



Australian Government

TAEPDD401 Work effectively in the VET sector

Release: 1

TAEPDD401 Work effectively in the VET sector

Modification History

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

Application

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

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

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

Unit Sector

Professional development

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Interpret VET policy context	1.1 Access and interpret the regulatory standards for RTOs and associated VET regulator guidance to support RTO compliance 1.2 Access and interpret regulatory and compliance requirements relevant to the role of a VET teacher, trainer and assessor 1.3 Access and interpret the Australian Qualifications Framework (AQF) and how it applies to the delivery of vocational education and training 1.4 Identify, access and interpret information on VET policy and how it may impact roles and responsibilities of VET teachers,

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

Foundation Skills

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

Skill	Description
-------	-------------

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

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guide is found on VETNet -

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

Assessment Requirements for TAEPPDD401 Work effectively in the VET sector

Modification History

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

Performance Evidence

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

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

Knowledge Evidence

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

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

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

Assessment Conditions

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

This includes access to:

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

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet -

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