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TAE10 Training and Education

Release: 1.0

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Modification History

Version Modification History

Version	Release Date	Comments
1	31 May 2010	Primary release. Released as a companion volume to TAA04 Training and Assessment Training Package, which has been retained for the purposes of maintaining TAA50104 Diploma of Training and Assessment, while it undergoes review.

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Training Package Details

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Training Package Volume Number	Training Package Volume Statement


Training Package Volume Number	Training Package Volume Description
1	This is Volume 1 of TAE10 Training and Education Training Package endorsed components. As such it provides the introduction to the Training Package, including the Assessment Guidelines and the Qualification Framework. It should not be used in isolation; users will need to ensure they have the relevant volume or volumes for the particular industry sector containing the endorsed units of competency.

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1	

TAE10 - Training and Education

TAE10 Training and Education

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Preliminary Information

Important Note to Users

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

Check the version number before commencing training or assessment

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

Explanation of version number conventions

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

Version modification history

The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

Version	Release Date	Comments
1	31 May 2010	Primary release. Released as a companion volume to TAA04 Training and Assessment Training Package, which has been retained for the purposes of maintaining TAA50104 Diploma of Training and Assessment, while it undergoes review.

History

TAE10 Training and Education Training Package is a revision of TAA04 Training and Assessment Training Package, which was itself a revision of BSZ98 Assessment and Workplace Training Training Package.

This Training Package represents the qualifications environment for training and education in the vocational education and training (VET) environment, and reflects a growing appreciation of the wider context for VET trainers and educators.

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

The essential building blocks for the TAE10 Training Package are TAE40110 Certificate IV in Training and Assessment and TAA50104 Diploma of Training and Assessment. As in TAA04, language, literacy and numeracy form an integral component of the Training Package, in this instance through the newly endorsed TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice, and TAE80110 Vocational Graduate Diploma of Adult Language, Literacy and Numeracy Leadership.

In addition, and to reflect a more holistic approach to the qualification suite for VET trainers and educators, four qualifications are being relocated from BSB07 Business Services Training Package that focus on education services and management. These are:

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

TAE10 Training and Education Training Package does not yet contain TAA50104 Diploma of Training and Assessment, as this qualification is scheduled for review during 2010. Migration to TAE10 would involve substantial recoding of units and qualifications, creating unacceptable levels of administration for States, Territories and registered training organisations (RTOs). As a consequence, and in consultation with colleagues from States and Territories, it has been agreed that TAE10 and TAA04 will co-exist as companion volumes, until the review of the Diploma is complete.

Summary of AQF qualifications in this Training Package

Qualification code	Title
TAE40110	Certificate IV in Training and Assessment

Qualification code	Title
TAE50310	Diploma of International Education Services
TAE70110	Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice
TAE70210	Vocational Graduate Certificate in Management (Learning)
TAE70310	Vocational Graduate Certificate in International Education Services
TAE80110	Vocational Graduate Diploma of Adult Language, Literacy and Numeracy Leadership
TAE80210	Vocational Graduate Diploma of Management (Learning)

Units of competency in this Training Package and their prerequisites

Note – the prerequisite column is only displayed if prerequisites exist.

Code	Title
TAEASS301A	Contribute to assessment
TAEASS401A	Plan assessment activities and processes
TAEASS402A	Assess competence
TAEASS403A	Participate in assessment validation
TAEASS502A	Design and develop assessment tools
TAEDEL301A	Provide work skill instruction
TAEDEL401A	Plan, organise and deliver group-based learning
TAEDEL402A	Plan, organise and facilitate learning in the workplace
TAEDEL403A	Coordinate and facilitate distance-based learning
TAEDEL404A	Mentor in the workplace

TAEDEL501A	Facilitate e learning
TAEDES401A	Design and develop learning programs
TAEDES402A	Use training packages and accredited courses to meet client needs
TAEEDU401A	Coordinate provision of pastoral care services to international students
TAEEDU501A	Facilitate international education compliance
TAEEDU502A	Manage international education issues and incidents
TAEEDU503A	Manage international student recruitment and selection
TAEEDU504A	Manage international education and training processes
TAEEDU505A	Manage international client accommodation services
TAEEDU506A	Facilitate international education events and programs
TAEEDU507A	Manage transnational offshore education programs
TAEEDU508A	Manage international education financial and administrative processes
TAEEDU509A	Use information to enhance international education work role performance
TAEEDU701A	Investigate current trends in internationalisation of education
TAEEDU702A	Develop international onshore education programs and projects
TAEEDU703A	Establish transnational offshore education initiatives
TAEEDU704A	Conduct applied international education research
TAELED703A	Implement improved learning practice
TAELED704A	Review enterprise e-learning systems and solutions implementation
TAELLN401A	Address adult language, literacy and numeracy skills
TAELLN501A	Support the development of adult language, literacy and numeracy skills

TAELLN701A	Analyse and apply adult literacy teaching practices
TAELLN702A	Analyse and apply adult numeracy teaching practices
TAELLN703A	Develop English language skills of adult learners
TAELLN704A	Implement and evaluate delivery of adult language, literacy and numeracy skills
TAELLN705A	Design and conduct pre-training assessment of adult language, literacy and numeracy skills
TAELLN706A	Lead the delivery of adult language, literacy and numeracy support services
TAELLN801A	Analyse policy and formulate strategic language, literacy and numeracy response
TAELLN802A	Research and implement new adult language, literacy and numeracy practices
TAELLN803A	Formulate workplace strategy for adult language, literacy and numeracy skill development
TAELLN804A	Design programs to develop adult language, literacy and numeracy skills
TAELLN805A	Formulate strategy for adult language, literacy and numeracy skill development in a community program
TAELLN806A	Initiate, develop and evaluate adult language, literacy and numeracy resources
TAELLN807A	Design, implement and evaluate an adult language, literacy and numeracy professional development program
TAESUS501A	Analyse and apply sustainability skills to learning programs
TAETAS401A	Maintain training and assessment information
TAETAS501A	Undertake organisational training needs analysis

Imported units of competency in this Training Package

Code	Title	Origin
BSBAUD402B	Participate in a quality audit	BSB07

BSBCMM401A	Make a presentation	BSB07
BSBCOM501B	Identify and interpret compliance requirements	BSB07
BSBCUS501A	Manage quality customer service	TBA
BSBDIV701A	Develop crosscultural communication and negotiation strategies	BSB07
BSBFIM501A	Manage budgets and financial plans	BSB07
BSBFIM701A	Manage financial resources	BSB07
BSBHRM505A	Manage remuneration and employee benefits	BSB07
BSBIND302A	Work effectively in the international education services industry	BSB07
BSBINM501A	Manage an information or knowledge management system	BSB07
BSBINN501A	Establish systems that support innovation	BSB07
BSBINN502A	Build and sustain an innovative work environment	BSB07
BSBINN601A	Manage organisational change	BSB07
BSBINN801A	Lead innovative thinking and practice	BSB07
BSBITB701A	Implement advanced electronic technologies	BSB07
BSBLED401A	Develop teams and individuals	BSB07
BSBLED501A	Develop a workplace learning environment	BSB07
BSBLED701A	Lead personal and strategic transformation	BSB07
BSBLED702A	Lead learning strategy implementation	BSB07
BSBLED705A	Plan and implement a mentoring program	BSB07
BSBLED706A	Plan and implement a coaching strategy	BSB07
BSBLED707A	Establish career development services	BSB07
BSBLED708A	Conduct a career development session	BSB07
BSBLED709A	Identify and communicate trends in career development	BSB07
BSBLED710A	Develop human capital	BSB07
BSBMGT502B	Manage people performance	BSB07

BSBMGT516A	Facilitate continuous improvement	TBA
BSBMGT616A	Develop and implement strategic plans	BSB07
BSBMKG413A	Promote products and services	BSB07
BSBMKG513A	Promote products and services to international markets	BSB07
BSBMKG516A	Profile international markets	BSB07
BSBOHS509A	Ensure a safe workplace	BSB07
BSBPMG510A	Manage projects	BSB07
BSBPMG609A	Direct procurement and contracting for a project program	BSB07
BSBREL402A	Build client relationships and business networks	BSB07
BSBREL501A	Build international client relationships	BSB07
BSBREL502A	Build international business networks	BSB07
BSBREL701A	Develop and cultivate collaborative partnerships and relationships	BSB07
BSBRES401A	Analyse and present research information	BSB07
BSBRES801A	Initiate and lead applied research	BSB07
BSBWOR401A	Establish effective workplace relationships	BSB07
CHCCS405A	Work effectively with culturally diverse clients and co-workers	CHC02
CHCORG14B	Manage a service organisation	CHC02
PSPHR616A	Manage performance management system	PSP04
PSPMNGT614A	Facilitate knowledge management	PSP04
TAAASS501B	Lead and coordinate assessment systems and services	TAA04
TAADES502B	Design and develop learning resources	TAA04

Changes to the Training Package with this release

TAE10 Training and Education Training Package represents an evolution, much like that which occurred with the update of TAA04 from BSZ98. TAE10, in conjunction with TAA50104 Diploma of Training and Assessment contained in the companion TAA04 Training and Assessment Training Package, now represents a framework of qualifications catering for those who operate across the breadth of the professional levels of VET.

Certificate IV in Training and Assessment has been reviewed and the revised qualification TAE40110 contains changes that reflect improvements as a consequence of the extensive delivery over the past six years, consideration of current best practice, and editing of content intended to place the units into an appropriate context.

Two new qualifications at the vocational graduate level have been introduced to the package in language, literacy and numeracy reflecting the need for professional development in this area.

Four qualifications have been relocated from BSB07 Business Services Training Package, that focus on management (learning) and international education services. TAE10 Training and Education Training Package is considered to be a more appropriate location for these qualifications and their presence represents a logical complement to the career pathways for professional career development in VET.

Changes to the qualifications

The only qualification to change significantly in this Training Package is TAE40110 Certificate IV in Training and Assessment. This has seen a number of changes reflecting stakeholder and user feedback on the structure and unit design of the previous TAA40104 qualification. In particular, the group of 'learning environment' units has been removed from the suite with the relevant elements, range statements, required skills and knowledge, and critical aspects of evidence included into a number of the other units in TAE40110.

The units TAADEL401B Plan and organise group-based delivery and TAADEL402B Facilitate group-based learning have been consolidated into a single, more coherent unit reflecting the underlying intent of both these units: TAEDEL401A Plan, organise and deliver group-based learning. Similarly, TAADEL403B Facilitate individual learning and TAADEL404B Facilitate work-based learning have been merged to become TAEDEL402A Plan, organise and facilitate learning in the workplace. Both TAEDEL401A and TAEDEL402A are core units in TAE40110 Certificate IV in Training and Assessment, and address a range of issues around the skills required to deliver training and assessment in a range of contexts to a range of audiences – from workplaces to classrooms, one-on-one facilitation to large group delivery.

TAAASS401C Plan and organise assessment has been enhanced and is now represented by TAEASS401A Plan assessment activities and processes, which includes in particular developing simple assessment tools.

TAAASS403B Develop assessment tools has been enhanced and added to the Diploma and has also been made available as an elective in TAE40110 as TAEASS502A Design and develop assessment tools. Distinction has been made between assessment tools and instruments to make the differences clearer. It is seen to be a better fit at diploma level.

1. Mapping of qualifications

Code and title of TAE10 qualification	Code and title of related TAA04 qualification	Comments in relation to previous version of this Training Package
TAE40110 Certificate IV in Training and Assessment	TAA40104 Certificate IV in Training and Assessment	Revised qualification – outcomes deemed as equivalent to TAA40104
TAE50310 Diploma of International Education Services	BSB50907 Diploma of International Education Services	Same qualification – relocated from BSB07
TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice		New qualification
TAE70210 Vocational Graduate Certificate in Management (Learning)	BSB70108 Vocational Graduate Certificate in Management (Learning)	Same qualification – relocated from BSB07
TAE70310 Vocational Graduate Certificate in International Education Services	BSB70207 Vocational Graduate Certificate in International Education Services	Same qualification – relocated from BSB07
TAE80110 Vocational Graduate Diploma of Adult Language, Literacy and Numeracy Leadership		New qualification
TAE80210 Vocational Graduate Diploma of Management (Learning)	BSB80108 Vocational Graduate Diploma of Management (Learning)	Same qualification – relocated from BSB07

2. Mapping of native units of competency

Code and title of TAE10 unit	Code and title of related TAA04 unit(s)	Equivalent	Comments in relation to previous version of this Training Package
Package-specific units			
TAEASS301A Contribute to assessment	TAAASS301C Contribute to assessment	E	Re-written unit
TAEASS401A Plan assessment activities and	TAAASS401C Plan and organise assessment	N	Unit enhanced to include a new element on developing simple

Code and title of TAE10 unit	Code and title of related TAA04 unit(s)	Equivalent	Comments in relation to previous version of this Training Package
Package-specific units			
processes			assessment tools
TAEASS402A Assess competence	TAAASS402C Assess competence	E	Re-written unit
TAEASS403A Participate in assessment validation	TAAASS404B Participate in assessment validation	E	Re-written unit
TAEASS502A Design and develop assessment tools	TAAASS403B Develop assessment tools	N	Unit enhanced to make the distinction between tools and instruments clearer – provides a better fit at diploma level
TAEDEL301A Provide work skill instruction	TAADEL301C Provide training through instruction and demonstration of work skills	E	Re-written unit
TAEDEL401A Plan, organise and deliver group-based learning	TAADEL401B Plan and organise group-based delivery TAADEL402B Facilitate group-based learning	E	Units merged and content re-written
TAEDEL402A Plan, organise and facilitate learning in the workplace	TAADEL403B Facilitate individual learning TAADEL404B Facilitate work-based learning	E	Units merged and content re-written
TAEDEL403A Coordinate and facilitate distance-based learning	TAADEL405B Coordinate and facilitate distance-based learning	E	Re-written unit

Code and title of TAE10 unit	Code and title of related TAA04 unit(s)	Equivalent	Comments in relation to previous version of this Training Package
Package-specific units			
TAEDEL404A Mentor in the workplace	Nil		New unit – no equivalent in TAA04
TAEDEL501A Facilitate e-learning	TAADEL501B Facilitate e-learning	E	Re-written unit
TAEDES401A Design and develop learning programs	TAADES402B Design and develop learning programs	N	Rewritten unit – incorporates some elements of ENV units
TAEDES402A Use training packages and accredited courses to meet client needs	TAADES401B Use Training Packages to meet client needs	N	Rewritten unit – incorporates some elements of ENV units
TAEEDU401A Coordinate provision of pastoral care services to international students	Nil	E	Same as BSBEDU401A – unit associated with the relocation of BSB07 qualifications
TAEEDU501A Facilitate international education compliance	Nil	E	Same as BSBEDU501A – unit associated with the relocation of BSB07 qualifications
TAEEDU502A Manage international education issues and incidents	Nil	E	Same as BSBEDU502A – unit associated with the relocation of BSB07 qualifications
TAEEDU503A Manage international student recruitment and selection	Nil	E	Same as BSBEDU503A – unit associated with the relocation of BSB07 qualifications
TAEEDU504A Manage international education and training processes	Nil	E	Same as BSBEDU504A – unit associated with the relocation of BSB07 qualifications
TAEEDU505A Manage international client accommodation services	Nil	E	Same as BSBEDU505A – unit associated with the relocation of BSB07

Code and title of TAE10 unit	Code and title of related TAA04 unit(s)	Equivalent	Comments in relation to previous version of this Training Package
Package-specific units			
			qualifications
TAEEDU506A Facilitate international education events and programs	Nil	E	Same as BSBEDU506A – unit associated with the relocation of BSB07 qualifications
TAEEDU507A Manage transnational offshore education programs	Nil	E	Same as BSBEDU507A – unit associated with the relocation of BSB07 qualifications
TAEEDU508A Manage international education financial and administrative processes	Nil	E	Same as BSBEDU508A – unit associated with the relocation of BSB07 qualifications
TAEEDU509A Use information to enhance international education work role performance	Nil	E	Same as BSBEDU509A – unit associated with the relocation of BSB07 qualifications
TAEEDU701A Investigate current trends in internationalisation of education	Nil	E	Same as BSBEDU701A – unit associated with the relocation of BSB07 qualifications
TAEEDU702A Develop international onshore education programs and projects	Nil	E	Same as BSBEDU702A – unit associated with the relocation of BSB07 qualifications
TAEEDU703A Establish transnational offshore education initiatives	Nil	E	Same as BSBEDU703A – unit associated with the relocation of BSB07 qualifications
TAEEDU704A Conduct applied international education research	Nil	E	Same as BSBEDU704A – unit associated with the relocation of BSB07 qualifications
TAELED703A Implement	Nil	E	Same as BSBLED703A

Code and title of TAE10 unit	Code and title of related TAA04 unit(s)	Equivalent	Comments in relation to previous version of this Training Package
Package-specific units			
improved learning practice			– unit associated with the relocation of BSB07 qualifications
TAELED704A Review enterprise e-learning systems and solutions implementation	Nil	E	Same as BSBLED704A – unit associated with the relocation of BSB07 qualifications
TAELLN401A Address adult language, literacy and numeracy skills	TAALLN401B Address language, literacy and numeracy issues within learning and assessment practice	E	Re-written unit
TAELLN501A Support the development of adult language, literacy and numeracy skills	Nil		New unit – no equivalent in TAA04
TAELLN701A Analyse and apply adult literacy teaching practices	Nil		New unit – no equivalent in TAA04
TAELLN702A Analyse and apply adult numeracy teaching practices	Nil		New unit – no equivalent in TAA04
TAELLN703A Develop English language skills of adult learners	Nil		New unit – no equivalent in TAA04
TAELLN704A Implement and evaluate delivery of adult language, literacy and numeracy skills	Nil		New unit – no equivalent in TAA04
TAELLN705A Design and conduct pre-training assessment of adult language, literacy and numeracy skills	Nil		New unit – no equivalent in TAA04

Code and title of TAE10 unit	Code and title of related TAA04 unit(s)	Equivalent	Comments in relation to previous version of this Training Package
Package-specific units			
TAELLN706A Lead the delivery of adult language, literacy and numeracy support services	Nil		New unit – no equivalent in TAA04
TAELLN801A Analyse policy and formulate strategic language, literacy and numeracy response	Nil		New unit – no equivalent in TAA04
TAELLN802A Research and implement new adult language, literacy and numeracy practices	Nil		New unit – no equivalent in TAA04
TAELLN803A Formulate workplace strategy for adult language, literacy and numeracy skill development	Nil		New unit – no equivalent in TAA04
TAELLN804A Design programs to develop adult language, literacy and numeracy skills	Nil		New unit – no equivalent in TAA04
TAELLN805A Formulate strategy for adult language, literacy and numeracy skill development in a community program	Nil		New unit – no equivalent in TAA04
TAELLN806A Initiate, develop and evaluate adult language, literacy and numeracy resources	Nil		New unit – no equivalent in TAA04
TAELLN807A Design, implement and evaluate an adult language, literacy and numeracy professional development program	Nil		New unit – no equivalent in TAA04

Code and title of TAE10 unit	Code and title of related TAA04 unit(s)	Equivalent	Comments in relation to previous version of this Training Package
Package-specific units			
TAESUS501A Analyse and apply sustainability skills to learning programs	Nil		New unit – no equivalent in TAA04
TAETAS401A Maintain training and assessment information	TAATAS401B Maintain information requirements of training and/or assessment organisations	E	Re-written unit
TAETAS501A Undertake organisational training needs analysis	Nil	E	Same as TAATAS501B – unit associated with the relocation of BSB07 qualifications
Nil	TAAENV401B Work effectively in vocational education and training		Unit deleted and relevant content included in TAEDES401A and TAEDES402A
Nil	TAAENV402B Foster and promote an inclusive learning culture		Unit deleted and relevant content included in TAEDES401A and TAEDES402A
Nil	TAAENV403B Ensure a healthy and safe learning environment		Unit deleted and relevant content included in TAEDES401A and TAEDES402A
Nil	TAAENV404B Develop innovative ideas at work		Unit deleted
3. Mapping of imported units			
BSBAUD402B Participate in a quality audit	BSBAUD402B Participate in a quality	E	Same unit

Code and title of TAE10 unit	Code and title of related TAA04 unit(s)	Equivalent	Comments in relation to previous version of this Training Package
Package-specific units			
	audit		
BSBCMM401A Make a presentation	BSBCMM401A Make a presentation	E	Same unit
BSBCOM501B Identify and interpret compliance requirements	Nil	E	Unit associated with the relocation of BSB07 qualifications
BSBCUS501A Manage quality customer service	Nil	E	Unit associated with the relocation of BSB07 qualifications
BSBDIV701A Develop cross cultural communication and negotiation strategies	Nil	E	Unit associated with the relocation of BSB07 qualifications
BSBFIM501A Manage budgets and financial plans	Nil	E	Unit associated with the relocation of BSB07 qualifications
BSBFIM701A Manage financial resources	Nil	E	Unit associated with the relocation of BSB07 qualifications
BSBHRM505A Manage remuneration and employee benefits	Nil	E	Unit associated with the relocation of BSB07 qualifications
BSBIND302A Work effectively in the international education services industry	Nil	E	Unit associated with the relocation of BSB07 qualifications
BSBINM501A Manage an information or knowledge management system	Nil	E	Unit associated with the relocation of BSB07 qualifications
BSBINN501A Establish systems that support innovation	Nil	E	Unit associated with the relocation of BSB07 qualifications

Code and title of TAE10 unit	Code and title of related TAA04 unit(s)	Equivalent	Comments in relation to previous version of this Training Package
Package-specific units			
BSBINN502A Build and sustain an innovative work environment	Nil	E	Unit associated with the relocation of BSB07 qualifications
BSBINN601A Manage organisational change	Nil	E	Unit associated with the relocation of BSB07 qualifications
BSBINN801A Lead innovative thinking and practice	Nil	E	Unit associated with the relocation of BSB07 qualifications
BSBITB701A Implement advanced electronic technologies	Nil	E	Unit associated with the relocation of BSB07 qualifications
BSBLED401A Develop teams and individuals	BSBLED401A Develop teams and individuals	E	Same unit
BSBLED501A Develop a workplace learning environment	Nil	E	Unit associated with the relocation of BSB07 qualifications
BSBLED701A Lead personal and strategic transformation	Nil	E	Unit associated with the relocation of BSB07 qualifications
BSBLED702A Lead learning strategy implementation	Nil	E	Unit associated with the relocation of BSB07 qualifications
BSBLED705A Plan and implement a mentoring program	Nil	E	Unit associated with the relocation of BSB07 qualifications
BSBLED706A Plan and implement a coaching strategy	Nil	E	Unit associated with the relocation of BSB07 qualifications
BSBLED707A Establish career development services	Nil	E	Unit associated with the relocation of BSB07 qualifications

Code and title of TAE10 unit	Code and title of related TAA04 unit(s)	Equivalent	Comments in relation to previous version of this Training Package
Package-specific units			
BSBLED708A Conduct a career development session	Nil	E	Unit associated with the relocation of BSB07 qualifications
BSBLED709A Identify and communicate trends in career development	Nil	E	Unit associated with the relocation of BSB07 qualifications
BSBLED710A Develop human capital	Nil	E	Unit associated with the relocation of BSB07 qualifications
BSBMGT502B Manage people performance	Nil	E	Unit associated with the relocation of BSB07 qualifications
BSBMGT516A Facilitate continuous improvement	Nil	E	Unit associated with the relocation of BSB07 qualifications
BSBMGT616A Develop and implement strategic plans	Nil	E	Unit associated with the relocation of BSB07 qualifications
BSBMKG413A Promote products and services	BSBMKG413A Promote products and services	E	Same unit
BSBMKG513A Promote products and services to international markets	Nil	E	Unit associated with the relocation of BSB07 qualifications
BSBMKG516A Profile international markets	Nil	E	Unit associated with the relocation of BSB07 qualifications
BSBOHS509A Ensure a safe workplace	Nil	E	Unit associated with the relocation of BSB07 qualifications
BSBPMG510A Manage projects	Nil	E	Unit associated with the relocation of BSB07

Code and title of TAE10 unit	Code and title of related TAA04 unit(s)	Equivalent	Comments in relation to previous version of this Training Package
Package-specific units			
			qualifications
BSBPMG609A Direct procurement and contracting for a project program	Nil	E	Unit associated with the relocation of BSB07 qualifications
BSBREL402A Build client relationships and business networks	Nil	E	Unit associated with the relocation of BSB07 qualifications
BSBREL501A Build international client relationships	Nil	E	Unit associated with the relocation of BSB07 qualifications
BSBREL502A Build international business networks	Nil	E	Unit associated with the relocation of BSB07 qualifications
BSBREL701A Develop and cultivate collaborative partnerships and relationships	Nil	E	Unit associated with the relocation of BSB07 qualifications
BSBRES401A Analyse and present research information	Nil	E	Unit associated with the relocation of BSB07 qualifications
BSBRES801A Initiate and lead applied research	Nil	E	Unit associated with the relocation of BSB07 qualifications
BSBWOR401A Establish effective workplace relationships	Nil	E	Unit associated with the relocation of BSB07 qualifications
CHCCS405A Work effectively with culturally diverse clients and co workers	Nil	E	Unit associated with the relocation of BSB07 qualifications
CHCORG14B Manage a service organisation	Nil	E	Unit associated with the relocation of BSB07 qualifications

Code and title of TAE10 unit	Code and title of related TAA04 unit(s)	Equivalent	Comments in relation to previous version of this Training Package
Package-specific units			
PSPHR616A Manage performance management system	Nil	E	Unit associated with the relocation of BSB07 qualifications
PSPMNGT614A Facilitate knowledge management	Nil	E	Unit associated with the relocation of BSB07 qualifications
TAAASS501B Lead and coordinate assessment systems and services	TAAASS501B Lead and coordinate assessment systems and services	E	Same unit
TAADES502B Design and develop learning resources	TAADES502B Design and develop learning resources	E	Same unit

Explanation of the review date

The review date (shown on the title page and in the header of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Endorsed Training Packages and their components remain current until they are reviewed or replaced.

Overview

What is a Training Package?

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

Each Training Package:

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

How do Training Packages fit within the National Skills Framework?

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

How are Training Packages developed?

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

How do Training Packages encourage flexibility?

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

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

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

Who can deliver and assess using Training Packages?

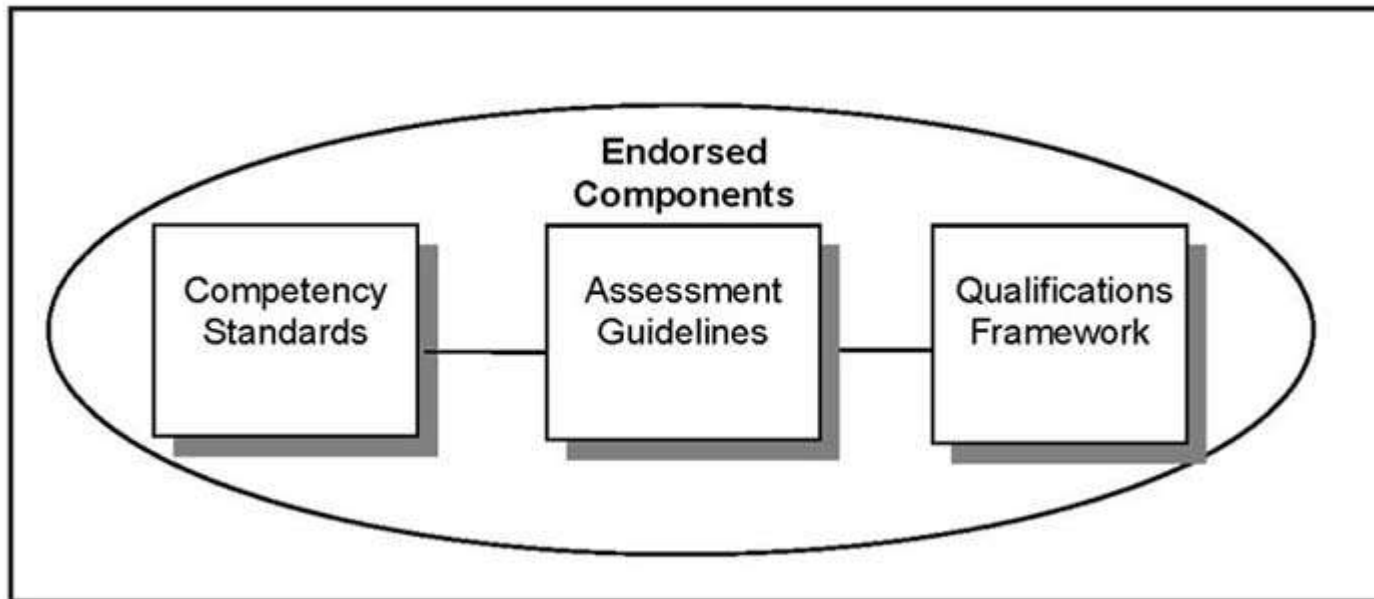
Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO, as specified in the AQTF 2007.

Training Package Components

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

Training Package Endorsed Components

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



Competency Standards

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

Assessment Guidelines

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

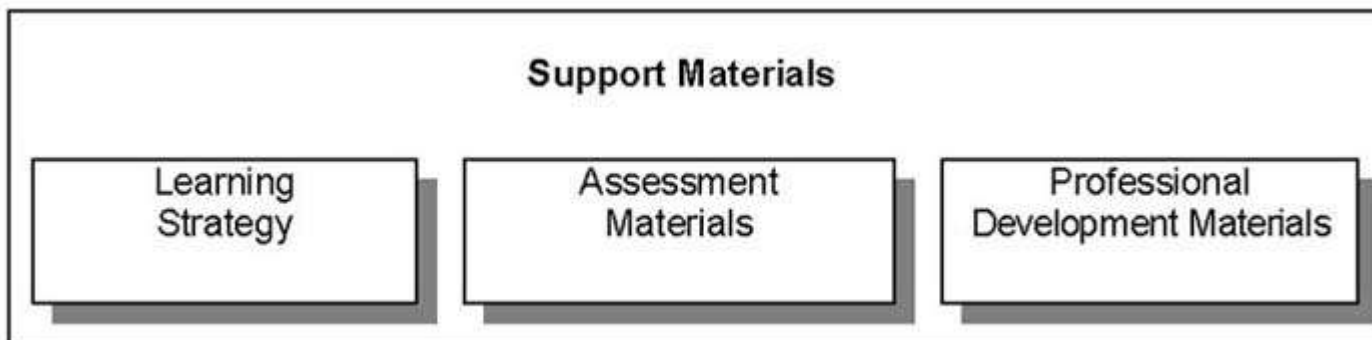
Qualifications Framework

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

Training Package Support Materials

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

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



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

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



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

Training Package, Qualification and Unit of Competency Codes

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

Training Package Codes

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

Qualification Codes

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

- the first three letters identify the Training Package;
- the first number identifies the qualification level (noting that, in the qualification titles themselves, arabic numbers are **not** used);

- the next two numbers identify the position in the sequence of the qualification at that level; and
- the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed.)

Unit of Competency Codes

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

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

Training Package, Qualification and Unit of Competency Titles

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

Training Package Titles

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

Qualification Titles

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

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

For example:

- TAE40110 Certificate IV in Training and Assessment

Unit of Competency Titles

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

For example:

- TAEASS301A Contribute to assessment

Historical and general information

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

The developed TAE10 Training and Education Training Package

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

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

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

The project was undertaken under the guidance of a national Project Reference Group, comprising key stakeholders.

Key features of TAE10 Training and Education Training Package

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

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

Consolidation of various elements of VET career pathways

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

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

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

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

Introduction of vocational graduate programs in language, literacy and numeracy

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

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

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

Implementation of an updated Certificate IV in Training and Assessment

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

Introduction to the TAE10 Training and Education

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

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

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

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

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

The IBSA Environmental Scan (2009) identified the following growth in job roles for the sector that have specific relevance for this training package:

- training and development professional
- workplace assessor
- training centre manager
- vocational education teacher
- career counsellor
- curriculum advisory teacher e-learning
- education adviser and reviewer
- teacher of English as a second language
- trade trainer.

Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

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

http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf

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

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

Qualifications

Training Packages can incorporate the following eight AQF qualifications.

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

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

Statement of Attainment

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

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

AQF Guidelines and Learning Outcomes

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

Certificate I

Characteristics of Learning Outcomes

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Certificate II

Characteristics of Learning Outcomes

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

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Certificate III

Characteristics of Learning Outcomes

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

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Certificate IV

Characteristics of Learning Outcomes

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Diploma

Characteristics of Learning Outcomes

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

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

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

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

Distinguishing Features of Learning Outcomes

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

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

Advanced Diploma

Characteristics of Learning Outcomes

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

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

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

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

Distinguishing Features of Learning Outcomes

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

- demonstrate understanding of specialised knowledge with depth in some areas

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

Vocational Graduate Certificate

Characteristics of competencies or learning outcomes

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

Distinguishing features of learning outcomes

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

Vocational Graduate Diploma

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.
- Further specialisation within a systematic and coherent body of knowledge.

- Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

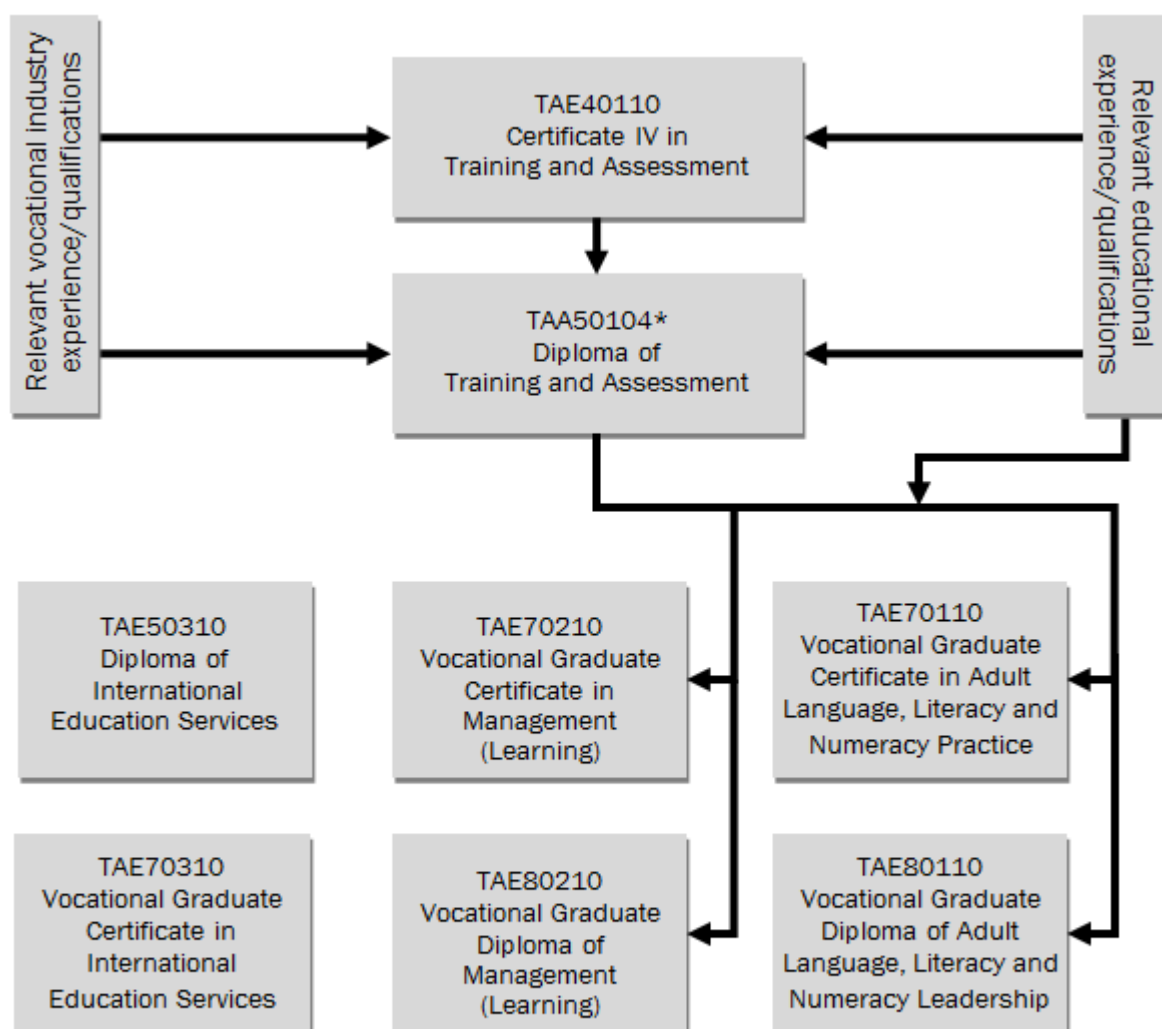
- Demonstrate the self-directed development and achievement of broad and highly specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major functions, both broad and within highly varied and highly specialised contexts.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

Qualification Pathways

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

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

TAE10 Training and Education Training Package - qualification pathways



* Maintained in the associated TAA04 Training and Assessment Training Package until reviewed late 2010

Skill Sets

Definition

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

Wording on Statements of Attainment

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

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

Skill Sets in this Training Package

Assessor Skill Set

Target Group	Individuals wishing to obtain the assessment competencies to assess according to AQTF requirements.		
Units	TAEASS401A	Plan assessment activities and processes	
	TAEASS402A	Assess competence	
	TAEASS403A	Participate in assessment validation	
Pathway	The TAEASS units provide credit towards TAE40110 Certificate IV in Training and Assessment		
Suggested form of words for Statement of Attainment	These units from TAE10 Training and Education Training Package when used with relevant vocational competencies, meet industry requirements for assessors.		

Enterprise trainer Skill Set

Target Group	Individuals who train others within a workplace. The training may be accredited or non-accredited. The role may involve some coaching at individual or small group level.		
Units	TAEDEL301A	Provide work skill instruction	
	BSBCMM401A	Make a presentation	
Pathway	These units are elective units and provide credit towards TAE40110 Certificate IV in Training and Assessment.		

Suggested form of words for Statement of Attainment	These units meet industry requirements for enterprise trainers.
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Enterprise trainer and assessor Skill Set

Target Group	Enterprise trainers and assessors working in an enterprise registered training organisation (RTO) or in an enterprise that works together with an RTO in an auspicing arrangement. These people deliver and assess nationally endorsed units or qualifications.		
Units	TAEASS401A	Plan assessment activities and processes	
	TAEASS402A	Assess competence	
	TAEASS403A	Participate in assessment validation	
	TAEDEL301A	Provide work skill instruction	
Pathway	The TAEASS units provide credit towards TAE40110 Certificate IV in Training and Assessment.		
Suggested form of words for Statement of Attainment	These units from TAE10 Training and Education Training Package meet industry requirements for enterprise trainers and assessors.		

Sustainable practice Skill Set

Target Group	All trainers and assessors. In the first instance those who have a specific role in delivering green skills or who train and assess in sectors where green skills development is identified as a priority.	
Units	TAESUS501A	Analyse and apply sustainability skills to learning programs
Pathway	This unit is an elective unit and provides credit towards the TAA50110 Diploma of Training and Assessment.	
Suggested form of words for Statement of Attainment	This unit from TAE10 Training and Education Training Package meets industry requirements for those engaged in developing green skills in the VET sector.	

Workplace supervisor

Target Group	Supervisors and managers involved in developing the skills of their team. In particular these competencies are identified as essential skills for those engaged in supervising apprentices.		
Units	TAEASS301A	Contribute to assessment	
	TAEDEL301A	Provide work skill instruction	
	TAEDEL404A	Mentor in the workplace	
Pathway	These units provide credit towards TAE40110 Certificate IV in Training and Assessment.		
Suggested form of words for Statement of Attainment	These units from TAE10 Training and Education Training Package meet industry requirements for mentoring apprentices and trainees.		

Employability Skills

Employability Skills replacing Key Competency information from 2006

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

Background to Employability Skills

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

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

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

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

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

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

Employability Skills Framework

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

Employability Skills for the Future.

Skill	Facets Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.
Communication that contributes to productive and harmonious relations across employees and customers	<ul style="list-style-type: none"> • listening and understanding • speaking clearly and directly • writing to the needs of the audience • negotiating responsively • reading independently • empathising • using numeracy effectively • understanding the needs of internal and external customers • persuading effectively • establishing and using networks • being assertive • sharing information

	<ul style="list-style-type: none"> speaking and writing in languages other than English
Teamwork that contributes to productive working relationships and outcomes	<ul style="list-style-type: none"> working across different ages irrespective of gender, race, religion or political persuasion working as an individual and as a member of a team knowing how to define a role as part of the team applying teamwork to a range of situations e.g. futures planning and crisis problem solving identifying the strengths of team members coaching and mentoring skills, including giving feedback
Problem solving that contributes to productive outcomes	<ul style="list-style-type: none"> developing creative, innovative and practical solutions showing independence and initiative in identifying and solving problems solving problems in teams applying a range of strategies to problem solving using mathematics, including budgeting and financial management to solve problems applying problem-solving strategies across a range of areas testing assumptions, taking into account the context of data and circumstances resolving customer concerns in relation to complex project issues
Initiative and enterprise that contribute to innovative outcomes	<ul style="list-style-type: none"> adapting to new situations developing a strategic, creative and long-term vision being creative identifying opportunities not obvious to others translating ideas into action generating a range of options initiating innovative solutions
Planning and organising that contribute to long and short-term strategic planning	<ul style="list-style-type: none"> managing time and priorities - setting time lines, coordinating tasks for self and with others being resourceful

	<ul style="list-style-type: none"> • taking initiative and making decisions • adapting resource allocations to cope with contingencies • establishing clear project goals and deliverables • allocating people and other resources to tasks • planning the use of resources, including time management • participating in continuous improvement and planning processes • developing a vision and a proactive plan to accompany it • predicting - weighing up risk, evaluating alternatives and applying evaluation criteria • collecting, analysing and organising information • understanding basic business systems and their relationships
Self-management that contributes to employee satisfaction and growth	<ul style="list-style-type: none"> • having a personal vision and goals • evaluating and monitoring own performance • having knowledge and confidence in own ideas and visions • articulating own ideas and visions • taking responsibility
Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes	<ul style="list-style-type: none"> • managing own learning • contributing to the learning community at the workplace • using a range of mediums to learn - mentoring, peer support and networking, IT and courses • applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work) • having enthusiasm for ongoing learning • being willing to learn in any setting - on and off the job • being open to new ideas and techniques • being prepared to invest time and effort in learning new skills • acknowledging the need to learn in order to accommodate change

Technology that contributes to the effective carrying out of tasks	<ul style="list-style-type: none"> • having a range of basic IT skills • applying IT as a management tool • using IT to organise data • being willing to learn new IT skills • having the OHS knowledge to apply technology • having the appropriate physical capacity
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Employability Skills Summary

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

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

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

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

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

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

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

Examples from this Training Package of employability skills

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

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

Qualifications

In broad terms, the qualifications presented in TAE10 Training and Education Training Package reflect the view that training delivered in the VET environment is in fact a component of the wider educational delivery footprint.

In addition, while the market for qualifications in the training package versions that preceded this Training Package tended towards delivery in a workplace context, the evolution of the package reflects recognition that the delivery of training and education in a VET context requires wider and more diverse skills, knowledge and competence. In conjunction with this, is the growing understanding that career pathways in the VET sector also involve management and leadership as well as market development, and in particular for Australian enterprises, the export market.

A particular issue with TAE40110 Certificate IV Training and Assessment is the target market for this qualification. While there are many applications where Certificate IV qualifications can be identified as being fit-for-purpose for a wide client base, this qualification assumes that the learner is engaged in a training and education environment or has a vocational skill at a level that supports training and education in the subject area in which it is intended to teach.

Assessment Guidelines

Introduction

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

Assessment System Overview

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

Benchmarks for Assessment

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

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

Australian Quality Training Framework Assessment Requirements

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

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

Registration of Training Organisations

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

Quality Training and Assessment

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

Assessor Competency Requirements

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

Assessment Requirements

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

Assessment Strategies

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

National Recognition

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

Access and Equity and Client Outcomes

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

Monitoring Assessments

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

Recording Assessment Outcomes

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

Issuing AQF Qualifications and Statements of Attainment

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

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

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

For further information on this topic contact www.ibsa.org.au.

Requirements for assessors

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

The areas dealt with are:

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

Reasonable adjustment and inclusive practice

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

Inclusive practice covers areas such as:

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

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

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

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

TAE assessors - requirements and responsibilities

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

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

Competency requirements of TAE assessors

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

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

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

Responsibilities of TAE assessors

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

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

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

Maintaining currency

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

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

Good practice in maintaining currency

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

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

and

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

Code of practice for assessors

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

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

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

- The differing needs and requirements of the candidates, the local enterprises and/or industry are identified and handled with sensitivity.
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified, and appropriate referrals are made, if necessary.
- All forms of harassment are avoided throughout the assessment process and in the review and reporting of assessment outcomes.
- The rights of candidates are protected during and after the assessment process.
- Candidates are made aware of their rights and processes of appeal.
- Personal or interpersonal factors that are irrelevant to the assessment of competence must not influence the assessment outcomes.
- Evidence is verified against the rules of evidence.
- Assessment decisions are based on available evidence that can be produced and verified by another assessor.
- Assessments are conducted within the boundaries of the assessment system policies and procedures.
- Formal agreement is obtained from candidates and the assessor that the assessment was carried out in accordance with agreed procedures.
- Assessment systems and tools are consistent with equal opportunity legislation.
- Candidates are informed of all assessment reporting processes prior to the assessment.
- Candidates are informed of all known potential consequences of assessment decisions, prior to the assessment.
- Confidentiality is maintained regarding assessment decisions/outcomes and records of individual assessment outcomes which identify personal details and are only released with the written permission of the candidate/s.
- Assessment outcomes are used consistently with the purposes explained to candidates.
- Self-assessments are periodically conducted to ensure current competence against TAE10 Training and Education Training Package competency standards.
- Professional development opportunities are identified and sought.
- Opportunities for networking amongst assessors are created and maintained.
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment practice and participating in validation.

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

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

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

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

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

- **Requirements for candidates**

English language, literacy and other skill requirements

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

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

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

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

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

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

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

Requirements for RTOs

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

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

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

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

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

Advice on using simulation

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

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

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

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

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

• AQTF requirements for assessment

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

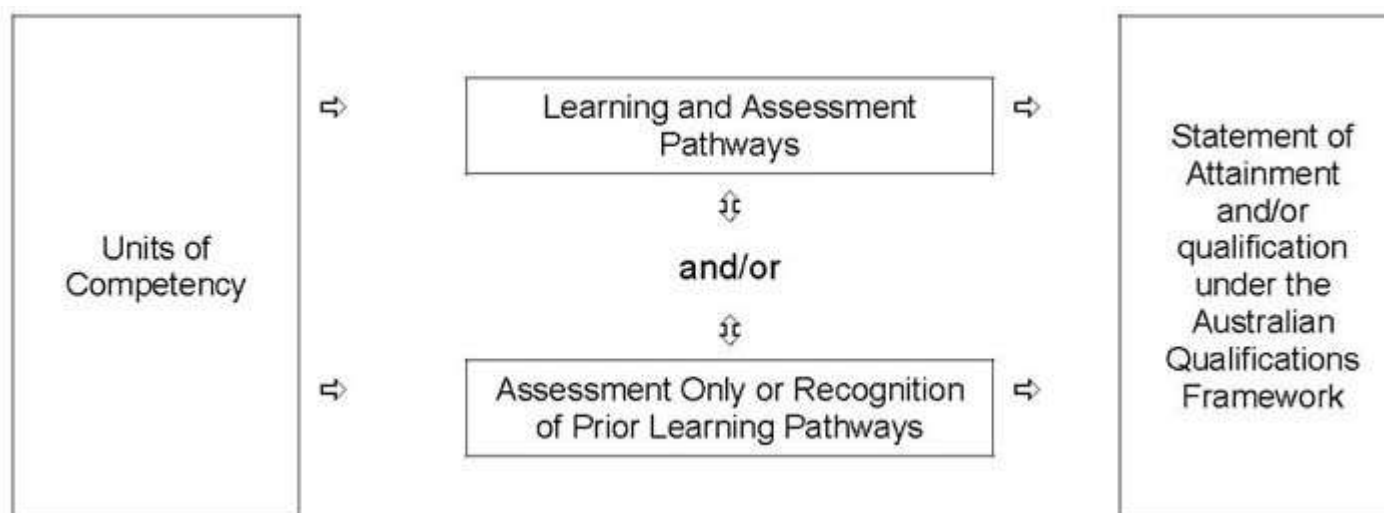
The AQTF Standards can be downloaded from the Department of Education, Employment and Workplace Relations (DEEWR) website at www.deewr.gov.au or can be obtained in hard copy from DEEWR.

Pathways

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

- formal or informal education and training
- experiences in the workplace
- general life experience, and/or
- any combination of the above.

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



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

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

Learning and Assessment Pathways

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

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

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

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

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

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

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

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

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

- candidates enrolling in qualifications who want recognition for prior learning or current competencies
- existing workers
- individuals with overseas qualifications
- recent migrants with established work histories
- people returning to the workplace, and
- people with disabilities or injuries requiring a change in career.

Combination of Pathways

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

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

Assessor Requirements

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

Assessor Competencies

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

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

Designing Assessment Tools

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

Use of Assessment Tools

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

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

Using Prepared Assessment Tools

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

Developing Assessment Tools

When developing assessment tools, assessors must ensure that they:

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

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

Conducting Assessment

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

Assessment Requirements

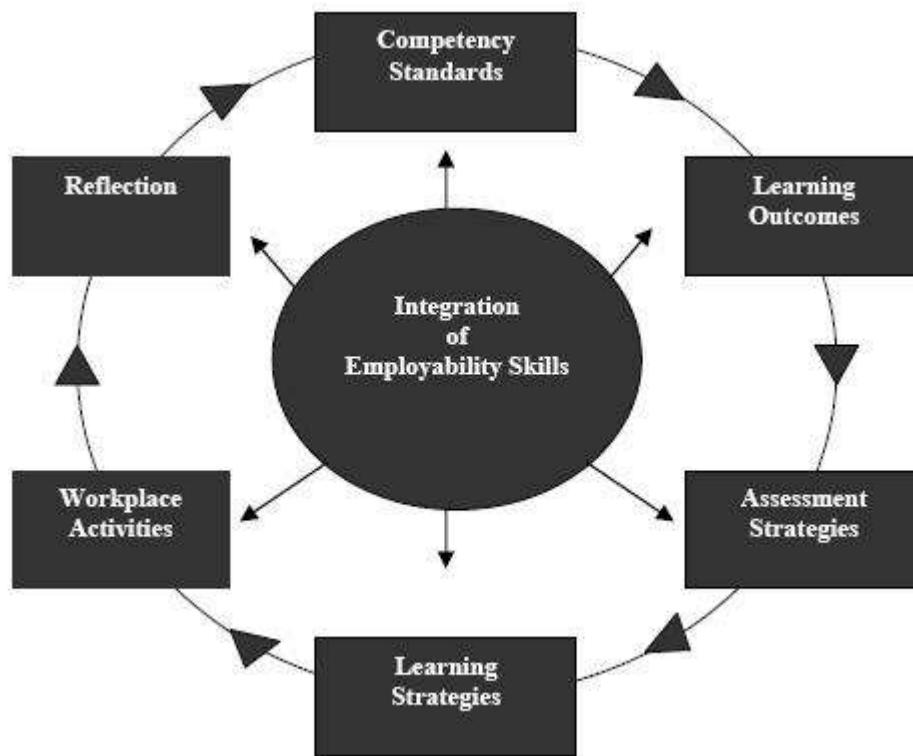
Assessments must meet the criteria set out in the AQTF 2007 Essential Standards for Registration.

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

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

Assessment of Employability Skills

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



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

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

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

Access and Equity

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

Under the rules for their development, Training Packages must reflect and cater for the increasing diversity of Australia's VET clients and Australia's current and future workforce. The flexibilities offered by Training Packages should enhance opportunities and potential outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia's economic development and social and cultural life.

Reasonable adjustments

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

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

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

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship.

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

Further Sources of Information

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

Contacts

Innovation and Business Skills Australia

Level 11, 176 Wellington Parade

East Melbourne VIC 3002

Telephone: (03) 9815 7000

Facsimile: (03) 9815 7001

Website: www.ibsa.org.au

Email: virtual@ibsa.org.au

Technical and Vocational Education and Training (TVET) Australia Limited

Level 21, 390 St Kilda Road, Melbourne VIC 3150

PO Box 12211, A"Beckett Street Post Office

MELBOURNE VICTORIA 8006

Ph: +61 3 9832 8100

Fax: +61 3 9832 8198

Email: sales@tvetaustralia.com.au

Web: www.tvetaustralia.com.au

For information on the TAA04 Training and Assessment Training Package contact:

Innovation & Business Skills Australia Level 2, Building B, 192 Burwood Road
HAWTHORN VIC 3122

Telephone: (03) 9815 7000

Facsimile: (03) 9815 7001

Web: www.ibsa.org.au

Email: virtual@ibsa.org.au

General Resources

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

AQF Implementation Handbook, third Edition. Australian Qualifications Framework Advisory Board, 2002, aqf.edu.au

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

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

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

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

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

National Training Information Service, an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses - www.ntis.gov.au

Training Package Development Handbook (DEST, August 2007). Can be downloaded from www.dest.gov.au

Assessment Resources

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

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

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

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

Assessment Tool Design and Conducting Assessment

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

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

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

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

Assessor Training

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

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

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

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

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

Assessment System Design and Management

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

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

Competency Standards

What is competency?

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

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

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

Contextualisation of Units of Competency by RTOs

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

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

- must not remove or add to the number and content of elements and performance criteria
- may add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes
- may make amendments and additions to the range statement as long as such changes do not diminish the breadth of application of the competency and reduce its portability, and/or

- may add detail to the evidence guide in areas such as the critical aspects of evidence or resources and infrastructure required where these expand the breadth of the competency but do not limit its use.

Components of Units of Competency

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

Unit Title

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

Unit Descriptor

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

Employability Skills statement

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

Prerequisite Units (optional)

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

Application of the Unit

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

Competency Field (Optional)

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

Sector (optional)

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

Elements of Competency

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

Performance Criteria

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

Required Skills and Knowledge

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

Range Statement

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

Evidence Guide

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

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

Employability Skills in units of competency

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

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

How Employability Skills relate to the Key Competencies

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

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

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

Explicitly embedding Employability Skills in units of competency

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

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

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

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

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

Example Employability Skills unit

Unit component	Example of embedded Employability Skill
Unit Title	
Unit Descriptor	
Element	
Performance Criteria	
Range Statement	
Required Skills and Knowledge	
Evidence Guide	

Competency standards - industry contextualisation

As indicated elsewhere in this volume of the Training Package, RTOs may contextualise units of competency imported from other training packages to reflect outcomes relevant to training and education for the VET sector. Many units from BSB07 Business Services Training Package have been imported into the learning management qualifications to support those units which address specific aspects of doing business in the VET sector.

Using 'BSBCUS501A Manage quality customer service' as an example, RTOs could add VET specific examples of customers relevant to the VET sector e.g. enterprises. The list of 'resources' could be extended to include education materials, lesson plans, etc.

Units of competency not packaged against a qualification

Generally each unit of competency within a Training Package is packaged to one or more AQF qualifications. In special circumstances units of competency may be endorsed that are not packaged to an AQF qualification. The TAE10 Training and Education Training Package contains one unit in this category – **TAESUS501A Analyse and apply sustainability skills to learning programs**.

This unit has been developed in response to an identified need associated with the National Green Skills Agreement made by the Council of Australian Governments (COAG) in December 2009. Among other things, commitment was made to 'up-skill VET instructors and teachers to deliver sustainability skills'.

TAESUS501A describes the performance outcomes, skills and knowledge required to identify explicit and embedded sustainability skills within training packages and accredited courses and apply requirements to learning programs associated with the development of competence. It has a clear vocational workplace outcome. The unit was developed as an elective for the Diploma of Training and Assessment as well as the core component of a skill set for sustainable practice. This later component is specifically designed to underpin a professional development program for the VET workforce.

The unit appears in this training package primarily because it is considered imperative that both the skill set and the unit be identified with the newly developed TAE10 Training and Education Training Package. It will also appear in the companion TAA04 Training Package as an elective in the Diploma in Training and Assessment, coded as TAESUS501A. Both these will migrate into this training package once the review of TAA50104 Diploma of Training and Assessment has concluded.