tailoring resources to target groups
- engaging with industry and ensuring industry relevance
- organisational procedures relating to designing and developing print-based learning resources, including:
 - branding
 - copyright
 - plagiarism and attribution
 - arranging subject matter expertise
 - gathering feedback on learning resources under development
 - accessing industry information to ensure industry relevance and industry currency
 - reviewing development process and practices
- features and application of instructional design models
- key content of print-based learning resources, including:
 - learning content, activities and handouts that engage learners and promote safe and inclusive learning environments
 - guidance for VET teachers, trainers and assessors and presentation slides
- target group characteristics and implications for print-based learning resource design and development:
- compliance requirements of the Statutory Education Licence for the print-based use of text and images
- universal design principles relevant to the design and development of print-based learning resources
- sustainability principles and practices relevant to the design and development of print-based learning resources, including content of Education for Sustainability (EfS) relevant to vocational education and training
- processes for addressing the following in learning resources:
 - dimensions of competency
 - clustering units of competency to address a job function or role in training or assessment
- processes for interpreting nationally recognised units of competency to identify the standard of performance required, including for identifying:
 - requirements in the products relating to foundation skills: language, literacy, numeracy, digital literacy and employability skills
 - structure, content and application of products relevant to learning, and how they are addressed in training.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment.

This includes access to:

- organisational procedures for designing and developing the print-based learning resources described in performance evidence.

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 Guide is found on VETNet -

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

TAEDES513 Design and develop e-learning resources

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEDES503 Design and develop e-learning resources.

Application

This unit describes the skills and knowledge required to design and develop e-learning resources for both synchronous and asynchronous learning based on product that is nationally recognised or aligned with other recognised frameworks used in the vocational education and training (VET) sector.

This unit applies to individuals who use instructional design and technical skills to develop e-learning resources, including a learning management system (LMS) course shell, and interactive media components. Learning resources support the development of skills and knowledge and include the training materials used by VET teachers, trainers and assessors, and the learning materials provided to learners.

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

Unit Sector

Design

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. Prepare to design and develop e-learning	1.1 Identify and clarify purpose, target group and mode of delivery relevant to learning resource design

ELEMENTS	PERFORMANCE CRITERIA
resources for synchronous and asynchronous learning	1.2 Analyse target group characteristics and identify their foundation skill and learning support needs relevant to e-learning resource design 1.3 Access and analyse nationally recognised training products to identify the skills and knowledge requirements 1.4 Identify organisational procedures for designing and developing e-learning resources
2. Plan design and development of e-learning resources	2.1 Review own skills and knowledge and plan to address identified gaps in subject matter expertise, industry relevance and industry currency according to organisational procedures 2.2 Determine steps and estimate time needed for the design and development of e-learning resources 2.3 Document and confirm the e-learning resource development plan
3. Design e-learning resources	3.1 Review and select options for e-learning resource design appropriate for purpose, target group, mode of delivery and required skills and knowledge 3.2 Experiment with traditional and digital methods to create required visual learning opportunities 3.3 Analyse and break required skills and knowledge into manageable sessions and arrange and sequence the sessions to support learner progression 3.4 Document and confirm the e-learning resource design approach
4. Develop e-learning learning materials and training materials	4.1 Develop course content shell, interactive media components, sequences, interactivity and content templates 4.2 Develop e-learning material content and activities to progress, support and engage learners 4.3 Embed digital e-learning tools for asynchronous learning 4.4 Use classification techniques to develop content inventory and detail levels of hierarchy 4.5 Develop e-learning training material content to guide VET teachers, trainers and assessors 4.6 Document e-learning resources and maintain an amount of training register according to organisational procedures
5. Trial e-learning resources	5.1 Plan for trial of e-learning resources with potential users 5.2 Trial e-learning resource and collect and record trial feedback 5.3 Analyse and use trial feedback to improve e-learning resources
6. Finalise e-learning resources	6.1 Check and confirm e-learning resources are industry relevant and industry current 6.2 Check and confirm e-learning resources are clear and tailored

ELEMENTS	PERFORMANCE CRITERIA
	to target group 6.3 Map e-learning resources to nationally recognised training products to confirm validity 6.4 Check and confirm resources comply with legislative and regulatory requirements and are accurate and free of spelling, grammar and formatting errors 6.5 Check and confirm third-party content is attributed according to organisational procedures 6.6 Check and confirm content, links and interactive media components are displayed and error free
7. Review e-learning resource development	7.1 Review the e-learning resource development process and identify areas for improving the process 7.2 Review own e-learning resource development practice and identify areas for improving own practice

Foundation Skills

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

Skill	Description
Digital literacy	Uses main features and functions of digital tools and electronic applications required in own role in a range of contexts to access and exchange information, conduct research, assess specifications and complete work tasks
Reading	Sources, analyses and interprets text-based information to identify relevance to requirements
Writing	Produces texts in a format and structure appropriate for e-learning audience and context
Oral communication	Uses appropriate communication to clarify requirements, elicit information and review materials
Initiative and enterprise	- Uses creative thinking to generate ideas and innovative solutions when designing e-learning resources - Experiments with traditional and digital methods to create required visual learning opportunities
Self-management	- Identifies, confirms and takes responsibility for adherence to regulatory requirements - Seeks feedback, identifies and responds to problems and opportunities for improvement, and considers options for different

Skill	Description
	or improved approaches
Planning and organising	- Plans, organises and completes work according to defined requirements, taking responsibility for decisions - Sequences tasks to achieve efficient outcomes and monitors progress

Unit Mapping Information

Supersedes and is not equivalent to TAEDES503 Design and develop e-learning resources.

Links

Companion Volume Implementation Guide is found on VETNet -

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

Assessment Requirements for TAEDES513 Design and develop e-learning resources

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEDES503 Design and develop e-learning resources.

Performance Evidence

The individual 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:

- design and develop at least 3 different e-learning resources selected from the list below that partially meets the requirements of 1 unit of competency from a nationally recognised training package, accredited course, or other recognised framework:
 - 1 learning resource that supports a synchronous facilitated learning activity
 - 1 interactive presentation for synchronous learning
 - 1 learning resource with embedded interactive activities for use in asynchronous learning
 - 1 training video (audio visual resource) to support asynchronous learning
 - 1 content learning object using a content creation tool or e-learning tool for asynchronous learning.
-
- In addition to the above, the individual must:
- design 1 course shell for a unit of competency for a learning management system (LMS) or alternative e-learning platform used to deliver training.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and vocational education and training (VET) regulatory requirements relevant to designing and developing e-learning resources, including:
 - requirements in nationally recognised training products
 - requirements of the Australian Qualifications Framework (AQF)

- intellectual property, copyright, attribution and licensing requirements, including creative commons and image libraries, and the implications for the design and development of e-learning resources
- compliance requirements of the Statutory Education Licence for the online use of text and images
- tailoring to target groups
- engaging with industry and ensuring industry relevance
- organisational procedures relating to designing and developing e-learning resources, including:
 - branding
 - copyright
 - intellectual property rights and their management in e-learning resource development
 - privacy and confidentiality
 - security protocols
 - resource formatting requirements
 - plagiarism and attribution
 - arranging subject matter expertise
 - reviewing development process and practices
 - accessing industry information to ensure industry relevance and industry currency
 - leading e-learning resource projects
 - using digital tools and technology
- features and application of instructional design models
- key content of e-learning resources, including:
 - e-learning content and activities that engage learners and promote safe and inclusive learning environments
 - guidance for VET teachers, trainers and assessors and technical support
- current and emerging digital technologies and tools available for e-learning resources, including their strengths and limitations
- purpose, features and structure of industry-standard learning management systems
- target group's characteristics and implications for design and development of e-learning resources, including:
 - foundation skill levels
 - previous learning and work experience
 - advanced and other complex learning needs
- types of e-learning tools and technology and their capabilities, limitations, constraints and design requirements, including:
 - e-learning delivery platforms
 - industry standard LMS
 - plug-in options
 - learning objects
 - media assets

- designs
- images
- artwork
- visual design options
- interactive learning and assessment activities
- methods for:
 - checking links and media assets
 - updating text, media assets and pages
 - preparing and editing video recordings for e-learning resources
 - developing course content shells
 - developing content templates
 - developing interactive media components
 - developing content inventories using classification techniques to detail levels of hierarchy, including taxonomy and folksonomy
 - determining sequences and interactivity
 - clustering units of competency
- universal design principles relevant to the design and development of e-learning resources
- processes for interpreting nationally recognised units of competency to identify the standard of performance required, including for identifying:
 - requirements in the products relating to foundation skills: language, literacy, numeracy, digital literacy and employability skills
 - structure, content and application of products relevant to learning, and how they are addressed in training
- dimensions of competency, how they guide training practices in e-learning, and processes for addressing the dimensions of competency in e-learning resources.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment.

This includes access to:

- industry standard learning management system or alternative communication channel used with learners
- e-learning tools
- sample e-learning content.

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

TAEDES514 Research and develop nationally recognised training products

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEDES504 Research and develop units of competency.

Application

This unit describes the skills and knowledge required to research and develop nationally recognised training products to address work functions and processes, job roles and vocational outcomes; and reflect the features of quality products.

It applies to those who work under limited supervision and use a range of specialised analytical or managerial skills, in researching and developing training products, which may be either nationally recognised or aligned with other recognised frameworks. The products developed in this unit are not those that vocational education and training (VET) teachers, trainers and assessors use to deliver training and assessment.

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

Unit Sector

Design

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. Determine	1.1 Clarify purpose and scope for developing product

ELEMENTS	PERFORMANCE CRITERIA
requirements of nationally recognised training product	1.2 Identify and confirm with relevant people, systems and processes necessary to manage development of the product 1.3 Conduct initial research according to identified purpose and scope to identify information and stakeholders relevant to the product 1.4 Use research methods to analyse the industry context, job role, job tasks, skills and knowledge associated with product 1.5 Establish overview of standard of competent work performance to be specified 1.6 Document research outcomes and confirm with required stakeholders
2. Develop nationally recognised training product	2.1 Access and interpret standards and guidelines relevant to product content, format and structure 2.2 Develop and draft product according to research outcomes, applicable standards and guidelines, and features of quality nationally recognised training products 2.3 Review draft content and check that its language is clear and unambiguous and its structure logical 2.4 Confirm content of draft product with required people
3. Conduct consultation for the nationally recognised product	3.1 Plan and document consultation process for the review and validation of product 3.2 Review and confirm the consultation process with relevant people 3.3 Conduct the consultation process with relevant stakeholders 3.4 Collate, analyse and summarise consultation feedback and document consultation outcomes 3.5 Modify draft product to address consultation findings and issues raised 3.6 Validate modified product with relevant stakeholders
4. Finalise nationally recognised training product	4.1 Check product to ensure standards and guidelines are met 4.2 Evaluate development process and output, and identify opportunities for improvements

Foundation Skills

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

Skill	Description

Skill	Description
Digital literacy	• Uses main features and functions of digital tools and electronic applications required in own role in a range of contexts to develop products and access and exchange information
Learning	• Reflects, seeks feedback and undertakes review activities to improve own practice
Reading	• Sources, analyses and interprets research material, job role specifications, standards and organisational policies and procedures, to identify information relevant to developing nationally recognised training products
Oral communication	• Uses suitable techniques to provide and elicit information, confirm understanding, explore stakeholder requirements, propose and negotiate solutions, make recommendations and suggest improvements
Writing	• Structures content in a precise and logical manner that incorporates the interpretation, analysis and synthesis of information from various sources • Uses language, format and style appropriate to audience, purpose and context
Self-management	• Recognises the importance of consultation and collaboration to clarify and confirm strategy and receive and incorporate feedback • Seeks feedback, reflects and identifies and responds to problems and opportunities for improvement, and considers options for different and improved approaches
Planning and organising	• Plans, organises and completes work according to defined requirements, taking responsibility for decisions

Unit Mapping Information

Supersedes and is not equivalent to TAEDES504 Research and develop units of competency.

Links

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

Assessment Requirements for TAEDES514 Research and develop nationally recognised training products

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEDES504 Research and develop units of competency.

Performance Evidence

The individual 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:

- research and develop training products that comply with the Standards for Training Packages or the Standards for VET Accredited Courses (or their successors), including:
 - at least 2 new draft units of competency and their associated assessment requirements
 - at least 2 new draft qualifications.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- nationally endorsed training product development and implementation processes
- key requirements of current standards and guidelines relating to developing nationally recognised training products, including the Standards for Training Packages and the Standards for VET Accredited Courses (or their successors)
- purpose and use of the national register of VET (Training.gov.au, or its successor), including to:
 - ensure version control
 - identify changes to nationally recognised training products
- structure, levels and overarching content of the Australian Qualifications Framework (AQF) (or its successor)
- purpose, structure and contents of products that are nationally recognised or aligned with other recognised frameworks
- purpose and key content of training package Companion Volume Implementation Guides

- role of developers and approving bodies in relation to the development and endorsement of Training Packages
- role of developers and approving bodies in relation to the development and accreditation of accredited courses
- roles and functions of key stakeholders in the development of nationally recognised training products, including:
 - federal government
 - State and Territory Training Authorities
 - vocational education and training (VET) regulators
 - industry regulators
 - developers of products that are nationally recognised or aligned with other recognised frameworks
 - employer organisations and unions
 - professional and peak bodies
 - bodies responsible for quality assurance
 - registered training organisations (RTO)
 - VET teachers, trainers and assessors
- features of quality nationally recognised training products, including:
 - use of plain English and technical language appropriate to audience and purpose
 - absence of spelling, grammatical and typographical mistakes
 - consistency of language and formatting
 - logical structure and presentation
 - compliance with required policy, guidelines and templates
 - explicit specification of foundation skills
 - explicit reference to applicable work health and safety (WHS) requirements
- key information in job role specifications, standards, and organisational policies and procedures relevant to nationally recognised training products described in performance evidence
- research and consultation methodologies used in VET to develop nationally recognised training products
- criteria and methods to evaluate development process and output.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment.

This includes access to:

- the Standards for Training Packages or the Standards for VET Accredited Courses (or their successors).

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

TAEDES515 Evaluate training

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEDES505 Evaluate a training program.

Application

This unit describes the skills and knowledge required to evaluate vocational training based on products that are nationally recognised or aligned with other recognised frameworks by measuring its effectiveness in meeting industry needs and capability requirements.

It applies to those responsible for evaluating training. In a vocational education and training (VET) context the evaluation can contribute to the continuous improvement cycle within a registered training organisation (RTO).

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

Unit Sector

Design

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. Plan and prepare evaluation	1.1 Document purpose and scope of the training evaluation 1.2 Identify and access data and information required for training evaluation 1.3 Identify tasks, timelines, personnel and stakeholders required for

ELEMENTS	PERFORMANCE CRITERIA
	training evaluation process and document in a plan 1.4 Select and brief staff to be involved in the training evaluation 1.5 Notify stakeholders identified in evaluation plan of their roles and responsibilities
2. Collect and collate evaluation data and information relating to training	2.1 Identify techniques for gathering quantitative and qualitative evaluation data and information 2.2 Develop and document evaluation instruments to gather data and information 2.3 Plan stakeholder engagement and access to data and information 2.4 Collect, collate and store data and information according to organisational procedures 2.5 Identify and record potentially useful information not identified in the evaluation plan 2.6 Collate and process data relevant to the evaluation according to organisational requirements
3. Analyse evaluation data and information	3.1 Analyse the data and information to identify the outcomes of training, and the impact on industry capability 3.2 Cross-check findings where possible by comparing with the results from different evaluation instruments 3.3 Develop conclusions about effectiveness and efficiency of training, as per the evaluation purpose and scope 3.4 Document outcomes of evaluation and opportunities for improvement 3.5 Identify factors affecting performance and suggest possible enhancements and alternatives to the training
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 stakeholders
5. Review training evaluation	5.1 Review the training evaluation process and identify areas for improving the process 5.2 Review own training evaluation practice and identify areas for improving own practice

Foundation Skills

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

Skill	Description
Digital literacy	Uses main features and functions of digital tools and electronic applications required in own role in a range of contexts to access and exchange information
Learning	Anticipates potential barriers to managing the evaluation, accessing records and collating feedback
Numeracy	Uses statistics to collate, interpret, summarise, analyse and communicate qualitative and quantitative data, draw conclusions and inform decision making
Oral communication	Uses appropriate communication techniques to provide and elicit information, confirm understanding, explore requirements and discuss findings
Reading	- Sources and analyses text-based information to identify relevance to requirements - Interprets written information to draw conclusions and to inform decision making
Writing	Produces documentation 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
Self-management	Recognises the importance of consultation and collaboration to build rapport, clarify and confirm evaluation strategy, and receive and incorporate feedback
Planning and organising	- 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 training effectiveness
Problem solving	Seeks feedback, identifies and responds to problems and opportunities for improvement, and considers options for different or improved approaches

Unit Mapping Information

Supersedes and is not equivalent to TAEDES505 Evaluate a training program.

Links

Companion Volume Implementation Guide is found on VETNet -

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

Assessment Requirements for TAEDES515 Evaluate training

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEDES505 Evaluate a training program.

Performance Evidence

The individual 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 and implement a training evaluation of an entire course that includes full coverage of at least 1 nationally recognised unit of competency.

In the course of the above, the candidate must:

- evaluate at least 3 sequential training sessions to be delivered in above course
- conduct the evaluation against industry performance needs and capability requirements
- collect and analyse qualitative and quantitative data
- produce an evaluation report that addresses all phases of the evaluation process, including recommendations on areas for improvement.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- organisational procedures relating to training evaluation described in performance evidence
- key components and requirements of nationally recognised training products, what comprises quality training and assessment services, and the dimensions of competency
- terminology and key components of quality evaluation processes
- at least 3 different evaluation models or methods, including the Kirkpatrick Model
- evaluation methodology suited to training described in performance evidence
- when qualitative and quantitative measures are most useful
- security of information and confidentiality requirements in relation to evaluation.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment. Evidence gathered for assessment may include that collected in real time or via a submitted recording.

This includes access to:

- full details of the training to be evaluated, and industry needs and capability requirements
- organisational procedures for training evaluation.

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

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

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	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	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	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	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	- 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	Recognises the importance of consultation and negotiation, while collaborating to achieve required outcomes
Get the work	1.1-1.3, 2.1-2.5,	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	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 • Uses information and communications technology (ICT) based tools to design work processes, manage data and records and to complete work tasks

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>

TAEICR511 Work in partnership with industry, enterprises and community groups

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is equivalent to TAEICR501 Work in partnership with industry, enterprises and community groups.

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 in 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 body, 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

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. 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

ELEMENTS	PERFORMANCE CRITERIA
	organisation 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
2. Negotiate the partnership	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 2.2 Determine and act on the likely strengths, weaknesses, opportunities and threats of the partnership arrangement 2.3 Negotiate agreement with the organisation about the services and responsibilities of the RTO and the organisation 2.4 Analyse resources needed for the partnership arrangement, and determine what resources each party will contribute to the partnership 2.5 Facilitate the drawing up and signing of a contract, or agreement, by appropriate personnel in both organisations
3. Implement the partnership	3.1 Design organisational processes in consultation with the relevant RTO and the partner organisation's personnel 3.2 Establish reporting and recordkeeping processes in accordance with the RTO and the organisation's requirements 3.3 Set the parameters for quality assurance of the service offered to the organisation 3.4 Develop a learning and development strategy in consultation with the relevant RTO and the organisation's personnel 3.5 Contextualise the learning and development service as required by the organisation 3.6 Provide the learning and development service required by the organisation
4. Maintain the partnership	4.1 Use appropriate communication and interpersonal techniques to develop and maintain a professional relationship with the partner organisation 4.2 Provide support for own staff when providing the service to the organisation 4.3 Encourage the organisation to provide support for their own staff when undergoing training, development and assessment
5. Evaluate and review the partnership	5.1 Evaluate the participants' reaction to the learning and development service 5.2 Evaluate the development in terms of the application of new skills, knowledge and attitude to the workplace 5.3 Analyse the changes the learning and development service has made to the partner organisation

ELEMENTS	PERFORMANCE CRITERIA
	5.4 Set up review criteria, and review the partnership arrangement, in consultation with the organisation 5.5 Use evaluation and review processes to make suggestions for improving existing and future partnership arrangements, and report to relevant personnel

Foundation Skills

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

Skill	Description
Digital literacy	Uses main features and functions of digital tools and electronic applications required in own role in a range of contexts to access and exchange information, design work processes, manage data and records and to complete work tasks
Learning	Reflects on skills and knowledge of others, to seek opportunities for learning, development and improvement
Oral communication	Leads communication to effectively provide and elicit information, confirm understanding, explore partner requirements, maintain professional relationships, and support staff and clients
Reading	Identifies, analyses and interprets written information presented in a variety of formats to identify relevance to requirements
Writing	Prepares appropriate documentation in a detailed and logical manner using language, format and style appropriate to a specific audience
Initiative and enterprise	- Facilitates the development of organisational goals, roles and responsibilities - Facilitates the development and implementation of contracts or agreements
Self-management	Recognises the importance of consultation and negotiation, while collaborating to achieve required outcomes
Planning and organising	Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes

Unit Mapping Information

Supersedes and is equivalent to TAEICR501 Work in partnership with industry, enterprises and community groups.

Links

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

Assessment Requirements for TAEICR511 Work in partnership with industry, enterprises and community groups

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is equivalent to TAEICR501 Work in partnership with industry, enterprises and community groups.

Performance Evidence

The individual 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:

- develop and maintain key aspects of a partnership between a registered training organisation (RTO) and:
 - at least 1 industry body
 - at least 1 enterprise or community group.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- features of effective partnerships between RTOs and industry, enterprises and community groups, and key aspects of those partnerships
- methods used to learn about:
 - organisation's business and complexity
 - organisation's services and products
 - emerging technologies, and trends, in the industry area that may affect the organisation's operations
- features of the partner organisation, including:
 - purpose of the organisation, and its strategic direction and plans
 - staffing numbers and organisational structure
 - reporting and recordkeeping requirements
 - policies and procedures relevant to the partnership, including quality and work health and safety (WHS) procedures

- importance of responding to the client organisation's needs efficiently and effectively
- training and assessment practices and procedures, including how customisation of units of competency, resources and assessment tasks can be undertaken to meet organisational needs
- evaluation methodology relevant to partnership described in performance evidence, including:
 - measurable objectives relating to agreed partnership outcomes
 - evaluation criteria that determine:
 - participant satisfaction
 - learning and development outcomes
 - changes arising from learning and development.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment.

This includes access to:

- RTO's strategic plan
- RTO's policy relating to partnerships with external organisations.

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 Guide is found on 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	2.1 Identify resources to support LLN skill development 2.2 Use learning and assessment materials to support identified LLN requirements, customising where necessary 2.3 Apply learning support strategies in training delivery appropriate to LLN requirements and learner group 2.4 Determine assessment strategies appropriate to LLN requirements and learner group
3. Use specialist LLN support where required	3.1 Review course demands and learner profile to determine if specialist LLN support is required 3.2 Access specialist LLN support where available 3.3 Integrate specialist LLN support into training or assessment practice where required
4. Evaluate effectiveness of learning support and assessment strategies in addressing LLN requirements	4.1 Seek feedback on learning support provided and assessment strategies used 4.2 Evaluate learning support and assessment strategies used 4.3 Determine areas for improvement based on evaluation

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	- 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	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	- 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	Uses formal and informal processes to monitor implementation of solutions and reflect on outcomes

Unit Mapping Information

Code and Title (Current Version)	Code and Title (Previous Version)	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

foundation skills	learner profile and potential barriers for learning 1.3 Review the training plan to identify underpinning foundation skills that will require explicit instruction or attention in assessment 1.4 Determine strategies in own repertoire that address the required foundation skills development 1.5 Identify areas within own vocational practice where support is required to address foundation skills
2. Research suitable resources to address foundation skills in vocational practice	2.1 Review the available resources to address foundation skills delivery 2.2 Identify resources which address foundation skills relevant to learner needs 2.3 Identify sources of specialist advice to enhance own vocational practice
3. Source and use resources and support	3.1 Make arrangements to secure suitable resources and specialist input according to organisational operating procedures and processes 3.2 Collaborate with VET colleagues to incorporate solutions into planning instructional strategy and assessment design 3.3 Where appropriate, participate in collaborative activities to address foundation skills
4. Evaluate own performance in supporting foundation skills development	4.1 Build a personal record of resources and strategies that support learners' foundation skills development and vocational competence 4.2 Seek feedback on approaches used to support foundation skills 4.3 Access opportunities for improving own practice and use of resources and advice

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	- Analyses own vocational practice and degree to which foundation skills are being addressed - 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	- 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	- 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	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	- 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	Recognises and responds to workplace protocols relating to procurement of support services
Interact with others	3.2, 3.3, 4.2	- 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	- 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 (Current Version)	Code and Title (Previous Version)	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	numeracy (LLN) skills using formal frameworks and validated tools and other sources of information 1.3. Establish how the LLN skills relate to the skills needed for employment 1.4. Develop a foundation skills profile of the learner group
2. Plan for integrated delivery	2.1. Analyse instructional strategies relevant to the vocational context for use in addressing identified foundation skills 2.2. Access specialist advice and support as necessary to guide selection of strategies for integrated delivery 2.3. Plan the vocational training sequence, integrating the selected instructional strategies that explicitly address the foundation skills requirements of the training specification
3. Implement integrated delivery	3.1. Use instructional strategies relevant to the profile of the learner group 3.2. Deliver training using selected instructional strategies to develop required foundation skills 3.3. Build a personal record of successful training and assessment practices that support learners' foundation skills development and vocational competence
4. Evaluate instructional strategies used	4.1 review effectiveness of selected instructional strategies and adjust training and assessment strategies accordingly 4.2 identify opportunities to improve planning process to strengthen integration of foundation skills into own training practice 4.3 access opportunities for further professional development

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	Develops knowledge of a range of instructional strategies
Reading	1.1, 1.2, 2.1, 3.1	- 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	- Keeps records of useful instructional approaches - Prepares training sequences that address foundation skills
Oral Communication	3.1, 3.2	- 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	Uses numeracy concepts relevant to vocational competence in chosen instructional activities
Interact with others	2.2	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	- 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>

TAELLN421 Integrate core skills support into training and assessment

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAELLN411 Address adult language, literacy and numeracy skills.

Application

This unit describes the skills and knowledge needed to identify core skill demands in nationally recognised training products, and in workplace, learning and assessment context tasks and texts. It involves comparing those identified demands with the core skills of learners and candidates in vocational training and assessment and providing integrated core skill support to address the identified gaps.

The unit applies to vocational education and training (VET) teachers, trainers and assessors who use a range of technical and training competencies to integrate awareness of core skill requirements into their training and assessment. The core skills are described by current authorised Australian foundation skill frameworks. They include digital literacy, learning, reading, writing, oral communication, and numeracy skills.

This unit does not include the skills and knowledge required to provide specialist support or the competencies used by experienced VET teachers, trainers and assessors to lead the development of foundation skills support.

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

Unit Sector

Foundation skills practice

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the</i>	<i>Performance criteria describe the performance needed to</i>

ELEMENTS <i>essential outcomes</i>	PERFORMANCE CRITERIA <i>demonstrate achievement of the element.</i>
1. Identify core skill demands	1.1 Access nationally recognised training products and identify their core skill demands 1.2 Identify core skill demands essential to the workplace context and workplace performance 1.3 Identify core skills required by the learning and assessment processes
2. Identify learner and candidate core skill needs	2.1 Access core skill assessment results according to organisational procedures 2.2 Compare core skill assessment results with identified core skill demands to determine gaps 2.3 Identify core skill gaps beyond scope of own role and refer to suitable support according to regulatory requirements and organisational procedures
3. Integrate core skill support	3.1 Select and customise training strategies and learning resources to address core skill gaps within scope of own job role 3.2 Integrate and implement vocational and core skill development into training facilitation practices according to legislative and regulatory requirements 3.3 Monitor and adjust training facilitation practices to support learner participation and progress 3.4 Determine and implement assessment strategies appropriate to core skill requirements and candidate cohort
4. Review effectiveness of integrated core skill support	4.1 Seek learner feedback on integrated core skill support during training according to organisational procedures 4.2 Seek candidate feedback on core skill support during assessment according to organisational procedures 4.3 Analyse own performance and identify opportunities for improvements

Foundation Skills

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

Skill	Description
Digital literacy	Uses main features and functions of digital tools and electronic applications required in own role to access and exchange information

Skill	Description
Reading	Interprets information including nationally recognised training products, organisational procedures, training and assessment strategies, learning resources and assessment resources
Writing	Customises learning materials to integrate core skill support
Oral communication	Uses language and structure appropriate to audience and context to provide clear instructions
Numeracy	Interprets core skill assessment results
Initiative and enterprise	- Acts proactively and demonstrates flexibility in responding to learner needs - Maintains a safe, positive and supportive learning environment

Unit Mapping Information

Supersedes and is not equivalent to TAELLN411 Address adult language, literacy and numeracy skills.

Links

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

Assessment Requirements for TAELLN421 Integrate core skills support into training and assessment

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAELLN411 Address adult language, literacy and numeracy skills.

Performance Evidence

The individual 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:

- integrate core skill support into vocational training and assessment during:
 - at least 2 training sessions
 - at least 2 assessment events.

In the course of the above, the individual must:

- identify core skill demands of nationally recognised training products, workplace tasks and texts, learning tasks and texts, and assessment tasks and texts
- identify those learners and candidates in need of core skill support
- customise at least one learning resource to address core skill gaps
- refer at least 2 learners or candidates with core skill support needs beyond scope of own role for support according to organisational procedures.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and VET regulatory requirements relating to integrating core skills support into training and assessment
- organisational procedures relating to:
 - integrating vocational and core skill development
 - identifying and providing learner support
 - identifying and providing candidate support

- referring learners and candidates for support
- gathering feedback on support provided
- basic overview of core skill levels of the Australian adult population and of vocational education and training (VET) learners, including summary outcomes from most recent Survey of Adult Skills (PIAAC)
- basic overview of the nature, purpose and structure of current authorised Australian frameworks used to analyse the core skill demands of training products and levels of learners and candidates
- overview of core skill demands in the workplace that relate to the nationally recognised training products described in the performance evidence
- benefits of integrated vocational and core skill training for all individuals
- strategies for identifying core skill demands in nationally recognised training products, workplace tasks and texts, learning tasks and texts and assessment tasks and texts, including:
 - what individuals need to read
 - what individuals need to write
 - what individuals need to listen to and say
 - whether individuals are prepared for learning
 - what numerical information individuals need to use, read, write, listen to and say
 - what technological and digital tools, devices, software and electronic applications individuals need to use
- responsibilities and limitations of own job role and practice in relation to providing core skills support in training and assessment
- mechanisms to evaluate effectiveness of integrated core skill support.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment. Evidence gathered for assessment may include that collected in real time or via a submitted recording.

This includes access to:

- information about learner and candidate core skill levels
- texts and tasks specific to the workplace, learning and assessment contexts described in the performance evidence
- learners and candidates.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of current authorised Australian foundation skill frameworks and performance features of the level being assessed, and

- be able to demonstrate experience, skills and knowledge in the vocational contextualisation and assessment of core skills, and
- have completed the following or equivalent:
 - TAE40121 Lead the development of adult literacy skills, or
 - TAE40121 Support the development of adult language, literacy and numeracy skills (or previous versions), or
 - a higher-level education qualification, such as:
 - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111) or equivalent, or
 - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

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

TAELLN422 Use foundation skills resources, strategies and advice

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAELLN412 Access resources and support to address foundation skills in vocational practice.

Application

This unit describes the skills and knowledge needed to access and integrate foundation skills resources, strategies and advice in vocational training and assessment.

The unit applies to vocational education and training (VET) teachers, trainers and assessors who use a range of technical and training competencies to support the foundation skill needs of learners and candidates in vocational training and assessment. Foundation skills include the core skills and employability skills described by current authorised Australian foundation skill frameworks. Core skills include digital literacy, learning, reading, writing, oral communication, and numeracy skills. Employability skills include skills such as initiative and enterprise, planning and organising, problem solving, self-management, and teamwork.

This unit does not include the competencies used by experienced VET teachers, trainers and assessors to lead the development of foundation skill support.

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

Unit Sector

Foundation skills practice

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the</i>	<i>Performance criteria describe the performance needed to</i>

ELEMENTS <i>essential outcomes</i>	PERFORMANCE CRITERIA <i>demonstrate achievement of the element.</i>
1. Identify integrated foundation skill resources, strategies, and advice	1.1 Identify areas where foundation skill support is required 1.2 Identify and research sources of foundation skill resources, strategies, and advice 1.3 Review foundation skill supports for availability and suitability for purpose 1.4 Select foundation skill supports and strategies to meet identified VET practice needs
2. Apply integrated foundation skill resources, strategies, and advice	2.1 Access and use foundation skill resources to customise learning resources for integrated skill development 2.2 Access and use foundation skill training and assessment strategies to deliver integrated training and assessment 2.3 Seek and incorporate foundation skill advice into own training and assessment practice 2.4 Monitor and adjust use of integrated foundation skill resources, strategies and advice within scope of own practice to meet learner and candidate needs
3. Review effectiveness of integrated foundation skill resources, strategies, and advice	3.1 Seek learner and candidate feedback on integrated foundation skill resources, strategies and advice according to organisational procedures 3.2 Analyse own performance and identify opportunities for improvements

Foundation Skills

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

Skill	Description
Digital literacy	Uses main features and functions of digital tools and electronic applications required in own role to access and exchange information
Learning	- Develops strategies to address barriers to accessing and using foundation skill resources, strategies and advice - Uses strategies to identify and access foundation skill resources, strategies and advice including professional networking and web searching
Reading	Interprets information including nationally recognised training products, organisational procedures, training and assessment

Skill	Description
	strategies, learning resources and assessment resources
Writing	Incorporates solutions into training and assessment materials
Initiative and enterprise	Acts proactively and demonstrates flexibility in accessing and using foundation skill supports

Unit Mapping Information

Supersedes and is not equivalent to TAELLN412 Access resources and support to address foundation skills in vocational practice.

Links

Companion Volume Implementation Guide is found on VETNet -

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

Assessment Requirements for TAELLN422 Use foundation skills resources, strategies and advice

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAELLN412 Access resources and support to address foundation skills in vocational practice.

Performance Evidence

The individual 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:

- use foundation skill resources, strategies and advice to meet identified foundation skill support needs in vocational training and assessment as follows:
 - accessing and using foundation skill resources in training at least once
 - accessing and using foundation skill training strategies in training at least once
 - seeking and acting on foundation skill advice from a colleague with skills, knowledge and experience in foundation skills at least once during training or assessment.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- organisational procedures relating to using foundation skill resources, strategies and advice, including:
 - accessing foundation skill resources
 - working with experienced colleagues with skills, knowledge and experience in foundation skills
- sources of foundation skill resources, strategies and advice
- techniques to collaborate with sources of foundation skill support
- features of good practice resources that address learner foundation skill support needs in vocational education and training
- features of good practice training and assessment strategies that address:
 - requirements of nationally recognised training products

- learner foundation skill support needs
- responsibilities and limitations of own job role and practice in relation to providing foundation skill support in training and assessment
- mechanisms to review effectiveness of foundation skill resources, strategies and advice, including:
 - methods to seek feedback on resources, strategies and advice
 - criteria for analysing own performance.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment.

This includes access to:

- sources of foundation skill resources
- organisational procedures relating to using foundation skill resources, strategies and advice
- colleagues with skills, knowledge and experience in foundation skills.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of current authorised Australian foundation skill frameworks and performance features of the level being assessed, and
- be able to demonstrate experience, skills and knowledge in the vocational contextualisation and assessment of foundation skills, and
- have completed the following or equivalent:
 - TAEELN511 Lead the development of adult literacy skills, or
 - TAEELN501 Support the development of adult language, literacy and numeracy skills (or previous versions), or
 - a higher-level education qualification, such as:
 - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111) or equivalent, or
 - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

Companion Volume Implementation Guide is found on VETNet -

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

TAELLN423 Integrate employability skills support into training and assessment

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAELLN413 Integrate foundation skills into vocational training delivery.

Application

This unit describes the skills and knowledge needed to identify employability skill demands in nationally recognised training products, and in related workplace, learning and assessment context tasks and texts. It involves comparing those identified demands with the employability skills of vocational learners and candidates and providing integrated employability skill support to address the gaps.

The unit applies to vocational education and training (VET) teachers, trainers and assessors who use a range of technical and training competencies to integrate awareness of employability skill requirements into the training and assessment. The employability skills are described by current authorised Australian foundation skill frameworks. They include skills such as initiative and enterprise, planning and organising, problem solving, self-management, and teamwork.

This unit does not include the competencies used by experienced VET teachers, trainers and assessors to lead the development of employability skill support.

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

Unit Sector

Foundation skills practice

Elements and Performance Criteria

ELEMENTS	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 employability skill demands	1.1 Access nationally recognised training products and analyse their employability skill demands 1.2 Identify employability skill demands essential to the workplace context and workplace performance 1.3 Identify employability skills required by the learning and assessment processes
2. Identify learner and candidate employability skill support needs	2.1 Access information about the employability skills of learners and candidates 2.2 Compare required employability skills with identified employability skill levels to determine gaps 2.3 Identify employability skill gaps beyond scope of own role and refer to suitable support according to regulatory requirements and organisational procedures
3. Integrate employability skill support	3.1 Select and customise training strategies and learning resources to address employability skill gaps 3.2 Integrate and implement vocational and employability skill development into training facilitation practices according to legislative and regulatory requirements 3.3 Monitor and adjust training facilitation practices to support learner participation and progress 3.4 Determine and implement assessment strategies appropriate to employability skill requirements and candidate cohort
4. Review effectiveness of integrated employability skill support	4.1 Seek learner feedback on integrated employability skill support during training according to organisational procedures 4.2 Seek candidate feedback on employability skill support during assessment according to organisational procedures 4.3 Analyse own performance and identify opportunities for improvements

Foundation Skills

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

Skill	Description
Digital literacy	Uses main features and functions of digital tools and electronic applications required in own role to access and exchange

Skill	Description
	information
Reading	Interprets information including nationally recognised training products, organisational procedures, training and assessment strategies, learning resources and assessment resources
Oral communication	Uses language and structure appropriate to audience and context to provide clear instructions
Initiative and enterprise	- Acts proactively and demonstrates flexibility in responding to learner needs - Maintains safe, positive and supportive learning environment

Unit Mapping Information

Supersedes and is not equivalent to TAELLN413 Integrate foundation skills into vocational training delivery.

Links

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

Assessment Requirements for TAELLN423 Integrate employability skills support into training and assessment

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAELLN413 Integrate foundation skills into vocational training delivery.

Performance Evidence

The individual 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:

- integrate employability skill support into vocational training and assessment during:
 - at least 2 training sessions
 - at least 2 assessment events.

In the course of the above, the individual must:

- identify the employability skill demands of nationally recognised training products, workplace tasks, learning tasks and assessment tasks
- identify those learners and candidates in need of employability skill support
- refer at least 1 learner or candidate with employability skill gaps beyond scope of own role for support according to organisational procedures.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- vocational education and training requirements (VET) regulatory requirements relating to integrating employability skill support into training and assessment
- organisational procedures relating to:
 - integrating vocational and employability skill development
 - identifying and providing learner support
 - identifying and providing candidate support
 - referring learners and candidates for support

- gathering feedback on support provided
- nature and scope of employability skill demands in the workplace
- structure and overarching content and levels of current authorised Australian frameworks used to analyse the employability skill demands of training products and levels of learners and candidates
- overview of employability skill demands that relate to the nationally recognised training products described in the performance evidence
- benefits of integrated vocational and employability skill training for all individuals
- strategies for identifying employability skill demands essential to the workplace context and workplace performance of the training and assessment described in performance evidence, including in:
 - nationally recognised training products
 - workplace tasks and texts
 - learning tasks and texts
 - assessment tasks and texts
- responsibilities and limitations of own job role and practice in relation to employability skill support in training and assessment
- mechanisms to evaluate effectiveness of integrated employability skill support.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment. Evidence gathered for assessment may include that collected in real time or via a submitted recording.

This includes access to:

- information about learner and candidate employability skill levels
- tasks specific to the workplace, learning and assessment contexts described in the performance evidence
- learners and candidates.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of current authorised Australian foundation skill frameworks and performance features of the level being assessed, and
- be able to demonstrate experience, skills and knowledge in the vocational contextualisation and assessment of employability skills, and
- have completed the following or equivalent:
 - TAELLN511 Lead the development of adult literacy skills, or
 - TAELLN501 Support the development of adult language, literacy and numeracy skills (or previous versions), or
 - a higher-level education qualification, such as:

- TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111) or equivalent, or
- Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

Companion Volume Implementation Guide is found on 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	Sources, analyses and interprets, written and numerical information to identify relevance
Writing	2.3, 3.3, 3.6, 4.1, 4.3	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	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	Interprets and explains numerical information to inform numeracy skill assessment, and strategy development
Interact with others	3.3, 4.2	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	- 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.
-

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>

TAELLN511 Lead the development of adult literacy skills

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAELLN501 Support the development of adult language, literacy and numeracy skills.

Application

This unit describes the skills and knowledge required to provide literacy advice to vocational education and training (VET) teachers, trainers and assessors; and assist them to identify and support learners and candidates in vocational training and assessment with support needs in relation to their digital literacy, learning, reading, writing, and oral communication skills.

This unit includes analysing the literacy skill demands of nationally recognised training products, and workplace, learning and assessment context tasks and texts, and using current authorised Australian foundation skill frameworks.

This unit applies to experienced VET teachers, trainers and assessors who use a range of technical and training competencies to lead other VET teachers, trainers and assessors and support the development of literacy skills in vocational training and assessment.

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

Unit Sector

Foundation skills 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. Advise on literacy	1.1 Access nationally recognised training products and analyse

ELEMENTS	PERFORMANCE CRITERIA
demands	their literacy demands using current authorised Australian foundation skill frameworks 1.2 Analyse literacy demands essential to the workplace context and workplace performance using current authorised Australian foundation skill frameworks 1.3 Analyse literacy demands of the learning and assessment context using current authorised Australian foundation skill frameworks 1.4 Share information and provide advice on literacy demands
2. Advise on literacy skill support needs of learners	2.1 Collect and analyse information about individual learner and candidate backgrounds to identify strengths and limitations relevant to literacy skill development 2.2 Plan and conduct literacy assessment using validated assessment tasks 2.3 Analyse literacy assessment results using current authorised Australian foundation skill frameworks to determine literacy skill levels 2.4 Analyse and compare literacy demands and learner literacy skill levels to determine the literacy skill support needs 2.5 Share information and provide advice on literacy skill assessment, levels and support needs
3. Advise on literacy skill development	3.1 Use current authorised Australian foundation skill frameworks to review and tailor training strategies to support the development of literacy skills 3.2 Use current authorised Australian foundation skill frameworks to review and tailor assessment strategies to support assessment while maintaining the rigour of the assessment process 3.3 Research, access, review and modify learning resources to support the development of learners with literacy skill support needs 3.4 Research, access, review and modify assessment resources to support the assessment of candidates with literacy skill support needs while maintaining the rigour of the assessment process 3.5 Mentor and provide literacy skill advice to colleagues to support the development of their training and assessment practices
4. Participate in professional development activities	4.1 Review own adult literacy professional practice and identify opportunities for improving practice 4.2 Access and interpret current adult literacy research and incorporate findings into own practice 4.3 Interact with professional adult literacy networks to share practice and maintain currency of practice

Foundation Skills

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

Skill	Description
Digital literacy	• Uses main features and functions of digital tools and electronic applications required in own role in a range of contexts to access and exchange information
Reading	• Interprets and explains written texts to inform literacy skill assessment and strategy development
Writing	• Develops and maintains accurate documentation using language appropriate to audience and context, including learning and assessment materials
Oral communication	• Leads verbal exchanges using techniques that effectively provide and elicit information, and facilitate professional development • Interprets and explains oral texts to inform literacy skill assessment and strategy development
Numeracy	• Interprets, analyses and communicates assessment results
Teamwork	• Collaborates, seeks feedback and shares knowledge and experience with others to confirm understanding and to develop improved practice
Problem solving	• Identifies and responds to problems and opportunities for improvement, and considers options for different approaches

Unit Mapping Information

Supersedes and is not equivalent to TAELLN501 Support the development of adult language, literacy and numeracy skills.

Links

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

Assessment Requirements for TAELLN511 Lead the development of adult literacy skills

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAELLN501 Support the development of adult language, literacy and numeracy skills.

Performance Evidence

The individual 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:

- lead the development of adult literacy skills by providing advice to at least 3 vocational education and training (VET) teachers, trainers or assessors.
-

In the course of the above, the individual must:

- analyse and provide advice on the digital literacy, learning, reading, writing, and oral communication skill demands of workplace, learning and assessment context texts and tasks for at least 3 learners
- assess, analyse and provide advice on the digital literacy, learning, reading, writing, and oral communication skill levels of each of the above learners
- develop, review and provide advice on training and assessment strategies that address digital literacy, learning, reading, writing, and oral communication skill support needs for the each of the above learners
- research, access, review, modify and provide advice on learning and assessment resources that address digital literacy, learning, reading, writing, and oral communication skill support needs for each of the above learners
- participate in 2 different professional development activities to extend own practice in supporting adult literacy development.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- current function of digital literacy, learning, reading, writing, and oral communication skills in Australian society, including how those skills impact on an individual's participation in work, training and community contexts
- current digital literacy, learning, reading, writing, and oral communication skills competence of Australian adults and youth in authoritative research and surveys, including in VET and in relation to literacy skill competence
- features and components of current authorised Australian foundation skill frameworks that describe adult literacy skills, and how they can be used to describe the digital literacy, learning, reading, writing, and oral communication skill requirements integral to vocational competence
- uses of current authorised Australian foundation skill frameworks that describe adult literacy skills in the design of training and assessment strategies and development of learning and assessment resources appropriate to learner and candidate digital literacy, learning, reading, writing, and oral communication skill gaps
- features of validated digital literacy, learning, reading, writing, and oral communication assessment tasks and the validation process
- strategies and resources used to build digital literacy, learning, reading, writing, and oral communication skills required by the work context, including:
 - use and role of digital technology to underpin literacy development:
 - use and application of devices used in the workplace
 - use and application of software applications in the workplace
- relationship between literacy, language and numeracy, including:
 - how literacy, language and numeracy are related, and interdependent, in work, training and community participation
 - how literacy skill development is related to language skills
 - how the difficulty of a literacy task can be related to a combination of literacy and language demands
- effect of context on literacy skill use, including:
 - how the choice of linguistic style is affected by roles and relationships
 - how levels of formality are affected by variables including 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
- strategies for approaching written tasks and texts and their relationship to the purpose of reading, including skimming, scanning and critical analysis
- types of professional development activities that can be used to extend own practice in supporting adult literacy practice.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment. Evidence gathered for assessment may include that collected in real time or via a submitted recording.

This includes access to:

- VET teachers, trainers and assessors.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of current authorised Australian foundation skill frameworks, and
- be able to demonstrate experience, skills and knowledge in the vocational contextualisation and assessment of literacy skills, and
- have achieved the following or equivalent:
 - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111) or equivalent, or
 - higher education qualifications relating to literacy skill development in adult education or vocational education.

Links

Companion Volume Implementation Guide is found on VETNet -

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

TAELLN512 Lead the development of adult numeracy skills

Modification History

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

Application

This unit describes the skills and knowledge required to provide numeracy advice to vocational education and training (VET) teachers, trainers and assessors; and assist them to identify and support learners and candidates in vocational training and assessment with numeracy skill gaps, including digital literacy, learning and numeracy skills.

This unit includes analysing the numeracy skill demands of nationally recognised training products, and workplace, learning and assessment context tasks and texts, and using current authorised Australian foundation skill frameworks.

This unit applies to experienced VET teachers, trainers and assessors who use a range of technical and training competencies to lead other VET teachers, trainers and assessors and support the development of numeracy skills in vocational training and assessment.

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

Unit Sector

Foundation skills 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. Advise on numeracy demands	1.1 Access nationally recognised training products and analyse their numeracy demands using current authorised Australian foundation skill frameworks

ELEMENTS	PERFORMANCE CRITERIA
	1.2 Analyse numeracy demands essential to the workplace context and workplace performance using current authorised Australian foundation skill frameworks 1.3 Analyse numeracy demands of the learning and assessment context using current authorised Australian foundation skill frameworks 1.4 Share information and provide advice on numeracy demands
2. Advise on numeracy skill support needs of learners	2.1 Collect and analyse information about individual learner and candidate backgrounds to identify strengths and limitations relevant to numeracy skill development 2.2 Plan and conduct numeracy assessment using validated assessment tasks 2.3 Analyse numeracy assessment results using current authorised Australian foundation skill frameworks to determine numeracy skill levels 2.4 Analyse and compare numeracy demands and learner numeracy skill levels to determine the numeracy skill gaps 2.5 Share information and provide advice on numeracy skill assessment, levels and gaps
3. Advise on numeracy skill development	3.1 Use current authorised Australian foundation skill frameworks to review and tailor training strategies to support the development of numeracy skills 3.2 Use current authorised Australian foundation skill frameworks to review and tailor assessment strategies to support assessment while maintaining the rigour of the assessment process 3.3 Research, access, review and modify learning resources to support the development of learners with numeracy skills gaps 3.4 Research, access, review and modify assessment resources to support the assessment of candidates with numeracy skill gaps while maintaining the rigour of the assessment process 3.5 Mentor and provide numeracy skill advice to colleagues to support the development of their training and assessment practices
4. Participate in professional development activities	4.1 Review own adult numeracy professional practice and identify opportunities for improving practice 4.2 Access and interpret current adult numeracy research and incorporate findings into own practice 4.3 Interact with professional adult numeracy networks to share practice and maintain currency of practice

Foundation Skills

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

Skill	Description
Digital literacy	• Uses main features and functions of digital tools and electronic applications required in own role in a range of contexts to access and exchange information
Reading	• Interprets and explains written texts to inform numeracy skill assessment and strategy development
Writing	• Develops and maintains accurate documentation using language appropriate to audience and context, including learning and assessment materials
Oral communication	• Leads verbal exchanges using techniques that effectively provide and elicit information, and facilitate professional development • Interprets and explains oral texts to inform numeracy skills assessment and strategy development
Numeracy	• Interprets and discusses mathematical information embedded in workplace, learning and assessment context texts and tasks • Interprets, analyses and communicates assessment results
Teamwork	• Collaborates, seeks feedback and shares knowledge and experience with others to confirm understanding and to develop improved practice
Problem solving	• Identifies and responds to problems and opportunities for improvement, and considers options for different approaches

Unit Mapping Information

No equivalent unit.

Links

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

Assessment Requirements for TAELLN512 Lead the development of adult numeracy skills

Modification History

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

Performance Evidence

The individual 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:

- lead the development of adult numeracy skills by providing advice to at least 3 vocational education and training (VET) teachers, trainers or assessors.
-

In the course of the above, the individual must:

- analyse and provide advice on the digital literacy, learning and numeracy skill demands of workplace, learning and assessment context texts and tasks for at least 3 learners
- assess, analyse and provide advice on the digital literacy, learning and numeracy skill levels of each of the above learners
- develop, review and provide advice on training and assessment strategies that address digital literacy, learning and numeracy skill gaps for the each of the above learners
- research, access, review, modify and provide advice on learning and assessment resources that address digital literacy, learning and numeracy skill gaps for the each of the above learners
- participate in 2 different professional development activities to extend own practice in supporting adult numeracy development.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- current function of digital literacy, learning and numeracy skills in Australian society, including how those skills impact on an individual's participation in work, training and community contexts

- current digital literacy, learning and numeracy skill competence in Australian adults and youth in authoritative research and surveys, including in VET and in relation to numeracy skill competence
- features and components of current authorised Australian foundation skill frameworks that describe adult numeracy skills, and how they can be used to describe the digital literacy, learning, and numeracy skill requirements integral to vocational competence
- uses of current authorised Australian foundation skill frameworks that describe adult numeracy skills in the design of training and assessment strategies and development of learning and assessment resources appropriate to learner and candidate digital literacy, learning, and numeracy gaps
- features of validated digital literacy, learning and numeracy assessment tasks and the validation process
- prevalence of maths anxiety in society, how maths anxiety negatively impacts numeracy participation and skill development, and strategies for identifying and working with adults with maths anxiety
- strategies and resources used to build digital literacy, learning and numeracy skills required by the work context, including:
 - use and role of digital technology to underpin numeracy development:
 - use and application of tools and devices used in the workplace
 - use and application of software applications in the workplace
- relationship between numeracy, mathematics, literacy and problem solving, including:
 - how numeracy and mathematics are related, and interdependent in work, education and the community participation
 - how numeracy and literacy are related, and interdependent, in work, education and the community participation
 - how numeracy skill development is related to literacy skills
 - how the difficulty of a numeracy task can be related to a combination of mathematical and literacy demands
 - how the difficulty of a numeracy task can be related to a combination of mathematical and problem-solving processes, including estimating and reflecting
- effect of context on numeracy skill use, including:
 - how levels of formality of mathematical language and symbols are affected by variables including 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
- strategies for approaching numeracy tasks and their relationship to the purpose of using and applying mathematics
- types of professional development activities that can be used to extend own practice in supporting adult numeracy practice.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment. Evidence gathered for assessment may include that collected in real time or via a submitted recording.

This includes access to:

- VET teachers, trainers and assessors.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of current authorised Australian foundation skill frameworks, and
- be able to demonstrate experience, skills and knowledge in the vocational contextualisation and assessment of numeracy skills, and
- have achieved the following or equivalent:
 - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111) or equivalent, or
 - higher education qualifications relating to numeracy skills development in adult education or vocational education.

Links

Companion Volume Implementation Guide is found on VETNet -

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

TAEPDD401 Work effectively in the VET sector

Modification History

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

Application

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

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

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

Unit Sector

Professional development

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Interpret VET policy context	1.1 Access and interpret the regulatory standards for RTOs and associated VET regulator guidance to support RTO compliance 1.2 Access and interpret regulatory and compliance requirements relevant to the role of a VET teacher, trainer and assessor 1.3 Access and interpret the Australian Qualifications Framework

ELEMENTS	PERFORMANCE CRITERIA
	(AQF) and how it applies to the delivery of vocational education and training 1.4 Identify, access and interpret information on VET policy and how it may impact roles and responsibilities of VET teachers, trainers and assessors
2. Operate within VET delivery and compliance frameworks	2.1 Identify job roles and functions, including related work processes, within VET environments 2.2 Analyse organisational policies and procedures relevant to VET teachers, trainers and assessors that are applicable to a VET environment 2.3 Identify and access opportunities to increase knowledge of VET compliance frameworks and quality improvement processes
3. Work effectively with vocational learners	3.1 Identify the range of learner cohorts undertaking training within the VET sector including the needs and expectations of each 3.2 Interpret common processes used to identify and address individual learner needs 3.3 Identify organisational, legislative and regulatory requirements associated with working with vocational learners 3.4 Identify best practice principles related to learner diversity and inclusivity 3.5 Interpret processes used to seek and act on feedback from vocational learners to improve the quality of training and assessment in a VET environment
4. Plan to improve own professional practice	4.1 Evaluate own vocational competency and industry currency in relation to meeting regulatory and other standards when working as a VET teacher, trainer and assessor 4.2 Identify digital technology requirements relevant to the role of VET teachers, trainers and assessors 4.3 Identify sources of feedback from industry, colleagues and learners to improve professional practice 4.4 Identify opportunities to improve skills and knowledge to enhance professional practice 4.5 Develop a plan to build and maintain vocational competency and industry currency, and skills and knowledge required for the delivery of vocational training including digital skills

Foundation Skills

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

Skill	Description
Digital literacy	• Uses main features and functions of digital tools and electronic applications to access VET sector information and conduct VET sector work tasks
Oral communication	• Provides and elicits information, confirms understanding and communicates conclusions • Uses terminology specific to the VET sector
Reading	• Sources, analyses and interprets information to identify relevance to VET sector work practices
Writing	• Completes a clear, sequenced plan to improve own professional practice
Planning and organising	• Organises work according to specific requirements relevant to VET sector roles
Problem solving	• Identifies and responds to problems and opportunities for improvement and innovation, and considers options for different approaches

Unit Mapping Information

No equivalent unit.

Links

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

Assessment Requirements for TAE PDD401 Work effectively in the VET sector

Modification History

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

Performance Evidence

The individual 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:

- develop a plan for own development, including:
 - identifying and applying the regulatory requirements of a vocational education and training (VET) teacher, trainer and assessor
 - evaluating vocational competency and industry currency, and current skills and knowledge related to the delivery of vocational training, including digital skills
 - identifying opportunities for professional development to improve professional practice and knowledge

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- purpose of the VET Quality Framework and key content relevant to VET teachers, trainers and assessors, including:
 - Standards for Registered Training Organisations (RTOs) 2015 (or their successor)
 - structure and overarching content and levels of the Australian Qualifications Framework (or its successor)
- VET sector structure and roles and responsibilities of key stakeholders, including:
 - Australian government
 - state and territory governments, including state or territory training authorities
 - VET regulators
 - training package developers
 - peak bodies

- networks, communities of practice and professional development providers
- legislative and VET regulatory requirements relevant to VET teachers, trainers and assessors, including:
 - training and assessment
 - vocational learner support
 - trainer and assessor qualifications
 - maintaining vocational competency, industry currency and skills and knowledge in vocational training and learning
 - working under supervision
- organisational requirements and procedures relating to working as a VET teacher, trainer and assessor at an RTO, including:
 - position description
 - induction
 - code of conduct
 - duty of care
 - risk mitigation
 - continuous improvement
 - records management
 - professional development and maintaining currency
 - diversity and inclusion
 - privacy and confidentiality
 - anti-discrimination
 - consumer protection requirements
 - copyright and plagiarism
 - internal quality audits
 - child safe standards
 - workplace health and safety
- key components of plan to improve own professional practice
- features of the competency-based VET system, including:
 - industry aligned
 - nationally focus
 - based on competency standards that define the standard of performance required in the workplace
 - assessment is criterion referenced not norm referenced
 - use of 'competent' and 'not yet competent'
 - dimensions of competency
- diversity of learners in VET, their needs and expectations, and implications for own inclusive work practices
- current authorised Australian foundation skill frameworks used to analyse the foundation skill demands of training products and levels of learners and candidates

- VET sector terminology, including terminology used in nationally recognised training products.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment. Evidence gathered for assessment may include that collected in real time or via a submitted recording.

This includes access to:

- organisational policies and procedures
- VET sector job role information
- information relevant to an entry-level VET teacher, trainer and assessor about:
 - organisational requirements
 - legislative and VET regulatory requirements and associated guidance information.

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 Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-777-e9991ad4c6c3>

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
	1.2 Model appropriate professional techniques and strategies 1.3 Apply ethical and inclusive practices in professional practice
2. Determine personal development needs	2.1 Assess own knowledge and skills against relevant benchmarks to determine development needs and priorities 2.2 Seek input from other relevant personnel about own development needs and priorities 2.3 Identify ways to update and maintain currency of vocational competency, and prepare a vocational currency plan 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 2.5 Combine the vocational currency plan and VET currency plan into an overall professional development plan
3. Collaborate with peers in professional development	3.1 Observe facilitators in facilitation practice and provide them constructive feedback 3.2 Invite peers to observe and provide constructive feedback on own facilitation practices 3.3 Interview assessors in relation to the judgements they make in their assessment practices, and provide them constructive feedback 3.4 Invite peers to question own judgements in assessment practices, and provide constructive feedback
4. Participate in professional development activities	4.1 Select and implement development opportunities to support continuous learning and maintain currency of professional practice 4.2 Participate in professional networks to support continuous learning and maintain currency of professional practice 4.3 Engage in processes that include observing peers in training and assessment practices, and providing them with feedback 4.4 Invite peers and others to observe, and provide feedback, on own training and assessment practices 4.5 Use technology to maintain regular communication with relevant networks, organisations and individuals
5. Reflect on and evaluate professional practice	5.1 Research developments and trends impacting on professional practice and integrate information into work performance 5.2 Use feedback from colleagues and clients to identify, and introduce, improvements in work performance 5.3 Document professional development activities, learning and

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	- 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	- 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	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	Leads verbal communication about ideas and feedback with individuals and groups to improve practice
Navigate the world of work	1.1, 5.3	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	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	- 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, complete work tasks, and maintain effective communication

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 TAEPPDD501 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>

TAEPDD502 Lead and mentor VET teachers, trainers and assessors

Modification History

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

Application

This unit describes the skills and knowledge required to lead and mentor vocational education and training (VET) teachers, trainers and assessors.

This unit applies to experienced VET teachers, trainers and assessors who use leadership skills to coordinate the work of, and support, others.

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

Unit Sector

Professional development

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Plan work outcomes	1.1 Identify objectives and responsibilities of own leadership and mentoring role 1.2 Identify expected outcomes, goals, and behaviours for VET teachers, trainers and assessors according to organisational requirements 1.3 Select strategies to ensure VET teachers, trainers and assessors are supported in their roles and responsibilities

ELEMENTS	PERFORMANCE CRITERIA
	1.4 Plan for contingencies that could impact VET teachers, trainers and assessors
2. Coordinate VET teachers, trainers and assessors	2.1 Communicate work objectives and responsibilities to VET teachers, trainers and assessors according to legislative and regulatory requirements 2.2 Allocate development tasks to VET teachers, trainers and assessors based on their expertise and development potential and provide task instructions 2.3 Facilitate open and respectful communication and collaboration between VET teachers, trainers and assessors, considering the needs of those from diverse backgrounds 2.4 Identify opportunities for cross-collaboration among internal and external VET teachers, trainers and assessors
3. Mentor VET teachers, trainers and assessors	3.1 Provide guidance to VET teachers, trainers and assessors to enhance workplace culture 3.2 Support VET teachers, trainers and assessors according to organisational requirements to work towards their goals 3.3 Support VET teachers, trainers and assessors to work with others to identify, share ideas, report and resolve task-related issues and inefficiencies 3.4 Use problem-solving techniques to address mentoring challenges
4. Review performance of VET teachers, trainers and assessors	4.1 Evaluate VET teacher, trainer and assessor performance against agreed work plans 4.2 Provide performance feedback to VET teachers, trainers and assessors according to expected organisational standards 4.3 Identify professional development opportunities to improve VET teacher, trainer and assessor performance and behaviours 4.4 Implement action plans to address VET teachers, trainers and assessors' professional development needs

Foundation Skills

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

Skill	Description
Digital literacy	Uses main features and functions of digital tools and electronic applications required in own role in a range of contexts to access and exchange information

Skill	Description
Reading	Sources, analyses and interprets text-based information to identify relevance to requirements
Oral communication	Uses appropriate communication with VET teachers, trainers and assessors to build trust
Self-management	Seeks feedback, identifies and responds to problems and opportunities for improvement, and considers options for different or improved approaches
Initiative and enterprise	- Acts proactively and demonstrates flexibility in responding to the needs of VET teachers, trainers and assessors - Maintains safe, positive and supportive mentoring environment
Planning and organising	Plans, organises and completes work according to defined requirements, taking responsibility for decisions

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guide is found on VETNet -

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

Assessment Requirements for TAEPPDD502 Lead and mentor VET teachers, trainers and assessors

Modification History

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

Performance Evidence

The individual 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:

- provide leadership, mentoring guidance and support to at least 3 vocational education and training (VET) teachers, trainers or assessors during at least 3 sessions with each practitioner; where each session is at least 30 minutes.
- In the course of the above, the individual must:
- assign and communicate work tasks to each individual
- provide mentoring support in relation to:
 - a training-related work challenge
 - an assessment-related work challenge
- identify professional development opportunities for each individual.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and vocational education and training (VET) regulatory requirements relevant to leading and mentoring VET teachers, trainers and assessors, including:
 - maintaining vocational competencies, industry currency, and skills and knowledge in vocational training and learning
 - working under supervision
- organisational requirements, standards, policies and procedures relating to leading and mentoring VET teachers, trainers and assessors, including:
 - roles and responsibilities of VET teachers, trainers and assessors

- code of conduct
- legal and ethical responsibilities
- work health and safety
- key elements of effective professional development, including:
 - strategies for identifying professional development needs and for matching needs to development opportunities
 - features of effective action plans to develop practitioner skills
 - models and modelling of professional practices and behaviours
- mentoring techniques to support VET teachers, trainers and assessors
- communication strategies and techniques, including for:
 - providing performance feedback
 - negotiating development and implementation of professional development action plan
 - conflict resolution
- typical workplace contingencies that can impact VET teachers, trainers and assessors:
 - unplanned leave or absence of workers
 - re-allocation of work tasks
 - succession planning for important roles
- challenges relevant to VET teachers, trainers and assessors:
 - difficulties performing tasks
 - conflicts with others
 - workplace health and safety hazards and risks
 - unethical practices
 - non-compliant practices
 - inappropriate behaviour.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment. Evidence gathered for assessment may include that collected in real time or via a submitted recording.

This includes access to:

- organisational requirements, standards, policies and procedures relevant to VET teachers, trainers and assessors.

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 Guide is found on VETNet -

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

TAEPPDD511 Maintain and enhance professional practice

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is equivalent to TAEPPDD501 Maintain and enhance professional practice.

Application

This unit describes the skills and knowledge required to manage own standard of performance, and plan and participate in professional development relating to own professional practice in a vocational education and training (VET) context.

The unit applies to experienced individuals in a variety of VET sector job roles, including those in advanced training and assessment roles, design and development roles, and VET leadership roles.

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

Unit Sector

Professional development

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Model expected standard of performance	1.1 Identify individual responsibilities and accountabilities of own job role 1.2 Incorporate responsibilities and accountabilities into own professional practice according to organisational and legal requirements 1.3 Apply ethical and inclusive practices in professional practice

ELEMENTS	PERFORMANCE CRITERIA
2. Plan own professional development	2.1 Assess own vocational competence, industry currency, and skills and knowledge 2.2 Compare own vocational competence, industry currency and skills and knowledge with VET regulatory requirements, and determine professional development needs and priorities 2.3 Seek input from others to inform own professional development needs and priorities 2.4 Identify professional development strategies applicable to own role that satisfy VET regulatory requirements 2.5 Document professional development plan to meet own needs using identified professional development strategies
3. Undertake professional development	3.1 Implement professional development strategies according to organisational procedures 3.2 Collaborate with peers and exchange feedback constructive to improving own professional practice 3.3 Seek and act on feedback from peers to improve own professional practice 3.4 Maintain and interact with professional networks relevant to improving own professional practice 3.5 Research and identify VET and industry developments and trends relevant to own job role and integrate into professional practice 3.6 Document professional development activities and update professional development plan according to organisational procedures
4. Review and evaluate professional practice	4.1 Research developments and trends impacting on own professional practice and identify opportunities to integrate into work performance 4.2 Use feedback to identify and introduce improvements in own work performance 4.3 Review own professional development and identify and document areas for improving own professional practice

Foundation Skills

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

Skill	Description

Skill	Description
Digital literacy	• Uses main features and functions of digital tools and electronic applications required in own role in a range of contexts to access and exchange information
Learning	• Reflects on skills and knowledge of self and others and seeks opportunities for professional development • Researches, interprets and synthesises information specific to the professional development context
Reading	• Sources, analyses and interprets written information to improve professional practice • Analyses currency and relevance of information, and authority of information source
Writing	• Produces documentation incorporating analysis of information and observations of practice
Oral communication	• Leads verbal communication about improving professional practice
Self-management	• Identifies and takes responsibility for adhering to organisational policies and procedures, and legal and ethical requirements
Initiative and enterprise	• Collaborates, provides feedback and shares knowledge and experience with others to confirm understanding and to develop improved professional practice
Planning and organising	• Plans, organises and completes work according to requirements, taking responsibility for decisions and sequencing tasks to achieve effective and efficient outcomes

Unit Mapping Information

Supersedes and is equivalent to TAEPDD501 Maintain and enhance professional practice.

Links

Companion Volume Implementation Guide is found on VETNet -

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

Assessment Requirements for TAEPDD511 Maintain and enhance professional practice

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is equivalent to TAEPDD501 Maintain and enhance professional practice.

Performance Evidence

The individual 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:

- develop and implement a plan for 30 hours of own professional development that must include:
 - collaborating with an internal or external peer on at least 3 different occasions:
 - providing feedback on peer's professional practice
 - reflecting on and discussing feedback from peer on own professional practice
 - participating in professional development, including interacting with a professional network at least once
 - creating a professional reference list of research that includes reflections and application to own practice, and identifies:
 - at least 1 vocational education and training development or trend
 - at least 1 industry development or trend
- document above plan
- review above professional development process and practice and create a professional reference list of research, including reflections and application to own practice, and identify opportunities to improve.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- vocational education and training (VET) regulatory requirements relevant to maintaining and enhancing own professional practice:
 - currency of own industry skills and knowledge

- credentials
- professional development
- expected organisational standards of performance
- organisational procedures relating to professional development, including for reviewing and evaluating own professional practice
- types of professional development strategies and how to implement them:
 - goal setting and planning
 - mentoring
 - collaborating
 - professional development events
 - reflective practice
- relevant capability frameworks for VET professionals and their application 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
- research and networks relevant to own professional practice
- ethical and inclusive principles, and the practices associated with professional development
- types and availability of development activities, and opportunities.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment. Evidence gathered for assessment may include that collected in real time or via a submitted recording.

This includes access to:

- internal or external peers with experience, skills and knowledge relevant to performance evidence
- expected organisational standards of performance
- organisational procedures relating to professional development.

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 Guide is found on 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
	outcomes 1.5 Prepare budget and timelines for the research, in line with organisational requirements and constraints 1.6 Present research proposal to relevant personnel for approval, in line with organisational procedures
2. Conduct research in training and assessment practice	2.1 Manage and conduct research activities using effective techniques for project management, implementation and data collection 2.2 Collect data, and record appropriate project activities, in line with the research proposal 2.3 Analyse data obtained from the research in relation to its application, improving current and future training, and assessment practice
3. Investigate and apply educational theory to the research	3.1 Identify appropriate sources of information to identify relevant educational theory 3.2 Apply appropriate educational theories to the outcomes of the training and assessment research 3.3 Make recommendations for training and assessment development, and improvement, in line with the identified current and future needs of the organisation
4. Report on the application of educational theory to training and assessment practice	4.1 Prepare relevant documentation on research findings using academic referencing and citation protocols, for presentation to key personnel 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 4.3 Establish criteria to monitor and evaluate new practices, based on the research recommendations, and recommend monitoring and evaluation processes
5. Review entire process	5.1 Design a process to review the research procedures, methodologies, data collection, analysis and reporting 5.2 Conduct the review in consultation with key personnel 5.3 Make recommendations for further research based on 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
Learning	1.2	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	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	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	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	- Structures timeframes to represent a sequence of events - Collates, interprets and records data as required
Navigate the world of work	1.6, 4.1	Identifies and takes responsibility for adherence to organisational procedures and protocols
Interact with others	5.2	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	- 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>

TAERES511 Apply research to training and assessment practice

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is equivalent to TAERES501 Apply research to training and assessment practice.

Application

This unit describes the skills and knowledge required to undertake research into theories that inform vocational training and assessment practices, and to apply this research and report on its application.

It applies to those who need to conduct research and apply research findings 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

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. 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,

ELEMENTS	PERFORMANCE CRITERIA
	timeframe, resource required, and expected outcomes in line with organisational practice 1.4 Develop process and criteria to evaluate achievement of the outcomes 1.5 Prepare budget and timelines for the research, in line with organisational requirements and constraints 1.6 Present research proposal to relevant personnel for approval, in line with organisational procedures
2. Conduct research in theories relevant to vocational education and training	2.1 Manage and conduct research activities using effective techniques for project management, implementation and data collection 2.2 Collect and record research data in line with approved research proposal 2.3 Analyse data obtained from the research in relation to its application, and improving current and future training and assessment practice
3. Investigate and apply theories that inform vocational training and assessment practices	3.1 Identify appropriate sources of information that identify relevant theories 3.2 Apply appropriate theories to the outcomes of the training and assessment research 3.3 Make recommendations for training and assessment development, and improvement, in line with the identified current and future needs of the organisation
4. Implement research findings in own training and assessment practice	4.1 Identify research findings of relevance to own practice 4.2 Analyse strategies to implement identified research findings in own practice 4.3 Select logical and reasonable strategies to implement strategies 4.4 Apply selected strategies to own practice
5. Report on the application of research findings in own training and assessment practice	5.1 Prepare relevant documentation on research findings for presentation to key personnel, using academic referencing and citation protocols 5.2 Recommend action to improve current, and future, training and assessment practice, based on the research findings, and present to relevant personnel for approval 5.3 Establish criteria to monitor and evaluate new practices, based on the research recommendations, and recommend monitoring and evaluation processes

Foundation Skills

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

Skill	Description
Digital literacy	Uses main features and functions of digital tools and electronic applications required in own role in a range of contexts to access and exchange information
Learning	Analyses information to determine the rationale and methodology supporting the research project
Numeracy	- Structures timeframes to represent a sequence of events - Collates, interprets and records data
Oral COMMUNICATION	Participates in verbal exchanges of information, articulating ideas and conclusions using language suitable to audiences
Reading	Critically sources, comprehends, analyses and applies information from a range of sources, to inform research processes
Writing	Documents relationships between information and ideas, and conveys specific and structured information, and analysis, in a style appropriate to the purpose and audience
Self-management	- Identifies and takes responsibility for adherence to organisational procedures and protocols - Researches, identifies and responds to problems and opportunities for improvement, using systematic, analytical processes
Problem solving	Routinely consults to seek broad input into problem solving and decision making, and develops strategies to elicit ideas and views
Planning and organising	Plans, organises and completes work according to requirements, taking responsibility for decisions and sequencing tasks to achieve effective and efficient outcomes

Unit Mapping Information

Supersedes and is equivalent to TAERES501 Apply research to training and assessment practice.

Links

Companion Volume Implementation Guide is found on VETNet -

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

Assessment Requirements for TAERES511 Apply research to training and assessment practice

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is equivalent to TAERES501 Apply research to training and assessment practice.

Performance Evidence

The individual 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:

- complete at least 1 research project that includes:
 - a research brief, including purpose of research, rationale, methodology, research activities, timeframe, resources required and expected outcomes
 - wide research into theories that inform vocational training and assessment practices
 - analysis of data in relation to its application to improving current and future training and assessment practice
 - use of academic referencing and citation protocols
- use strategies to implement findings from at least 1 research project into own practice.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- academic referencing and citation protocols
- Australian Code for the Responsible Conduct of Research
- intellectual property protocols
- research methods relevant to the performance evidence
- sources of information relevant to theories that inform vocational training and assessment practices.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment.

This includes access to:

- sources of information required to produce performance evidence.

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 Guide is found on 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	- Sources, analyses, interprets and checks written information relevant to context
Writing	1.1, 1.3, 1.4, 2.1-2.6,	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	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	Follows organisational protocols, policies and procedures in the management of certification processes
Interact with others	1.3, 2.3, 2.4	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	- 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 -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAETAS411 Maintain training and assessment information

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is equivalent to TAETAS401 Maintain training and assessment information.

Application

This unit describes the skills and knowledge required to maintain the training and assessment information requirements of a registered training organisation (RTO) or other relevant body. It includes 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 entry-level vocational education and training (VET) teachers, trainers and assessors and other personnel responsible for establishing and maintaining 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

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. Provide information and advice on training and assessment	1.1 Provide potential learners with relevant information about the training and assessment services provided by the RTO 1.2 Explain specific program content and assessment requirements to learners in a clear and concise manner

ELEMENTS	PERFORMANCE CRITERIA
services	1.3 Confirm training schedule with required personnel and disseminate to learners 1.4 Access, provide and explain relevant organisational policies and procedures relating to training and 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 record management system 2.2 Collect, verify and record learner progress and training and assessment records according to organisational and regulatory requirements 2.3 Confirm and record additional requirements according to organisational and legal requirements 2.4 Organise certification documentation and statements of attainment according to national reporting requirements
3. Contribute to reporting requirements	3.1 Complete final results and distribute to required personnel 3.2 Finalise, check and provide data for national reporting purposes within scope of own role to required personnel 3.3 Identify, document and address within scope of own role issues and irregularities encountered with recording and reporting activities 3.4 Refer issues and irregularities outside scope of own role to required personnel

Foundation Skills

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

Skill	Description
Digital literacy	Uses main features and functions of digital tools and electronic applications required in own role to access and exchange information and to complete work tasks
Reading	Sources, analyses, interprets and checks written information relevant to own context
Oral communication	Uses communication to collect, confirm and organise information relevant to audience and environment
Planning and organising	Organises and completes work according to defined requirements taking responsibility for some decisions and sequencing tasks to achieve efficient outcomes

Skill	Description
Problem solving	Identifies and responds to problems, considering options for different approaches

Unit Mapping Information

Supersedes and is equivalent to TAETAS401 Maintain training and assessment information.

Links

Companion Volume Implementation Guide is found on VETNet -

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

Assessment Requirements for TAETAS411 Maintain training and assessment information

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is equivalent to TAETAS401 Maintain training and assessment information.

Performance Evidence

The individual 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:

- maintain training and assessment information relevant to at least 10 different learners.

In the course of the above, the individual must:

- provide advice on training and assessment services to above learners as required
- manage records relating to each learner
- issue certification documentation for at least 3 learners
- issue statements of attainment for at least 3 learners
- prepare data for national reporting purposes that is compliant with Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) relating to the training activity of 5 learners.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- vocational education and training (VET) regulatory requirements for record management, including:
 - data security
 - privacy
 - Unique Student Identifier (USI) as it relates to Total VET Activity reporting
 - Australian Qualifications Framework (AQF) certification documentation requirements
 - registered training organisation (RTO) Scope of Registration

- transition of training products
- organisational procedures relating to maintaining training and assessment information, including:
 - record keeping and reporting
 - disseminating information to learners
- how to navigate and use record information system
- training and assessment services provided by the registered training organisation
- requirements for collecting, recording and reporting VET information, including:
 - basic overview of AVETMISS requirements and their relationship to information that trainers and assessors enter into organisational record management and reporting systems.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment.

This includes access to:

- real or simulated learners
- real or simulated learner records
- AVETMISS compliant software.

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 Guide is found on VETNet -

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

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	- 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	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	- 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	Collates, interprets and compares information relevant to requirements
Navigate the world of work	2.3, 3.4	Identifies and takes responsibility for adherence to legal requirements and organisational procedures
Interact with others	1.2, 1.5	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	- 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 -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

TAETAS511 Undertake organisational training needs analysis

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAETAS501 Undertake organisational training needs analysis.

Application

This unit describes the skills and knowledge required to plan and conduct a 3-level analysis of an organisation's training needs. It involves collecting and analysing information about the organisation and its job roles and functions, determining current, emerging and future skill and knowledge needs, determining current skills and knowledge of individual employees, and providing advice on vocational training and assessment to meet those needs.

This unit applies to experienced VET teachers, trainers and assessors who use a range of technical competencies to identify and advise on organisational 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

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. Prepare for training needs analysis	1.1 Use communication techniques to develop and maintain professional relationships with key staff from the organisation 1.2 Consult with key staff to clarify the purpose and scope of the training needs analysis

ELEMENTS	PERFORMANCE CRITERIA
	1.3 Consult with key staff to collect information about organisational goals, and potential and existing organisational requirements and preferences for workforce development solutions
2. Plan training needs analysis	2.1 Determine the steps needed to conduct a training needs analysis for the organisation 2.2 Identify resources and estimate the time required to conduct the training needs analysis 2.3 Develop and document a training needs analysis plan according to organisational procedures and legislative and regulatory requirements 2.4 Present, negotiate and reach agreement with key staff on the training needs analysis plan
3. Gather training needs analysis information	3.1 Research and summarise current industry and organisational information relevant to current, emerging and future skills and knowledge 3.2 Collate and summarise information on current, emerging and future job roles and functions relevant to the organisation 3.3 Collate and summarise information about the current skills and knowledge of staff according to legislative and regulatory requirements
4. Analyse training needs analysis information	4.1 Analyse current industry, organisational and job information to identify skills and knowledge needed for current work performance 4.2 Analyse information about emerging and future industry, organisational and job trends and challenges, and forecast skills and knowledge needed for emerging and future work performance 4.3 Compare the skills and knowledge required for current, emerging and future work performance with the current skills and knowledge of staff and determine current, emerging and future training needs 4.4 Develop recommendations for addressing the identified current, emerging and future workforce development needs 4.5 Draft training needs analysis report according to organisational procedures
5. Provide training needs analysis advice	5.1 Present the draft training needs analysis report and discuss and gather feedback on the outcomes with key staff 5.2 Present, discuss and gather feedback on the training and assessment recommendations 5.3 Incorporate feedback and finalise and distribute training needs analysis report

ELEMENTS	PERFORMANCE CRITERIA
6. Review training needs analysis	6.1 Seek and obtain feedback from the organisation on the training needs analysis process, outcomes and training and assessment recommendations 6.2 Review the training needs analysis process and identify areas for improving the process 6.3 Review own training needs analysis practice and identify areas for improving own practice

Foundation Skills

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

Skill	Description
Digital literacy	Uses main features and functions of digital tools and electronic applications required in own role in a range of contexts to access and exchange information, conduct research and complete work tasks
Reading	Interprets a range of information relating to training needs analysis
Writing	Prepares formal reports containing accurate information and informed recommendations using language, format and style appropriate to audience and context
Oral communication	Leads verbal exchanges and uses appropriate language to discuss training needs and recommendations
Numeracy	- Collates, summarises, analyses, extrapolates and discusses statistical data - Represents statistical data in tables and graphs appropriate to audience and context
Self-management	Identifies and takes responsibility for adherence to legal requirements and organisational procedures
Initiative and enterprise	Negotiates, consults and builds rapport to obtain broad agreement and input
Planning and organising	Plans, organises and completes work according to requirements, taking responsibility for decisions and sequencing tasks to achieve outcomes

Unit Mapping Information

Supersedes and is not equivalent to TAETAS501 Undertake organisational training needs analysis.

Links

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

Assessment Requirements for TAETAS511 Undertake organisational training needs analysis

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAETAS501 Undertake organisational training needs analysis.

Performance Evidence

The individual 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:

- undertake a training needs analysis for 2 different organisations.

In the course of the above and for each organisation, the individual must:

- develop at least 1 recommendation for vocational training and assessment
- develop at least 1 recommendation within scope of own role that does not relate to vocational training and assessment.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and vocational education and training (VET) regulatory requirements relevant to undertaking organisational training needs analysis, including:
 - complying with requirements in nationally recognised training products
 - complying with the Australian Qualifications Framework (AQF)
 - tailoring to target groups
 - engaging with industry and industry relevance
- organisational policies and procedures relevant to undertaking organisational training needs analysis, including:
 - engaging with organisations
 - preparing reports

- confidentiality of commercial information
- privacy of personal information
- work health and safety
- key content of nationally recognised training products relevant to recommending training and assessment:
 - endorsed training package qualifications
 - endorsed training package skill sets
 - endorsed training package and accredited course units of competency and assessment requirements
 - accredited course documents.
- dimensions of competency
- training needs analysis methodology, including:
 - McGhee and Thayer's Three-Level Analysis
 - micro-environment and macro-environment
 - collecting and analysing qualitative and quantitative data
 - analysing job descriptions
 - analysing job tasks
 - surveying staff
- sources and types of industry, workplace and job role information
- target group characteristics and implications for undertaking training needs analysis, including:
 - foundation skill levels
 - previous learning and work experience
 - advanced and other complex learning needs
 - requirements of current and potential job roles
 - risk mitigation
- types of recommendations for addressing the identified current, emerging and future training needs:
 - vocational training and assessment based on products that are nationally recognised
 - non-accredited training
 - licensing
 - foundation skills support
 - inhouse professional development
 - organisational restructure
 - job role change
 - workforce plan
 - process change
 - organisational policy and procedure update
 - performance management
 - investment in resources

- mechanisms to gain and analyse feedback on training needs analysis process to improve practice.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment.

This includes access to:

- 2 organisations requiring a training needs analysis
- key staff from the organisations described in performance evidence
- access to information from the 2 organisations.

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 Guide is found on 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

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

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	Sources, analyses and interprets documentation and information relevant to the learning context to identify relevance for individual support plan
Oral Communication	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	Selects and uses appropriate protocols when communicating with others to seek or share information
Get the work done	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>

TAEXDB411 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 5.0. Supersedes and is equivalent to TAEXDB401 Plan and implement individual support plans for learners with disability.

Application

This unit describes the skills and knowledge required to determine, document and address the support needs of learners with disability. It involves implementing individualised support that enables learners with disability and different support needs to access and successfully participate in vocational education and training opportunities, including both learning and assessment.

This unit applies to vocational educational and training (VET) teachers, trainers, assessors, and other personnel who coordinate learning support and reasonable adjustment for learners. Their responsibilities include ensuring that the registered training organisation (RTO) is meeting its legislated obligations 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>

ELEMENTS	PERFORMANCE CRITERIA
1. Identify and communicate support processes available to individual learners with disability	1.1 Identify and confirm learning support processes and reasonable adjustments available for learners with disability 1.2 Communicate availability and benefits of learning support processes and reasonable adjustments to individual learners with disability
2. Establish individual support plans for individual learners with disability	2.1 Consult with individual learners to identify their learning goals, capabilities, preferences and needs 2.2 Discuss and agree preferred learning options with individual learners 2.3 Consult with learners to determine learning and assessment support needs including required reasonable adjustments 2.4 Document the agreed individual support plan for learners with disability
3. Implement support plans for individual learners with disability	3.1 Identify and source resources required to implement individual support plan within scope of own role and responsibilities 3.2 Identify and source required resources that are outside scope of own role and responsibilities according to organisational policies and procedures 3.3 Ensure agreed supports, strategies, and reasonable adjustments are implemented during learning and assessment processes according to legislative and regulatory requirements and current standards 3.4 Address or escalate implementation issues according to organisational policies and procedures and work health and safety (WHS) requirements
4. Monitor and revise support plans for individual learners with disability	4.1 Consult individual learners, and all those involved in support plan implementation, and evaluate the effectiveness of implemented individual support plan 4.2 Agree and document required updates to individual support plan to support successful participation in learning and assessment

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

Skill	Description
Digital literacy	Uses main features and functions of digital tools and electronic applications required in own role to access and exchange information
Reading	Sources, analyses and interprets documentation and information relevant to the learning context to identify relevance for individual support plan
Oral communication	Uses communication techniques to build rapport with learners with disability and explore their learning options, identify support needs and reasonable adjustments, and agree on individual support plans
Self-management	Selects and uses appropriate protocols when communicating with others to seek or share information
Self-management	Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes

Unit Mapping Information

Supersedes and is equivalent to TAEXDB401 Plan and implement individual support plans for learners with disability.

Links

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

Assessment Requirements for TAEXDB411 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 5.0. Supersedes and is equivalent to TAEXDB401 Plan and implement individual support plans for learners with disability.

Performance Evidence

The individual 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 3 different learners with disability.
-
- In the course of the above, the candidate must:
- consult with each learner using a person-centred approach on at least 2 occasions to:
 - identify learning and assessment support needs based on the individual's self-expression and preferences
 - monitor the effectiveness of implemented supports and strategies
- consult with others responsible for providing support to learners with disability on at least 2 occasions.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and regulatory requirements and current standards for working with learners with disability, including:
 - Standards for Registered Training Organisations (RTOs) 2015 (or their successor), or other state or territory legislation that applies to RTOs
 - Disability Standards for Education
 - Disability Discrimination Act
 - Disability Services Act

- United Nations Convention on the Rights of Persons with Disabilities
- Australia's Disability Strategy
- work health and safety (WHS) requirements
- organisational 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 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 training, learning and assessment strategies, and specific related learning supports
 - required resources and reasonable adjustments
- social 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 in this unit must be demonstrated in a real or simulated vocational education and training environment, which must include:

- typical in workplace challenges relevant to supporting learners with disability

- real-time, interpersonal interactions and problem solving with learners with disability and others in implementing individual support plans
- real learners with disability, or paid or volunteer people with disability as simulated learners where assessment with learners with disability is impractical, inappropriate, or not possible, particularly where skills relate to more sensitive, critical or highly resource-dependent instances.

Resources to be provided includes access to:

- adaptive or assistive technologies or equipment
- alternative and augmentative communication techniques or devices
- examples of training and assessment resources customised for learners with disability
- examples of real and de-identified individualised learning plans for learners with disability
- learner and course information
- organisational protocols and procedures for supporting learners with disability and implementing reasonable adjustments
- learning materials and technologies.
-

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

Links

Companion Volume Implementation Guide is found on 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	2.1 Identify and source resources required to implement training and assessment plan within scope of own role and responsibilities. 2.2 Identify and source required resources and specialist support that are outside scope of own role and responsibilities. 2.3 Confirm accessible alternatives for external, off-site and work-based training and assessment activities 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
3. Review and improve implemented training and assessment plan	3.1 Request feedback from learners with disability and specialist support providers on accessibility of training and assessment 3.2 Assess outcomes of training and assessment undertaken in line with plan, and identify opportunities for improving plan 3.3 Adjust training and assessment plan based on feedback and assessment to improve accessibility for learners with disability

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	- 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	- 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	• Uses inclusive and collaborative techniques to seek feedback, negotiate and consult with a range of stakeholders
Get the work done	• 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>

TAEXDB511 Develop and implement training and assessment strategies for learners with disability

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is equivalent to TAEXDB501 Develop and implement accessible training and assessment plans for learners with disability.

Application

This unit describes the skills and knowledge required to develop and implement training and assessment strategies that meet the needs of learners with disability.

This unit applies to vocational education and training (VET) teachers, trainers and assessors, and other VET personnel, involved in developing and implementing training and assessment strategies for vocational training and assessment in a Registered Training Organisation (RTO).

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 training and assessment strategies to address access and inclusion	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 to address identified barriers 1.3 Refer more complex barriers that are beyond scope of own role to

ELEMENTS	PERFORMANCE CRITERIA
barriers for learners with disability	specialist support providers to address 1.4 Document training and assessment strategies that addresses barriers according to legislative, regulatory and organisational requirements
2. Implement training and assessment strategies for learners with disability	2.1 Identify and source resources required to implement training and assessment strategies within scope of own role 2.2 Identify and source required resources and specialist support outside scope of own role 2.3 Confirm accessible alternatives for external, off-site and work-based training and assessment activities 2.4 Report health or safety issues in training and assessment environments according to work health and safety (WHS) requirements and organisational procedures
3. Review and improve implemented training and assessment strategies	3.1 Request feedback from learners with disability and specialist support providers on training and assessment strategies 3.2 Review outcomes of training and assessment strategies and identify opportunities for improvement 3.3 Adjust training and assessment strategies based on feedback and review to improve training and assessment outcomes for learners with disability

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
Digital literacy	Uses main features and functions of digital tools and electronic applications required in own role in a range of contexts to access and exchange information
Reading	- Accesses, organises and evaluates documentation and information relevant to the learning and assessment context to identify relevance for training and assessment strategies - Identifies and confirms legal and organisational requirements
Oral communication	- Uses effective communication techniques suited to a broad range of audiences - Use appropriate and respectful language when communicating with learners with disability and different support needs - Identifies and uses communication techniques suited to communicative abilities and preferences of broad range of learners with disability

Skill	Description
Teamwork	• Uses inclusive and collaborative techniques to seek feedback, negotiate and consult with a range of stakeholders
Self-management	• Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes

Unit Mapping Information

Supersedes and is equivalent to TAEXDB501 Develop and implement accessible training and assessment plans for learners with disability.

Links

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

Assessment Requirements for TAEXDB511 Develop and implement training and assessment strategies for learners with disability

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is equivalent to TAEXDB501 Develop and implement accessible training and assessment plans for learners with disability.

Performance Evidence

The individual must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including on at least 1 occasion, evidence of the ability to:

- develop and implement training and assessment strategies for at least 1 entire nationally recognised unit of competency to a group of learners, where at least 3 learners have disabilities with different support needs.

In the course of the above, the candidate must:

- adapt at least 4 of the following:
 - training structure and timeframes
 - learning and assessment resources
 - communication strategies
 - layout of physical training and assessment environment
 - learning and assessment tasks, activities and formats
- apply reasonable adjustment at least once
- use augmentative and alternative communication strategies or devices at least once
- use assistive resources, equipment or technologies in the training and assessment environment at least once.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- current legislation and standards for working with learners with disability, including:
 - Disability Discrimination Act
 - Standards for Registered Training Organisations (RTOs) 2015 (or their successor), or other state or territory legislation that applies to RTOs
 - Disability Standards for Education
 - United Nations Convention on the Rights of Persons with Disabilities
 - Disability Services Act
 - Australia's Disability Strategy
 - work health and safety (WHS) requirements
- 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 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 strategies that facilitate equal access and inclusion, including:
 - mode of delivery
 - duration and scheduling
 - training and assessment methods, resources, materials and activities
 - required features of equipment, training and 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 in this unit must be demonstrated in a real or simulated vocational education and training environment, which must include:

- typical in workplace challenges relevant to supporting learners with disability
- real-time, interpersonal interactions and problem solving with learners with disability and others in implementing individual support plans

- real learners with disability, or paid or volunteer people with disability as simulated learners where assessment with learners with disability is impractical, inappropriate, or not possible, particularly where skills relate to more sensitive, critical or highly resource-dependent instances.

Resources to be provided includes access to:

- adaptive or assistive technologies or equipment
- alternative and augmentative communication techniques or devices
- information about the learners and course information
- organisational protocols and procedures for supporting learners with disability and implementing reasonable adjustments
- learning materials and technologies.

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 Guide is found on 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	6.2 Ensure reporting arrangements are agreed upon and documented during the meeting 6.3 Ensure context and consequences of audit are explained, and follow-up is discussed

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	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	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	- 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	Uses a wide range of mathematical calculations to analyse and arrange numeric information
Navigate the world of work	1.1, 1.2	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	- 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	- 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>

BSBAUD411 Participate in quality audits

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to prepare for and participate in quality audits as a member of a quality audit team. The types of audits may include internal or external systems audits, process audits or product/service audits. The process includes reviewing designated documentation; identifying and developing checklists and audit related documentation; preparing audit plans and evaluating information; and reporting findings to the lead auditor.

The unit applies to individuals with a broad knowledge of the quality auditing environment, who gather, analyse and evaluate information from a variety of sources and provide objective audit findings, to be included as part of the audit report.

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

Unit Sector

Technical Skills – Audit and Compliance

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 own role and documentation	1.1 Review own role and responsibilities within quality audit team 1.2 Review previous quality audits and determine impact on conduct of current audit, where required 1.3 Source required organisational documentation from lead auditor, and check the adequacy of the documentation 1.4 Review documents, and determine and request further documentation required

ELEMENT	PERFORMANCE CRITERIA
	1.5 Identify and resolve documentation issues with lead auditor and relevant stakeholders, within scope of own role 1.6 Identify aspects of the audit that require the use of specialists and refer to lead auditor
2. Participate in audit preparation	2.1 Access or prepare checklists, tools and audit related documentation 2.2 Confirm schedule and required resources with lead auditor 2.3 Prepare for possible issues and outline mitigation strategies 2.4 Confirm that preparation activities and documentation align with the audit plan with required personnel 2.5 Determine appropriate methods and techniques in consultation with auditing team 2.6 Create entry and exit meeting agendas according to organisational templates, and present to required audit team member, where required 2.7 Participate in entry meeting
3. Gather and analyse information	3.1 Access a range of sources of information relevant to task 3.2 Collect, and make an initial assessment of, documentation 3.3 Communicate with relevant parties in relation to documentation 3.4 Analyse patterns, trends, interrelationships and areas of risk, and communicate to team according to own role and responsibilities
4. Evaluate information	4.1 Evaluate information against prescribed benchmarks 4.2 Form an objective decision regarding the level of compliance found 4.3 Check decision is formed from and supported by available information
5. Report findings	5.1 Formulate findings and prepare recommendations on corrective actions if discrepancies or non-compliances are detected 5.2 Examine results and findings against audit objectives and present to lead auditor 5.3 Report recommendations for improvements to lead auditor according to agreed documentation
6. Participate in exit meeting process	6.1 Prepare for exit meeting using exit meeting agenda 6.2 Confirm context and consequences of audit are explained, and follow-up is discussed

Foundation Skills

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

Skill	Description
Reading	Identifies and interprets information from organisational documentation and workplace procedures
Writing	- Records or amends information and conveys details - Produces reports matching style of writing to purpose and audience
Oral Communication	- Participates in spoken exchanges using structure and language to suit the audience - Listens for required information and asks clarifying questions
Teamwork	- 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
Self-management	Organises, plans and prioritises workload with some sense of what can be achieved in a timeframe
Problem solving	Recognises and addresses some problems within own scope, recognising when to seek the expertise of others
Technology	Uses digital tools and systems to report audit findings

Unit Mapping Information

Supersedes and is equivalent to BSBAUD402 Participate in a quality audit.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBAUD411 Participate in quality audits

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

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:

- participate in a quality audit as a member of a quality audit team on at least two occasions.

In the course of the above, the candidate must:

- source and review documentation
- develop audit plan using tools and strategies
- use predetermined reference criteria to evaluate findings and formulate well-founded objective decisions
- contribute to preparation of a corrective action report
- use terminology relating to auditing in written and oral communications.

Knowledge Evidence

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

- auditing benchmarks
- auditing methods and techniques
- current audit practices
- current industry products and services that support the auditing process
- key components of an audit plan
- patterns, trends, interrelationships and areas of risk in an organisational quality system
- key features of technology required for quality auditing participation and reporting.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace documentation including previous quality audit reports, checklists, risk management plans and audit plans.

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 Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBAUD412 Work within compliance frameworks

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to identify statutory, legislative and regulatory requirements and relate them to individual work practices to ensure ongoing adherence to the compliance framework.

The unit applies to individuals who carry out work in accordance with the compliance framework applying to a particular job role, occupation or profession.

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

Unit Sector

Technical Skills – Audit and Compliance

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 compliance requirements	1.1 Identify and document statutory, legislative and regulatory requirements relevant to job role and industry 1.2 Identify and document organisational and industry requirements
2. Interpret compliance requirements	2.1 Map compliance requirements against position description and work practices 2.2 Discuss ethical considerations with relevant stakeholders

ELEMENT	PERFORMANCE CRITERIA
3. Manage personal compliance	3.1 Consult with relevant stakeholders and identify procedures to be applied, applicable to work environment and own job role 3.2 Evaluate own actions in the context of compliance requirements 3.3 Record own compliance action according to organisational policies and procedures
4. Review own compliance	4.1 Seek feedback on personal compliance from relevant personnel 4.2 Access and analyse documentation relating to changes in compliance requirements 4.3 Discuss feedback and documentation with relevant personnel and check own ongoing compliance 4.4 Identify required changes to own compliance practice

Foundation Skills

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

Skill	Description
Reading	Identifies and analyses statutory, legislative and regulatory requirements to determine key information, specific requirements and responsibilities
Writing	Collates and compiles information gathered from multiple sources in required format for using technical and enterprise specific language
Oral Communication	- Discusses compliance using structure and language to suit the audience - Uses listening and questioning techniques to confirm understanding of compliance requirements
Self-management	Takes personal responsibility for following explicit and implicit policies, procedures and legislative requirements

Unit Mapping Information

Supersedes and is equivalent to BSBCOM406 Conduct work within a compliance framework.

Supersedes but is not equivalent to:

- BSBCOM401 Organise and monitor the operation of compliance management system
- BSBCOM402 Implement processes for the management of a breach in compliance requirements

- BSBCOM403 Provide education and training on compliance requirements and systems
- BSBCOM404 Promote and liaise on compliance requirements, systems and related issues
- BSBCOM405 Promote compliance with legislation
- BSBEDU301 Assist with monitoring compliance in international education services.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBAUD412 Work within compliance frameworks

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

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:

- on at least two occasions, interpret and apply personal compliance requirements for job role and industry.

Knowledge Evidence

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

- legislation, regulations and codes of conduct relevant to job role, occupation and profession
- sources of information to ensure currency with changes in compliance requirements
- organisational policies and procedures relevant to compliance framework in relevant industry
- individual work requirements and practices
- methods to map compliance requirements.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, regulations and codes of conduct relevant to job role, occupation and profession
- position descriptions
- organisation policies and procedures relevant to performance evidence.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBAUD511 Initiate quality audits

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to initiate and organise quality audits. It covers assessing the scope and objectives of quality audits; communicating with the auditees and developing and submitting a quality audit plans.

The unit applies to individuals who have an established knowledge base in quality auditing, and who are proficient in using a range of quality auditing and managerial techniques to initiate quality audits. Individuals may also supervise and monitor the processes and outcomes of others working in a quality audit team.

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

Unit Sector

Technical Skills – Audit and Compliance

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. Assess quality audit scope and objectives	1.1 Identify standards that impact on the environment in which audit operates 1.2 Determine and agree on audit objectives and scope with auditee and other required stakeholders 1.3 Identify risks within scope of quality audit
2. Communicate with auditee	2.1 Consult with auditee and determine relevant information 2.2 Prepare audit notifications according to organisational protocols 2.3 Confirm proposed audit methods and techniques to be applied

ELEMENT	PERFORMANCE CRITERIA
	with auditee 2.4 Outline audit processes and establish sequence of audit activities, and the role of the audit team and auditee
3. Prepare resources for quality audit	3.1 Identify resources required to perform the quality audit 3.2 Select audit team members on the basis of relevant expertise 3.3 Identify resources required with auditee
4. Develop and submit quality audit plan	4.1 Develop quality audit plan according to established scope and objectives 4.2 Assign roles and responsibilities to audit team members 4.3 Assign timing, schedules and responsibilities for implementation of the audit plan 4.4 Document and submit audit plan to auditee for approval, where required
5. Prepare audit team	5.1 Inform audit team members of their responsibilities, audit objectives and scope 5.2 Communicate audit plan and schedules to all audit team members 5.3 Discuss and clarify audit methods and techniques with audit team members
6. Review auditee documentation	6.1 Determine auditee's previous quality audits as relevant and establish impact on the conduct of the current audit 6.2 Source organisational documentation from auditee, and check adequacy of documentation provided 6.3 Review documents, and determine and source any further documentation required
7. Prepare audit documentation	7.1 Develop checklist according to audit scope and objectives 7.2 Create entry and exit meeting agendas according to organisational templates

Foundation Skills

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

Skill	Description
Reading	Interprets and analyses information from organisational documentation
Writing	Develops a range of documents using structure, tone and vocabulary

Skill	Description
	- appropriate to audience, context and purpose - Records and amends information and conveys details in accordance with audit objectives
Oral Communication	- Participates in spoken exchanges using structure and language to suit the audience - Uses questioning and listening techniques to clarify requirements
Numeracy	Uses mathematical calculations for project scheduling
Planning and organising	Monitors adherence to organisational policies and relevant standards
Teamwork	Collaborates with others to negotiate acceptable outcomes, playing an active role in facilitating effective group interaction
Problem solving	Identifies and addresses complex problems within own scope, recognising when to seek the expertise of others
Self-management	Organises, plans and sequences own workload and schedules work activities of others
Technology	Uses digital tools and systems to assist in initiating quality audits

Unit Mapping Information

Supersedes and is equivalent to BSBAUD501 Initiate a quality audit.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBAUD511 Initiate quality audits

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

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:

- produce documented audit plans for auditees on at least two different occasions, including:
 - scope and objectives of the audit
 - proposed audit methods and techniques to be used
 - required resources and audit plan
 - allocation of individual audit team member responsibilities.

In the course of the above, the candidate must:

- use terminology relating to quality auditing in communications.

Knowledge Evidence

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

- auditing codes of practice and ethics
- auditing methods and techniques, including audit plans and value adding activities
- requirements of auditing regulations and standards
- current audit practices
- quality auditing principles, techniques and systems
- requirements of organisational and audit style manual protocols for written communications
- key features of technology required for quality auditing activities described in performance evidence.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace documentation including previous quality audit reports, checklists, risk management plans and audit plans.

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 Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBAUD512 Lead quality audits

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to lead audit teams as they conduct quality audits. It covers conducting entry and exit meetings; identifying and gathering relevant information; managing audit team resources; and providing feedback to audit team members on their performance.

The unit applies to individuals who have a well-established knowledge of quality auditing and who are proficient in using a range of quality auditing and managerial techniques to supervise quality audit teams.

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

Unit Sector

Technical Skills – Audit and Compliance

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. Lead entry meeting	1.1 Confirm agenda is prepared for entry meeting 1.2 Review and confirm proposed audit plan with relevant stakeholders in entry meeting 1.3 Make changes to audit plan, as required
2. Identify and gather evidence	2.1 Identify sources of information according to audit plan 2.2 Interview relevant stakeholders 2.3 Gather information and documentation
3. Manage audit team	3.1 Supervise activities of audit team members

ELEMENT	PERFORMANCE CRITERIA
resources	3.2 Re-assign team members, as required 3.3 Instigate contingency actions, as required
4. Lead exit meeting	4.1 Review, assess, and reach agreement on audit team findings according to audit plan 4.2 Prepare for exit meeting 4.3 Examine results and findings against audit objectives and present to relevant stakeholders 4.4 Confirm reporting arrangements for the quality audit with the auditee 4.5 Explain context and consequences of audit and discuss follow-up 4.6 Review and submit final audit report according to audit plan
5. Lead team members in performance improvement	5.1 Provide feedback on performance to audit team 5.2 Encourage and support audit team to review their own work 5.3 Provide and document advice for individual improvement

Foundation Skills

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

Skill	Description
Reading	Interprets and analyses information from audit scoping materials
Writing	- Develops a range of documents using relevant structure, tone and vocabulary appropriate to audience, context and purpose - Records and amends information and conveys details in accordance with audit objectives
Oral Communication	- Participates in spoken exchanges using clear language, tone and pace - Uses questioning and listening techniques to clarify requirements
Numeracy	Uses mathematical calculations to analyse and arrange numeric information
Teamwork	- Selects the appropriate form, channel and mode of communication for a specific purpose relevant to team communication requirements - Recognises the importance of rapport in establishing and building effective working relationships - Collaborates with others to negotiate acceptable outcomes, playing an active role in directing and facilitating effective group interaction
Initiative and	Makes a range of critical and non-critical decisions in relatively

Skill	Description
enterprise	complex situations, taking a range of factors into account
Self-management	Organises, plans and sequences own workload and schedules work activities of others
Problem solving	Responds to problems requiring immediate attention, drawing on past experiences to devise solutions
Technology	Uses digital tools and systems to assist in leading a quality audit team

Unit Mapping Information

Supersedes and is equivalent to BSBAUD503 Lead a quality audit.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBAUD512 Lead quality audits

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

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:

- lead a quality audit team on at least two occasions, including:
 - leading entry and exit meetings
 - identifying all objectives, schedules and relevant information and confirming they have been included in the audit plan
 - managing the information gathering process by team members, and analysing, synthesising and reporting of the findings
 - assisting team members to continuously improve their performance.

Knowledge Evidence

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

- quality auditing principles, methods and techniques
- requirements of auditing standards
- key features of technology required for quality auditing activities for leading a quality audit team
- strategies to develop performance improvement in audit team members.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace documentation including previous quality audit reports
- checklists
- risk management and audit plans.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBAUD513 Report on quality audits

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to report on the outcomes of quality audits and take appropriate follow up actions. It covers compiling audit results, preparing reports for relevant stakeholders, and negotiating follow up actions with relevant stakeholders.

The unit applies to individuals who have an established knowledge of quality auditing and are proficient in using a range of quality auditing techniques. It addresses the function performed by either an auditor having sole responsibility for the audit or an auditor required to report on quality audits as part of a quality audit team.

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

Unit Sector

Technical Skills – Audit and Compliance

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 to report audit results	1.1 Compile audit results 1.2 Analyse compiled audit results against agreed audit plan and identify non-compliances 1.3 Consult with team members, if required
2. Prepare final audit report	2.1 Produce draft audit report according to audit plan 2.2 Provide draft report to relevant stakeholders and seek feedback 2.3 Finalise audit report, integrating stakeholder feedback, as required 2.4 Present final audit report to auditee and other relevant

ELEMENT	PERFORMANCE CRITERIA
	stakeholders
3. Agree on follow up process with auditee	3.1 Determine timeframes for any corrective action required to deal with non-conformance, in consultation relevant stakeholders, including the auditee 3.2 Confirm corrective action follow-up procedures are agreed with relevant stakeholders

Foundation Skills

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

Skill	Description
Reading	Interprets and analyses information from a complex range of organisational documentation
Writing	Develops a variety of complex documents using relevant structure, tone and vocabulary appropriate to audience, context and purpose
Oral Communication	- Participates in spoken exchanges using clear language, tone and pace - Uses questioning and listening techniques to clarify understanding
Numeracy	Collects, represents, summarises and interprets a range of statistical data
Self-management	- Monitors adherence to organisational policy/ies and procedure/s - Organises, plans and sequences own workload according to timelines and organisational requirements - Analyses outcomes of decisions to identify opportunities for improvement
Teamwork	Collaborates with others to negotiate joint outcomes, playing an active role in facilitating team understanding
Problem solving	Recognises a range of familiar problems, their symptoms and causes, actively looking for suitable corrective actions
Initiative and enterprise	Makes a range of decisions in complex situations, taking a range of factors into account
Technology	Uses digital tools and systems to develop reports in an effective way

Unit Mapping Information

Supersedes and is equivalent to BSBAUD504 Report on a quality audit.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBAUD513 Report on quality audits

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

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:

- interpret audit results and produce a detailed audit report containing detailed analysis according to specified organisational requirements on at least two different occasions.

In the course of the above, the candidate must:

- negotiate follow-up actions with relevant stakeholders
- use terminology relating to quality auditing.

Knowledge Evidence

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

- quality auditing principles, methods and techniques
- requirements of auditing regulations
- key features of technology required for producing quality auditing results and reports according to organisational requirements
- presentation of corrective action requirements.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace documentation including quality audit reports, checklists, and audit plans
- technology required for quality auditing reporting.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBAUD514 Interpret compliance requirements

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to identify and interpret the range of internal and external compliance requirements and obligations that must be fulfilled by an organisation or work area.

The unit applies to individuals who use their knowledge of compliance and skills in identifying compliance requirements to plan, carry out and evaluate their own work and/or the work of a team.

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

Unit Sector

Technical Skills – Audit and Compliance

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. Clarify the scope of operations	1.1 Analyse organisational operations and identify the functions, products and services that may be subject to compliance requirements 1.2 Develop and document plan for determining relevant compliance requirements 1.3 Obtain approval of plans from relevant stakeholders
2. Identify compliance requirements	2.1 Research information on compliance requirements relevant to the organisation 2.2 Analyse and document information from search according to organisational requirements

ELEMENT	PERFORMANCE CRITERIA
	2.3 Organise and store collected information on relevant compliance requirements according to organisation policies and procedures
3. Interpret and prioritise compliance requirements	3.1 Discuss and clarify with relevant stakeholders ambiguities and issues experienced in interpreting identified compliance information 3.2 Prioritise compliance requirements according to organisational requirements
4. Document compliance requirements	4.1 Organise and document outcomes of the identification and interpretation activities 4.2 Prepare and distribute reports of compliance requirements and assessment of implications to relevant stakeholders

Foundation Skills

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

Skill	Description
Reading	Identifies, interprets, analyses and reviews complex texts from various sources to determine compliance requirements
Writing	- Collates and compiles results of research and analysis using technical language and organisational formats - Develops materials to convey information, requirements and recommendations using language and structure appropriate to the audience
Oral Communication	Uses appropriate techniques, including active listening and questioning, to seek approvals and to confirm understanding
Self-management	Takes responsibility for following policies, procedures and legislative requirements
Technology	Uses digital tools and systems to locate, organise and share information in effective ways

Unit Mapping Information

Supersedes and is equivalent to BSBCOM501 Identify and interpret compliance requirements.

Supersedes but is not equivalent to BSBCOM601 Research compliance requirements and issues.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBAUD514 Interpret compliance requirements

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

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:

- analyse operations of an organisation or work area, identify areas subject to compliance requirements and report findings, on at least three occasions.

In the course of the above, the candidate must:

- interpret and analyse information from standards, legislation, regulations, industry and organisational codes of practice and determine their relevance to compliance in the organisation
- document and store the outcomes of identification and interpretation activities related to the organisation's compliance requirements
- report on adherence to key compliance requirements and the implications of these for the organisation or work area.

Knowledge Evidence

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

- standards, legislation, and codes relevant to compliance requirements
- key sources of information relevant to organisational compliance requirements
- compliance requirements relevant to the operations of organisation or work area.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- standards, legislation, codes relevant to compliance requirements

- resources for conducting digital searches.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBAUD515 Evaluate and review compliance

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to evaluate an organisation's management system and assess its ability to fulfil its obligations and responsibilities under applicable compliance requirements.

The unit applies to individuals who are responsible for evaluating and reviewing the operation and effectiveness of an organisation's management system to ensure compliance with the relevant standards.

Application of this unit must be consistent with the relevant sections of standards and legislative requirements.

Unit Sector

Technical Skills – Audit and Compliance

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 evaluation plan	1.1 Obtain and interpret information on organisation's policies, procedures and compliance requirements 1.2 Develop evaluation methodology 1.3 Prepare evaluation plan, detailing established evaluation criteria and data to be collected 1.4 Confirm approval of plan from relevant stakeholders
2. Prepare evaluation data	2.1 Source required evaluation data according to evaluation plan 2.2 Organise, interpret and review collected data against established evaluation criteria 2.3 Discuss issues interpreting data and address in consultation with

ELEMENT	PERFORMANCE CRITERIA
	relevant stakeholders 2.4 Arrange evaluation data for analysis
3. Analyse data	3.1 Analyse evaluation data in accordance with evaluation plan 3.2 Discuss outcomes and findings of the analysis with relevant stakeholders
4. Determine evaluation findings and outcomes	4.1 Develop and discuss preliminary findings and any identified issues with relevant stakeholders 4.2 Source additional data required to clarify aspects of findings, and issues, where required 4.3 Prepare recommendations for actions to improve identified issues
5. Distribute outcomes and recommendations of evaluation	5.1 Prepare draft report of outcomes, findings and recommendations of the compliance evaluation 5.2 Distribute draft report to relevant stakeholders 5.3 Edit report based on the feedback obtained 5.4 Proofread report in preparation for publishing 5.5 Confirm final report is signed off by authorised personnel 5.6 Distribute report to relevant stakeholders according to evaluation plan

Foundation Skills

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

Skill	Description
Reading	- Identifies, interprets, analyses and reviews complex texts from various sources to determine legislative requirements, organisational operations, specific requirements and responsibilities - Checks documents for accuracy of content, grammar, spelling and punctuation
Writing	- Collates and compiles results of research and analysis using technical language and organisational formats - Develops materials to convey information, requirements and recommendations using language and structure appropriate to the audience - Composes and edits texts, selecting appropriate vocabulary and structure for audience and purpose

Skill	Description
Self-management	Follows policies, procedures and legislative requirements
Planning and organising	Plans, develops, implements and monitors processes for evaluating and reviewing compliance performance
Technology	Uses digital tools and systems to locate, organise and share information effectively

Unit Mapping Information

Supersedes and is equivalent to BSBCOM502 Evaluate and review compliance.

Supersedes but is not equivalent to BSBCOM602 Develop and create compliance requirements.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBAUD515 Evaluate and review compliance

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

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:

- develop outcomes, findings and recommendations regarding an organisation's compliance requirements, on at least two different occasions.

In the course of the above, the candidate must:

- access and interpret information about required compliance standards
- develop an evaluation plan including:
 - preparation of an evaluation methodology
 - preparation and submission of a final report for approval and implementation.

Knowledge Evidence

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

- compliance evaluation methods
- sources of data relevant to compliance requirements
- format and content of an evaluation plan and a report
- features of relevant compliance management systems
- organisational policies and procedures
- standards and legislative requirements relevant to compliance.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- standards, laws, regulations, industry and organisational codes and standards relevant to compliance requirements
- data required for the demonstration of the performance evidence
- resources for conducting digital searches.

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 Guide is found on 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	1.1 Plan and document presentation approach and intended outcomes 1.2 Choose presentation strategies, format and delivery methods that match the characteristics of the target audience, location, resources and personnel needed 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

ELEMENT	PERFORMANCE CRITERIA
	1.4 Brief others involved in the presentation on their roles/responsibilities within the presentation 1.5 Select techniques to evaluate presentation effectiveness
2 Deliver a presentation	2.1 Explain and discuss desired outcomes of the presentation with the target audience 2.2 Use presentation aids, materials and examples to support target audience understanding of key concepts and central ideas 2.3 Monitor non-verbal and verbal communication of participants to promote attainment of presentation outcomes 2.4 Use persuasive communication techniques to secure audience interest 2.5 Provide opportunities for participants to seek clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences 2.6 Summarise key concepts and ideas at strategic points to facilitate participant understanding
3 Review the presentation	3.1 Implement techniques to review the effectiveness of the presentation 3.2 Seek and discuss reactions to the presentation from participants or from key personnel involved in the presentation 3.3 Utilise feedback from the audience or from key personnel involved in the presentation to make changes to central ideas presented

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	Reviews and analyses documents to identify information relevant to a specific presentation
Writing	1.1, 3.3	Develops material to convey ideas and information to target audience in an engaging way
Oral	1.4, 2.1, 2.2, 2.3,	Presents information using words and non-verbal features appropriate to the audience and context

Communication	2.4, 2.5, 2.6, 3.2	• 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	• 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	• 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>

BSBCMM411 Make presentations

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit covers the skills and knowledge required to prepare, deliver and review presentations for target audiences.

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

Social Competence – Verbal 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 presentation	1.1 Plan presentation approach and intended outcomes 1.2 Identify target audience, location and resources requirements 1.3 Select presentation strategies, format and delivery methods according to presentation requirements 1.4 Select techniques to evaluate presentation effectiveness
2. Deliver presentation	2.1 Summarise key concepts and ideas and present to target audience 2.2 Provide opportunity for audience to seek clarification on presentation information 2.3 Confirm target audience understand key concepts and ideas, and

ELEMENT	PERFORMANCE CRITERIA
	that identified presentation objectives have been achieved
3. Review presentation	3.1 Evaluate effectiveness of the presentation 3.2 Seek and discuss feedback and any reactions to the presentation from participants and relevant stakeholders 3.3 Make changes to presentation based on feedback received

Foundation Skills

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

SKILL	DESCRIPTION
Reading	Reviews and analyses documents to identify information relevant to a specific presentation
Writing	Develops material to convey ideas and information to target audience in an engaging way
Oral Communication	- Presents information using words and non-verbal features appropriate to the audience and context - Uses listening and questioning techniques to gather information required to develop and modify presentations
Problem solving	Interprets audience reactions and changes words and non-verbal features accordingly
Planning and organising	Demonstrates sophisticated control over oral, visual and written formats, drawing on a range of communication practices to achieve goals
Initiative and enterprise	- Selects and uses appropriate conventions and protocols to encourage interaction and to present information - Recognises the need to alter personal communication style in response to the needs and expectations of others
Self-management	Takes responsibility for planning, sequencing and prioritising tasks and own workload to achieve outcomes
Technology	Uses the main features and functions of digital tools to complete work tasks

Unit Mapping Information

Supersedes and is equivalent to BSBCMM401 Make a presentation.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBCMM411 Make presentations

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

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:

- prepare and deliver at least two different presentations.

In the course of the above, the candidate must:

- use aids and materials to support the presentation
- select and implement methods to review the effectiveness of presentation and document suggested improvements.

Knowledge Evidence

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

- information collection methods that support review and feedback of presentations
- organisational and legislative obligations and requirements relevant to presentations
- structure of presentations according to intended outcomes
- principles of effective communication including:
 - persuasive communication techniques
 - verbal and non-verbal communication
- presentation methods
- different aids, materials and techniques that can be used for presentations.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- equipment, materials and business software packages for making a presentation.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBCMM511 Communicate with influence

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to present and negotiate persuasively, lead and participate in meetings and make presentations to customers, clients and other key stakeholders.

The unit applies to individuals who are managers and leaders required to identify, analyse, synthesise and act on information from a range of sources, and who deal with unpredictable problems as part of their job role. They use initiative and judgement to organise the work of self and others and plan, evaluate and co-ordinate the work of teams.

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

Unit Sector

Social Competence – Verbal 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. Identify communication requirements	1.1 Confirm authority to present material on behalf of an organisation or work area, according to organisational policies and procedures 1.2 Identify information that may be subject to confidentiality and manage appropriately 1.3 Identify information needs of audience and prepare a position in line with purpose of communication
2. Negotiate to achieve agreed outcome	2.1 Identify objectives of negotiation, and needs and requirements of stakeholders

ELEMENT	PERFORMANCE CRITERIA
	2.2 Identify and document potential issues and problems 2.3 Prepare positions and supporting arguments according to objectives 2.4 Communicate with stakeholders, and establish areas of common ground and potential compromise 2.5 Confirm and document outcomes of negotiation
3. Participate in and lead meetings	3.1 Identify the need for meeting and schedule according to stakeholder availability 3.2 Prepare meeting materials and distribute to stakeholders 3.3 Conduct meeting and contribute to discussions 3.4 Seek consensus on meeting objectives 3.5 Summarise outcomes of meetings and distribute to stakeholders
4. Make presentations	4.1 Identify forums to present according to organisational objectives 4.2 Determine tone, structure, style of communication and presentation according to target audience 4.3 Prepare presentation according to desired outcomes 4.4 Provide an opportunity for audience to ask questions 4.5 Follow up with stakeholders following presentation 4.6 Evaluate presentation and identify areas for improvement

Foundation Skills

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

SKILL	DESCRIPTION
Writing	- Prepares documentation that summarises key findings and outcomes - Prepares presentations appropriate to audience needs, context and purpose
Oral Communication	Uses active listening and questioning to seek information and confirm understanding
Teamwork	Selects and uses relevant conventions and protocols when communicating with team members
Self-management	Demonstrates sophisticated control over oral, visual and/or written formats, drawing on a range of communication practices to achieve goals
Problem solving	Uses analytical processes to evaluate options, and aid in problem-solving and decision-making

	Plays a lead role in situations requiring negotiation and collaboration, demonstrating high level conflict resolution skills and ability to engage and motivate others
Initiative and enterprise	- Adapts personal communication style to build trust and positive working relationships and to show respect for the opinions and values of others - Understands the implications of legal and ethical responsibilities to maintain confidentiality - Selects relevant vocabulary adjusting language and presentation features to maintain effectiveness of interaction
Planning and organising	Plans, organises and implements tasks required to achieve required outcomes

Unit Mapping Information

Supersedes and is equivalent to BSBLDR513 Communicate with influence.

Supersedes but is not equivalent to:

- BSBCMM402 Implement effective communication strategies
- BSBGOV404 Communicate with community stakeholders.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBCMM511 Communicate with influence

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

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:

- participate in and lead at least two meetings
- prepare and make a presentation to two different groups.

In the course of the above, the candidate must:

- communicate with key stakeholders to position the business to best effect including:
 - listening actively
 - understanding information needs of others
 - adapting communication to suit the audience
 - identifying suitable platform for presentations
 - presenting reliable information
 - designing the presentation to meet the needs of the audience
 - answering questions clearly and concisely.

Knowledge Evidence

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

- industry, media and government organisations, events and communication channels that are relevant to the organisation
- cross-cultural communication
- techniques for negotiation, mediation, conflict resolution and incident de-escalation
- structured and inclusive meeting procedures
- organisational policies and procedures relevant to:
 - presenting and negotiating
 - leading and participating in meetings
 - making presentations

- communication tone, structure, style and impact on others
- relevant organisational policies and procedures on confidentiality of information.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace documentation and resources relevant to performance evidence
- organisation information, including organisational structure, goals, objectives and plans.

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 Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBHRM413 Support the learning and development of teams and individuals

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to determine individual and team development needs and to facilitate the development of the workgroup.

The unit 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

Technical Skills – Human Resources

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. Contribute to needs development	1.1 Collect information on performance of team members from relevant sources 1.2 Identify individual and team learning and development needs in line with organisational requirements 1.3 Confirm learning plans meet individual and group training and development needs 1.4 Provide opportunities to individuals to self-evaluate performance and identify areas for improvement
2. Support implementation of	2.1 Develop collaborative learning plans to match skill needs of individuals and groups and match the competency standards

ELEMENT	PERFORMANCE CRITERIA
learning and development	relevant to the industry 2.2 Ensure learning delivery methods are relevant to the participants 2.3 Identify and coordinate workplace learning opportunities to facilitate individual and team achievement of competencies 2.4 Identify and manage resources and timelines relevant for learning activities according to organisational requirements
3. Monitor and evaluate workplace learning	3.1 Monitor learning plans to improve the efficiency and effectiveness of learning 3.2 Seek feedback from individuals or teams to identify and implement improvements in future learning arrangements 3.3 Assess and record outcomes and performance of individuals and teams to determine the effectiveness of development programs and the extent of additional development support 3.4 Document and maintain records and reports of competency according to organisational requirements

Foundation Skills

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

SKILL	DESCRIPTION
Learning	• 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	• Analyses textual information from a range of sources to identify organisational requirements • Analyses information from a range of sources to evaluate performance
Writing	• Develops materials to suit the requirements of different roles and individuals in the organisation • Maintains records using correct technical and organisational vocabulary
Oral Communication	• 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 • Selects and uses appropriate conventions and protocols when communicating with co-workers in a range of work contexts

SKILL	DESCRIPTION
Self-management	• Recognises and responds to explicit and implicit organisational procedures and protocols • Understands how own role meshes with others and contributes to broader goals
Teamwork	• 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 agreeable outcomes playing an active role in facilitating consensus in potentially contentious situations
Problem solving	• 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

Supersedes and is equivalent to BSBLED401 Develop teams and individuals.

Supersedes but is not equivalent to:

- BSBFLM311 Support a workplace learning environment
- BSBLED301 Undertake e-learning.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBHRM413 Support the learning and development of teams and individuals

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

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:

- contribute to, facilitate and monitor learning and development for at least one team and for at least one individual.

In the course of the above, the candidate must:

- collect data on team and individual and team development needs
- collaboratively develop learning plans to match skill needs of individuals and groups
- coordinate learning opportunities
- give and receive feedback during the implementation of learning plans
- monitor and review workplace learning plan implementation plans.

Knowledge Evidence

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

- facilitation techniques to support team development and improvement
- organisational policies, plans and procedures for developing teams
- career paths and competency standards relevant to the industry
- key sources of information relevant to inform development needs
- key features of learning and development methods.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- learning and development plans, policies and procedures.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

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

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	Evaluates and reflects on personal effectiveness to develop strategies to enhance own performance
Reading	1.1, 1.2, 1.5, 1.6	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	- 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	- 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	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	- 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	- 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	- 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

		• Uses formal analytical and lateral thinking techniques to identify issues, generate and evaluate possible solutions, and select most appropriate option

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>

BSBLDR522 Manage people performance

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.
Release 2	This version first released with BSB Business Services Training Package Version 7.1. Release created to amend typographical error with performance criteria.

Application

This unit describes the skills and knowledge required to manage the performance of staff that are direct reports.

The unit applies to individuals who manage people. It covers work allocation and the methods to review performance, reward excellence and provide feedback. The unit makes the link between performance management and performance development and reinforces both functions as a key requirement for effective managers.

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

Unit Sector

Social Competence – Leadership

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. Allocate work	1.1 Consult relevant groups and individuals on work to be allocated and resources available 1.2 Develop work plans and allocate work according to organisational requirements and operational plans 1.3 Develop and confirm performance standards and key

ELEMENT	PERFORMANCE CRITERIA
	performance indicators with relevant staff 1.4 Conduct risk analysis according to organisational risk management plan and legal requirements
2. Assess performance	2.1 Review performance management and processes according to legislation, organisational objectives and policies 2.2 Train participants in the performance management and review process 2.3 Conduct performance management according to organisational policies procedures and relevant timelines 2.4 Monitor and evaluate performance according to performance standards and key performance indicators
3. Provide feedback	3.1 Provide informal feedback and coaching to staff 3.2 Advise relevant personnel, where performance is poor and take necessary actions 3.3 Document feedback according to the organisational performance management system 3.4 Conduct formal structured feedback sessions as necessary and according to organisational policy
4. Manage follow up	4.1 Develop performance improvement and development plans according to organisational policies 4.2 Monitor underperforming individuals according to organisational policies 4.3 Respond to underperforming individuals, as required 4.4 Reinforce excellence in performance through recognition and continuous feedback

Foundation Skills

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

SKILL	DESCRIPTION
Learning	Consolidates and improves own knowledge and skills by coaching, mentoring or training others
Reading	Gathers, interprets and analyses texts in organisational documents to facilitate performance management
Writing	Plans and prepares documents for allocating work and managing performance suitable for the target audience and in accordance with organisational requirements

Oral Communication	• Uses language and structure appropriate to context and audience to explain expected standards of performance, provide feedback and coach staff
Self-management	• Applies legal and regulatory responsibilities related to own work and the organisation as a whole • Adheres to organisational policies and procedures
Teamwork	• Applies the protocols governing what to communicate to whom and how in a range of work contexts • Collaborates with others to achieve joint outcomes, influencing direction and taking a leadership role on occasion
Planning and organising	• Sequences and schedules complex activities, monitors implementation and manages relevant communication • Seeks advice, feedback and support, as required to assist in the decision-making process • Uses experiences to reflect on the ways in which variables impact on performance

Unit Mapping Information

Supersedes and is equivalent to BSBMGT502 Manage people performance.

Supersedes but is not equivalent to:

- BSBMGT404 Lead and facilitate off-site staff
- BSBSLS502 Lead and manage a sales team.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBLDR522 Manage people performance

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

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:

- manage performance of at least two individuals
- manage performance of at least one team.

In the course of the above, the candidate must:

- consult with stakeholders to identify work requirements, performance standards and agreed performance indicators
- develop work plans and allocate work to achieve outcomes efficiently and within organisational and legal requirements
- assess performance against performance indicators according to performance management and review processes
- monitor, evaluate and provide feedback on performance and provide coaching or training, as needed
- keep records and documentation in accordance with the organisational performance management system
- reinforce excellence in performance through recognition and continuous feedback
- respond to underperforming individuals according to organisational policies, as required.

Knowledge Evidence

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

- legislative and regulatory and organisational requirements for performance management and review
- organisational risk management plan
- organisational human resource support services
- organisational performance measurement systems
- key features of unlawful dismissal rules and due process

- staff development options and information.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation on performance management
- workplace documentation and resources for performance management and review.

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 Guide is found on 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

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

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

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	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	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	- 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	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	- 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	- 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	- 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>

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
	implemented 1.3 Encourage individuals to self-evaluate performance and identify areas for improvement 1.4 Collect feedback on performance of team members from relevant sources and compare with established team learning needs
2. Develop individuals and teams	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 2.2 Ensure that learning delivery methods are appropriate to the learning goals, the learning style of participants, and availability of equipment and resources 2.3 Provide workplace learning opportunities, and coaching and mentoring assistance to facilitate individual and team achievement of competencies 2.4 Create development opportunities that incorporate a range of activities and support materials appropriate to the achievement of identified competencies 2.5 Identify and approve resources and time lines required for learning activities in accordance with organisational requirements
3. Monitor and evaluate workplace learning	3.1 Use feedback from individuals or teams to identify and implement improvements in future learning arrangements 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 3.3 Negotiate modifications to learning plans to improve the efficiency and effectiveness of learning 3.4 Document and maintain records and reports of competency 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

Learning	1.1-1.4, 2.1-2.4, 3.1, 3.3	• 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	• 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	• 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	• 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	• 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	• 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	• 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
	realistic and consistent with budget resources 1.5 Develop action plans to provide details of products and services being promoted
2. Coordinate promotional activities	2.1 Ensure personnel and resources to support promotional activities are identified and prepared to facilitate the achievement of promotional goals 2.2 Identify and agree roles and responsibilities for delivery of promotional services and allocate to relevant personnel 2.3 Establish and conduct relationships with targeted groups in a manner which enhances the positive image of the organisation 2.4 Use networks to assist in the implementation of promotional activities
3. Review and report on promotional activities	3.1 Analyse audience feedback and data to determine the impact of the promotional activity on the delivery of products and services 3.2 Assess effectiveness of planning processes to identify possible improvements in future activities 3.3 Collect feedback and provide to personnel and agencies involved in promotional activity 3.4 Analyse costs and time lines to evaluate the benefits accruing from the promotional activities 3.5 Prepare conclusions and recommendations from verifiable evidence and provide constructive advice on future directions of promotional activities

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	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	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	- 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	Classifies, analyses and compares numeric information, including costs and timelines, relevant to the promotional activity
Navigate the world of work	1.1	Adheres to legislative requirements and organisational policies and procedures
Interact with others	1.3, 2.3, 2.4, 3.3, 3.5	- 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	- 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>

BSBMKG434 Promote products and services

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to coordinate and review the promotion of an organisation's products and/or services.

The unit 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

Technical Skills – 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. Establish promotional activities	1.1 Identify need for promotion of product or service according to organisational and market requirements 1.2 Identify overall promotional objectives in consultation with relevant stakeholders 1.3 Analyse and select promotional activity options for meeting promotional objectives 1.4 Determine contingency strategies for selected activity options
2. Coordinate promotional activities	2.1 Allocate roles and responsibilities for delivery of promotional services and communicate to relevant personnel 2.2 Monitor progress of promotional activities according to action plan

ELEMENT	PERFORMANCE CRITERIA
	2.3 Identify and address potential issues during implementation within scope of own responsibility 2.4 Apply determined contingency strategies, if required
3. Review promotional activities	3.1 Analyse effectiveness of planning processes using feedback and data 3.2 Identify possible improvements in future activities 3.3 Collect feedback and provide to others involved in promotional activity 3.4 Analyse costs and timelines for benefits accruing from the promotional activities 3.5 Prepare conclusions and recommendations relating to effectiveness of promotional activities

Foundation Skills

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

Skill	Description
Reading	Interprets, analyses and collates textual information relevant to promotional activities from a range of sources
Writing	Uses clear and specific language to develop formal and informal documents for different audiences in accordance with organisational requirements
Oral Communication	- 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	Classifies, analyses and compares numeric information, including costs and timelines, relevant to the promotional activity
Self-management	- Adheres to legislative requirements and organisational policies and procedures - Evaluates effectiveness of decisions in terms of how well they meet stated goals
Teamwork	- 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
Planning and	Sequences and schedules complex activities, monitors

Skill	Description
organising	implementation and manages relevant communication
Technology	• Uses a range of digital tools to access data, and to extract, organise, integrate and share relevant information

Unit Mapping Information

Supersedes and is equivalent to BSBMKG413 Promote products and services.

Supersedes but is not equivalent to:

- BSBPRO301 Recommend products and services
- BSBPRO401 Develop product knowledge.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBMKG434 Promote products and services

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

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:

- Promote at least three products or services.

In the course of the above, the candidate must:

- identify the context for the promotional activities, including:
 - relevant legislation and 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:
 - allocating roles and responsibilities
 - using communication channels to convey responsibilities
 - obtaining relevant resources and promotional products
- analyse feedback and data to evaluate the effectiveness of planning processes and promotional activities and make recommendations on future directions of promotional activities.

Knowledge Evidence

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

- legislative and regulatory context of the organisation as relevant to promotional activities
- content of action plans, including:
 - task steps

- costs
- timeframe
- resources and responsibilities
- internal and external stakeholders involved in coordinating promotional activities
- planning processes for organising promotional activities
- organisation's marketing objectives and how they support the overall business objectives
- common promotional activities that could be used to support the marketing objectives.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, regulations, standards and codes for promoting products and services
- workplace documentation and resources for promoting products and services.

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 Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBPEF502 Develop and use emotional intelligence

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to develop and use emotional intelligence to increase self-awareness, self-management, social awareness and relationship management in the workplace.

The unit applies to individuals who are required to identify, analyse, synthesise and act on information from a range of sources and who deal with unpredictable problems as part of their job role. These individuals may be responsible for leading a team or work area.

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

Unit Sector

Critical Thinking & Problem Solving – Personal Effectiveness

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 to develop emotional intelligence	1.1 Develop evaluation criteria for assessing emotional strengths and weaknesses 1.2 Assess emotional strengths and weaknesses against evaluation criteria 1.3 Identify and analyse potential emotional stressors in the workplace 1.4 Identify methods for responding to emotional stressors 1.5 Seek feedback from others to identify and confirm methods for responding to emotional stressors in the workplace
2. Develop emotional	2.1 Analyse and document emotional responses of co-workers

ELEMENT	PERFORMANCE CRITERIA
intelligence	2.2 Develop a plan for identifying and responding to a range of emotional expressions 2.3 Apply techniques that indicate flexibility and adaptability in dealing with others in the workplace 2.4 Apply techniques that show consideration for the emotions of others when making decisions 2.5 Consult with relevant stakeholders and identify improvement areas for own emotional intelligence
3. Promote development of emotional intelligence in others	3.1 Identify workplace opportunities for others to express their thoughts and feelings 3.2 Develop tasks for assisting others to understand effect of personal behaviour and emotions on others in the workplace 3.3 Implement identified opportunities and tasks in the workplace according to organisational policy and procedures

Foundation Skills

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

Skill	Description
Learning	Identifies and uses strategies to improve own emotional intelligence
Oral communication	- Uses appropriate language and nonverbal features to present information and seek feedback - Uses listening and questioning skills to elicit the views of others and to clarify or confirm understanding
Teamwork	- Identifies personal attributes and considers the impact on others and modifies approach to support development - Adapts personal communication style to model behaviours, build trust and positive working relationships and to build understanding of emotional intelligence - Leads a collaborative approach, using inquiring and inclusive techniques, to develop understanding and skills that enhances individuals' emotional intelligence
Enterprise and Initiative	Leads processes to develop, implement and monitor plans and processes to ensure team engagement and effectiveness

Unit Mapping Information

Supersedes and is equivalent to BSBLDR511 Develop and use emotional intelligence.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBPEF502 Develop and use emotional intelligence

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

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:

- demonstrate emotional intelligence in relation to at least two different work tasks
- promote development of emotion intelligence in others on at least one occasion.

In the course of the above, the candidate must:

- develop assessment criteria to assess personal emotional strengths and weaknesses
- conduct an analysis to identify personal emotional triggers, incorporating feedback from others
- analyse and document interactions with co-workers
- develop and implement plans for responding to emotional expressions
- apply techniques that promote flexibility in interactions with others and show consideration for the emotions of others.

Knowledge Evidence

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

- application of emotional intelligence attributes, including:
 - self-awareness
 - self-management
 - social awareness
 - relationship management
- emotional intelligence principles and strategies
- strategies for communicating with a diverse workforce that has varying expressions of emotion
- methods to develop emotional intelligence in others
- emotional intelligence in the context of building workplace relationships.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to challenges and situations to demonstrate the application of performance evidence.

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 Guide is found on 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	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	- 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	- 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	Performs calculations to determine timeframes and measure actual performance against required standards
Navigate the world of work	2.3, 2.4	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	- 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	- 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
	make efficient use of resources in accordance with organisational requirements 1.4 Identify research requirements for combining online research with non-electronic sources of information 1.5 Use business technology to access, organise and monitor information in accordance with organisational requirements 1.6 Update, modify, maintain and store information, in accordance with organisational requirements
2. Research and analyse information	2.1 Clearly define objectives of research ensuring consistency with organisational requirements 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 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 2.4 Use reliable methods of data analysis that are suitable to research purposes 2.5 Ensure that assumptions and conclusions used in analyses are clear, justified, supported by evidence and consistent with research and business objectives
3. Present information	3.1 Present recommendations and issues in an appropriate format, style and structure using suitable business technology 3.2 Structure and format reports in a clear manner that conforms to organisational requirements 3.3 Report and distribute research findings in accordance with organisational requirements 3.4 Obtain feedback and comments on suitability and sufficiency of findings in accordance with 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, 1.4, 2.1-2.5, 3.4	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	- 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	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	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	Recognises and follows organisational policies and procedures and meets expectations associated with own role
Interact with others	3.3, 3.4	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	- 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>

BSBRES411 Analyse and present research information

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 3.0.

Application

This unit describes the skills and knowledge required to gather, organise, analyse and present workplace information using available systems and sources. This includes identifying research requirements and sources of information, applying information to a set of facts, evaluating the quality and reliability of the information, and preparing and producing reports.

It applies to individuals in roles in which they 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 predictable and 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. Identify reliable sources of research information	1.1 Identify potential sources for research information relevant to the organisation requirements 1.2 Assess reliability of potential sources, considering accuracy, authority, audience, relevance and likelihood of bias 1.3 Access research information and extract in a format suitable for analysis, interpretation and dissemination in accordance with

ELEMENT	PERFORMANCE CRITERIA
	organisational requirements 1.4 Store research information, in accordance with organisational requirements
2. Analyse and synthesise research information	2.1 Clearly define objectives of research ensuring consistency with organisational requirements 2.2 Ensure that information research strategies are relevant to the requirements of the research and aligned to organisational objectives 2.3 Apply information research strategy to obtain relevant information, identifying themes and drawing conclusions in line with established objectives of research 2.4 Demonstrate that assumptions and conclusions used in analyses are clear, justified, supported by evidence and consistent with research and business objectives
3. Present research information	3.1 Identify appropriate methods of reporting, considering the intended audience and relevant organisational requirements 3.2 Report on findings in an appropriate format, style and structure within a pre-determined timeframe 3.3 Report and distribute research findings in accordance with organisational requirements 3.4 Obtain feedback and comments on suitability and sufficiency of findings in accordance with organisational requirements

Foundation Skills

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

Skill	Description
Reading	Analyses and evaluates textual information to develop information research strategies, integrate facts and ideas and meet organisational requirements
Writing	- 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	Presents recommendations and issues using language appropriate to

Communication	audience and according to organisational requirements
Navigate the world of work	Recognises and follows organisational policies and procedures and meets expectations associated with own role
Interact with others	Selects and uses appropriate communication practices when seeking or sharing information
Get the work done	- 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 foreseeable problems in familiar work contexts

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBRES411 Analyse and present research information Release 1	BSBRES401 Analyse and present research information Release 1	Updates to elements and performance criteria, performance and knowledge evidence.	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 BSBRES411 Analyse and present research information

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 3.0.

Performance Evidence

Evidence of the ability to:

- identify research requirements and objectives
- gather, organise and present research information
- communicate effectively with research stakeholders to clarify requirements
- maintain and handle information and documents systematically and securely
- preparing reports on research findings including:
 - recommendations based on the analysis of research information
 - clear and justified assumptions and conclusions
 - use of efficient and reliable research methods
- analyse, evaluate and interpret research information to support organisational activities.

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

Knowledge Evidence

The candidate must be able to demonstrate the following knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit, and to manage tasks and reasonably foreseeable contingencies in the context of the work role:

- Key features of organisational policies and procedures relating to:
 - the access of digital information
 - the storage/transmission of information
 - legal and ethical obligations relating to workplace information
- key concepts related to research and analysis including reliability and validity
- key features of research processes and strategies to identify new sources (online and print) of information and efficient and effective use.

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 in the workplace.

Assessors of this unit must satisfy the assessor requirements 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>

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	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	Collects, analyses, compares and evaluates textual information from a range of resources to inform research strategies
Writing	1.6, 3.3, 3.4	- 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	- 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	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	- 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	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	- 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>

BSBSTR501 Establish innovative work environments

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to create an environment that enables and supports practice which focuses on a holistic approach to the integration of innovation across all areas of work practice.

The unit applies to individuals working in leadership or management roles in any industry or community context. The individual could be employed by the organisation, but may also be an external contractor, the leader of a cross organisation team or of a self-formed team of individuals.

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

Unit Sector

Critical Thinking and Problem Solving – Business Strategy

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Establish work practices	1.1 Identify relevant stakeholders 1.2 Identify organisational objectives and practices 1.3 Evaluate current work conditions 1.4 Determine working conditions that allow innovative practices according to organisational policies and procedures 1.5 Identify organisational resources relating to innovation 1.6 Build and lead team and maximise opportunities for innovation
2. Create an innovative	2.1 Evaluate the impacts of changing work environment

ELEMENT	PERFORMANCE CRITERIA
environment	2.2 Collaborate with stakeholders and develop ideas for enhancing work environment 2.3 Identify and select resources required for enhancing work environment 2.4 Assess the ability of the workspace to support innovation 2.5 Assist team members to adapt and perform in new work environment
3. Implement innovative work environment	3.1 Encourage creative mindsets, collaborative working and development of positive workplace relationships 3.2 Reinforce the value of innovation according to organisational vision and objectives 3.3 Take risks to open up opportunities for innovation 3.4 Select ways of celebrating and encouraging innovation 3.5 Encourage and support evaluation of innovative ideas
4. Share and evaluate innovative ideas and work environment	4.1 Share relevant information, knowledge and skills on innovative practices with stakeholders 4.2 Provide and encourage formal and informal learning opportunities to develop skills required for innovation 4.3 Create opportunities where individuals can learn from the experience of others 4.4 Seek and respond to suggestions, improvements and innovations from all team members

Foundation Skills

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

SKILL	DESCRIPTION
Reading	Interprets and evaluates information that may deal with complex ideas related to issues both within and outside a given workplace context
Writing	Develops information for others using language to suit the context and audience
Oral communication	- Presents ideas and concepts to a range of audiences using structure and language to suit the audience - Uses active listening and questioning to discuss and clarify information and to confirm understanding
Self-management	Takes responsibility for implementing practices and procedures to achieve organisational objectives in innovation according to role

SKILL	DESCRIPTION
	- requirements - Accepts responsibility for planning and implementing tasks and practices to achieve organisational goals, negotiating key aspects with others and taking into account current capabilities and needs
Initiative and enterprise	Develops new and innovative ideas through exploration, evaluation, analysis and critical thinking
Teamwork	- Uses required communication techniques to build rapport and foster strong relationships with co-workers in a range of work contexts - Uses inclusive and collaborative techniques to share, promote and convey complex information about new ideas and systems within the workplace - Facilitates a climate where people feel comfortable suggesting and discussing improvements and new ideas
Problem Solving	Uses problem solving processes to identify, assess and respond to challenges and risks around innovation

Unit Mapping Information

No equivalent unit. Supersedes but is not equivalent to:

- BSBINN501 Establish systems that support innovation
- BSBINN502 Build and sustain an innovative work environment.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBSTR501 Establish innovative work environments

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

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:

- establish at least two different procedures and practices that foster innovation in areas of work practice, including at least three of the following:
 - collaborative work arrangements
 - building team capacity to contribute to innovation
 - providing formal and informal learning opportunities
 - evaluating ideas of innovation in work environment
 - celebrating and encouraging innovation
 - consulting with relevant stakeholders
 - changing physical work environment, including designing, fitting-out and decorating workspaces
 - communicating and sharing of ideas and feedback.

In the course of the above, the candidate must:

- reinforce the value of innovation to the vision and objectives of the organisation
- model behaviour, including:
 - being receptive to ideas
 - giving constructive advice
 - establishing and maintaining relationships based on mutual respect and trust
 - taking considered risks that provide opportunities for innovation
- support innovation and collaboration of ideas to make improvements.

Knowledge Evidence

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

- concepts and theories of innovation

- context for innovation in the workplace, including:
 - core business values
 - overall objectives
 - broader environmental context
 - value and benefit of innovative ideas and projects
- factors and tools that motivate individuals
- creative thinking and innovative work practices
- ways of celebrating and promoting innovation in the workplace
- approaches to management and leadership and how they support and hinder innovation
- challenges and barriers to innovation and ways of overcoming them, including:
 - rewarding and celebrating innovation
 - coaching and learning
 - modelling behaviour and managing the physical environment.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- relevant legislation and codes of practice
- relevant organisational policies and procedures
- workplace equipment and resources.

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 Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBSTR502 Facilitate continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to lead and manage continuous improvement systems and processes. Particular emphasis is on the development of systems and the analysis of information to monitor and adjust performance strategies, and to manage opportunities for further improvements.

The unit applies to individuals who take an active role in managing a continuous improvement process in order to achieve an organisation's objectives. At this level, work will normally be carried out using complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem-solving and decision-making strategies.

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

Unit Sector

Critical Thinking and Problem Solving – Business Strategy

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 systems and processes	1.1 Identify current systems and processes that facilitate continuous improvement 1.2 Identify and define improvement needs and opportunities for the organisation 1.3 Develop decision-making processes to assist continuous improvement and communicate to relevant stakeholders 1.4 Develop strategies for continuous improvement and encourage

ELEMENT	PERFORMANCE CRITERIA
	team members to participate in decision-making processes 1.5 Develop knowledge management systems to capture team progress, insights and experiences from business activities 1.6 Develop new systems and processes that facilitate continuous improvement according to improvement needs and opportunities 1.7 Establish processes that confirm team members are informed about continuous improvement outcomes
2. Monitor and adjust performance strategies	2.1 Confirm relevant systems and processes meet organisation sustainability requirements 2.2 Confirm team progress, insights and experiences are captured and accessible using knowledge management systems 2.3 Coach individuals and teams to implement and support continuous improvement systems and processes 2.4 Identify and evaluate ways in which planning and operations could be improved 2.5 Make recommendations and communicate strategies to relevant stakeholders
3. Manage opportunities for further improvement	3.1 Evaluate outcomes and identify opportunities for improvement 3.2 Seek feedback from relevant stakeholders on systems and processes 3.3 Identify other areas for improvement and document feedback for future planning

Foundation Skills

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

SKILL	DESCRIPTION
Reading	- Identifies and extracts required information from a range of complex texts - Locates, interprets and analyses workplace documentation to gather information relating to continuous improvement
Writing	- Develops complex texts related to continuous improvement processes according to organisational requirements - Ensures the vocabulary, grammatical structures and conventions are required for the context and target audience
Oral	Presents information to a range of audiences using appropriate structure and language

SKILL	DESCRIPTION
communication	• Listens and comprehends information from a variety of spoken exchanges with clients, co-workers and other stakeholders • Confirms understanding through questioning and active listening
Initiative and enterprise	• Monitors adherence to organisational policies, procedures and protocols and considers own role in terms of its contribution to broader goals of the work environment • Identifies and uses appropriate conventions and protocols when communicating with colleagues and external stakeholders
Problem solving	• Uses analytical and lateral thinking to review current practices and develop ideas for improvement
Teamwork	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction and influencing direction
Self-management	• Takes responsibility for developing, implementing and monitoring systems and processes to achieve organisational outcomes
Technology	• Reflects on the ways in which digital systems and tools are used, or could be used, to achieve work goals

Unit Mapping Information

Supersedes and is equivalent to BSBMGT516 Facilitate continuous improvement.

Supersedes but is not equivalent to BSBCUE501 Develop business continuity strategy.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBSTR502 Facilitate continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

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:

- lead and manage continuous improvement systems and processes for at least one organisation or work area.

In the course of the above, the candidate must:

- address organisational sustainability requirements
- incorporate mentoring, coaching and other support to enable individuals to participate in continuous improvement processes
- capture progress, insights and experiences using established knowledge management systems
- encourage participation in decision making processes and ideas for continuous improvement.

Knowledge Evidence

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

- systems and processes facilitating continuous improvement
- common decision-making processes
- organisational policies and procedures relating to digital systems, decision-making processes and continuous improvement systems
- business systems and requirements, including:
 - knowledge management
 - quality
 - sustainability
 - performance management.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace documentation and resources relevant to performance evidence
- organisational policies and procedures relevant to performance evidence.

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 Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBSTR503 Develop organisational policy

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to develop and review policy in an organisation. It covers anticipating and confirming the need for policy development or review; planning the policy development process; gathering and analysing information; determining policy direction; and drafting, releasing and promoting policy.

The unit applies to managers who draft and review policy that is formulated to facilitate the implementation of decisions made by senior executives, business owners and boards of management or similar.

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

Unit Sector

Critical Thinking and Problem Solving – Business Strategy

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 existing policy	1.1 Identify existing policies in the organisation 1.2 Analyse existing policies according to organisational procedures 1.3 Evaluate improvement needs and opportunities 1.4 Consult with relevant stakeholders and confirm need for new policy development
2. Establish need for policy development	2.1 Identify internal and external factors likely to cause changes to organisation policy 2.2 Consult with relevant stakeholders and document impacts of

ELEMENT	PERFORMANCE CRITERIA
	factors identified 2.3 Analyse need for new policy against internal and external environment and existing policies 2.4 Identify and recommend to relevant stakeholders priority areas for policy development according to organisational procedures 2.5 Identify and analyse associated issues and risks likely to impact policy development 2.6 Implement risk management processes
3. Prepare for and develop policy	3.1 Identify type of information required to develop policy 3.2 Outline policy requirements according to organisational procedures 3.3 Develop an analytical framework for the development of policy 3.4 Source, analyse and apply relevant information to support policy development according to organisational policies and procedures 3.5 Develop, consult with and recommend to relevant stakeholders a range of policy options and assessment criteria 3.6 Obtain approvals from stakeholders according to the policy development plan and organisational policies and procedures 3.7 Draft policy according to consultations, feedback and organisational policies and procedures 3.8 Facilitate agreement to policy via organisational channels and relevant stakeholders
4. Release and review policy development process and policy	4.1 Communicate with relevant stakeholders responsible for implementing new policy 4.2 Facilitate discussion and manage dissenting stakeholders 4.3 Release and promote the policy according to organisational requirements 4.4 Seek feedback and respond to relevant stakeholders for future improvements for policy development

Foundation Skills

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

SKILL	DESCRIPTION
Reading	Analyses and interprets textual information from a range of sources to inform policy review and development

SKILL	DESCRIPTION
Writing	• Develops texts dealing with complex ideas and concepts using specialised and detailed language to convey explicit information according to compliance and organisational requirements • Prepares written reports and workplace documentation that communicates strategy and intent clearly and effectively and elicits feedback
Oral communication	• Uses specialised vocabulary to discuss and confirm policy development requirements adjusting words and features to suit audience and context
Initiative and enterprise	• Adapts communication style to build positive working relationships and to show acknowledgement of the opinions of others
Learning	• Recognises, understands and applies organisational policies, procedures and protocols
Self-management	• Takes responsibility for planning and implementing tasks required to achieve organisational objectives • Seeks advice, feedback and support, as required to assist in the development, planning, review and implementation phases

Unit Mapping Information

Supersedes and is equivalent to BSBMGT518 Develop organisation policy.

Supersedes but is not equivalent to BSBGOV503 Conduct organisational strategic planning.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBSTR503 Develop organisational policy

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

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:

- develop, revise and promote at least one policy.

In the course of the above, the candidate must:

- plan, develop and implement policy using iterative and consultative processes with input from representative stakeholders
- analyse internal and external factors
- consult with stakeholders to identify needs for policy review and policy development
- develop analytical framework
- ensure style and format requirements for organisational policy documentation is followed
- promote policy.

Knowledge Evidence

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

- policy development processes and practices
- risk management processes
- existing policies and improvements needs and opportunities
- stakeholder and issues management strategies
- quality assurance, monitoring and evaluation mechanisms
- operation of policy cycles
- legislative and regulatory context required to develop organisation policies
- organisational channels to promote policy
- key components of policy, including:
 - different policy options
 - implementation plan that details:

- responsibilities for implementation
- strategies for transition, change management, initial and ongoing training and policy maintenance mechanisms for monitoring compliance with the policy, quality assurance and evaluation of the policy.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace documentation and resources relevant to performance evidence
- relevant organisational policies and procedures
- relevant legislation and codes of practice.

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 Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBTWK401 Build and maintain business relationships

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to establish, develop and maintain effective work relationships and networks through relationship building and negotiation skills required by workers. These workers may be within an organisation as well as freelance or contract workers.

The unit applies to individuals with a broad knowledge of networking and negotiation who contribute to creating solutions to unpredictable problems. They may have responsibility for and provide guidance to others.

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

Unit Sector

Social Competence – Teamwork and Relationships

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 business relationships	1.1 Identify business development and networking objectives of the organisation and own role 1.2 Determine networking opportunities according to identified objectives and organisational policies and procedures 1.3 Confirm communication channels for information exchange with business contacts 1.4 Engage with business contacts using written and verbal communication to promote business opportunities
2. Maintain business	2.1 Use communication techniques to establish rapport with

ELEMENT	PERFORMANCE CRITERIA
relationships	business contacts 2.2 Identify barriers to business development opportunities 2.3 Use problem-solving techniques to negotiate solutions to identified situations 2.4 Seek specialist advice in the development of contacts, as required
3. Build and improve business relationships	3.1 Develop strategies to represent and promote organisational interests to contacts 3.2 Participate in formal and informal networks that promote the organisation 3.3 Communicate issues regarding relationships in writing and verbally to organisational personnel 3.4 Seek and respond to feedback from management on the quality of relationships with business contacts

Foundation Skills

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

SKILL	DESCRIPTION
Learning	Seeks opportunities to develop and extend expertise and identify areas for professional improvement
Reading	Sources and analyses information to establish networks that consistently promotes business opportunities
Writing	Uses appropriate vocabulary, layout and grammatical structure to convey ideas and information
Oral Communication	- Uses persuasive language and appropriate non-verbal features to achieve mutually acceptable outcomes - Uses active listening and questioning techniques to confirm understanding
Initiative and enterprise	Identifies and adheres to organisational policies and procedures
Teamwork	- Looks for ways to establish connections and build genuine understanding with a diverse range of people - Cultivates relationships with people with the knowledge, skills and influence to get things done or provide support

SKILL	DESCRIPTION
Planning and organising	• Takes responsibility for planning, sequencing and implementing tasks required to build and maintain networks • Uses analytical processes to identify problems, gather relevant information, evaluate options and determine solutions

Unit Mapping Information

Supersedes and is equivalent to BSBREL401 Establish networks.

Supersedes but is not equivalent to:

- BSBREL402 Build client relationships and business networks
- BSBREL403 Implement international client relationship strategies
- BSBSMB411 Manage specialist external advisory services.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBTWK401 Build and maintain business relationships

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

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:

- communicate with others to build and maintain at least two different business relationships.

In the course of the above, the candidate must:

- promote professional business relationship using written and verbal communication techniques
- identify methods to improve business relationships
- participate in formal and informal networking opportunities that promote the business.

Knowledge Evidence

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

- strategies for establishing and maintaining business relationships
- methods of engaging with business contacts including through participation in professional networks and associations
- relevant networks, organisations, agencies, associations or individuals
- principles and techniques needed to negotiate positive outcomes
- organisational policies, plans and procedures relevant to business relationships
- methods for obtaining feedback on business relationships.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace documentation and resources

- 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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBTWK501 Lead diversity and inclusion

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to lead diversity for a work area. It covers implementing the organisation's diversity policy, fostering diversity within the work team and promoting the benefits of a diverse workplace.

The unit applies to individuals who direct the work of others in teams of variable sizes. They may work with staff from different cultures, races, religions, generations, or other forms of difference in any industry context.

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

Unit Sector

Social Competence – Teamwork and Relationships

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 diversity policy	1.1 Locate and review organisational diversity policy 1.2 Identify application of diversity policy in work area 1.3 Assess currency and efficacy of diversity policy 1.4 Provide feedback and suggestions for improvement of organisational diversity policy 1.5 Revise diversity policy and incorporate improvements
2. Foster respect for diversity in the work team	2.1 Identify training needs to promote respect for difference in personal interactions 2.2 Identify staff struggling to work with diversity and implement

ELEMENT	PERFORMANCE CRITERIA
	measures to support working with diversity 2.3 Develop processes to demonstrate benefits of working with various diverse groups 2.4 Address workplace diversity complaints according to organisational policies and procedures
3. Promote the benefits of diversity	3.1 Promote organisational workforce diversity in external forums 3.2 Identify role of diversity in gaining a competitive advantage for the organisation 3.3 Support organisational efforts to champion diversity

Foundation Skills

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

SKILL	DESCRIPTION
Reading	Identifies, analyses and evaluates complex texts to determine particular diversity requirements
Writing	- Collates ideas and information from various sources - Prepares factual and informative documentation to suit purpose and audience - Records investigation findings according to organisational and legislative requirements
Oral Communication	- Presents information and opinions using language and non-verbal features appropriate to audience - Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding
Initiative and enterprise	- Takes responsibility for following policies, procedures and legislative requirements - Seeks to improve policies and procedures to better meet organisational goals
Teamwork	- Selects, implements and seeks to improve protocols governing communications to clients and co-workers in a range of work contexts - Collaborates with others to achieve shared goals - Interacts effectively with people from diverse backgrounds
Planning and organising	- Accepts responsibility for planning and sequencing complex tasks and workload, negotiating key aspects with others - Uses analytical skills to decide on appropriate application of diversity policy in a range of complex situations

	Investigates new and innovative ideas as a means to continuously improve work practices and processes

Unit Mapping Information

Supersedes and is equivalent to BSBDIV501 Manage diversity in the workplace.

Supersedes but is not equivalent to BSBDIV601 Develop and implement diversity policy.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBTWK501 Lead diversity and inclusion

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

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:

- lead diversity and inclusion initiatives for an organisation or work area.

In the course of the above, the candidate must:

- implement strategies to improve awareness of challenges experienced by individuals from diverse groups in the work team
- follow procedures for handling complaints or harassment allegations
- promote the benefits of diversity to others both internally and externally.

Knowledge Evidence

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

- organisational diversity policy
- organisational processes for feedback on policy
- benefits and competitive advantage of a diverse workforce
- organisational formal and informal complaints procedures
- relevant current legislation regarding:
 - age discrimination
 - disability discrimination
 - racial discrimination
 - sex discrimination
 - human rights
 - equal opportunity.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, regulations and codes of practice for managing diversity
- workplace diversity policies and procedures.

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 Guide is found on 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	2.2 Lead the development of a strategy to align ICT procurement with the organisational goals and objectives 2.3 Implement the ICT procurement strategic plan 2.4 Develop the procurement policy, including vendor selection based on the strategic plan
3. Lead the risk management of ICT procurement	3.1 Lead the development of a strategy for the risk assessment of ICT procurement activities 3.2 Ensure that ICT procurement complies with the organisational policy 3.3 Ensure that risk mitigation is carried out on identified risks 3.4 Ensure the continuous improvement of ICT procurement 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
Reading	1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4	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	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	- 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,	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	• 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	• 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	• 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>

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

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.

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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>

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

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	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	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	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	Uses communication techniques to provide and elicit information and recommendations
Navigate the world of work	1.1, 1.3, 2.1, 3.1	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	- 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
	1.3 Analyse and evaluate proposed e-learning task specifications, to determine possible online environments 1.4 Establish and justify the recommended social media environment, and organisational requirements suitable for the learning task
2. Plan the implementation of the selected social media environment	2.1 Analyse and evaluate the critical success factors of social networking to determine the best fit for the e-learning task 2.2 Identify the learner and learner styles for which the social networking application is suitable 2.3 Prepare and document project management tasks, milestones, dependencies, resourcing, constraints and timelines for the appropriate learning models 2.4 Gather data and prepare a report with data visualisation tools to present the planned effectiveness of implementation and instructional design principles 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
3. Implement and evaluate the selected social media community	3.1 Initiate, progress and establish the implementation of the selected social media community 3.2 Identify the attributes of champion users and their training techniques, and promote them to build a dynamic social media environment 3.3 Establish evaluation criteria as key performance indicators (KPIs), and measure the effectiveness of the implementation of the selected social media technologies 3.4 Incorporate a regular reflection, review and report of the evaluation, in order to inform the refinement of KPIs
4. Design and establish strategies to sustain the social media community	4.1 Estimate the longevity and nature of the community 4.2 Establish a plan using e-learning resources to encourage broad participation in social networking for learning 4.3 Establish the steps to develop a self-sustaining community, then implement and document these steps 4.4 Identify social media community members, and develop recruitment strategies

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	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	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	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	- 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	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	- 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>

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

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	- 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	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	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	- 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	vocational, training, educational or content area 1.2 Review and challenge existing learning practice to develop, and test, improved approaches 1.3 Analyse interests, abilities, relationships and the contextual needs of relevant individuals, when promoting improved learning practice 1.4 Research how a range of appropriate learning theories and instructional design principles can improve learning practice 1.5 Ensure learning practice reflects the qualification requirements for nominated qualification/s
2. Manage and monitor the means to improve learning	2.1 Observe and assess learner styles with respect to the appropriateness of current vocational, training and educational learning strategies 2.2 Evaluate the role, and impact of, new technologies on learners and training techniques 2.3 Plan improved learning practice based on how learners currently learn 2.4 Plan improved learning practice based on the experience and personal interests of the learner
3. Analyse and advance the adoption of improved learning practice	3.1 Develop improved vocational, training and educational (VET) learning practice, appropriate to learner characteristics 3.2 Advocate for improved VET learning practice 3.3 Initiate research into improved learning practice 3.4 Design and test improved learning practice in real-world situations 3.5 Mentor colleagues to promote improved learning 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,	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	Produce relevant documentation using appropriate language, style and format, appropriate for the audience
Oral Communication	2.1, 3.2	Leads verbal exchanges to elicit information, explore requirements and to make recommendations to improve practice
Navigate the world of work	1.4, 3.1	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	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	- 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
TAEDEL803 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	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	Produce documents, including policies and procedures, that incorporate the analysis of information, appropriate to audience and context
Oral Communication	2.2, 2.3	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	Takes responsibility for developing and implementing policies, and procedures that meet organisational requirements
Interact with others	3.5	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	- 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>

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	their application 1.2 Identify frameworks and structures that apply to adult literacy delivery in vocational education and training (VET) contexts 1.3 Investigate how adult learning principles contribute to an environment conducive to developing literacy skills 1.4 Identify the range of provision for learning literacy in VET contexts
2. Research literacy requirements of those participating in literacy provision	2.1 Identify diversity of skills and backgrounds of those participating in literacy provision 2.2 Identify range of learning goals of those participating in adult literacy provision 2.3 Use validated frameworks to develop and evaluate learner LLN profiles 2.4 Review own literacy skills and knowledge in relation to addressing the skill needs of others
3. Select from a range of teaching approaches and learning resources to develop participants' literacy skills and knowledge	3.1 Evaluate teaching approaches that support the development of participants' literacy skills and knowledge in authentic and relevant contexts 3.2 Determine applicability of teaching approaches to specific needs, levels of literacy, learning styles, and context of those participating in literacy provision 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 3.4 Evaluate materials relevant to social and cultural needs of those participating in literacy provision
4. Apply and evaluate strategies for teaching literacy skills and knowledge	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 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 4.3 Apply strategies to teach reading and writing skills at text, sentence and word levels 4.4 Apply strategies to teach oral communication skills with a range of audiences 4.5 Apply strategies to develop learning skills 4.6 Use formal and informal monitoring to evaluate

	effectiveness of teaching strategies

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	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	- 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	- 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	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	- 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	- 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

		Reflects on decision making processes for particular contexts and the potential implications for future situations

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	1.1 Examine theories that inform adult numeracy teaching and their application 1.2 Identify relevant frameworks and structures that apply to adult numeracy delivery in vocational education and training (VET) contexts 1.3 Investigate how adult learning principles contribute to an environment conducive to developing numeracy skills 1.4 Review range of provision for learning numeracy in VET contexts
2. Research numeracy requirements of those participating in numeracy provision	2.1 Identify diversity of skills and backgrounds of those participating in numeracy provision 2.2 Identify range of learning goals of those participating in numeracy provision 2.3 Use validated frameworks to develop and evaluate learner profiles 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
3. Select from a range of teaching approaches and learning resources to develop participants' numeracy skills and knowledge	3.1 Evaluate teaching approaches that identify mathematical information and meaning in authentic and relevant contexts and teach mathematical terminology and language 3.2 Evaluate teaching approaches that incorporate reasoning, problem-solving and estimation activities 3.3 Determine the applicability of teaching approaches to specific needs, levels of numeracy, learning styles, and context of those participating in numeracy provision 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 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 3.6 Evaluate materials relevant to social and cultural needs of those participating in numeracy provision
4. Apply and evaluate strategies for teaching numeracy skills and	4.1 Devise activities that integrate literacy skills appropriate to specific needs and context of those participating in numeracy provision

knowledge	4.2 Apply strategies to teach number, measurement, space and location, and data and statistics, appropriate to identified knowledge and level of difficulty 4.3 Examine and apply strategies to develop learning skills 4.4 Use formal and informal monitoring to evaluate effectiveness of teaching strategies

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	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	- 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	- 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	- 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	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	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	1.1, 1.2, 1.3, 1.4, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.4	• 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 (Current Version)	Code and Title (Previous Version)	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	1.1 Identify and analyse English language skills required by learners 1.2 Establish profile of the language skills of learner group 1.3 Analyse English language skills of learner group 1.4 Review own English language skills and knowledge in relation to addressing the skill needs of others
2. Select teaching approaches	2.1 Review strategies to address barriers and impediments to language development 2.2 Examine English language teaching approaches 2.3 Determine applicability of teaching approaches for specific learners
3. Select range of learning resources to develop English language skills	3.1 Identify and review realia and authentic materials for use as learning resources 3.2 Review learning resources from traditional, new and emerging technologies 3.3 Evaluate ICT and e-learning resources that link appropriately to language learning outcomes and promote learner engagement 3.4 Select, contextualise and use appropriate resources, drawing on knowledge of English language and knowledge of learner needs and goals
4. Apply and evaluate activities to develop learners' English language skills	4.1 Create an environment conducive to language learning using interpersonal skills 4.2 Apply adult learning principles to teaching English language skills 4.3 Apply strategies to develop English language speaking and listening skills 4.4 Apply strategies to develop reading and writing skills in English 4.5 Develop activities that integrate listening, speaking, reading and writing skills appropriate to purposes, contexts and learners' level of English language skills 4.6 Use formal and informal monitoring to evaluate effectiveness of teaching strategies

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	Analyses and interprets complex textual and technical information presented in a variety of formats
Writing	3.4, 4.5, 4.6	- 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	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	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	- 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	- 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 (Current Version)	Code and Title (Previous Version)	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>

1. Plan to develop adult language, literacy and numeracy skills	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
2. Plan delivery within relevant frameworks	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
3. Select and apply adult language, literacy and numeracy teaching strategies appropriate to context	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
4. Monitor adult language, literacy and numeracy skill development	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
5. Design and implement assessment	5.1 Ensure assessment processes are consistent with training

processes	specification requirements 5.2 Develop assessment tools consistent with training specification requirements 5.3 Conduct assessment, making reasonable adjustments appropriate to learner needs 5.4 Provide feedback to learners to facilitate continuous improvement 5.5 Maintain records of assessment decisions 5.6 Map learner outcomes to reporting instruments and complete reports
6. Evaluate program	6.1 Collect feedback on assessment process from relevant parties 6.2 Review program in light of evidence and make changes as necessary

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	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	- 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	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,	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	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	- 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	- 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 (Current Version)	Code and Title (Previous Version)	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	2.1 Clarify assessment process with candidate, including context and purpose 2.2 Note and record conditions of assessment 2.3 Tailor assessment process to meet individual needs of candidate, particular context and requirements of assessment 2.4 Select and use questioning and self-assessment strategies to assess oral communication and learning 2.5 Select and use range of reading and writing tasks for assessment purposes 2.6 Select and use range of numeracy tasks for assessment purposes
3. Analyse data to establish candidate's language, literacy and numeracy skills	3.1 Compare responses to interview questions with benchmarks in relevant frameworks to analyse oral communication and learning 3.2 Compare responses to reading material with text features and performance strategies to analyse reading skills 3.3 Compare samples of candidate's writing with text features and performance strategies to analyse writing skills 3.4 Compare responses to numeracy tasks with numeracy features and performance strategies to analyse numeracy skills
4. Provide effective advice on suitable program options	4.1 Provide feedback to candidate on assessment outcomes emphasising strengths and positive strategies 4.2 Apply current knowledge of VET provision in discussions with candidate 4.3 Apply current knowledge of options suiting specific needs of candidate when discussing future options for skill development
5. Report outcome of assessment	5.1 Maintain records of assessment process, evidence collected and outcome according to policies and procedures of the training organisation and/or funding body 5.2 Report outcome of assessment process to relevant parties in required format and manner and in line with confidentiality requirements
6. Evaluate the assessment process	6.1 Collect feedback on the pre-training assessment process from relevant parties 6.2 Improve assessment processes in response to evaluation

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	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	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	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	Analyses information to identify numeracy concepts for incorporation into assessment processes
Navigate the world of work	1.2, 5.1, 5.2	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	- 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	- 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

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>

1. Research language, literacy and numeracy demands of vocational training context	1.1 Identify the need for support services through consultation with relevant parties 1.2 Analyse training specification outcomes to identify language, literacy and numeracy skills required for successful performance 1.3 Analyse learner and assessment materials to identify language, literacy and numeracy required for successful performance 1.4 Analyse training and assessment processes in terms of language, literacy and numeracy demands on learners 1.5 Analyse workplace practices to determine language, literacy and numeracy skills required
2. Analyse individual's language, literacy and numeracy skills	2.1 Develop profile of potential participants 2.2 Identify language, literacy and numeracy skills of potential participants 2.3 Make diagnostic judgements about individual's language, literacy and numeracy skills in relation to vocational requirements
3. Develop a language, literacy and numeracy support strategy for vocational training	3.1 Plan most appropriate mode(s) of training 3.2 Plan instructional sequence that links to identified language, literacy and numeracy training needs 3.3 Plan training arrangements 3.4 Undertake joint planning when working with content experts to integrate language, literacy and numeracy with teaching and assessment activities 3.5 Seek advice on technical matters from others in the VET environment when required 3.6 Confirm own role and responsibilities in training and assessment context with relevant parties 3.7 Confirm stages and processes for gathering evidence for assessment, and monitoring and evaluating training with relevant parties
4. Select and apply a range of teaching strategies to develop language, literacy and numeracy skills relevant to vocational context	4.1 Evaluate teaching strategies to determine those most appropriate for individual learners in a particular vocational context 4.2 Apply strategies to interpret, explain and produce features of spoken and written English texts used within a vocational context 4.3 Teach terminology and language of the industry and

	workplace 4.4 Apply strategies to interpret and teach mathematical features 4.5 Work with VET colleagues to develop their approach to addressing language, literacy and numeracy issues within their training
5. Participate in assessment processes	5.1 Make assessment arrangements consistent with quality compliance processes 5.2 Provide advice to vocational trainers and assessors about addressing language, literacy and numeracy issues within assessment 5.3 Complete reports as required by relevant bodies
6. Evaluate support services	6.1 Review the support services in collaboration with others 6.2 Modify the support services in line with 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
Learning	3.5, 3.6, 4.3, 4.5	Supports own skill and knowledge development by leading work groups/teams
Reading	1.2, 1.3, 1.4, 1.5	Sources, analyses and interprets information presented in a variety of formats
Writing	2.1, 4.2, 5.3	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	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	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	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	- 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	- 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 (Current Version)	Code and Title (Previous Version)	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

	1.4 Identify potential impact of policy 1.5 Propose actions to be taken in response
2. Lead the implementation of adult language, literacy and numeracy strategic response	2.1 Provide information and advice on the relevant policy and its impacts to key stakeholders 2.2 Formulate a strategic adult language, literacy and numeracy response to the policy 2.3 Identify the resourcing implications and feasibility of the strategic response 2.4 Develop a plan for implementation of the strategic response 2.5 Implement the strategic response in collaboration with stakeholders
3. Review the response to policy	3.1 Develop a plan for evaluation and review of strategic response in consultation with stakeholders 3.2 Gather, collate and analyse feedback on implementation process and related issues according to organisational requirements 3.3 Evaluate implementation of strategic response against criteria in implementation plan 3.4 Document and report on outcomes of review according to organisational requirements 3.5 Provide feedback to policy body on implementation issues or consequences of policy shift, 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	1.1, 1.2, 1.3, 3.2, 3.3	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	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	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	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	- 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	- 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 (Current Version)	Code and Title (Previous Version)	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>

1. Review effectiveness of current adult language, literacy and numeracy practices	1.1 Identify current adult language, literacy and numeracy teaching practices 1.2 Establish criteria to evaluate effectiveness of current practices 1.3 Assess and evaluate current practice in relation to requirements of learning context 1.4 Identify aspects of current practice that could be improved or enhanced through new, innovative or alternative approaches
2. Research advances in practice	2.1 Identify areas of research relevant to the identified aspects of current practice that require improvement 2.2 Formulate a research plan based on an identified areas of research 2.3 Use appropriate sources of information to identify new practices
3. Analyse new adult language, literacy and numeracy practices	3.1 Evaluate new practices in relation to requirements of learning context 3.2 Evaluate new practices in relation to specific requirements of learners enrolled in adult language, literacy and numeracy programs 3.3 Review new practices in relation to adult language, literacy and numeracy teaching theory 3.4 Identify potential implementation, professional development and resourcing issues arising from new practices
4. Apply new adult language, literacy and numeracy practices	4.1 Undertake joint planning with others as relevant, to introduce new practices 4.2 Implement actions to address identified implementation, professional development or resourcing issues 4.3 Apply new adult language, literacy and numeracy practices to teaching and assessment activities
5. Evaluate new adult language, literacy and numeracy practices	5.1 Establish criteria to monitor and evaluate impact of new practices 5.2 Monitor and evaluate implementation according to the established criteria 5.3 Disseminate findings of evaluation to relevant stakeholders 5.4 Review changes to practices based on feedback and evaluation findings

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	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	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	Collates, interprets and reports on statistical information to convey meaning and to indicate efficacy of practice
Oral Communication	4.1, 5.3	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	- 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	- 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	- 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

		appropriateness and effectiveness of different sources of information and problem solving processes for that context, and the potential implications for future situations Actively identifies systems, devices and applications with potential to meet current and/or future needs

Unit Mapping Information

Code and Title (Current Version)	Code and Title (Previous Version)	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

	organisation 1.4 Develop profile of the industry workforce 1.5 Identify any compliance, WHS, performance or quality issues that could impact on the effectiveness of the organisation 1.6 Analyse company and workforce profile for language, literacy and numeracy training implications
2. Analyse English language, literacy and numeracy demands of the workplace	2.1 Analyse relevant training specification to identify the levels of language, literacy and numeracy required 2.2 Examine workplace's formal and informal communication systems and practices to identify the level of language, literacy and numeracy required 2.3 Identify funding source for training and note parameters of program focus and reporting
3. Provide leadership in developing language, literacy and numeracy skill development plan	3.1 Design most appropriate mode(s) of training and assessment, given participant profile and workplace operations 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) 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 3.4 Develop an evaluation strategy to enable ongoing monitoring of the language, literacy and numeracy skill development plan 3.5 Develop a communication strategy to ensure stakeholders are informed of process, programs, changes and outcomes
4. Identify program participants	4.1 Design criteria and processes for selection of participants 4.2 Ensure processes comply with the industrial arrangements of the workplace and funding body requirements 4.3 Design a pre-training assessment process relevant to needs of learners and reporting requirements 4.4 Assess the literacy and numeracy skills of potential program participants 4.5 Develop a profile of potential participants for training purposes 4.6 Refine training delivery plan to enable maximum participation

	4.7 Liaise with others in the workplace impacted by the training
5. Implement and review the language, literacy and numeracy skill development plan	5.1 Make arrangements for the delivery of skills development that meets learner and workplace requirements 5.2 Implement the evaluation strategy of skill development plan 5.3 Review the implementation of the language, literacy and numeracy skill development plan periodically and make modifications when 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, 3.1, 4.7	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	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	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	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	Interprets numerical information to inform numeracy skill assessment and strategy development
Navigate the world	2.3, 4.2	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	• 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	• 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 (Current Version)	Code and Title (Previous Version)	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	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	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	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	Interprets numerical information to inform strategy and resource development
Navigate the world of work	1.1, 1.3	Recognises and follows relevant legislative requirements associated with own role
Interact with others	4.5, 5.2	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	- 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 (Current Version)	Code and Title (Previous Version)	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>

1. Clarify purpose for involvement	1.1 Identify the goals of the community program through consultation with relevant personnel 1.2 Clarify purpose for and role of adult language, literacy and numeracy practitioner involvement with community program personnel 1.3 Identify funding source and note parameters of program focus 1.4 Identify evaluation and reporting requirements
2. Analyse language, literacy and numeracy requirements of community program	2.1 Identify intended target group in consultation with program managers 2.2 Analyse the program goals to identify areas where language, literacy and numeracy issues may prevent the achievement of program goals
3. Provide leadership in designing language, literacy and numeracy support for the program	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 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 3.3 Develop an evaluation strategy to enable ongoing monitoring of the language, literacy and numeracy component
4. Implement support for the program	4.1 Work with community program personnel to implement the LLN component of the program 4.2 Identify and source resources to support LLN components of the program 4.3 Meet reporting requirements of stakeholder groups
5. Develop and implement a communication strategy	5.1 Analyse possible barriers to communication with the target group 5.2 Identify communication methods and approaches, at an appropriate language and literacy level, that are suitable for use with the target group 5.3 Monitor communication processes used throughout the program to ensure consistency of communication with the target group
6. Review the language, literacy and numeracy component	6.1 Implement the evaluation strategy 6.2 Periodically review the implementation of the language, literacy and numeracy support for the community program and

of the program	make modifications when required 6.3 Review program outcomes for target group

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	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	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	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	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	- 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	- 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

Unit Mapping Information

Code and Title (Current Version)	Code and Title (Previous Version)	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 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> .

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

	features or methods for addressing language, literacy and numeracy skills 1.4 Evaluate whether existing resources reflect current language, literacy and numeracy research and theoretical understandings of good practice 1.5 Evaluate existing resources for accessibility 1.6 Identify opportunities for contextualising existing resources
2. Establish support for resource development	2.1 Design broad format of resource 2.2 Locate and access funding sources 2.3 Identify suitable stakeholders for a representative consultative group 2.4 Develop effective relationships with relevant experts 2.5 Refine project brief in consultation with stakeholders and relevant experts 2.6 Prepare project plan for sign-off by the representative consultative group
3. Design the adult language, literacy and numeracy resource	3.1 Produce summary of desirable features of resource 3.2 Consider range of design features appropriate to audience 3.3 Agree on best design options with key stakeholders 3.4 Ensure processes comply with relevant policy, legislation, codes of practice and national standards
4. Develop the adult language, literacy and numeracy resource	4.1 Select content appropriate to project brief 4.2 Develop activities to ensure coverage of skills and knowledge 4.3 Reflect theoretical understandings of adult language, literacy and numeracy skill development in the choice and sequencing of content 4.4 Align language, literacy and numeracy content to recognised frameworks to ensure consistent interpretation and delivery 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
5. Evaluate the resource	5.1 Review design and development process against appropriate evaluation criteria 5.2 Review final product against the brief to ensure it meets all requirements

	5.3 Identify a mechanism for ongoing monitoring and responses to feedback

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	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	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	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	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	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	- 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,	Accepts full responsibility for planning, developing and reviewing resources to meet defined goals

	5.2, 5.3	- Recognises opportunities to develop new or improved resources to meet identified needs - Gathers and analyses data and seeks feedback to improve resources

Unit Mapping Information

Code and Title (Current Version)	Code and Title (Previous Version)	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	1.1 Identify skills and skill development requirements of individuals and teams 1.2 Formulate an adult language, literacy and numeracy professional development program plan in consultation with stakeholders 1.3 Design program to reflect social and educational context in which it operates 1.4 Determine most appropriate delivery mode for professional development program 1.5 Design participant selection criteria 1.6 Design and sequence adult language, literacy and numeracy professional development training sessions and professional development activities 1.7 Source and contextualise, or develop, resources to support the professional development program 1.8 Design processes for monitoring and evaluating professional development program
2. Implement and deliver program plan	2.1 Clarify responsibilities of parties involved in adult language, literacy and numeracy professional development program 2.2 Conduct professional development activities as planned in the professional development program 2.3 Use formal and informal monitoring to support the professional development of participants and provide feedback as required 2.4 Maintain records as required by the training organisation
3. Evaluate professional development program outcomes	3.1 Implement program evaluation 3.2 Complete program evaluation report for stakeholders 3.3 Introduce changes to program in response to evaluation and participant feedback

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	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	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	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	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	- 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 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> .

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>

TAE Training and Education Training Package

Modification History

Release Number	Release Date	Comments
Release 5.0	December, 2022	AISC Endorsement 2 new qualifications • TAE40122 Certificate IV in Training and Assessment • TAE50122 Diploma of Vocational Education and Training. 5 newly created units of competency: • TAEDEL415 Complete a practicum in a vocational education and training environment • TAEDEL416 Facilitate learning for young vocational learners • TAEELN512 Lead the development of adult numeracy skills • TAEPDD401 Work effectively in the VET sector • TAEPDD502 Lead and mentor VET teachers, trainers and assessors. 3 deleted units of competency: • TAEASS401 Plan assessment activities and processes • TAESUS501 Analyse and apply sustainability skills to training programs • TAESUS502 Identify and apply current sustainability education principles and practices to training programs. SSO upgrade 32 Revised units of competency • TAEASS311 Contribute to assessment • TAEASS412 Assess competence • TAEASS413 Participate in assessment validation • TAEASS511 Lead assessment • TAEASS512 Design and develop assessment tools

		• TAEASS513 Lead assessment moderation and validation processes • TAEASS514 Develop and implement plans for recognition of prior learning • TAEDEL311 Provide work skill instruction • TAEDEL411 Facilitate vocational training • TAEDEL412 Facilitate workplace-based learning • TAEDEL413 Facilitate distance-based training • TAEDEL414 Mentor in the workplace • TAEDEL511 Facilitate e-learning • TAEDEL512 Lead training facilitation • TAEDES411 Use nationally recognised training products to meet vocational training needs • TAEDES412 Design and develop plans for vocational training • TAEDES511 Design and develop strategies for training and assessment • TAEDES512 Design and develop print-based learning resources • TAEDES513 Design and develop e-learning resources • TAEDES514 Research and develop nationally recognised training products • TAEDES515 Evaluate training • TAEICR511 Work in partnership with industry, enterprises and community groups • TAELLN421 Integrate core skills support into training and assessment • TAELLN422 Use foundation skills resources, strategies and advice • TAELLN423 Integrate employability skills support into training and assessment • TAELLN511 Lead the development of adult literacy skills • TAEPDD511 Maintain and enhance professional practice • TAERES511 Apply research to training and assessment practice • TAETAS411 Maintain training and

		assessment information • TAETAS511 Undertake organisational training needs analysis • TAEXDB411 Plan and implement individual support plans for learners with disability • TAEXDB511 Develop and implement training and assessment strategies for learners with disability. 6 newly created skill sets: • TAESS00022 Young Learner Delivery Skill Set • TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set • TAESS00025 Learning Support Skill Set • TAESS00027 Training Design Skill Set • TAESS00029 Volunteer Trainer Delivery Skill Set • TAESS00030 Volunteer Trainer Delivery and Assessment Contribution Skill Set. 9 Revised skill sets • TAESS00012 Enterprise and Industry Engagement Skill Set • TAESS00017 Workplace Supervisor Skill Set • TAESS00019 Assessor Skill Set • TAESS00020 Workplace Trainer Skill Set • TAESS00021 Facilitation Skill Set • TAESS00026 Foundation Skills Integration Skill Set • TAESS00028 Work Skill Instructor Skill Set • TAESS00031 Design and Deliver E-Learning Skill Set • TAESS00032 Advanced Assessment Skill Set. 1 deleted skill set: • TAESS00016 Sustainable Practice Skill Set.

Release 4.0	May 2022	AISC endorsement Two newly created units of competency: • TAEASS404 Assess competence in an online environment • TAEDEL405 Plan, organise and facilitate online learning SSO upgrade One newly created skill set: • TAESS00023 Online Learning and Assessment Skill Set Minor changes to one qualification: • TAE40116 Certificate IV in Training and Assessment
Release 3.2	February 2021	Minor release of the TAE Training Package. The following elective units of competency have been deleted as directed by the AISC: • TAELED802 Investigate the application of ICT content knowledge. The above training products were identified as having zero enrolments over a three year period.
Release 3.1	October 2020	Minor release of the TAE Training Package. This release includes one new skill set: • TAESS00018 Deliver E-Learning Skill Set Minor update to one unit of competency to correct typographical errors: TAEASS503 Lead assessment validation processes.
Release 3.0	November 2019	Two new cross sector units of competency: • TAEXDB401 Plan and implement individual support plans for learners with disability • TAEXDB501 Develop and implement accessible training and assessment strategies for learners with disability. 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>: • TAE40116 Certificate IV in Training and Assessment • TAE50116 Diploma of Vocational Education and Training • TAE50216 Diploma of Training Design and Development.
Release 2.1	March 2017	Minor release of the TAE Training Package. This release includes: • Minor updates to the assessment conditions of 13 units of competency • Minor updates to correct typographical errors in two units of competency.
Release 2.0	April 2016	Second release of the streamlined TAE Training Package. Qualifications, units and skill sets from <i>TAE10 Training and Education Training Package</i> were restructured to meet <i>Standards for Training Packages</i>. Two qualifications were deleted from the TAE Training Package: • TAE50310 Diploma of International Education Services • TAE70311 Vocational Graduate Certificate in International Education Services. One new skill set was added: • TAESS00010 Advanced Assessor Skill Set. Changes were made to the core units included in two qualifications: • TAE40116 Certificate IV in Training and Assessment • TAE50116 Diploma of Vocational Education and Training.
Release 1.0	August 2013	Primary release of streamlined training package.

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

Links

Companion Volume Implementation Guide is available from VETNet -

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TAESS00012 Enterprise and Industry Engagement Skill Set

Modification History

Release	Comments
Release 2	This skill set was first released with TAE Training and Education Training Package Version 5.0. Superseded units have been updated.
Release 1	This skill set first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Description

This skill set supports the development and implementation of recognition of prior learning (RPL) strategies and the engagement of vocational education and training (VET) assessors and practitioners with enterprises and industry.

Pathways Information

These units provide credit towards TAE50122 Diploma of Vocational Education and Training 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

- TAEASS514 Develop and implement plans for recognition of prior learning
- TAEICR511 Work in partnership with industry, enterprises and community groups
- TAETAS511 Undertake organisational training needs analysis

Target Group

This skill set is for VET assessors and other practitioners wishing to develop and implement RPL strategies, develop partnership arrangements with industry and enterprises and conduct training needs analysis.

Suggested words for Statement of Attainment

These units of competency from the TAE Training and Education Training Package meet industry requirements for VET practitioners engaging with enterprises and industry.

TAESS00017 Workplace Supervisor Skill Set

Modification History

Release	Comments
Release 2	This skill set was first released with TAE Training and Education Training Package Version 5.0. Superseded units have been updated.
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 skills and knowledge to support learners, which could include apprentices and trainees, while learning in the workplace.

Pathways Information

The following two units provide credit towards TAE40122 Certificate IV in Training and Assessment and other qualifications that allow for selection of these units:

- TAEDEL311 Provide work skill instruction
- TAEDEL414 Mentor in the workplace

Licensing/Regulatory Information

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

Skill Set Requirements

- TAEASS311 Contribute to assessment
- TAEDEL311 Provide work skill instruction
- TAEDEL414 Mentor in the workplace

Target Group

This skill set is for 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 of competency from TAE Training and Education Training Package meet industry requirements for mentoring apprentices and trainees.