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Department of Employment, Skills, Small and Family Business

Companion
Volume – Implementation Guide

TAE Training and Education Training Package
Implementation Guide
Version 3.0



pwc



Disclaimer

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Contents

Contents 1

Version control and modification history 1

About the guide 2

About training packages 1

Overview of TAE Training and Education Training Package 5

Implementation information 7

Qualifications 16

Skill sets 20

Units of competency 22

Contacts and links 25

Appendix 1 – List of qualifications, skill sets and units of competency 27

Appendix 2 – Mapping Information 30

Version control and modification history

Version 3.0	September 2019	Two new cross sector units of competency: • TAEXDB401 Plan and implement individual support plans for learners with disability • TAEXDB501 Develop and implement accessible training and assessment strategies for learners with disability. Minor updates to three qualifications to include the new cross sector units of competency in the elective list; to correct typographical errors; and to meet the *Standards for Training Packages*: • TAE40116 Certificate IV in Training and Assessment • TAE50116 Diploma of Vocational Education and Training • TAE50216 Diploma of Training Design and Development.
Version 2.1	March 2017	Minor release of the TAE Training Package. This release includes: • minor updates to the Assessment Conditions of 13 units of competency • minor updates to correct typographical errors in two units of competency.
Version 2.0	March 2016	Qualifications, units and skill sets from *TAE10 Training and Education Training Package* were restructured to meet *Standards for Training Packages*. Deleted qualifications: • TAE50310 Diploma of International Education Services • TAE70311 Vocational Graduate Certificate in International Education Services. New skill set: • TAESS0010 Advanced Assessor Skill Set.
Version 1.0	August 2013	Primary release of restructured training package.

About the guide

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* (and accompanying policies) which were ratified by Commonwealth and State/Territory ministers in 2012.

As well as information relevant to all training packages, it provides specific information and advice about the history, structure, key features and application of the *TAE Training and Education Training Package*.

Qualifications and skill sets from the *TAE Training and Education Training Package* impact the quality of delivery and assessment throughout the vocational, education and training (VET) system. It is vital for the system that these products are effectively delivered by practitioners with vocational competency in training and assessment.

What is in the Implementation 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
- specific information and advice about the history, structure, key features and application of the TAE Training and Education Training Package.

About training packages

What is a training package?

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

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 training packages

Training packages consist of the following endorsed components:

- **Qualifications** which consist of units of competency combined into meaningful groups to meet workplace roles, and aligned to vocational qualification levels identified in the Australian Qualifications Framework (AQF)
- **Units of competency** which specify the standards of performance required in the workplace
- **Assessment requirements** which 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 training package qualifications and higher education qualifications.

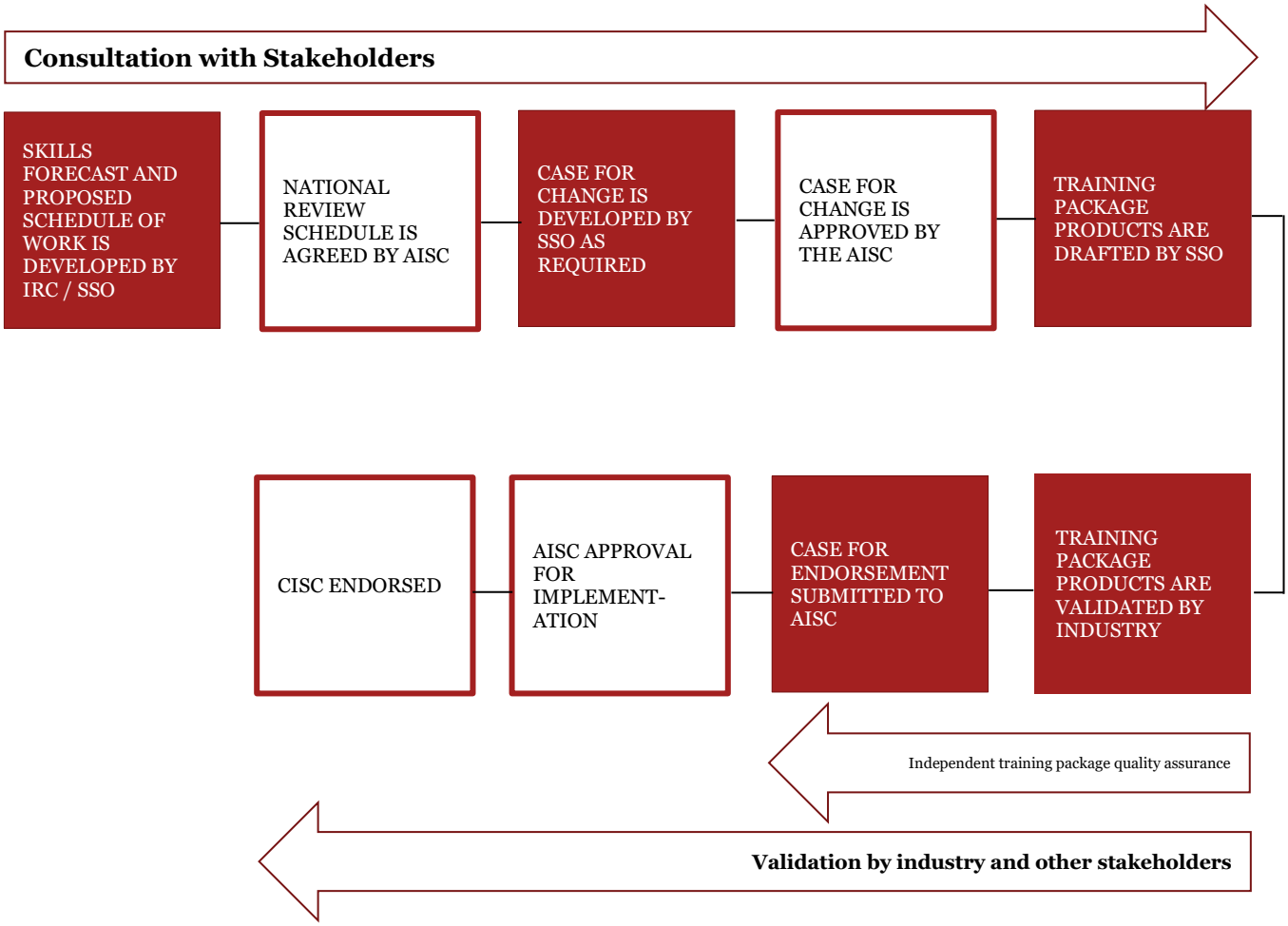
Training packages may also include non-endorsed components, such as:

- **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 components.

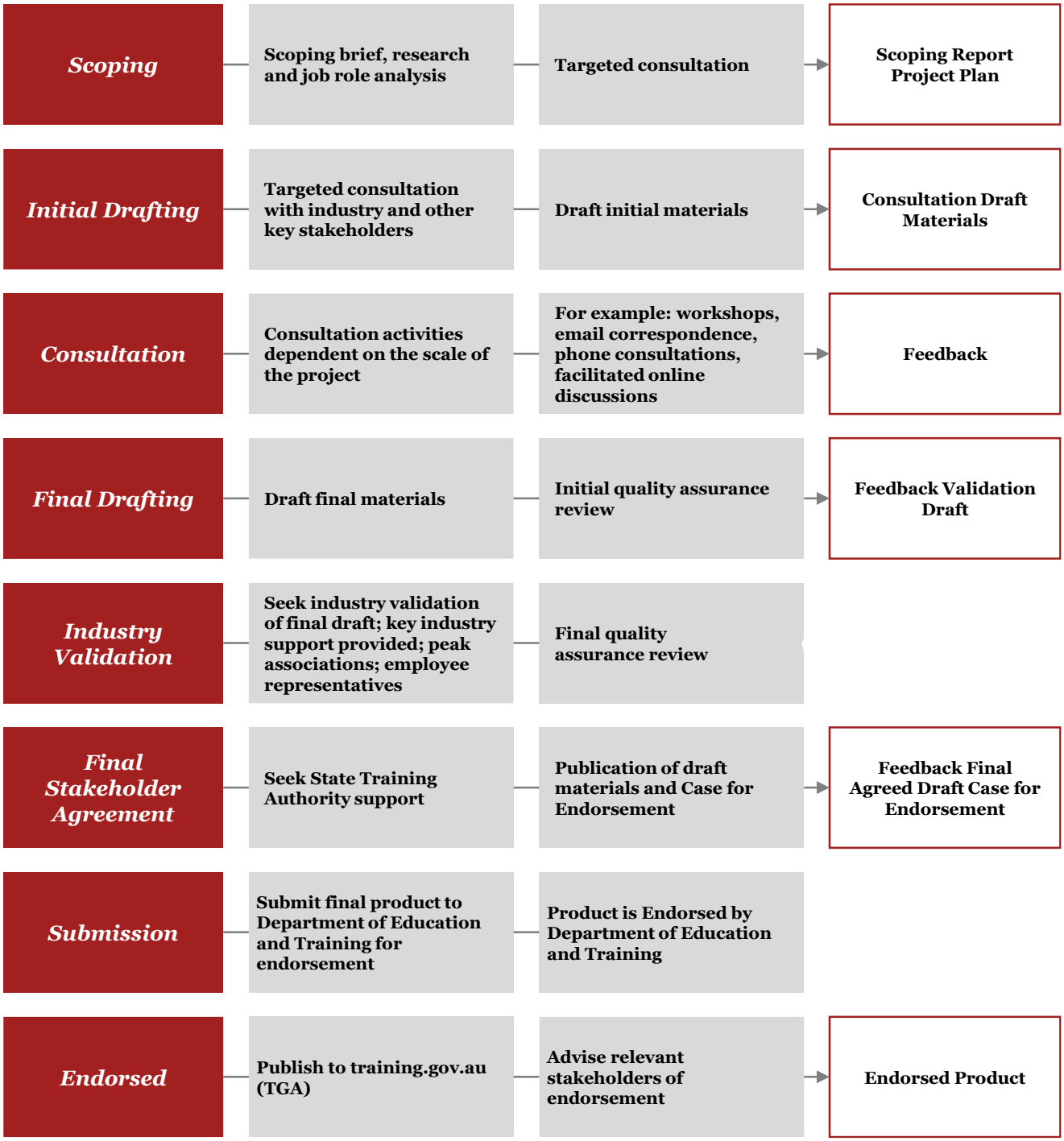
Training package development and endorsement process

All training packages must be designed and developed to comply with the Australian Government's *Standards for Training Packages* and accompanying policies, which were approved by Commonwealth and State/Territory ministers in 2012. More information about training package standards and policies is available on the Department of Education and Training website: https://docs.education.gov.au/documents/training-package-development-and-endorsement-process-policy

Training packages are developed to meet the training needs of specific industries and sectors. They differ from other education and training courses in that they must be created with industry involvement and extensive national consultation. They are regularly reviewed through a continuous improvement cycle, and updated to ensure they remain current and relevant. The following diagram demonstrates PwC's Skills for Australia development or review process.


Consultation with Stakeholders
SKILLS FORECAST AND PROPOSED SCHEDULE OF WORK IS DEVELOPED BY IRC / SSO
NATIONAL REVIEW SCHEDULE IS AGREED BY AISC
CASE FOR CHANGE IS DEVELOPED BY SSO AS REQUIRED
CASE FOR CHANGE IS APPROVED BY THE AISC
TRAINING PACKAGE PRODUCTS ARE DRAFTED BY SSO
TRAINING PACKAGE PRODUCTS ARE VALIDATED BY INDUSTRY
CASE FOR ENDORSEMENT SUBMITTED TO AISC
AISC APPROVAL FOR IMPLEMENT-ATION
CISC ENDORSED
Independent training package quality assurance
Validation by industry and other stakeholders

Training package development 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 standards. The current registering bodies and standards, and which type of RTO they apply to, are shown in the table. Users of this Implementation Guide are advised to check the applicable standards for their particular circumstances.

Summary of Frameworks and Standards for RTOs

Australian Skills Quality Authority (ASQA)	Standards for Registered Training Organisations (RTOs) Amendment 2017	RTOs that deliver training in the Australian Capital Territory, New South Wales, the Northern Territory, South Australia, Queensland, or Tasmania. 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
Training Accreditation Council (WA TAC)	Standards for Registered Training Organisations (RTOs) 2015	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)
Victorian Registration and Qualifications Authority (VRQA)	AQTF Essential Conditions and Standards for Initial Registration AQTF Essential Conditions and Standards for Continuing Registration	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)

More information about national standards and standards for non-referring states can be found at the relevant government websites:

- Australian Government, Department of Education and Training <https://www.education.gov.au/national-standards-and-reporting>
- Training Accreditation Council (Western Australia) <http://www.tac.wa.gov.au>
- Victorian Registration and Qualifications Authority (VRQA) <http://www.vrqa.vic.gov.au/>

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 *VET* knowledge and skills, industry currency and trainer/assessor competence.

RTOs should refer to their relevant regulatory standards - Standards for RTOs 2015 Amendment 2017[1] and Victorian VET standards and guidelines[2] – for training and assessment requirements for those delivering any TAE training products.

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

[1] See https://www.legislation.gov.au/Details/F2017C00663

[2] See https://www.vrqa.vic.gov.au/VET/Pages/standards-and-guidelines-for-training-organisations.aspx

Overview of TAE Training and Education Training Package

About the Training and Education industry

Qualifications in the *TAE Training and Education Training Package (Release 3.0)* are designed primarily to meet the needs of people delivering and assessing recognised training in Australia's VET sector.

In addition skill sets can and are used to deliver both accredited and non-accredited training, often in an enterprise environment.

Sectors in the TAE Training and Education Training Package

Qualifications and skill sets in the *TAE Training and Education Training Package* develop the skills and knowledge required by individuals working in the vocational education and training (VET) sector of the education industry. The *TAE Training and Education Training Package* includes general, entry-level qualifications, targeted skill sets and highly specialised qualifications in a number of fields within the VET sector. Broadly speaking, the fields represented by the *TAE Training and Education Training Package* include:

- enterprise training
- VET delivery and assessment
- sustainable practice
- training design and development
- language, literacy and numeracy provision
- digital education.

Qualifications, skill sets and units of competency

The TAE Training and Education Training Package contains:

- 6 AQF aligned qualifications
- 9 skill sets
- 56 native units of competency
- 10 imported units of competency.

Please refer to **Appendix 1** for the full list of qualifications, skills sets and units of competency.

Mapping to previous version of the training package

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

- explains the main changes between the previous and current versions of qualifications, skill sets and units of competency
- shows whether the outcomes of the previous and current versions are equivalent or not equivalent
- shows new components as well as any components removed from the training package.

Please refer to **Appendix 2** for mapping information for qualifications, skill sets and units of competency for the *TAE Training and Education Training Package*.

It is highly recommended to use the Compare Content Tool available on the training.gov.au (TGA) website for more information about specific changes. Visit https://www.youtube.com/watch?v=EjhNe3Bu0H4 to watch a video on how to use this tool.

Implementation information

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.

Requirements for assessors

Assessor requirements are identified in the *Assessment conditions* section of units 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).

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 (Amendment 2017)[3], the Australian Quality Training Framework (AQTF) and the VRQA Guidelines for VET Providers[4].

Assessor requirements for 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 (Amendment 2017)[5] or the conditions and standards set out in the AQTF and the VRQA Guidelines for VET Providers[6].

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.

WHS implications in the industry

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[3] See https://www.legislation.gov.au/Details/F2017C00663

[4] Refer to https://www.vrqa.vic.gov.au/VET/Pages/standards-and-guidelines-for-training-organisations.aspx

[5] See https://www.legislation.gov.au/Details/F2017C00663

[6] Refer to https://www.vrqa.vic.gov.au/VET/Pages/standards-and-guidelines-for-training-organisations.aspx

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 the *National Model WHS Legislation* has not been implemented RTOs are advised to contextualise units of competency by referring to the existing State/Territory occupational health and safety (OHS) legislative requirements.

Entry requirements

While there are many entry pathways into the qualifications and skills sets of the TAE Training and Education Training Package, entry requirements have been established for some qualifications to ensure that learners are adequately prepared for the requirements of the qualification and any associated job roles.

The TAE40116 Certificate IV in Training and Assessment 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. For this reason the requirement for entry into the qualification is that:

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

Access and equity considerations

Access and equity relates to the approaches used to make sure training and assessment practices consider and respond to the individual needs of learners, so that potential learning barriers are minimised. Individual needs that could present barriers to access, participation and achievement of learning outcomes include:

- 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 supports 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 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 and amending, as necessary
- making sure 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 vocational education and training across Australia. Under this framework, providers of vocational education and training 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 be able to provide advice and information to students with disability on 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, including 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 unique, and will have a unique 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 complete 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. Students 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 training equally, students are more likely to feel comfortable disclosing. If a student 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 students with disability meeting course requirements include, but are not limited to:

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

Reasonable adjustment

A legislative and regulatory framework underpins and supports the delivery of vocational education and training across Australia. Under this framework, providers of vocational education and training 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.

Sometimes *reasonable adjustments* are made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the particular needs of a learner with a disability. An adjustment is reasonable if it can accommodate the learner's particular 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.

Adjustments must:

- be discussed and agreed to by the learner with a disability
- benefit the learner with a disability
- maintain the competency standards
- be reasonable to expect 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 adjustment considerations specific to learners 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. Reasonable adjustments should be negotiated on an individualised basis, recognising that each person with disability will have unique learning needs and requirements for adjustment.

Inherent requirements are the fundamental parts of a course that must be met by all students in order for them to be deemed competent. They are the abilities, skills and knowledge students need to complete the course — those components which, if removed, would compromise the learning outcomes. Students 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 student cannot meet the inherent requirements, even with adjustments, then they cannot complete the course. Students 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.

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
- alternative course materials, information formats, and learning tasks
- alternative assessment formats, timeframes or tasks
- implementation 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

Student Support Services, Access and Equity or Disability departments within your Training organisation may also be referred to, to provide further 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 students with these impacts, can be found at: www.adcet.edu.au/inclusive-teaching/specificdisabilities/

Some practical examples for implementing reasonable adjustments to address different learner needs can be found at:
www.ndco.stepscs.net.au/uploads/5/0/2/0/5020317/_____7._reasonable_adjustments_sept2014.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.

In this training package the foundation skills incorporate the learning, language, literacy and numeracy (LLN) skills described in the *Australian Core Skills Framework (ACSF)*, and the employability skills

described in the *Core Skills for Work Developmental Framework (CSfW)*. The skills included in these two frameworks are illustrated in the table.

• Learning
• Reading
• Writing
• Oral Communication
• Numeracy
	• Navigate the world of work
	  ○ Manage career and work life
	  ○ Work with roles, rights and protocols
	• Interact with others
	  ○ Communicate for work
	  ○ Connect and work with others
	  ○ Recognise and utilise diverse perspectives
	• Get the work done
	  ○ Plan and organise
	  ○ Make decisions
	  ○ Identify and solve problems
	  ○ Create and innovate
	  ○ Work in a digital world

Identifying foundation skills

Foundation skills that underpin competent performance are identified in each unit of competency in a foundation skills table. The foundation skills should be considered as an integrated part of the unit for delivery and assessment purposes.

The foundation skills table in each unit:

- identifies applicable underpinning skills
- lists the performance criteria numbers for each skill
- describes the application of each skill in context of the performance criteria.

The five skills from the *ACSF* are identified separately with descriptions identifying how the skill underpins the performance criteria. The three skill clusters from the *CSfW* are identified with descriptions that identify the respective skill or focus areas and how they underpin the performance criteria.

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 assessment requirements documents.

Assessment of many units of competency from the *TAE Training and Education Training Package* requires access to a 'practice environment' where candidates have the opportunity to demonstrate their skills and knowledge with learners in real learning contexts.

Modes of delivery

Training and assessment in simulated environments

Delivery and assessment of units of competency in the *TAE Training and Education Training Package* must allow candidates to demonstrate consistent performance in conditions that replicate the workplace. For many of the units and qualifications in the package this includes having access to a suitable **practice**

environment where candidates have access to a learner cohort and time to develop their practice with learners. The practice environment should be as realistic as possible and should reflect the environment in which candidates will be practising in future.

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.

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 for entry into the industry.
2. Productivity – The work is performed within a timeframe appropriate for entry to 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.

Assessing in simulated environments

Simulations must 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 competencies to new contexts.

Assessment activities must be realistic and reasonable in terms of scale. Assessment conducted under simulated conditions should reflect those typically found in the workplace. The following checklist can be used to make sure that some key points are considered.

○ deal with typical customers, including difficult customers and diverse types of customers?	
○ use facilities, equipment and materials that meet current industry standards?	
○ plan and prioritise multiple tasks to meet deadlines?	
○ experience the typical workflow for the industry?	
○ require adherence to service standards, workplace procedures, health and safety requirements?	
○ work with others as part of a team?	
○ consider constraints and pressures met in the workplace, e.g. budget, time, availability of resources?	

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

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

Australian apprenticeships

Apprenticeships and traineeships are formal training arrangements between an employer and an employee that have been established by a *State or Territory Training Authority (STA)*. *STAs* are the government departments in each State or Territory responsible for the operation of the *VET* system (including Australian Apprenticeships) within that jurisdiction. *STAs* establish specific industry training package qualifications which are available as apprenticeships and traineeships in each State or Territory.

The Australian Apprenticeships website offers information about traineeships and apprenticeships and includes links to the websites for *STAs*. Visit 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 in schools

VET in schools (VETiS) provides for nationally recognised vocational education and training to be undertaken as part of a senior secondary certificate.

Successful completion of a *VETiS* program enables students to gain a nationally-recognised *AQF* qualification, usually at the same time as their school-based qualification.

VETiS programs are packaged and delivered in a variety of ways across Australia. There are three main types of delivery arrangements for *VETiS* programs:

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

In some State and Territory school systems, 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.

No qualifications in the *TAE Training and Education Training Package* are suitable for *VETiS* delivery.

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 if legal requirements apply.

Other information relevant to implementation of the Training Package

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 all at the forefront of growth and innovation in Australia.

One category of cross sector skills have been identified as relevant to the TAE 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.

Whilst 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.

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:

- TAEXDB401 Plan and implement individual support plans for learners with disability
- TAEXDB501 Develop and implement accessible training and assessment strategies for learners with disability

Relevant legislation, standards and regulatory requirements

Specific legislation, standards and regulatory requirements relevant to the disability cross sector units, include:

- Disability Discrimination Act
- Disability Standards for Education
- United Nations Convention on the Rights of Persons with Disability
- National Disability Insurance Scheme Act, Code of Conduct and Quality and Safeguards Framework
- National Disability Strategy
- Web Content Accessibility Guidelines
- Australian Law Reform Commission's National Decision Making Principles
- Fair Work Act

Information relevant to assessment simulation

Given the nature of support for people with disability, the need for interaction with real people (whether they be real clients, students or employees or not) 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, it is not always enough to show that the learner has acquired the skill. Actually demonstrating that the learner can interact appropriately with real people is sometimes 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, students or employees, then they would need to be simulated with other people, either with or without disability.

Simulation within the assessment of 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, whilst maintaining adequate respect and integrity for people with disability. For example, it would be inappropriate 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, whilst 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 on an individual with disability, their personal capabilities, challenges, and support preferences.
- Presentation of hypothetical scenarios to a student, 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 student 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 student 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

What is a qualification?

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

Qualifications are aligned to *Australian Qualifications Framework (AQF)* qualification types. *Vocational Education & Training (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

Qualifications in the TAE Training and Education Training Package (Release 3.0)

Please refer to **Appendix 1** for a list of qualifications.

Qualification structure

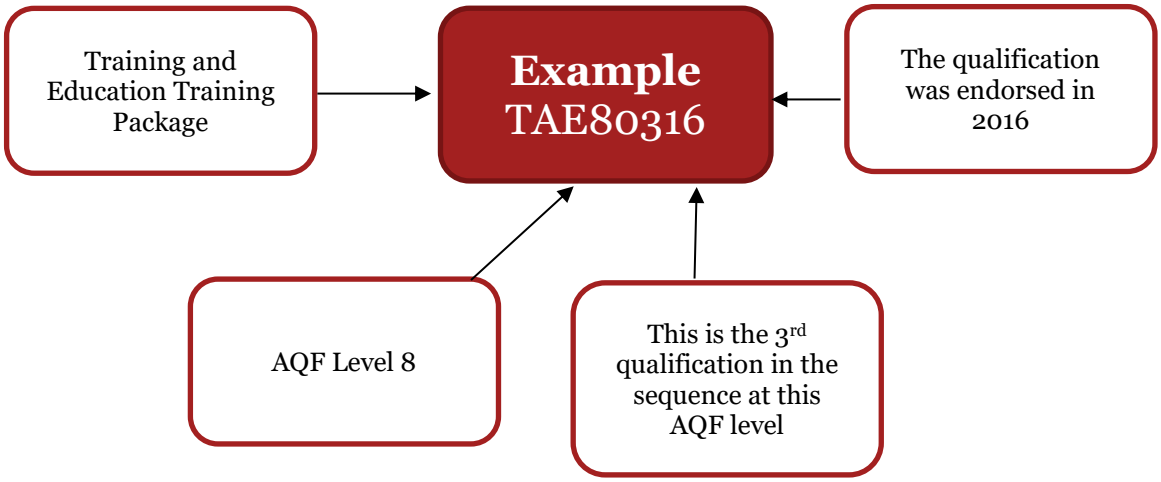
Qualifications are based on templates prescribed by the *Standards for Training Packages 2012*. The table explains the contents of each field for qualifications in this training package.

Qualification code

Each qualification has a unique eight-character code:

- the first three characters identify the training package
- the first number identifies the qualification 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 endorsed.

For example:



Qualification title

The title reflects the qualification outcomes and complies with the length specified in the AVETMIS standard (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.

Volume of learning

AQF specifications for volume of learning have guided the development of qualifications in the *TAE Training and Education Training Package*. While the time required for delivery and assessment of *VET* qualifications is influenced by many factors e.g. accessibility, demands on learner time, access to practice environments and learner support needs, RTOs should also remain conscious of *AQF* expectations around volume of learning.

Certificate IV	Typically six months to two years. There may be variations between short duration specialist qualifications that build on knowledge and skills already acquired and longer duration qualifications that are designed as entry level requirements for work.
Diploma	Typically one to two years.
Graduate Certificate	Typically six months to one year.
Graduate Diploma	Typically one to two years.

Qualification pathways and occupational outcomes

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.

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
- recognition of prior learning
- credit transfer.

The following information and charts explain possible occupational outcomes for qualifications in this training package, together with pathways between qualifications.

Career pathways

The *TAE Training and Education Training Package* is designed to respond to the need for advancing the skills and knowledge of *VET* practitioners. *VET* practitioners are dual professionals, required to be competent and current in their non-training vocation (e.g. electrician, aged care worker) as well as continually developing their skills and knowledge to train and assess diverse learners across different learning environments. The *TAE Training and Education Training Package* provides a range of interrelated qualifications and skill sets that enable practitioners to continue developing their professional knowledge and skills in a range of general and specialist areas.

Selecting electives for different employment outcomes

The qualifications include elective units that should be selected according to the learning and pathway needs of the learner. The choice of elective units is generally negotiated between the learner and/or employer, and the RTO conducting the training program.

Electives can be selected from within the training package, from other training packages and from accredited courses.

Elective units should be used to provide a vocational focus for the qualification and should be relevant to the:

- qualification level
- job role
- work outcomes
- local industry needs.

In relation to the *TAE Training and Education Training Package* there are no specialisations arising from a particular combination of electives for any qualification.

Skill sets

What is a skill set?

Skill sets consist of one or more endorsed units of competency that have been packaged together to address a defined industry need or specific licensing or regulatory requirement. Skill sets are not qualifications.

Skill sets in the TAE Training and Education Training Package (Release 3.0)

Please refer to **Appendix 1** for a list of skill sets.

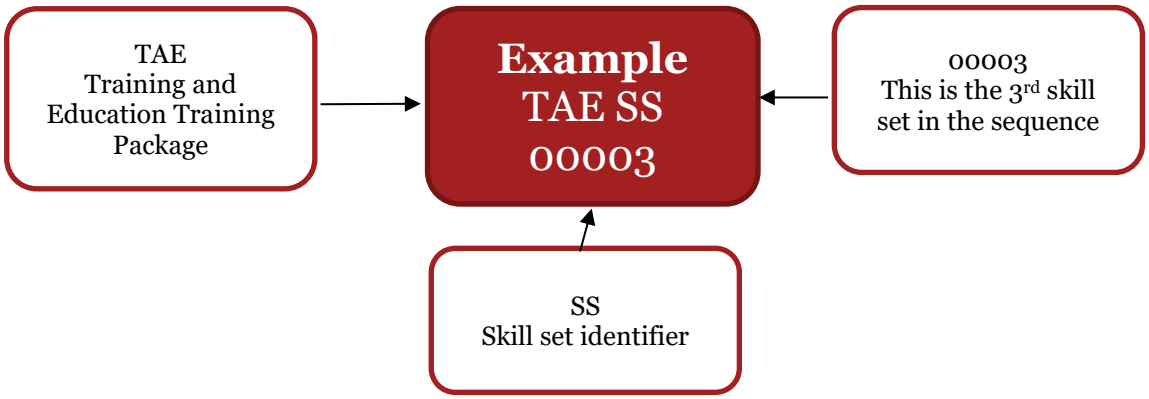
The *TAE Training and Education Training Package* includes nine skill sets. Each has been designed for a specific purpose to meet the additional skills and knowledge needs of particular job roles. Skill sets can be used to prepare individuals to take on a role in the VET sector, such as in enterprise training, workplace supervision or assessment. They can also be used to extend existing practitioners' skills and knowledge in a specific area, such as sustainability, advanced assessment or addressing foundation skills.

Skill set structure

Skill sets themselves are non-endorsed components of training packages (however, they consist of endorsed units of competency). Skill sets use a standard format. The table explains the contents of each field.

Skill set code

This is a unique code in the format: <Training package code> < SS> <five digit code> e.g. TAESS00003.



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.

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

What is a unit 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 required to perform 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 units of competency 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 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.

Units of Competency in the TAE Training and Education Training Package (Release 3.0)

As well as native units, a range of units of competency have been imported into the *TAE Training and Education Training Package* to provide greater flexibility, choice and transferability of skills within the industry.

Please refer to **Appendix 1** for a list of units of competency. This includes:

- units of competency native to this training package
- imported units of competency

- units of competency with prerequisites.

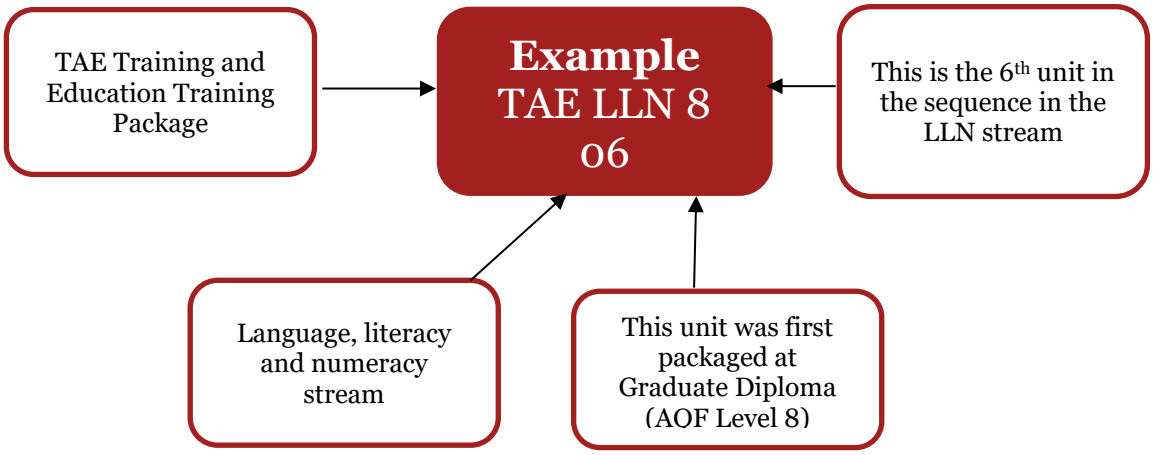
Unit of competency structure

Units of competency are based on templates prescribed by the *NSSC 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. The tables explains the contents of each field.

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 practically 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 already be competent prior to the achieving 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*.
Unit mapping information This field specifies the code and title of any equivalent unit of competency.
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.

Contacts and links

Australian Apprenticeships

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 Authorities

Australian Capital Territory

http://www.act.gov.au

New South Wales

http://www.industry.nsw.gov.au

Northern Territory

http://business.nt.gov.au

Queensland

http://qed.qld.gov.au

South Australia

http://industryandskills.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

Industry associations

Australian Council for Adult Literacy
http://www.acal.edu.au/

Australian Council for Private Education and Training
http://www.acpet.edu.au

Adult Learning Australia
https://ala.asn.au/

Enterprise RTO Association
http://www.ertoa.org

TAFE Directors Australia
http://www.tda.edu.au

VELG Training
http://www.velgtraining.com

Workforce capability building

National Centre for Vocational Education Research (NCVER)
http://www.ncver.edu.au

National Foundation Skills Strategy for Adults
http://www.industry.gov.au/AboutUs/Documents/COAG-Industry-and-Skills-Council/Former-SCOTESE/National-Foundation-Skills-Strategy-for-Adults.pdf

National VET e-learning Strategy
http://flexiblelearning.net.au/

Skills @ Work Newsletter
http://www.industry.gov.au/AboutUs/Documents/COAG-Industry-and-Skills-Council/Former-SCOTESE/National-Foundation-Skills-Strategy-for-Adults.pdf

Taking the Lead online resource
http://www.takingthelead.com.au

VET Practitioner Capability Framework
https://www.ibsa.org.au/vet-practitioner-capability-framework

What Works for LLN
http://www.ideasthatwork.com.au/what-works-for-lln

Appendix 1 – List of qualifications, skill sets and units of competency

Qualifications in the TAE Training and Education Training Package (Release 3.0)

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

Skill sets in the TAE Training and Education Training Package (Release 3.0)

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

Units of competency in the TAE Training and Education Training Package (Release 3.0)

TAEASS301	Contribute to assessment

TAEASS401	Plan assessment activities and processes
TAEASS402	Assess competence
TAEASS403	Participate in assessment validation
TAEASS501	Provide advanced assessment practice
TAEASS502	Design and develop assessment tools
TAEASS503	Lead assessment validation process
TAEASS504	Develop and implement recognition strategies
TAEASS505	Lead and coordinate assessment systems and services
TAEASS801	Analyse, implement and evaluate e-assessment
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
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
TAELED802	Investigate the application of ICT content knowledge
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
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 strategies for learners with disability

Units of competency with pre-requisites

There are no units of competency with pre-requisites in the *TAE Training and Education Training Package*.

Imported units of competency

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

BSBAUD402	Participate in a quality audit	BSB Business Services Training Package
BSBCMM401	Make a presentation	BSB Business Services Training Package
BSBINN801	Lead innovative thinking and practice	BSB Business Services Training Package
BSBLED401	Develop teams and individuals	BSB Business Services Training Package
BSBMKG413	Promote products and services	BSB Business Services Training Package
BSBREL402	Build client relationships and business networks	BSB Business Services Training Package
BSBLDR803	Develop and cultivate collaborative partnerships and relationships	BSB Business Services Training Package
BSBRES411	Analyse and present research information	BSB Business Services Training Package
BSBRES801	Initiate and lead applied research	BSB Business Services Training Package
ICTICT805	Direct ICT procurement	ICT Information and Communications Technology Training Package

Appendix 2 – Mapping Information

The information provided is a general summary only. It is highly recommended to use the Compare Content Tool available on the www.training.gov.au (TGA) website for more information about specific changes. Visit https://www.youtube.com/watch?v=EjhNe3Bu0H4 to watch a video on how to use this tool.

Mapping to previous version of the training package

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

- explains the main changes between the previous and current versions of qualifications, skill sets and units of competency
- shows whether the outcomes of the previous and current versions are equivalent or not equivalent
- Shows new components as well as any components removed from the training package.

Qualification mapping

Key: E = equivalent, N = not equivalent, N/A = not applicable

TAE40116 Certificate IV in Training and Assessment (Release 2.1)	TAE40116 Certificate IV in Training and Assessment (Release 2.2)	Added *TAEXDB401 Plan and implement individual support plans for learners with disability* into elective list. No change to total number of core or electives accessed via packaging rules. Minor updates to amend typographical error in Qualification Description and restructure to meet *Standards for Training Packages*.	E
TAE50116 Diploma of Vocational Education and Training (Release 2.1)	TAE50116 Diploma of Vocational Education and Training (Release 2.2)	Added *TAEXDB501 Develop and implement accessible training and assessment strategies for learners with disability* into elective list. No change to total number of core or electives accessed via packaging rules. Minor restructure to meet *Standards for Training Packages*.	E
TAE50216 Diploma of Training Design and Development (Release 2.1)	TAE50216 Diploma of Training Design and Development (Release 2.2)	Added *TAEXDB501 Develop and implement accessible training and assessment strategies for learners with disability* into elective list. No change to total number of core or electives accessed via packaging rules. Minor restructure to meet *Standards for Training Packages*.	E

Unit mapping

Key: E = equivalent, N = not equivalent, N/A = not applicable

N/A	TAEXDB401 Plan and implement individual support plans for learners with disability (Release 1)	New unit of competency.	N/A
N/A	TAEXDB501 Develop and implement accessible training and assessment strategies for learners with disability (Release 1)	New unit of competency.	N/A

Qualification pathways and industry outcomes

Graduates at this level will have advanced knowledge and skills for professional or highly skilled work and/or further learning.	
TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice	• adult literacy and numeracy teacher, training organisation • trainer and assessor, training organisation • program coordinator, adult community education organisation.
TAE80213 Graduate Diploma of Adult Language, Literacy and Numeracy Leadership	• senior educator – teaching and learning, training organisation • adult literacy and numeracy resource developer • program coordinator, training organisation • educational consultant • workforce development leader • policy advisor on language, literacy and numeracy.
Skill Sets	
TAESS0009 Address Foundation Skills in Vocational Practice Skill Set	• VET Trainer and Assessor

Graduates at this level will have advanced knowledge and skills for professional or highly skilled work and/or further learning.	
TAE80316 Graduate Certificate in Digital Education	• Tertiary, secondary and primary teachers
Diploma	
Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.	
TAE50116 Diploma of Vocational Education and Training	• VET Trainers and Assessor
Certificate IV	
Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.	
TAE40116 Certificate IV in Training and Assessment	• VET Trainer and Assessor
Skill Sets	
TAE40116 Certificate IV in Training and Assessment	• VET Trainers and Assessor
TAE00010 Advanced Assessor Skill Set	• VET Trainer and Assessor
TAE 00011 Assessor Skill Set	• VET Trainer and Assessor
TAE00013 Enterprise Trainer-Mentoring Skill Set	• VET Trainer and Assessor
TAE00014 Enterprise Trainer-Presenting Skill Set	• VET Trainer and Assessor
TAE00015 Enterprise Trainer and Assessor Skill Set	• VET Trainer and Assessor

Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.	
TAE40116 Certificate IV in Training and Assessment	• Enterprise Trainer
Skill Sets	
TAESS0009 Address Foundation Skills in Vocational Practice Skill Set	• VET Trainer and Assessor
TAESS00011 Assessor Skill Set	• Enterprise Assessor
TAE00013 Enterprise Trainer-Mentoring Skill Set	• Enterprise Trainer
TAE00014 Enterprise Trainer-Presenting Skill Set	• Enterprise Trainer
TAE00015 Enterprise Trainer and Assessor Skill Set	• Enterprise Trainer and Assessor
TAE00017 Workplace Supervisor Skill Set	• Enterprise Supervisor

Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.	
TAE50216 Diploma of Training Design and Delivery	• Instructional Designer

TAE00016 Sustainable Practice Skill Set	• VET Trainer and Assessor

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