



Australian Government

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.

Application

This unit describes the skills and knowledge required to lead and mentor vocational education and training (VET) teachers, trainers and assessors.

This unit applies to experienced VET teachers, trainers and assessors who use leadership skills to coordinate the work of, and support, others.

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. Plan work outcomes	1.1 Identify objectives and responsibilities of own leadership and mentoring role 1.2 Identify expected outcomes, goals, and behaviours for VET teachers, trainers and assessors according to organisational requirements 1.3 Select strategies to ensure VET teachers, trainers and assessors are supported in their roles and responsibilities 1.4 Plan for contingencies that could impact VET teachers, trainers and assessors
2. Coordinate VET	2.1 Communicate work objectives and responsibilities to VET

ELEMENTS	PERFORMANCE CRITERIA
teachers, trainers and assessors	teachers, trainers and assessors according to legislative and regulatory requirements 2.2 Allocate development tasks to VET teachers, trainers and assessors based on their expertise and development potential and provide task instructions 2.3 Facilitate open and respectful communication and collaboration between VET teachers, trainers and assessors, considering the needs of those from diverse backgrounds 2.4 Identify opportunities for cross-collaboration among internal and external VET teachers, trainers and assessors
3. Mentor VET teachers, trainers and assessors	3.1 Provide guidance to VET teachers, trainers and assessors to enhance workplace culture 3.2 Support VET teachers, trainers and assessors according to organisational requirements to work towards their goals 3.3 Support VET teachers, trainers and assessors to work with others to identify, share ideas, report and resolve task-related issues and inefficiencies 3.4 Use problem-solving techniques to address mentoring challenges
4. Review performance of VET teachers, trainers and assessors	4.1 Evaluate VET teacher, trainer and assessor performance against agreed work plans 4.2 Provide performance feedback to VET teachers, trainers and assessors according to expected organisational standards 4.3 Identify professional development opportunities to improve VET teacher, trainer and assessor performance and behaviours 4.4 Implement action plans to address VET teachers, trainers and assessors' professional development needs

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
Digital literacy	Uses main features and functions of digital tools and electronic applications required in own role in a range of contexts to access and exchange information
Reading	Sources, analyses and interprets text-based information to identify relevance to requirements
Oral	Uses appropriate communication with VET teachers, trainers and

Skill	Description
communication	assessors to build trust
Self-management	Seeks feedback, identifies and responds to problems and opportunities for improvement, and considers options for different or improved approaches
Initiative and enterprise	- Acts proactively and demonstrates flexibility in responding to the needs of VET teachers, trainers and assessors - Maintains safe, positive and supportive mentoring environment
Planning and organising	Plans, organises and completes work according to defined requirements, taking responsibility for decisions

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-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEPPDD502 Lead and mentor VET teachers, trainers and assessors

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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

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