Companion volume implementation guide for

TAE Training and Education Training Package

TAE Training and Education Training Package Implementation Guide

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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 *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
- specific information and advice about the history, structure, key features and application of the *TAE Training and Education Training Package*.

The Appendices section is provided as a separate document and contains:

- lists of qualifications, skill sets and units of competency
- mapping information for qualifications, skill sets and units of competency.

Version control and modification history

Version number	Release date	Comments
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	April 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.

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Notes on changes to *TAE Training and Education Training Package*

The *TAE Training and Education Training Package* conforms to the *Standards for Training Packages*. Where appropriate equivalence of outcomes has been maintained in transitioning existing *TAE10 Training and Education Training Package* units into the new format. Users of the *TAE10 TAE Training and Education Training Package* will note a number of changes to the unit structure. Some changes include:

- more detailed assessment requirements including performance evidence and knowledge evidence
- inclusion of information on foundation skills
- removal of range statement information.

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
- 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 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.

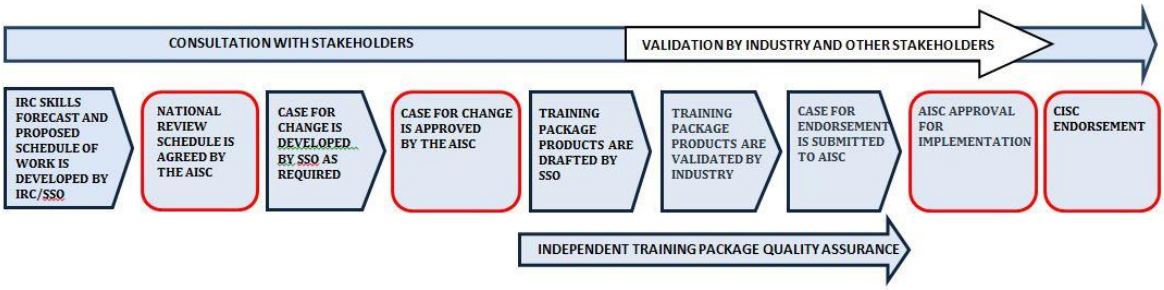
More information about training package standards and policies is available on the Department of Education and Training website:
< https://docs.education.gov.au/documents/training-package-development-and-endorsement-process-policy >.

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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.

Skills Service Organisations work closely with Industry Reference Committees to develop and review training products (including training packages and materials that support the implementation of training packages). The following diagram outlines the process to develop or review training products.

The following diagram outlines the development or review process.



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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.

Registering body	Standards	Applicable RTOs
Australian Skills Quality Authority (ASQA)	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. 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 (TAC) - Western Australia	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) - Victoria	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.

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.

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

Overview of *TAE Training and Education Training Package*

About the training and education industry

Qualifications in the *TAE Training and Education Training Package* 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
- 54 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*.

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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=EjhNe3BuoH4 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).

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.*

As with any new qualification, RTOs will need to ensure that their trainers/assessors have the vocational competency to deliver the qualification.

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.

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WHS 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 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

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).

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.

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.

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.

ACSF	CSfW

• 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.

Does the assessment allow to learner to:	Yes/No
• 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.

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* version 2.1

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.

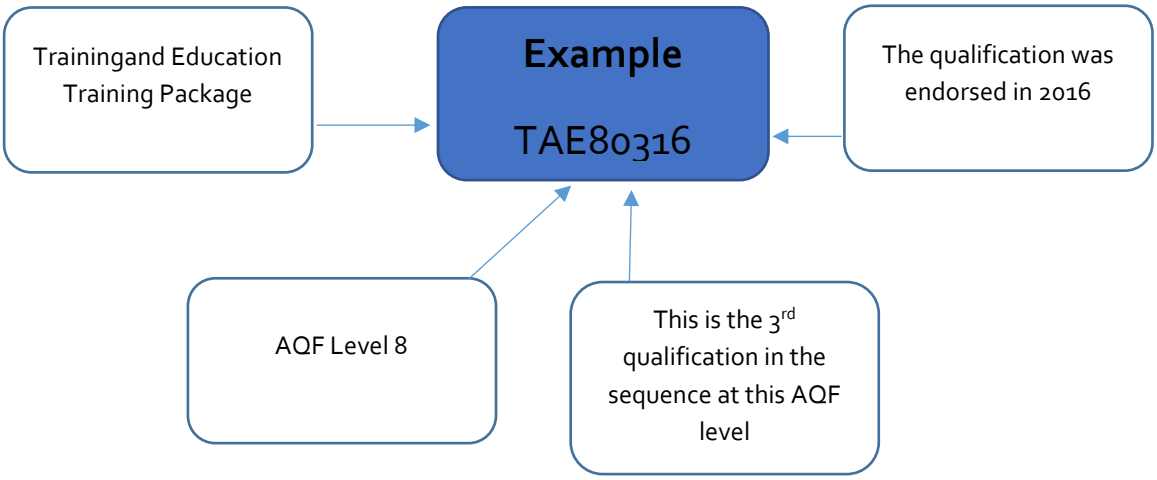
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Qualification code

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.

TAE Training and Education Training Package Implementation Guide

AQF volume of learning specifications that apply to qualifications in the *TAE Training and Education Training Package* are described in the table.

Qualification	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* version 2.1

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

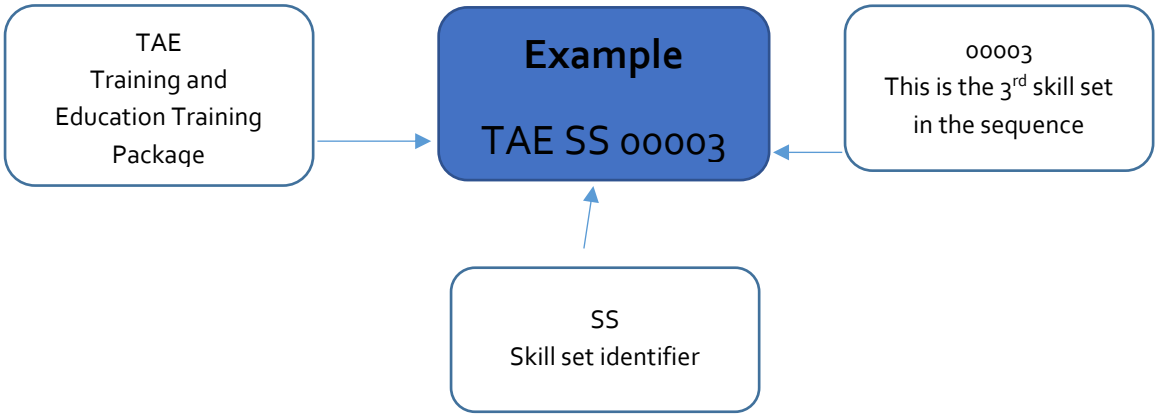
The *TAE Training and Education Training Package* includes nine skill sets. Each has been designed for a specific purpose to meet the additional skills and knowledge needs of particular job roles. Skill sets can be used to prepare individuals to take on a role in the VET sector, such as in enterprise 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 EducationTraining Package* version 2.1

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.

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Unit of competency structure

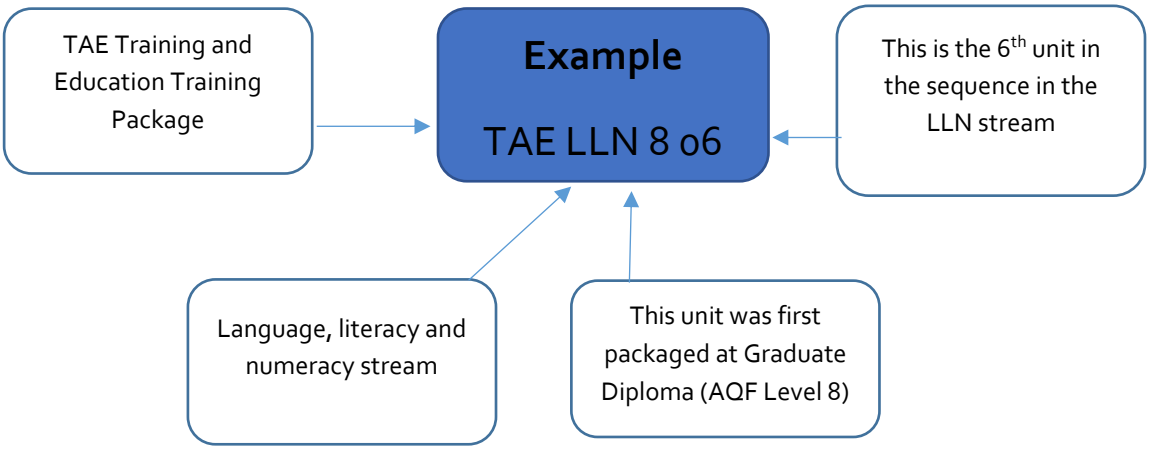
Units of competency are based on templates prescribed by the *Standards for Training Packages* 2012. Under these Standards, a unit of competency comprises two separate documents, i.e. a unit of competency document and an assessment requirements document. The tables explains the contents of each field.

Unit of competency

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 Authority

Australian Capital Territory

http://www.det.act.gov.au/

New South Wales

https://www.dec.nsw.gov.au/

Northern Territory

http://www.education.nt.gov.au/

Queensland

http://trainandemploy.qld.gov.au/

South Australia

http://www.statedevelopment.sa.gov.au/

Tasmania

http://www.skills.tas.gov.au/

Victoria

http://www.education.vic.gov.au/

Western Australia

http://www.education.wa.edu.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* version 2.1

Qualification code	Qualification title
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* version 2.1

Skill set code	Skill set title
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

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Units in the *TAE Training and Education Training Package*, version 2.1

Unit code	Unit title
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 processes
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

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Unit code	Unit title
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

Unit code	Unit title
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

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.

Imported unit code	Imported unit title	Origin
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
BSBRES401	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 recommendedto 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=EjhNe3BuoH4 to watch a video on how to use this tool.

Qualification mapping

Mapping from TAE Training and Education Training Package v2.0 to TAE Training and Education Training Package v2.1.

All qualifications in TAE Training and Education Training Package v2.1 remain equivalent to qualifications in TAE Training and Education Training Package v2.0.

Mapping from TAE10 Training and Education Training Package v3.4 to TAE Training and Education Training Package v2.0.

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

TAE10 Training and Education Training Package version 3.4	**TAE Training and Education Training Package version 2.1**	**Comments**	**E/N**
TAE40110 Certificate IV in Training and Assessment	TAE40116 Certificate IV in Training and Assessment	Inclusion of TAEASS502 and TAELLN411 into core. Now 9 core and 1 elective, previously 7 core and 3 electives	N
TAE50111 Diploma of Vocational Education and Training	TAE50116 Diploma of Vocational Education and Training	Units revised to meet Standards for Training Packages. TAELLN401A has been replaced in the core units with TAELLN501.	E
TAE50211 Diploma of Training Design and Development	TAE50216 Diploma of Training Design and Development	Units revised to meet Standards for Training Packages.	E
TAE50310 Diploma of International Education Services	N/A	Moved to the *BSB Business Services Training Package*	N/A
TAE70311 Vocational Graduate Certificate in International Education Services	N/A	Moved to the *BSB Business Services Training Package*	N/A
TAE80312 Vocational Graduate Certificate in Digital Education	TAE80316 Graduate Certificate in Digital Education	Units revised to meet Standards for Training Packages.	E

Mapping from TAE Training and Education Training Package v1.0 to TAE Training and Education Training Package v2.0.

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

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TAE Training and Education Training Package version 1.0	TAE Training and Education Training Package version 2.0	Comments	E/N
TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (Release 1)	TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (Release 2)	Unit TAEASS505 updated to meet Standards for Training Packages.	E
TAE80213 Graduate Diploma of Adult Language, Literacy and Numeracy Leadership (Release 1)	TAE80213 Graduate Diploma of Adult Language, Literacy and Numeracy Leadership (Release 2)	Unit TAELED804 updated to meet Standards for Training Packages. Imported unit codes updated.	E

Skill sets mapping

Mapping from TAE Training and Education Training Package v2.0 to TAE Training and Education Training Package v2.1.

All skill sets in TAE Training and Education Training Package v2.1 remain equivalent to skill sets in TAE Training and Education Training Package v2.0.

Mapping from TAE10 Training and Education Training Package v3.4 to TAE Training and Education Training Package v2.0.

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

TAE10 Training and Education Training Package version 3.4	TAE Training and Education Training Package version 2.0	Comments	E/N
N/A	TAESS00010 Advanced Assessor Skill Set	New skill set	N/A
TAESS00001 Assessor Skill Set	TAESS00011 Assessor Skill Set	Units revised to meet Standards for Training Packages. TAEASS502 added.	N
TAESS00002 Enterprise and Industry Engagement Skill Set	TAESS00012 Enterprise and Industry Engagement Skill Set	Units revised to meet Standards for Training Packages	E
TAESS00003 Enterprise Trainer and Assessor Skill Set	TAESS00015 Enterprise Trainer and Assessor Skill Set	Units revised to meet Standards for Training Packages	E
TAESS00005 Sustainable Practice Skill Set	TAESS00016 Sustainable Practice Skill Set	Units revised to meet Standards for Training Packages	E
TAESS00006 Workplace Supervisor Skill Set	TAESS00017 Workplace Supervisor Skill Set	Units revised to meet Standards for Training Packages	E
TAESS00007 Enterprise Trainer – Presenting Skill Set	TAESS00014 Enterprise Trainer – Presenting Skill Set	Units revised to meet Standards for Training Packages	E
TAESS00008 Enterprise Trainer – Mentoring Skill Set	TAESS00013 Enterprise Trainer – Mentoring Skill Set	Units revised to meet Standards for Training Packages	E

Unit mapping

Mapping from TAE Training and Education Training Package v2.0 to TAE Training and Education Training Package v2.1.

All units of competency in TAE Training and Education Training Package v2.1 remain equivalent to units of competency in TAE Training and Education Training Package v2.0.

Mapping from TAE10 Training and Education Training Package v3.4 to TAE Training and Education Training Package v2.0.

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

TAE10 Training and Education Training Package version 3.4	**TAE Training and Education Training Package version 2.0**	**Comments**	**E/N**
TAEASS301B Contribute to assessment	TAEASS301 Contribute to assessment	Updated to meet Standards for Training Packages.	E
TAEASS401B Plan assessment activities and processes	TAEASS401 Plan assessment activities and processes	Updated to meet Standards for Training Packages. Addition of new element.	N
TAEASS402B Assess competence	TAEASS402 Assess competence	Updated to meet Standards for Training Packages.	E
TAEASS403B Participate in assessment validation	TAEASS403 Participate in assessment validation	Updated to meet Standards for Training Packages. Addition of performance criteria.	N
TAEASS501A Provide advanced assessment practice	TAEASS501 Provide advanced assessment practice	Updated to meet Standards for Training Packages.	E
TAEASS502B Design and develop assessment tools	TAEASS502 Design and develop assessment tools	Updated to meet Standards for Training Packages.	E
TAEASS503A Lead assessment validation process	TAEASS503 Lead assessment validation process	Updated to meet Standards for Training Packages.	E
TAEASS504A Develop and implement recognition strategies	TAEASS504 Develop and implement recognition strategies	Updated to meet Standards for Training Packages. Incorporates changes to meet current recognition practices of training organisations and lead assessors.	E
TAEASS505A Lead and coordinate assessment systems and services	TAEASS505 Lead and coordinate assessment systems and services	Updated to meet Standards for Training Packages. Minor edit to performance criteria for element 3 to clarify meaning.	E
TAEASS801A Analyse, implement and evaluate e-assessment	TAEASS801 Analyse, implement and evaluate e-assessment	Updated to meet Standards for Training Packages.	E
TAEDEL301B Provide work skill instruction	TAEDEL301 Provide work skill instruction	Updated to meet Standards for Training Packages.	E

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TAE10 Training and Education Training Package version 3.4	TAE Training and Education Training Package version 2.0	Comments	E/N
TAEDEL401A Plan, organise and deliver group-based learning	TAEDEL401 Plan, organise and deliver group-based learning	Updated to meet Standards for Training Packages.	E
TAEDEL402A Plan, organise and facilitate learning in the workplace	TAEDEL402 Plan, organise and facilitate learning in the workplace	Updated to meet Standards for Training Packages.	E
TAEDEL403A Coordinate and facilitate distance-based learning	TAEDEL403 Coordinate and facilitate distance-based learning	Updated to meet Standards for Training Packages.	E
TAEDEL404A Mentor in the workplace	TAEDEL404 Mentor in the workplace	Updated to meet Standards for Training Packages.	E
TAEDEL501A Facilitate e-learning	TAEDEL501 Facilitate e-learning	Updated to meet Standards for Training Packages.	E
TAEDEL502A Provide advanced facilitation practice	TAEDEL502 Provide advanced facilitation practice	Updated to meet Standards for Training Packages.	E
TAEDEL801A Evaluate, implement and use ICT-based educational platforms	TAEDEL801 Evaluate, implement and use ICT-based educational platforms	Updated to meet Standards for Training Packages.	E
TAEDEL802A Use e-learning with social media	TAEDEL802 Use e-learning with social media	Updated to meet Standards for Training Packages.	E
TAEDES401A Design and develop learning programs	TAEDES401 Design and develop learning programs	Updated to meet Standards for Training Packages.	E
TAEDES402A Use training packages and accredited courses to meet client needs	TAEDES402 Use training packages and accredited courses to meet client needs	Updated to meet Standards for Training Packages.	E
TAEDES501A Design and develop learning strategies	TAEDES501 Design and develop learning strategies	Updated to meet Standards for Training Packages.	E
TAEDES502A Design and develop learning resources	TAEDES502 Design and develop learning resources	Updated to meet Standards for Training Packages.	E
TAEDES503A Design and develop e-learning resources	TAEDES503 Design and develop e-learning resources	Updated to meet Standards for Training Packages.	E
TAEDES504A Research and develop units of competency	TAEDES504 Research and develop units of competency	Updated to meet Standards for Training Packages.	E
TAEDES505A Evaluate a training program	TAEDES505 Evaluate a training program	Updated to meet Standards for Training Packages.	E
TAEICR501A Work in partnership with industry, enterprises and community groups	TAEICR501 Work in partnership with industry, enterprises and community groups	Updated to meet Standards for Training Packages.	E

TAE10 Training and Education Training Package version 3.4	**TAE Training and Education Training Package version 2.0**	**Comments**	**E/N**
TAELED703A Implement improved learning practice	TAELED803 Implement improved learning practice	Updated to meet Standards for Training Packages.	E
TAELED704A Review enterprise e-learning systems and solutions implementation	TAELED804 Review enterprise e-learning systems and solutions implementation	Updated to meet Standards for Training Packages.	E
TAELED801A Design pedagogy for e-learning	TAELED801 Design pedagogy for e-learning	Updated to meet Standards for Training Packages.	E
TAELED802A Investigate the application of ICT content knowledge	TAELED802 Investigate the application of ICT content knowledge	Updated to meet Standards for Training Packages.	E
TAELLN501B Support the development of adult language, literacy and numeracy skills	TAELLN501 Support the development of adult language, literacy and numeracy skills	Updated to meet Standards for Training Packages.	E
TAEPDD501A Maintain and enhance professional practice	TAEPDD501 Maintain and enhance professional practice	Updated to meet Standards for Training Packages.	E
TAERES501A Apply research to training and assessment practice	TAERES501 Apply research to training and assessment practice	Updated to meet Standards for Training Packages.	E
TAESUS501A Analyse and apply sustainability skills to learning programs	TAESUS501 Analyse and apply sustainability skills to learning programs	Updated to meet Standards for Training Packages.	E
TAESUS502A Identify and apply current sustainability education principles and practice to learning programs	TAESUS502 Identify and apply current sustainability education principles and practice to learning programs	Updated to meet Standards for Training Packages.	E
TAETAS401A Maintain training and assessment information	TAETAS401 Maintain training and assessment information	Updated to meet Standards for Training Packages.	E
TAETAS501B Undertake organisational training needs analysis	TAETAS501 Undertake organisational training needs analysis	Updated to meet Standards for Training Packages.	E

Mapping from TAE Training and Education Training Package v1.0 to TAE Training and Education Training Package v2.0.

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

TAE10 Training and Education Training Package version 1.0	**TAE Training and Education Training Package version 2.0**	Comments	E/N
TAELLN413 Integrate foundation skills into vocational training delivery (Release 1)	TAELLN413 Integrate foundation skills into vocational training delivery (Release 2)	Performance criteria corrected in Element 2.	E

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Qualifications pathways and industry outcomes

Sector name: Language, Literacy and Numeracy	
Graduate Diploma	
Graduates at this level will have advanced knowledge and skills for professional or highly skilled work and/or further learning.	
TAE80113 Graduate Dipolma 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 Dipolma 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

Sector name: VET Delivery and Assessment	
Graduate Certificate	
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

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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 Trainers and Assessor
Skill Sets	
TAE00010 Advanced Assessor Skill Set	• VET Trainer and Assessor
TAE 00011Assessor 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

Sector name:Enterprise Training	
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	• Enterprise Trainer
Skill Sets	
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

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Sector name: Training Design and Delivery	
Diploma	
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

Sector name: Sustainable Practice	
Skill Sets	
TAE00016 Sustainable Practice Skill Set	• VET Trainer and Assessor