



Australian Government

TAE50111 Diploma of Vocational Education and Training

Release 4

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Modification History

Release	Comments
Release 4	Released with <i>TAE10 Training and Education Training Package version 3.4</i> Qualification updated to remove incorrectly added unit <i>TAELLN411 Address adult language, literacy and numeracy skills</i> from elective bank.
Release 3	Released with <i>TAE10 Training and Education Training Package version 3.3</i> <i>TAELLN411 Address adult language, literacy and numeracy skills</i> added to elective bank.
Release 2	Released with <i>TAE10 Training and Education Training Package Version 4.0.</i> New release created to correct reference to unit <i>TAEDES503A</i> .
Release 1	Released with <i>TAE10 Training and Education Training Package Version 2.0.</i>

Description

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

Pathways Information

Prerequisite requirements

There are no prerequisite requirements for individual units of competency.

Pathways into the qualification

Preferred pathways for candidates considering this qualification include:

- after achieving the TAE40110 Certificate IV in Training and Assessment and vocational experience in training and assessment roles within an RTO or similar organisation where the focus has been on competency based training,

or

- after achieving another relevant qualification and vocational experience in training and assessment roles within an RTO or similar organisation where the focus has been on competency based training and assessment,

or

- after demonstrating extensive vocational experience in training and assessment roles within an RTO or similar organisation where the focus has been on competency based training and assessment.

Refer to the User Guide for more information concerning pathways.

Pathways from the qualification

Those completing this qualification could consider higher qualifications in this Training Package, the Training Package area of their vocational competence, or in the higher education sector.

Licensing/Regulatory Information

There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.

Entry Requirements

Not applicable.

Employability Skills Summary

The following table contains a summary of the employability skills required by industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability skill	Industry/enterprise requirements for this qualification include:
Communication	<ul style="list-style-type: none"> • Applying high level language and literacy skills • Establishing and maintaining strategies for communication and networking • Using advanced facilitation techniques with learners and trainers/assessors • Determining training needs and preparing proposals and written reports to meet client needs • Consulting via interviews, meetings, focus groups and surveys • Providing feedback to stakeholders/community groups • Developing partnerships with community groups
Teamwork	<ul style="list-style-type: none"> • Providing leadership in training and assessment practices • Providing coaching and mentoring to trainers and assessors • Applying collaborative facilitation models and providing feedback to assist others to improve their performance • Maintaining effective relationships with staff and stakeholders
Problem-solving	<ul style="list-style-type: none"> • Designing programs and learning strategies based on characteristics of target groups • Resolving issues of quality and consistency across training and assessment practices
Initiative and enterprise	<ul style="list-style-type: none"> • Developing innovative and responsive approaches to improving professional practice • Developing innovative skills to lead a team into new and creative ways of approaching training and assessment • Continually exploring options and evaluate processes to ensure continuous improvement
Planning and organising	<ul style="list-style-type: none"> • Researching and analysing information for a range of purposes including ensuring quality improvement
Self-management	<ul style="list-style-type: none"> • Ensuring ethical, legal and organisational requirements underpin all work • Creating a conceptual and experiential framework of professional practice • Reflecting on and evaluating own professional

	<p>performance</p> <ul style="list-style-type: none"> • Modelling high standards of performance and participating in professional development activities
Learning	<ul style="list-style-type: none"> • Developing and extending one's own expertise in facilitation • Opportunities sourced to increase own knowledge and skills • Professional development activities identified for self and others • Developing learner independence, extending their learning styles and readiness to learn • Reflecting on own learning
Technology	<ul style="list-style-type: none"> • Using business equipment and software programs to monitor assessment processes and practices • Developing feedback tools and collating feedback using technology • Preparing reports and other documentation using a wide range of software packages • Using the web to conduct research

Packaging Rules

Total number of units = 10

6 core units *plus*

4 elective units

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

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

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

Elective units must be relevant to the work outcome, local industry requirements and the qualification level.

Core units

TAEASS501A Provide advanced assessment practice

TAEASS502B Design and develop assessment tools

TAEDEL502A Provide advanced facilitation practice

TAEDES501A Design and develop learning strategies

TAEELN401A Address adult language, literacy and numeracy skills

TAEPPD501A Maintain and enhance professional practice

Elective units

Assessment

TAEASS503A Lead assessment validation processes

TAEASS504A Develop and implement recognition strategies

Delivery and facilitation

TAEDEL501A Facilitate e-learning

Design

TAEDES502A Design and develop learning resources

TAEDES503A Design and develop e-learning resources

TAEDES504A Research and develop units of competency

TAEDES505A Evaluate a training program

Industry and community relations

TAEICR501A Work in partnership with industry, enterprises and community groups

Language, literacy and numeracy

TAELLN501B Support the development of adult language literacy and numeracy skills

Training advisory services

TAETAS501B Undertake organisational training needs analysis

Research

TAERES501A Apply research to training and assessment practice

Sustainability

TAESUS501A Analyse and apply sustainability skills to learning programs

TAESUS502A Identify and apply current sustainability education principles and practice to learning programs