



Australian Government

Assessment Requirements for TAEPDD502 Lead and mentor VET teachers, trainers and assessors

Release: 1

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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:

- provide leadership, mentoring guidance and support to at least 3 vocational education and training (VET) teachers, trainers or assessors during at least 3 sessions with each practitioner; where each session is at least 30 minutes.
- In the course of the above, the individual must:
- assign and communicate work tasks to each individual
- provide mentoring support in relation to:
 - a training-related work challenge
 - an assessment-related work challenge
- identify professional development opportunities for each individual.

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:

- legislative and vocational education and training (VET) regulatory requirements relevant to leading and mentoring VET teachers, trainers and assessors, including:
 - maintaining vocational competencies, industry currency, and skills and knowledge in vocational training and learning
 - working under supervision
- organisational requirements, standards, policies and procedures relating to leading and mentoring VET teachers, trainers and assessors, including:
 - roles and responsibilities of VET teachers, trainers and assessors
 - code of conduct
 - legal and ethical responsibilities
 - work health and safety

- key elements of effective professional development, including:
 - strategies for identifying professional development needs and for matching needs to development opportunities
 - features of effective action plans to develop practitioner skills
 - models and modelling of professional practices and behaviours
- mentoring techniques to support VET teachers, trainers and assessors
- communication strategies and techniques, including for:
 - providing performance feedback
 - negotiating development and implementation of professional development action plan
 - conflict resolution
- typical workplace contingencies that can impact VET teachers, trainers and assessors:
 - unplanned leave or absence of workers
 - re-allocation of work tasks
 - succession planning for important roles
- challenges relevant to VET teachers, trainers and assessors:
 - difficulties performing tasks
 - conflicts with others
 - workplace health and safety hazards and risks
 - unethical practices
 - non-compliant practices
 - inappropriate behaviour.

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 requirements, standards, policies and procedures relevant to VET teachers, trainers and assessors.

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-4f93-8777-e9991ad4c6c3>