



# ***TAE Training and Education Training Package***

## **Companion Volume Implementation Guide (Version 4.0)**





#### ***Disclaimer***

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# Overview information

## Version control and modification history

Version number	Release date	Comments
<b>Version 4.0</b>	May 2022	<p><b>AISC endorsement</b></p> <p>Two newly created units of competency:</p> <ul style="list-style-type: none"> <li>• TAEASS404 Assess competence in an online environment</li> <li>• TAEDEL405 Plan, organise and facilitate online learning</li> </ul> <p><b>SSO upgrade</b></p> <p>One newly created skill set:</p> <ul style="list-style-type: none"> <li>• TAESS00023 Online Learning and Assessment Skill Set</li> </ul> <p>Minor changes to one qualification:</p> <ul style="list-style-type: none"> <li>• TAE40116 Certificate IV in Training and Assessment</li> </ul>
<b>Version 3.2</b>	February 2021	<p><b>AISC endorsement</b></p> <p>The following TAE unit of competency was deleted from <i>TAE Training and Education Training Package V3.1</i> as directed by the AISC. The training product below was identified as having zero enrolments over the last three years.</p> <ul style="list-style-type: none"> <li>• TAELED802 Investigate the application of ICT content knowledge</li> </ul> <p><b>SSO upgrade</b></p> <p>Minor updates to one qualification:</p> <ul style="list-style-type: none"> <li>• TAE80316 Graduate Certificate in Digital Education</li> </ul>
<b>Version 3.1</b>	October 2020	<p>Minor release of the TAE Training Package.</p> <p>One newly created skill set:</p> <ul style="list-style-type: none"> <li>• TAESS00018 Deliver E-Learning Skill Set</li> </ul> <p>Minor update to one unit of competency to correct typographical errors:</p> <ul style="list-style-type: none"> <li>• TAEASS503 Lead assessment validation processes.</li> </ul>
<b>Version 3.0</b>	September 2019	<p>Two new cross sector units of competency:</p> <ul style="list-style-type: none"> <li>• TAEXDB401 Plan and implement individual support plans for learners with disability</li> <li>• TAEXDB501 Develop and implement accessible training and assessment strategies for learners with disability.</li> </ul> <p>Minor updates to three qualifications to include the new cross sector units of competency in the elective list; to correct typographical errors; and to meet the Standards for Training Packages:</p> <ul style="list-style-type: none"> <li>• TAE40116 Certificate IV in Training and Assessment</li> <li>• TAE50116 Diploma of Vocational Education and Training</li> <li>• TAE50216 Diploma of Training Design and Development.</li> </ul>

Version number	Release date	Comments
<b>Version 2.1</b>	March 2017	Minor release of the TAE Training Package. This release includes: <ul style="list-style-type: none"> <li>minor updates to the Assessment Conditions of 13 units of competency</li> <li>minor updates to correct typographical errors in two units of competency.</li> </ul>
<b>Version 2.0</b>	March 2016	Qualifications, units and skill sets from TAE10 Training and Education Training Package were restructured to meet Standards for Training Packages. Deleted qualifications: <ul style="list-style-type: none"> <li>TAE50310 Diploma of International Education Services</li> <li>TAE70311 Vocational Graduate Certificate in International Education Services.</li> </ul> Newly created skill set: <ul style="list-style-type: none"> <li>TAESSoo10 Advanced Assessor Skill Set.</li> </ul>
<b>Version 1.0</b>	August 2013	Primary release of restructured training package.

## Who is this Guide for?

The Implementation Guide is designed to assist assessors, trainers, registered training organisations (RTOs) and enterprises to deliver nationally endorsed industry training packages.

Nationally endorsed training packages are developed to meet the *Standards for Training Packages 2012* ratified by Commonwealth and state/territory ministers, and their two accompanying policies, *Training Package Development and Endorsement Process Policy* and *Training Package Products Policy*.

In addition to providing information relevant to all training packages, this guide also provides information and advice about the history, structure, key features and application of the *TAE Training and Education Training Package*.

## What is in the Guide?

This *TAE Training and Education Training Package* Implementation Guide provides:

- information relevant to all training packages
- lists of qualifications, skill sets and units of competency
- mapping information for qualifications, skill sets and units of competency.

## What is a training package?

A training package is a set of nationally endorsed qualifications, units of competency and their assessment requirements developed for a specific industry or sector. A training package:

- specifies the skills and knowledge required to perform effectively in the workplace
- provides consistent components for training, assessing or recognising skills
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- promotes flexible modes of training to suit individual and industry requirements
- encourages learning and assessment in a work-related environment that leads to verifiable workplace outcomes
- may also provide support materials.

While a training package *does* specify workplace skills and knowledge requirements, it *does not* suggest how a learner should be trained. Users of training packages, such as trainers or assessors, must develop learning and assessment strategies that support the needs of their particular learners.

## Components of PwC's *Skills for Australia* training packages

Training packages consist of the following endorsed components:

- **Qualifications** that consist of units of competency packaged into meaningful groups to meet workplace roles and aligned to vocational qualification levels identified in the Australian Qualifications Framework (AQF).
- **Units of competency** that specify the standards of performance required in the workplace.
- **Assessment requirements** that specify the performance evidence, knowledge evidence and conditions for assessment for each unit of competency.
- **Credit arrangements** which specify details of existing credit arrangements between vocational and higher education qualifications in accordance with the AQF. Currently no credit arrangements exist between any PwC's *Skills for Australia* training package qualifications and higher education qualifications.

Training packages may also include non-endorsed components, such as:

- **Skill sets**, which are groups of endorsed units of competency that address a defined industry need or licensing or regulatory requirement.
- **Companion volumes** (including this Implementation Guide), which provide support for delivery and assessment.
- **User guides**, which provide information about specific TAE Training Package components.

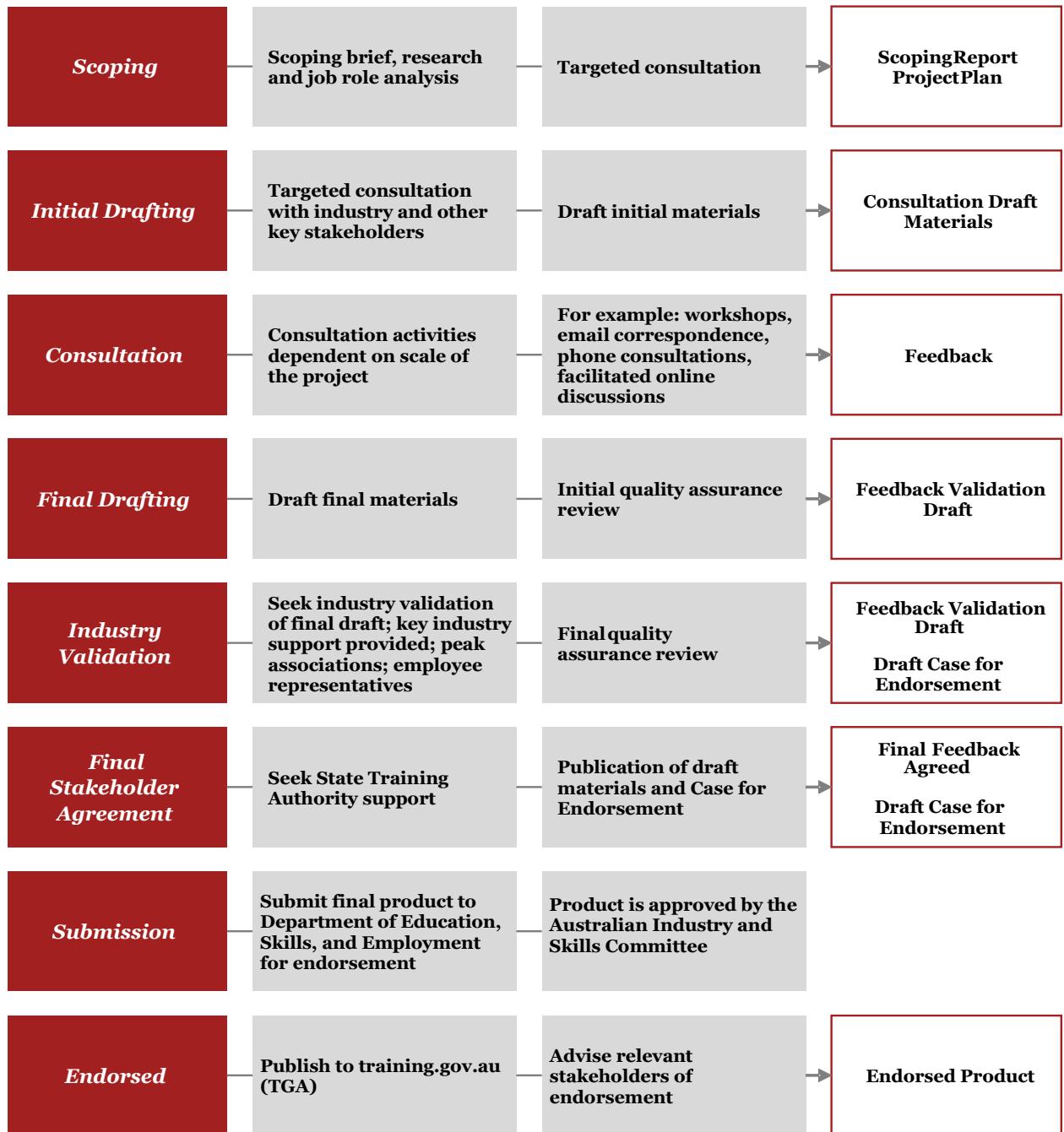
## Training package development and endorsement process

Nationally endorsed training packages are developed to meet the Standards for Training Packages 2012 ratified by Commonwealth and state/territory ministers, and their two accompanying policies, *Training Package Development and Endorsement Process Policy* and *Training Package Products Policy*.

More information about training package standards and policies is available on the Department of Education, Skills and Employment website: <https://www.dese.gov.au/training-packages>

Training packages are developed to meet the training needs of specific industries and sectors. They differ from education and training courses in that they must be created with industry involvement and extensive national consultation. They undergo a continuous improvement review process and are updated to ensure they remain current and relevant.

The following diagram demonstrates PwC's *Skills for Australia* development/review process.



## Who can deliver and assess a qualification?

For the purpose of national recognition, delivery and assessment must be conducted by an RTO with the qualifications or specific units of competency on its scope of registration.

All RTOs must comply with the requirements set out in applicable national frameworks and standards. The current registering bodies, frameworks and standards, and which type of RTO they apply to, are shown in the table on the following page. Users of this Implementation Guide are advised to check the applicable standards for their particular circumstances.

More information relevant to RTO compliance requirements can be found at:

<http://www.asqa.gov.au/about/australias-vet-sector/vet-quality-framework>

RTOs must make sure that training and assessment complies with the relevant standards. This includes ensuring that training delivery and assessment is conducted by those who:

- have the necessary training and assessment competencies
- have the relevant vocational competencies, at least to the level being delivered or assessed
- can demonstrate current industry skills directly relevant to the training/assessment being delivered
- continue to develop their vocational education and training (VET) knowledge and skills, industry currency and trainer/assessor competence.

In some cases, RTOs may need to use team-based or collaborative approaches to bring together all the necessary skills and knowledge to train and assess the full range of skills within a program of vocational training. All assessment decisions about competence must be made by a qualified assessor.

**Check for specific assessor requirements in the *Assessment Conditions* section of the assessment requirements for the unit of competency.**

## Summary of Frameworks and Standards for RTOs

Registering body	Standards	Applicable RTOs
<b>Australian Skills Quality Authority (ASQA)</b>	Standards for Registered Training Organisations (RTOs) 2015	RTOs that deliver training in the Australian Capital Territory, New South Wales, the Northern Territory, South Australia, Queensland, or Tasmania
<b>Training Accreditation Council (WA TAC)</b>	Standards for Registered Training Organisations (RTOs) 2015	RTOs in Victoria and Western Australia that offer training to overseas students and/or students (including online courses) in the Australian Capital Territory, New South Wales, the Northern Territory, South Australia, Queensland, or Tasmania
<b>Victorian Registration and Qualifications Authority (VRQA)</b>	AQTF Essential Conditions and Standards for Initial Registration AQTF Essential Conditions and Standards for Continuing Registration VRQA Guidelines for VET Providers	RTOs that deliver vocational education and training solely in Western Australia and do not intend to apply to be registered on the Commonwealth Register of Institutions and Courses for Overseas Learners (CRICOS)

## ***List of qualifications, skill sets and units of competency***

### **List of qualifications in TAE Training Package**

<b>Qualifications in TAE Training Package (Version 4.0)</b>	
<b>Code</b>	<b>Title</b>
TAE40116	Certificate IV in Training and Assessment
TAE50116	Diploma of Vocational Education and Training
TAE50216	Diploma of Training Design and Development
TAE80113	Graduate Diploma of Adult Language, Literacy and Numeracy Practice
TAE80213	Graduate Diploma of Adult Language, Literacy and Numeracy Leadership
TAE80316	Graduate Certificate in Digital Education

### **List of skill sets in TAE Training Package**

<b>Skill sets in TAE Training Package (Version 4.0)</b>	
<b>Code</b>	<b>Title</b>
TAESS00009	Address Foundation Skills in Vocational Practice Skill Set
TAESS00010	Advanced Assessor Skill Set
TAESS00011	Assessor Skill Set
TAESS00012	Enterprise and Industry Engagement Skill Set
TAESS00013	Enterprise Trainer - Mentoring Skill Set
TAESS00014	Enterprise Trainer - Presenting Skill Set
TAESS00015	Enterprise Trainer and Assessor Skill Set
TAESS00016	Sustainable Practice Skill Set
TAESS00017	Workplace Supervisor Skill Set
TAESS00018	Deliver E-Learning Skill Set
TAESS00023	Online Learning and Assessment Skill Set

### **List of units of competency in TAE Training Package**

<b>Units of competency in TAE Training Package (Version 4.0)</b>	
<b>Code</b>	<b>Title</b>
TAEASS301	Contribute to assessment
TAEASS401	Plan assessment activities and processes
TAEASS402	Assess competence
TAEASS403	Participate in assessment validation
TAEASS404	Assess competence in an online environment
TAEASS501	Provide advanced assessment practice
TAEASS502	Design and develop assessment tools
TAEASS503	Lead assessment validation processes
TAEASS504	Develop and implement recognition strategies
TAEASS505	Lead and coordinate assessment systems and services
TAEASS801	Analyse, implement and evaluate e-assessment

Units of competency in TAE Training Package (Version 4.0)	
Code	Title
TAEDEL301	Provide work skill instruction
TAEDEL401	Plan, organise and deliver group-based learning
TAEDEL402	Plan, organise and facilitate learning in the workplace
TAEDEL403	Coordinate and facilitate distance-based learning
TAEDEL404	Mentor in the workplace
TAEDEL405	Plan, organise and facilitate online learning
TAEDEL501	Facilitate e-learning
TAEDEL502	Provide advanced facilitation practice
TAEDEL801	Evaluate, implement and use ICT-based educational platforms
TAEDEL802	Use e-learning with social media
TAEDES401	Design and develop learning programs
TAEDES402	Use training packages and accredited courses to meet client needs
TAEDES501	Design and develop learning strategies
TAEDES502	Design and develop learning resources
TAEDES503	Design and develop e-learning resources
TAEDES504	Research and develop units of competency
TAEDES505	Evaluate a training program
TAEICR501	Work in partnership with industry, enterprises and community groups
TAELED801	Design pedagogy for e-learning
TAELED803	Implement improved learning practice
TAELED804	Review enterprise e-learning systems and solutions implementation
TAELLN411	Address adult language, literacy and numeracy skills
TAELLN412	Access resources and support to address foundation skills in vocational practice
TAELLN413	Integrate foundation skills into vocational training delivery
TAELLN501	Support the development of adult language, literacy and numeracy skills
TAELLN801	Analyse and apply adult literacy teaching practices
TAELLN802	Analyse and apply adult numeracy teaching practices
TAELLN803	Develop English language skills of adult learners
TAELLN804	Implement and evaluate delivery of adult language, literacy and numeracy skills
TAELLN805	Design and conduct pre-training assessment of adult language, literacy and numeracy skills
TAELLN806	Lead the delivery of adult language, literacy and numeracy support services
TAELLN811	Analyse policy and formulate strategic language, literacy and numeracy response
TAELLN812	Research and implement new adult language, literacy and numeracy practices
TAELLN813	Formulate workplace strategy for adult language, literacy and numeracy skill development
TAELLN814	Design programs to develop adult language, literacy and numeracy skills
TAELLN815	Develop strategy for adult language, literacy and numeracy skill development in a community program
TAELLN816	Initiate, develop and evaluate adult language, literacy and numeracy resources

Units of competency in TAE Training Package (Version 4.0)	
Code	Title
TAELLN817	Design, implement and evaluate a language, literacy and numeracy professional development program
TAEPDD501	Maintain and enhance professional practice
TAERES501	Apply research to training and assessment practice
TAESUS501	Analyse and apply sustainability skills to learning programs
TAESUS502	Identify and apply current sustainability education principles and practice to learning programs
TAETAS401	Maintain training and assessment information
TAETAS501	Undertake organisational training needs analysis
TAEXDB401	Plan and implement individual support plans for learners with disability
TAEXDB501	Develop and implement accessible training and assessment plans for learners with disability

## Mapping to previous version of the training package

Mapping information can be useful for delivery and assessment as it:

- explains the extent of changes to assist users in identifying how previous training materials can be adapted
- shows whether the outcomes of the previous and current versions are equivalent or not equivalent
- shows newly created components as well as any components deleted from the training package.

### Key to mapping tables below

E	Equivalent	Where the workplace outcomes of the superseded and superseding training package components are equivalent.
NC	Newly created	Where the training package component has been created to address an emerging skill or task required by industry.

## Qualification mapping

The table below maps those *TAE Training and Education Training Package* qualifications affected by the update from Version 3.2 to Version 4.0.

Qualification mapping information: Version 3.2 to Version 4.0			
Code and title TAE Version 3.2	Code and title TAE Version 4.0	Comments	Equivalence to previous
TAE40116 Certificate IV in Training and Assessment (Release 2)	TAE40116 Certificate IV in Training and Assessment (Release 3)	Added TAEASS404 Assess competence in an online environment and TAEDEL405 Plan, organise and facilitate online learning to the elective unit list	E

No further qualifications were created, deleted or changed in the update from Version 3.2 to Version 4.0. Those qualifications not included in the mapping table above are listed in the *Qualifications in TAE Training Package* table.

## Skill set mapping

The table below maps those *TAE Training and Education Training Package* skill sets affected by the update from Version 3.2 to Version 4.0.

Skill set mapping information: Version 3.2 to Version 4.0			
Code and title TAE V3.2	Code and title TAE Version 4.0	Comments	Equivalence to previous
N/A	TAESS00023 Online Learning and Assessment Skill Set	Newly created to reflect critical skills need	NC

No further skill sets were created, deleted or changed in the update from Version 3.2 to Version 4.0. Those skill sets not included in the mapping table above are listed in the *Skill sets in TAE Training Package* table.

## Unit mapping

The table below maps those *TAE Training and Education Training Package* units of competency affected by the update from Version 3.2 to Version 4.0.

Unit mapping information: Version 3.2 to Version 4.0			
Code and title TAE V3.2	Code and title TAE V4.0	Comments	Equivalence to previous
N/A	TAEASS404 Assess competence in an online environment	Newly created to reflect critical skills need	NC
N/A	TAEDEL405 Plan, organise and facilitate online learning	Newly created to reflect critical skills need	NC

No further units of competency were created, deleted or changed in the update from Version 3.2 to Version 4.0. Those units of competency not included in the above mapping table are listed in the *Units of competency in TAE Training Package* table.

The 'Compare Content Tool' available on the [training.gov.au](https://training.gov.au) (TGA) website allows users to access more detailed information on changes between training product versions. To watch a video on how to use this tool visit <https://www.youtube.com/watch?v=EjhNe3Bu0H4>.

## List of imported and prerequisite units in TAE Training Package

### Imported units in the training package

A range of units of competency has been imported into the *TAE Training Package* to provide greater flexibility, choice and transferability of skills within the industry.

Imported units of competency in TAE Training Package (V4.0)		
Code	Title	Host Training Package
BSBAUD402	Participate in a quality audit	BSB Business Services
BSBAUD411	Participate in quality audits	BSB Business Services
BSBCMM411	Make presentations	BSB Business Services
BSBHRM413	Support the learning and development of teams and individuals	BSB Business Services
BSBINN801	Lead innovative thinking and practice	BSB Business Services
BSBLDR803	Develop and cultivate collaborative partnerships and relationships	BSB Business Services
BSBMKG434	Promote products and services	BSB Business Services
BSBREL402	Build client relationships and business networks	BSB Business Services
BSBRES411	Analyse and present research information	BSB Business Services

Imported units of competency in <i>TAE Training Package</i> (V4.0)		
Code	Title	Host Training Package
BSBRES801	Initiate and lead applied research	BSB Business Services
ICTICT805	Direct ICT procurement	ICT Information Technology

## Prerequisite units in TAE Training and Education Training Package

No native *TAE Training and Education Training Package* units of competency have prerequisite unit requirements.

## ***Key work and training requirements in the industry***

### Requirements for assessors

Assessor requirements are identified in the *Assessment Conditions* section of the assessment requirements for each unit of competency. All assessors must meet the requirements set by the applicable registering body (refer to the Section ‘Who can deliver and assess a qualification?’ in this Guide). It is also recommended that assessors have current and specialist industry skills, knowledge and experience for the applicable part of the Training Package being assessed.

### Training and assessment in simulated environments

Units of competency in the *TAE Training and Education Training Package* may be delivered and assessed in the workplace or in a simulated workplace environment.

To maintain the integrity of training and assessment RTOs, trainers and assessors need to keep pace with industry technologies and ensure that learning activities and assessments accurately reflect workplace activities. RTOs will need regular contact with industry to ensure the currency and validity of all activities conducted in simulated environments.

All assessors must consider relevant care and due diligence when assessing units of competency.

### Workplace simulation criteria

In conducting training and assessment in a simulated workplace environment, trainers and assessors must make sure that the simulated environment gives the learner the opportunity to meet the following critical criteria:

- 1 **Quality** – The work is of the standard required in the industry.
- 2 **Productivity** – The work is performed within a timeframe appropriate in the industry.
- 3 **Safety** – The work is performed in a manner that meets industry safety standards.

Where simulations meet these criteria, RTOs can be confident that learners are ‘work ready’ on successful completion of units of competency.

Simulations should provide opportunities for integrated assessment of competence that include:

- performing the task (task skills)
- managing a number of tasks (task management skills)
- dealing with workplace irregularities such as unexpected problems, breakdowns and changes in routine (contingency management skills)
- fulfilling the responsibilities and expectations of the job and workplace, including working with others (job/role environment skills)
- transferring competency to new contexts.

To further enhance the validity of assessment processes using simulation, the assessor should consider:

- assessments covering a range of interconnected units of competency
- use of assessment checklists to ensure that all performance evidence and knowledge evidence requirements have been met
- use of self-assessment, peer assessment and debriefing activities
- use of authentic workplace documentation.

Assessment activities must be realistic and reasonable in terms of scale.

## Australian apprenticeships

Apprenticeships and traineeships are legally binding training arrangements between an employer and an employee that combine training with paid employment.

Apprenticeships and traineeships are established and administered by State or Territory Training Authorities (STAs). STAs are the government departments in each state or territory responsible for the operation of the VET system, including Australian Apprenticeships.

The Australian Apprenticeships website offers information about apprenticeships and traineeships, and includes links to the websites for STAs. Visit [www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au) for more information.

Apprenticeships and traineeships are not available for any qualifications in the TAE Training and Education Training Package.

## VET for secondary school students

VET programs enable school students to acquire workplace skills and knowledge while still at secondary school.

Successful achievement of a VET program provides a school student with a nationally recognised AQF qualification, usually as part of a senior secondary certificate.

VET programs are packaged and delivered in various ways across Australia. The three main delivery arrangements used are:

- schools hold RTO status
- school sectoral bodies (such as Boards of Studies or regional offices) hold RTO status on behalf of a group of schools
- schools work together in partnership with RTOs.

In some state and territory school systems, school students who work part-time in an appropriate workplace may use this to fulfil work placement requirements. Virtual or simulated work placements may also be legitimate.

## *Training and assessment issues for the school sector*

Implementation of the *TAE Training and Education Training Package* within the school sector, while encouraged, needs to ensure:

- the currency of skills and knowledge of those who train and assess school students – particularly as expressed in the Standards for RTOs
- access to current industry equipment, facilities and training resources so that students acquire a realistic view of workplace realities and conditions
- comprehensive coverage of foundation skills, performance and knowledge as outlined in the unit of competency and assessment requirements for each unit of competency
- current and realistic learning and assessment experiences.

## ***Regulation and licensing implications for implementation***

Regulation or licensing issues are identified in the *Application* section of units of competency and the *Qualification Description* section of qualifications. If there are no requirements, the following statement will appear: No licensing, legislative or certification requirements apply to this unit/qualification at the time of publication.

### **Information for assessors**

There are specific training and assessment requirements for people delivering any TAE training products, as set out in the regulatory standards – *Standards for RTOs 2015*, the *Australian Quality Training Framework* (AQTF) and the VRQA *Guidelines for VET Providers*.

#### ***Assessor requirements for the TAE40116 Certificate IV in Training and Assessment***

The *TAE40116 Certificate IV in Training and Assessment* is a crucial qualification that impacts on the quality of delivery and assessment throughout the VET system. It is vital for the system that this qualification is delivered effectively by practitioners with vocational competency in training and assessment. Vocational competency has been described as follows:

***Vocational competency is defined as broad industry knowledge and experience, usually combined with a relevant industry qualification. A person who has vocational competency will be familiar with the content of the vocation and will have relevant current experience in the industry. Vocational competency must be considered on an industry-by-industry basis and with reference to any guidance provided in the relevant Training Package or Accredited Course.***

There are specific training and assessment requirements for people delivering the *Certificate IV in Training and Assessment* or any assessor skill set from the TAE Training Package. For further information, RTOs should refer to their relevant regulatory standards – the *Standards for RTOs 2015* or the conditions and standards set out in the AQTF and the VRQA Guidelines for VET Providers.

#### ***Maintaining currency***

Assessors working with the *TAE Training and Education Training Package* need to maintain professional knowledge about the education and training industry, and specifically of the VET sector.

#### ***Relevant legislation and regulatory requirements***

In developing the *TAE Training and Education Training Package* components, legislative and regulatory requirements were considered. Legislative and regulatory requirements differ between States and Territories in Australia and are subject to change. RTOs are responsible for ensuring that delivery and assessment incorporates the appropriate requirements.

# Implementation information

## Key features of training package and education industry

### The industry at a glance

The vocational education and training (VET) sector is broad and has impacts on many different sectors, contributing to the growth of Australian businesses by preparing workers with the relevant skills that industry needs<sup>1</sup>. The training delivered in the VET sector covers a wide range of subject matters to ensure that learners have the work-ready skills and qualifications.

VET has a significant focus on competency-based training and prepares learners with life-long skills to be competitive in a changing labour market<sup>2</sup>, making it distinct in the broader education sector. In addition, VET studies provide pathways for further competency development and further education (across sectors, tertiary education and ongoing professional development) for learners over time. A high level of skill is required for workers in the VET sector due to a requirement for contemporary industry expertise along with specialist training and assessing skills<sup>3</sup>.

VET is delivered by trainers and assessors who have completed relevant qualification(s) through the *TAE Training and Education Training Package*. The VET sector plays an important role in educating learners across Australia and had 3.9 million learners enrolled in VET in 2020, despite significant challenges and disruptions due to COVID-19<sup>4</sup>. Within the VET sector, training is delivered by Technical and Further Education institutions (TAFEs), private training providers (also known as registered training organisations or RTOs), community providers, enterprise providers, secondary schools and universities. Due to the diversity and volume of organisations providing VET, learners will experience smaller learner ratios compared to higher education providers. For instance, there are approximately 1,100 learners for each training provider in the VET sector compared to approximately 9,400 students for each higher education provider<sup>5</sup><sup>6</sup>. This differentiation can be attributed to a range of different factors (including regulation and funding), along with the occupation-focused nature of the VET sector requiring a degree of specialisation<sup>7</sup>. An estimated 23.4% of Australian residents between the ages of 15 to 64 participated in VET in 2019<sup>8</sup>. In addition to this, some learners were enrolled in multiple VET providers (for example, VET in Schools learners who also enrolled in Private RTOs in the same year).

The impact of COVID-19 on the sector was profound in 2020 and 2021; efforts to reduce the spread of the virus meant that face-to-face classes in the VET sector were restricted and moved to online delivery. Learners in the VET sector undertaking placement (in the health, aged care, early childhood sectors, for example) were also heavily impacted during this time<sup>9</sup>. In spite of these challenges, the VET sector continues to be strategically important for the Australian economy as Australia emerges from the COVID-19 pandemic, and learners seize opportunities in 2021 and beyond<sup>10</sup>.

<sup>1</sup> Productivity Commission (2011) Vocational Education and Training Workforce – Research report

<sup>2</sup> Department of Prime Minister and Cabinet (2019) Strengthening Skills: Expert Review of Australia's Vocational Education and Training System - Research report

<sup>3</sup> Ibid.

<sup>4</sup> NCVER (2020) Total VET students and Courses 2020 - Statistical report

<sup>5</sup> Ibid.

<sup>6</sup> Department of Education, Skills and Employment (2019) Selected Higher Education Statistics – 2019 Student data

<sup>7</sup> Department of Prime Minister and Cabinet (2019) Strengthening Skills: Expert Review of Australia's Vocational Education and Training System - Research report

<sup>8</sup> NCVER (2020) Total VET students and Courses 2019 - Statistical report

<sup>9</sup> Australian Institute of Health and Welfare (2021) Higher Education and Vocational Education - Research Report

<sup>10</sup> Department of Prime Minister and Cabinet (2019) Strengthening Skills: Expert Review of Australia's Vocational Education and Training System - Research report

## ***Technical and further education***

Approximately 20% of VET learners in 2020 were enrolled in TAFE institutes<sup>11</sup>. TAFEs are traditionally owned and occasionally operated by respective State and Territory Governments. TAFEs predominantly deliver qualifications that range from the Certificate I to Graduate Diploma (AQF 1 to AQF 8). Some also have scope to deliver bachelor's degrees and high school qualifications in certain jurisdictions.

## ***Private registered training organisations***

Representing the largest cohort of learners, 71.9% of VET learners in 2020 were enrolled in private RTOs<sup>12</sup>. Private RTOs have grown in volume and tend to be incorporated and for-profit entities but will draw on a variety of funding sources (for example fee-for-service model, VET student loans or others).

## ***Community registered training organisations***

9.8% of VET learners enrolled in Community RTOs in 2020<sup>13</sup>. Community RTOs include Community Colleges, Community Learning Centres, Learn Local Providers, Neighbourhood Houses and others. The key shared characteristics of these providers are that they specialise in adult education with a focus on local communities, offer both VET qualifications and non-accredited training, and are not-for-profit.

## ***Schools delivering VET***

2.8% of VET learners are enrolled in schools delivering VET in 2020<sup>14</sup>. VET delivered in Secondary Schools programs provide students with training and credit towards VET qualification(s) and are designed to expand pathways for students to improve post-compulsory schooling educational outcomes. There is a mix of schools that are registered as RTOs themselves (to deliver VET directly to their students) while others engage external RTOs to deliver VET programs<sup>15</sup>.

To deliver VET in schools, the teachers must hold both secondary education teaching qualifications and also meet the relevant vocational education requirements (TAE)<sup>16</sup>.

## ***Enterprise registered training organisations***

2.4% of VET learners are enrolled in Enterprise RTOs in 2020<sup>17</sup>. Enterprise RTOs operate as both training providers and employers; examples of this could include government (Department of Defence, Department of Justice and Community Safety), non-government private entity (McDonalds, Goodstart Early Learning) or community organisations (Surf Life Saving Australia, Volunteer Marine Rescue NSW) and vary greatly in industry and size. Training is typically conducted on the job and assessments are developed in relation to job roles or vocational requirement<sup>18</sup>.

<sup>11</sup> NCVER (2020) Total VET students and Courses 2020 - Statistical report

<sup>12</sup> NCVER (2020) Total VET students and Courses 2020 - Statistical report

<sup>13</sup> NCVER (2020) Total VET students and Courses 2020 - Statistical report

<sup>14</sup> NCVER (2020) Total VET students and Courses 2020 - Statistical report

<sup>15</sup> NCVER (2020) VET in Schools - Statistical Report

<sup>16</sup> NCVER (2020) VET in Schools - Statistical Report

<sup>17</sup> NCVER (2020) Total VET students and Courses 2020 - Statistical report

<sup>18</sup> VOCED (2015) Enterprise RTOs in Australia: an overview from research data - Research report

## Looking to the future

Over time, the VET sector will continue to play an important role in educating learners across Australia, as learners overcome disruptions from COVID-19, regularly upskill, face changing demands from the market, new technologies disrupt industries and more. The Australian Government continues to invest in the VET sector<sup>19</sup> and it is expected that learner enrolment numbers will increase as Australia overcomes the challenges and disruptions of COVID-19 in 2020/2021.

As demand for VET qualifications continue to grow, so too will the demand for TAE-qualified trainers and assessors to deliver those qualifications. Trainers and assessors with TAE qualifications will continue to hold an important place in the VET sector, in particular, as all VET qualifications must be delivered by those that hold relevant TAE qualifications. Expectations on the profession and VET sector will similarly continue to grow as new industry trends emerge, new opportunities arise and new professions expand.

Organisations in the VET sector are responding to these trends by investing in further education within the TAE package, specialising in niche areas (such as online learning delivery) or utilising the skill sets available across the TAE package, rationalising or expanding their scope of qualifications delivered (especially in the case of private RTOs) and employing more specialists. The response from organisations will continue to impact on the future skills of the workforce to meet expanding demand or take advantage of emerging opportunities.

## Industry sectors represented in the Training Package

### Sectors in the TAE Training and Education Training Package

Unit sector unit and competency fields are given a specific code for the purpose of accurate mapping and grouping. The *TAE Training and Education Training Package* contains the following sectors.

Industry sectors represented in TAE Training and Education Training Package		
Area	Unit sector (alpha code)	Description This code is used to indicate:
Technical skills	Assessment (ASS)	Units of competency that can be used across industries and training packages to develop the skills required to design, develop, conduct, validate and evaluate assessment processes.
	Delivery and facilitation (DEL)	Units of competency that can be used across industries and training packages to develop the skills required to deliver and facilitate learning.
	Learning and Development (LED)	Units of competency that can be used across industries and training packages to develop the knowledge and understanding of learning practices.
	Learning Design (DES)	Units of competency that can be used across industries and training packages to develop the knowledge and understanding of learning design principles.
	Language, Literacy and Numeracy Practice (LLN)	Units of competency that can be used across industries and training packages to develop skills in teaching, training and assessing adult language, literacy and numeracy practices.
	Research (RES)	Units of competency that can be used across industries and training packages to develop skills in undertaking research.
	Training Advisory services (TAS)	Units of competency that can be used across industries and training packages to develop the knowledge and understanding of training and assessment requirements.

<sup>19</sup> Department of Education, Skills and Employment (2021) Landmark VET reforms to drive our skills-led economic future - Press release

Industry sectors represented in TAE Training and Education Training Package		
Area	Unit sector (alpha code)	Description This code is used to indicate:
<b>Cross sector</b>	Inclusion of People with Disability in VET (XDB)	Units of competency that can be used across industries and training packages for those engaging with people with disability.
<b>Industry capability</b>	Industry and Community Relations (ICR)	Units of competency that can be used across industries and training packages to develop the skills required to interact and work with industry, enterprises and community groups.
	Professional Development (PDD)	Units of competency that can be used across industries and training packages to develop the knowledge and understanding of professional practice.
	Sustainability Practice (SUS)	Units of competency that can be used across industries and training packages to develop the knowledge and understanding of sustainability practices.

## Mandatory entry requirements

Generally, individuals may commence a qualification or skill set as long as they have the knowledge, skills or experience required for entry. Industry feedback has determined that particular entry requirements are required to maximise the successful completion of some qualifications by learners.

The table below shows those qualifications in the *TAE Training and Education Training Package* with specific entry requirements.

TAE qualifications with entry requirements		
Code and title	Entry requirements	Rationale
<b>TAE40116 Certificate IV in Training and Assessment</b>	Those entering this program must be able demonstrate vocational competency in their proposed teaching and assessing area. Vocational competency is defined as broad industry knowledge and experience, and may include, but is not limited to, holding a relevant unit of competency or qualification.	The <i>TAE40116 Certificate IV in Training and Assessment</i> provides individuals with the skills and knowledge to train and assess in the VET system, but it does not provide them with an area of expertise in which to train or assess.

## Pathways advice

A pathway is the route or course of action taken to get to a destination. A training pathway generally means the learning activities or experiences used to attain the competencies needed to achieve career goals. There is no single pathway that applies to everyone; each individual has specific needs and goals.

## Qualification pathways and occupational outcomes

There are currently no national credit arrangements between qualifications in the *TAE Training and Education Training Package* and higher education programs.

Achievement of AQF qualifications provides opportunities for individuals to pursue and achieve their career goals. Qualifications can be achieved in various ways, including:

- off-the-job training, e.g. attending classroom-based learning programs
- on-the-job training, e.g. apprenticeships, traineeships
- skills recognition
- credit transfer.

## Skill set pathways

Skill set pathways information in <i>TAE Training and Education Training Package (V4.0)</i>		
Code	Title	Pathways information
TAESS0009	Address Foundation Skills in Vocational Practice Skill Set	These units are elective units in the <i>TAE Training and Education Training Package</i> . They may be used to provide credit towards TAE40110 Certificate IV in Training and Assessment. These units may also be used as elective units within the flexibility provisions of a range of other vocational qualifications.
TAESS00010	Advanced Assessor Skill Set	These units are core and elective units in the TAE Training and Education Training Package and may be used as credit towards TAE50116 Diploma of Vocational Education and Training and TAE50216 Diploma of Training Design and Development.
TAESS00011	Assessor Skill Set	These units provide credit towards TAE40116 Certificate IV in Training and Assessment.
TAESS00012	Enterprise and Industry Engagement Skill Set	These units provide credit towards TAE50116 Diploma of Vocational Education and Training and TAE50216 Diploma of Training Design and Development.
TAESS00013	Enterprise Trainer - Mentoring Skill Set	The units provide credit towards TAE40116 Certificate IV in Training and Assessment.
TAESS00014	Enterprise Trainer - Presenting Skill Set	These units provide credit towards TAE40116 Certificate IV in Training and Assessment.
TAESS00015	Enterprise Trainer and Assessor Skill Set	These units provide credit towards TAE40116 Certificate IV in Training and Assessment.
TAESS00016	Sustainable Practice Skill Set	These units provide credit towards the TAE50116 Diploma of Vocational Education and Training or TAE50216 Diploma of Training Design and Development.
TAESS00017	Workplace Supervisor Skill Set	These units provide credit towards TAE40116 Certificate IV in Training and Assessment.
TAESS00018	Deliver E-Learning Skill Set	These units of competency provide credit towards TAE50116 Diploma of Vocational Education and Training and TAE50216 Diploma of Training Design and Development, and other qualifications that allow for selection of these units.
TAESS00023	Online Learning and Assessment Skill Set	The units provide credit towards TAE40116 Certificate IV in Training and Assessment and other qualifications that allow for selection of these units.

## Access and equity considerations

Access and equity relate to the approaches used to make sure training and assessment practices consider and respond to the individual support needs of learners so that potential learning barriers are eliminated or minimised. Individual support needs that learners could present with could relate to their:

- age
- gender
- cultural or ethnic background
- disability
- sexuality
- language, literacy or numeracy skills
- employment status
- geographical location.

The design and content of this training package support equitable access and progression for all learners. It is the responsibility of the RTO delivering and assessing qualifications to:

- ensure that training and assessment processes and methods do not disadvantage individual learners
- determine the support needs of individual learners and to provide access to any educational and support services necessary.

Some practical ways that access and equity issues could be addressed include:

- modifying assessment processes and techniques for learners who are located at a distance from a campus location
- checking that materials are culturally appropriate for learners
- checking that activities and assessments are suitable for the language, literacy and numeracy skill levels of learners (while meeting the requirements of the unit of competency).

## Considerations specific to learners with disability

A legislative and regulatory framework underpins and supports the delivery of VET across Australia. Under this framework, VET providers must take steps to ensure that learners with recognised disabilities can access and participate in education and training on the same basis as learners without disabilities.

RTOs have obligations to support learners with disability under the Standards for RTOs 2015, *Disability Discrimination Act 1992*, and the Disability Standards for Education 2005. RTOs need to provide advice and information to learners with disability about the suitability of a course, any inherent requirements for the course, reasonable adjustments that can be made, and support that is available.

Training and assessment practices must give due consideration to learners with disability, and in particular recognise the diverse range of disabilities and individualised impact that disability has on learners. Disability is broad and diverse, and can include physical and learning disabilities, chronic medical condition, or mental illness. RTOs must take an individualised approach to supporting learners with disability, recognising that each learner's disability will be specific to that person, and will have a specific impact on their learning experience. An individual's disability may necessitate the implementation of specific supports to allow them to participate in learning.

It is recommended to ask universally (and also on an individual basis) whether a person requires adjustments to undertake their course. Make it clear that all personal information will be handled confidentially and that this question is only asked for the purposes of being able to offer support and arrange reasonable adjustments. Learners with disability do not have to disclose their disability, but by making it clear that disclosure is only for the purposes of providing support so they can access and participate in VET equally, learners are more likely to feel comfortable disclosing. If a learner does choose to disclose, they must be consulted to determine what supports or reasonable adjustments should be put in place for them.

It is important that all staff are made aware of what their responsibilities are in negotiating and implementing adjustments and supports.

Examples of educational and support services that can assist learners with disability meet course requirements include:

- offering study support and skills programs, including language, literacy and numeracy programs
- providing equipment, resources and/or programs to increase access for learners with disability
- using trained support staff including specialist teachers, note-takers and interpreters
- flexible scheduling and delivery of training and assessment, including allowing longer time where appropriate, and adjusting delivery methods and communication techniques
- providing learning and assessment materials in alternative formats.

### ***Reasonable adjustment for learners with disability***

*Reasonable adjustments* can be made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the support needs of a learner with disability. The purpose of reasonable adjustments is to make it possible for learners to participate fully. It is not to give learners with additional or different needs an advantage over others, to change course standards or outcomes, or to guarantee success.

A reasonable adjustment in learning and assessment activity needs to be justifiable and uphold the integrity of the unit/qualification. An adjustment is reasonable if it can accommodate the learner's support needs while also taking into account factors such as the views of the learner, the potential effect of the adjustment on the learner and others, the costs and benefits of making the adjustment. Reasonable adjustments should be negotiated on an individualised basis, recognising that each person with disability will have specific learning needs and requirements for adjustment.

Inherent requirements are the fundamental parts of a course that must be met by all learners in order for them to be deemed competent. They are the abilities, skills and knowledge learners need to undertake the course — those components which, if removed, would compromise the learning outcomes. Learners with disability should be provided with reasonable adjustments to enable them to meet these inherent requirements, provided this would not cause unjustifiable hardship to the RTO. However, if a learner cannot meet the inherent requirements, even with adjustments, then they cannot undertake the course. Learners should be given as much information as possible to allow them to make informed decisions about whether they will be able to meet inherent course requirements.

Adjustments must:

- be discussed with and agreed to by the learner with disability
- benefit the learner with disability
- maintain the integrity of the competency standards
- be a reasonable expectation in a workplace or training and assessment environment.

Adjustments are not required if they could:

- cause the RTO unjustifiable hardship
- harm other learners.

Making reasonable adjustments requires the RTO to balance the need for change with the expense or effort involved in making this change. If an adjustment requires a disproportionately high expenditure or disruption, it is not likely to be reasonable.

Reasonable adjustments can encompass a range of areas including the physical environment, teaching delivery and format, utilisation of assistance equipment and reduction of study load. Examples of reasonable adjustments that can assist learners with disability to participate fully in training and assessment include:

- accessible classrooms
- changes to class scheduling
- note-taking or interpreting support
- modification to presentation mediums and techniques or teaching practices
- course materials, information and learning tasks in alternative formats

- alternative assessment formats, timeframes or tasks
- availability of assistive technologies or specialised equipment
- allowing a carer or support person to be present in the learning environment.

### **Additional resources**

The following resources can provide further information about different types of disability, as well as additional guidance and support for meeting the needs of learners with disability:

- the Australian Disability Clearinghouse on Education and Training (ADCET)
- the Australian Human Rights Commission
- National Disability Coordination Officers.

RTO support services, access and equity or disability departments can also provide guidance on supporting and including learners with disability.

An overview of some specific types of disability, their possible impacts, and teaching and assessment strategies to assist learners with these impacts, can be found at: <https://www.adcet.edu.au/inclusive-teaching/specific-disabilities/>.

Some practical examples for implementing reasonable adjustments to address different learner needs can be found at: [reasonable adjustments march2018.pdf](reasonable_adjustments_march2018.pdf)

### ***Foundation skills***

Foundation skills are the non-technical skills that support an individual's participation in the workplace, in the community and in education and training. They describe the language, literacy, numeracy (LLN) and employment skills that are essential to performance and are explicitly identified in the foundation skills field of a unit of competency, which:

- identifies the essential foundation skills that are not explicit in the performance criteria of the unit
- describes the application of each skill in context of the performance criteria
- should be considered as an integrated part of the unit for assessment purposes.

The language, literacy and numeracy skills are represented by the five core skills set out in the Australian Core Skills Framework (ACSF): Learning, reading, writing, oral communication and numeracy.

The employment skills are described using either:

- the skills set out in the employability skills framework: Teamwork, Initiative and enterprise, Planning and organising, Problem solving, Self-management, and Technology; or
- the core skills for work set out in the Core Skills for Work developmental framework: Navigate the world of work, Interact with others, and Get the work done.

Foundation skills should be considered as an integrated part of the unit for delivery and assessment purposes.

### ***Health and safety implications in the industry***

Work health and safety (WHS) requirements are covered either by:

- embedding requirements in the elements/performance criteria of units of competency
- including specific WHS units in qualifications.

In jurisdictions where model WHS laws have not been implemented, RTOs are advised to contextualise units of competency by referring to the existing WHS legislative requirements.

## ***Resource and equipment requirements***

RTOs must make sure that all resources and equipment required to train and assess units of competency are available.

Details of specific resources, including equipment and materials essential for assessment, are listed in the *Assessment Conditions* sections of the assessment requirements for each unit of competency.

## ***Legal considerations for learners in the workplace/on placements***

Legal requirements that apply to specific industries and VET vary across each state and territory, and can regularly change. Contact the relevant state or territory department/s to check what legal requirements apply.

## ***Other information relevant to implementing the Training Package***

### **E-learning and online learning**

In the context of this training package and VET delivery, it is important to clarify how the terms 'e-learning' and 'online learning' are used. TAEDEL501 *Facilitate e-learning* and TAEDEL405 *Plan, organise and facilitate online learning* use these terms in their respective titles. According to ASQA's strategic review of online learning (2021)<sup>20</sup> and NCVER's research report on online delivery of VET qualifications (2019)<sup>21</sup> 'e-learning' is a broader term than online learning. 'E-learning' covers all forms of learning that might involve digital delivery (e.g. hybrid, blended, fully online and digital classroom aids) while online learning is a subset of e-learning.

### **Cross sector skills**

Many of the skills most valued by industry cut across multiple sectors of Australia's economy. However, training package components are not always developed in a way that recognises the importance of skills in multiple sectors or encourages training products to be used to their full potential in various industry contexts.

The Australian Industry and Skills Committee (AISC) has identified several cross sector skills areas where opportunities exist to create flexible and transferable training package components that will benefit industry, learners and the broader VET sector. These cross sector skills are at the forefront of growth and innovation in Australia.

One category of cross sector skills has been identified as relevant to the TAE Training and Education Training Package: inclusion of people with disability in VET. Units of competency articulating these skills have been developed through broad consultation that has focused on the relevance of common skills to an array of industries.

While some of the units for the cross sector projects are housed in the TAE Training Package, the intention of the cross sector training products is for industries and training package developers to import these units of competency into industry relevant qualifications in a manner that suits the job roles in those industries. Consequently, these units have been written in a way that allows for contextualisation to different industries.

<sup>20</sup> ASQA, 2021, strategic review of online learning <<https://www.asqa.gov.au/sites/default/files/2021-09/Strategic%20review%20of%20online%20learning%20-%20insights%20paper%201.pdf>>

<sup>21</sup> NCVER, 2019, Online delivery of VET qualifications: current use and outcomes, [https://www.ncver.edu.au/\\_\\_data/assets/pdf\\_file/0040/7682296/Online-delivery-of-VET-qualifications.pdf](https://www.ncver.edu.au/__data/assets/pdf_file/0040/7682296/Online-delivery-of-VET-qualifications.pdf)

## *Inclusion of people with disability cross sector skills*

The cross sector units in this area focus on upskilling individuals that engage with people with disability in workplace, employment and education settings, so as to facilitate enhanced inclusion of people with disability.

Relevant units included in the TAE Training Package:

- TAEYDB401 Plan and implement individual support plans for learners with disability
- TAEYDB501 Develop and implement accessible training and assessment strategies for learners with disability

## *Information relevant to assessment simulation for cross sector disability units*

Given the nature of support for people with disability, the need for interaction with real people (whether they be real clients, learners or employees) is often a requirement. Having the learner reading case studies and writing down how they might interact with a person with disability could contribute to the assessment of their knowledge. However, this may not always be enough to show that the learner has acquired the required competence. Demonstrating that the learner can interact appropriately with real people is occasionally a condition of assessment in this training package. This requirement for real people would mean that if skills were not being demonstrated in the workplace with real clients, learners or employees, then they would need to be simulated with other people, either with or without disability.

Simulation within the assessment for the inclusion of people with disability in VET units of competency is permitted, noting that involvement of real people with disability in assessment environments may not always be necessary, appropriate or accessible for some RTOs.

However, consideration must be given to how these simulations are designed to sufficiently convey real industry experiences, while maintaining adequate respect and integrity for people with disability. For example, it would be inappropriate and unacceptable to have a simulated environment where a proxy person imitates or pretends to be an individual with disability.

For a simulation to maintain integrity for people with disability, while facilitating adequate demonstration of acquired skills and knowledge, the simulation should focus on conveying the challenges, preferences and support needs of the person with disability, and not centre predominantly on simulating the disability condition or demonstrating possible limitations. Respectful simulations will balance consideration for the capabilities of a person with disability alongside any possible challenges. Simulations should adequately convey the social experience and any external barriers experienced by a person with disability, not solely the signs and symptoms of the disability. Furthermore, the focus of the simulation should not be on the simulation of disability, but rather the behaviours, interactions and competencies of the individual being assessed within the simulation.

To help with RTO guidance on what appropriate assessment simulations could look like for these units of competency, some examples are included below.

- Provision of a case study containing detailed information about an individual with disability, their personal capabilities, challenges and support preferences.
- Presentation of hypothetical scenarios to a learner, who may indicate how they would appropriately respond through verbal explanation or physical demonstration.
- Provision of a persona or specific example of an individual with disability, to which the learner is required to explain or demonstrate how they would appropriately interact with that individual, without necessitating that the assessor or another individual would take on the persona or embody aspects of disability. It would be sufficient for them to verbally or otherwise convey what disability and characteristics the persona has.
- Presentation of a recorded video of a person with disability, to which the learner must respond.

An RTO may find it particularly beneficial to consult people with disability or disability advocacy groups on the simulation techniques they intend to use, to receive feedback on whether they are appropriate and respectful.

## Qualifications

Qualifications are created by packaging units of competency into combinations that meet workplace roles. Qualifications come with 'packaging rules' which set out the overall requirements for delivering the qualification, including the number of core units, and the number and source of elective units.

Qualifications are aligned to AQF qualification types. VET qualifications are at levels 1, 2, 3, 4, 5, 6, and 8 of the AQF. The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the VET sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

For a full explanation of the AQF, see the AQF website: <http://www.aqf.edu.au>.

## Qualification structure

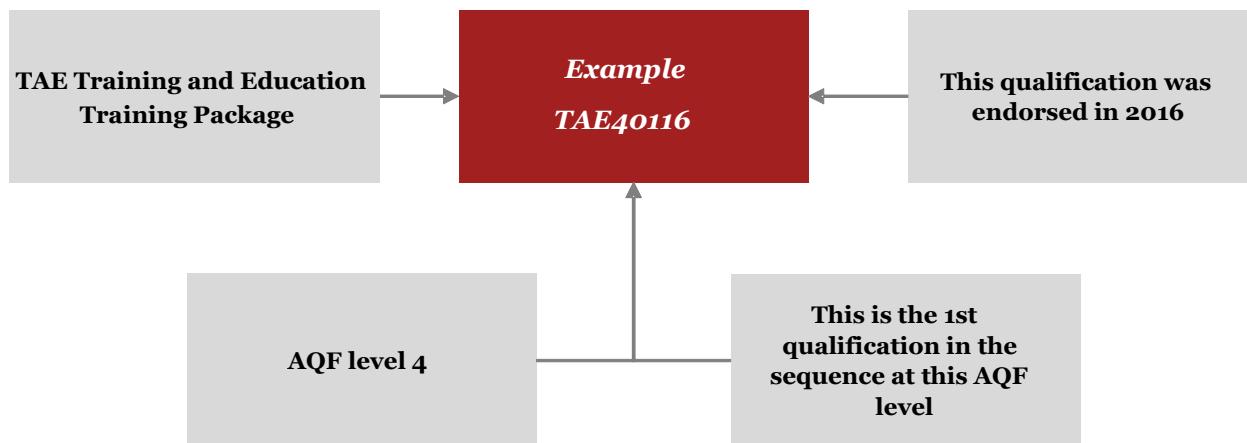
The structure of qualifications is based on templates prescribed by the *Standards for Training Packages 2012*.

### Qualification code

Each qualification has a unique eight-character code:

- the first three letters identify the training package
- the first number identifies the AQF level
- the next two numbers identify a qualification's position in the sequence of qualifications at that level
- the last two numbers identify the year in which the qualification was approved for implementation.

Using *TAE40116 Certificate IV in Training and Assessment* as an example:



### Qualification title

The title reflects the qualification outcomes and complies with the number of characters specified in the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) (no more than 100 characters).

### Qualification description

This field describes the qualification outcomes, together with any licensing, legislative, regulatory or certification considerations.

### Entry requirements

This is an optional field that specifies any mandatory entry requirements.

### *Packaging rules*

This field:

- specifies the total number of units of competency required to achieve the qualification
- specifies the number of core and elective units
- lists all core and elective unit codes and titles, including prerequisite units where they apply.

### *Qualification mapping information*

This field specifies the code and title of any equivalent qualification.

### *Links*

This field provides a link to the Companion Volume Implementation Guide.

## **Skill sets**

Skill sets are not qualifications and are defined as single units of competency, or combinations of units of competency from endorsed training packages, which link to a licensing or regulatory requirement, or a defined industry need.

### **Skill set structure**

Skill sets themselves are non-endorsed components of training packages, however, they consist of endorsed units of competency. They use a standard format.

#### *Skill set code*

This is a unique code in the format: <Training package code> < SS> <five digit code> e.g. TAESSoooo1.

#### *Skill set name*

The title reflects the skill set outcomes.

#### *Description*

This field explains how the skill set meets the industry need or regulatory requirement.

#### *Pathways information*

This field explains the skill set's relationship with a qualification.

#### *Suggested title and words for Statement of Attainment*

This field provides advice on a suitable title and words to use on a Statement of Attainment.

#### *Target group*

This field explains the types of individuals who will benefit from completing the skill set.

### *Links*

This field provides a link to the Companion Volume Implementation Guide.

## Units of competency

Units of competency are the nationally agreed statements of the skills and knowledge required for effective performance in a particular job or job function.

Units of competency describe work outcomes as agreed by industry. As such, they do not describe the procedures necessary to perform a particular role, but rather, identify the skills and knowledge, as outcomes, that contribute to the whole job function. Each unit of competency describes:

- a specific work activity and what it involves
- particular skills (and level of skills) that are needed to perform the work activity
- conditions under which the work activity may be conducted
- knowledge and skills required to perform the work activity
- foundation skills essential to performing the work activity
- how learners can show they are competent in the work activity
- performance and knowledge evidence that must be considered in assessing competency of the unit
- conditions under which evidence for assessment must be gathered.

Units of competency are not aligned to levels within the AQF because they can be included across a range of qualification levels. However, the qualification in which a unit is first packaged in a training package is indicated by the first digit in the unit code.

## What is competency?

The broad concept of industry competency is the ability to perform particular tasks and duties to the standard of performance expected in the workplace.

Competency covers all aspects of workplace performance and involves:

- performing individual tasks
- managing a range of different tasks
- responding to contingencies or breakdowns
- dealing with the responsibilities of the workplace, including working with others.

Workplace competency is the ability to apply relevant skills and knowledge consistently over time and in the required workplace situations and environments.

Competency standards are determined by industry to meet industry skill needs and focus on what is expected of a competent individual in the workplace.

## Unit of competency structure

Units of competency are based on templates prescribed by the *Standards for Training Packages 2012*. Under these Standards, a unit of competency comprises two separate documents, i.e. a unit of competency document and an assessment requirements document.

### *Unit code*

Each unit of competency has a unique code, which is assigned when the training package is endorsed, or when new units of competency are added to an endorsed training package:

- the first three characters identify the training package
- the next three characters indicate the competency stream or group
- the first number indicates the AQF qualification in which the unit is first packaged
- the next two numbers identify a unit's position in the sequence of units in that competency stream or group.

### *Unit title*

The title describes the unit outcome and complies with the length specified in the AVETMIS Standard (no more than 100 characters).

### ***Unit application***

This field describes how the unit is applied, who would typically use it and the unit of competency's relationship to licensing, legislative or certification requirements.

### ***Prerequisite units***

This is an optional field that specifies any unit(s) in which the learner must be assessed as competent prior to the determination of competency in this unit.

### ***Unit sector***

This field is used to categorise units of competency in relation to industry sectors or types of work.

### ***Elements of competency***

Elements of competency describe the outcomes of the significant functions and tasks that make up the competency. Elements describe actions or outcomes that are demonstrable and assessable.

### ***Performance criteria***

Performance criteria specify the required performance in relevant tasks, roles, skills (including foundation skills) and the applied knowledge that enables competent performance.

### ***Foundation skills***

This field describes the language, literacy, numeracy, and employment skills that are essential to performance.

### ***Range of conditions***

This is an optional field that specifies different work environments and conditions that may affect performance. Range is restricted to essential operating conditions and any other variables essential to the work environment, so it is quite different from the previous Range statement. Range of conditions are not used in the *TAE Training and Education Training Package*.

### ***Links***

This field provides a link to the Companion Volume Implementation Guide.

## ***Assessment requirements***

### ***Title***

This field uses the format: Assessment Requirements for [Unit of Competency Code and Title]

### ***Performance evidence***

Performance evidence, as the name implies, specifies what individuals must do to show that they satisfy the performance standards in the unit of competency.

### ***Knowledge evidence***

Knowledge evidence, as the name implies, specifies what individuals must know in order to carry out the work tasks described in the unit of competency safely and effectively.

### ***Assessment conditions***

This field describes mandatory conditions for assessment, e.g. details of equipment and materials; contingencies; physical conditions; relationships with other people; timeframes. It also specifies assessor requirements.

### ***Links***

This field provides a link to the Companion Volume Implementation Guide.

## Contextualisation of units of competency by RTOs

RTOs may contextualise units of competency to reflect local skill needs. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, or specific enterprise requirements. Any contextualisation must ensure the integrity of the outcome of the unit of competency is maintained.

Industry requirements, as described in training or job specifications, can be used to contextualise a unit of competency.

## Summary of Frameworks and Standards for RTOs

Registering body	Standards	Applicable RTOs
Australian Skills Quality Authority (ASQA)	Standards for <i>Registered Training Organisations (RTOs) 2015</i> , including 2017 Amendment	RTOs that deliver training in the Australian Capital Territory, New South Wales, the Northern Territory, South Australia, Queensland, or Tasmania
Training Accreditation Council (WA TAC)	<i>Standards for Registered Training Organisations (RTOs) 2015</i> , including 2017 Amendment	RTOs in Victoria and Western Australia that offer training to overseas students and/or students (including online courses) in the Australian Capital Territory, New South Wales, the Northern Territory, South Australia, Queensland, or Tasmania
Victorian Registration and Qualifications Authority (VRQA) – Victoria	<i>AQTF Essential Conditions and Standards for Initial Registration</i> <i>AQTF Essential Conditions and Standards for Continuing Registration</i>	RTOs that deliver vocational education and training solely in Western Australia and do not intend to apply to be registered on the Commonwealth Register of Institutions and Courses for Overseas Learners (CRICOS)
		RTOs that deliver vocational education and training solely in Victoria and do not intend to apply to be registered on the Commonwealth Register of Institutions and Courses for Overseas Learners (CRICOS)

## Contacts and links

### Companion volumes/ training package information

All Companion Volumes can be found on the VETNet website:

<https://vetnet.gov.au/Pages/default.aspx>

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#### *Department of Education, Skills and Employment*

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<https://www.dese.gov.au>

### General

Australian Industry and Skills Committee  
<https://www.aisc.net.au/>

Australian Apprenticeships  
[www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au)

Australian Qualifications Framework: Second edition,  
January 2013  
<http://www.aqf.edu.au/>

Australian Skills Quality Authority (ASQA)  
<http://www.asqa.gov.au>

TGA website, training packages  
<http://www.training.gov.au/>

Training Accreditation Council (Western Australia)  
<http://www.tac.wa.gov.au>

Victorian Registration and Qualifications Authority (VRQA)  
<http://www.vrqa.vic.gov.au/>

### State and Territory Training Authority

Australian Capital Territory  
<https://www.education.act.gov.au/>

New South Wales  
<http://www.dec.nsw.gov.au/>

Northern Territory  
<https://business.nt.gov.au/>

Queensland  
<https://training.qld.gov.au/>

South Australia  
<https://www.innovationandskills.sa.gov.au/>

Tasmania  
<http://www.skills.tas.gov.au/>

Victoria  
<http://www.education.vic.gov.au/>

Western Australia  
<http://www.dtwd.wa.gov.au>

### About PwC's *Skills for Australia*

This Guide has been developed by *PwC's Skills for Australia*. As a Skills Service Organisation, PwC's *Skills for Australia* is responsible for working with industry to identify skills needs and to develop training products and services to fill those needs.

PwC's *Skills for Australia* is authorised and funded by the Australian government to produce training packages for its nine industries:

- Automotive retail, service and repair
- Business services
- Creative arts and culture
- Financial services
- Information and communications technology
- Naval shipbuilding
- Printing and graphic arts
- Resources and infrastructure
- Training and education

Visit [www.skillsforaustralia.com](http://www.skillsforaustralia.com) for more information.

**These materials were developed by PwC's *Skills for Australia* in association with the Commonwealth Government through the Department of Education, Skills and Employment.**

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