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Part A

# Introduction

Following the May 2010 endorsement of the TAE10 Training and Education Training Package, a number of policy determinations have been made regarding the requirements for trainers and assessors.

At its June 2010 meeting, the then policy body the National Quality Council (NQC) agreed to amend its policy on trainer and assessor competencies by:

* Replacing references to the TAA04 Certificate IV trainer and assessor competencies with references to the revised TAE10 Certificate IV trainer and assessor competencies; and
* Requiring all trainers and assessors to have these qualifications/competencies or be able to demonstrate equivalent competencies (i.e. delete all references to BSZ98 Certificate IV/competencies).

At that time, the NQC clarified that the new policy includes provision for trainers and assessors to ‘demonstrate equivalent competencies’. In other words, it is not the NQC’s intention to require trainers and assessors to upgrade their formal qualifications if they are able to demonstrate that they have gained the required competencies through continued professional practice. Note also that the new policy retains the provision for direct supervision of trainers (who do not have the required competencies) by someone who does.

Subsequently the Productivity Commission made recommendations in respect of the requirements for trainers and assessors in the VET system. These were considered at the final meeting of the NQC and recommendations put forward for the incoming National Skills Standards Council (NSSC). The Council considered these recommendations and representations from various stakeholders and provided a determination in its December 2011 communiqué. This determination applies to both the AQTF and the VET Quality Framework (VQF) which governs the work of ASQA.

The full text of these requirements can be viewed on the NSSC website at *<*[*http://www.nssc.natese.gov.au/\_\_data/assets/pdf\_file/0006/62277/NSSC\_Communique\_3\_-\_December\_2011.pdf*](http://www.nssc.natese.gov.au/__data/assets/pdf_file/0006/62277/NSSC_Communique_3_-_December_2011.pdf)*>.*

## Implementation of the new requirements

The Council has agreed to a transition period to allow providers time to adopt a planned approach to ensuring all of their trainers/assessors meet the new requirements. This ends on the 30 June 2013. Registering bodies will be responsible for implementing the new requirements; providers and their trainers and assessors should contact their registering body in the first instance if they have queries about the new policy or how it will be implemented.

The intent of this freely available self-assessment tool is to aid RTOs and VET practitioners in establishing conformance with this NQC requirement.

# Demonstration of equivalent competence

Demonstration of equivalent competence[[1]](#footnote-1) is where an RTO accepts that you have broadly achieved the outcomes and standard of performance of a unit of competency (through other units of competency, subjects, courses, programs or experiences) and that your current competence is equivalent for the purposes of the relevant Standards for Registered Training Organisations. Note: Because it is not a formal assessment process, you will not receive a qualification or Statement of Attainment.

The process for determining equivalence would typically involve the mapping of one form of certification or set of experiences to the TAE10 units of competency, focusing on whether the outcomes match and achievement of the unit outcomes and performance requirements is demonstrated. The test of equivalence is that the unit outcomes and performance be demonstrated.

RTOs, and people whose equivalent competence has been accepted for such purposes, should keep copies of completed self-assessment tools as documented evidence of having equivalent competence for TAE10 vocational competence requirements and regulatory compliance purposes.

## Is this self-assessment tool a stand-alone assessment product?

No — it could be used with a range of other assessment tools or activities in a formal assessment process. The focus of this tool is self-assessment; it will assist you in undertaking a comprehensive initial self-assessment against the TAE40110 Certificate IV in Training and Assessment.

However, the use of this tool will not automatically provide for recognition of your competence across the full dimensions of each unit of competency in TAE40110. In a formal assessment process, the training package units of competency are the benchmarks for assessment, and the assessment guidelines must be used — assessors could use the evidence you gather for this self-assessment tool, along with any evidence collected using other assessment tools or processes.

## Do RTOs have to use this tool?

Use of this tool is not mandatory; RTOs are free to choose which assessment tools they use to formally recognise competence, and in any process to determine equivalent competence.

# How to use

If you are a trainer, assessor or other vocational education and training (VET) practitioner, and you want to conduct an initial self-assessment against units of competency in the TAE40110 Certificate IV in Training and Assessment from the TAE10 Training and Education Training Package — this self-assessment tool allows you to respond to questions against each unit of competency, and progressively gather evidence as part of a process for recognising your competence.

This self-assessment tool is divided into two parts.

You are currently reading Part A, which contains this introduction, and instructions for using the tool.

Part B contains the forms used in the self-assessment process:

1. **Personal information and declaration form** — use this to identify your completed self-assessment.
2. **Unit summary form** — use this to identify and track the units you will self-assess.
3. **Portfolio of evidence form** — use this to progressively record details of your evidence.
4. **Self-assessment forms** — use these forms to respond to the self-assessment questions for each unit of competency.

## Using the tool in demonstration of equivalent competence process

If you are using the tool as part of a process to demonstrate your equivalent competence for the purposes of TAE40110 vocational competency and regualtory compliance requirements, submit the tool with your portfolio of evidence to an RTO. If the RTO agrees that you have demonstrated equivalent competence, keep a copy for your own records in case you need to substantiate your claims for equivalence in an internal or external audit. The RTO should also retain a copy.

## Instructions for using this tool

1. Obtain the TAE10 Training and Education Training Package. Go through the assessment guidelines and qualification requirements for the TAE40110 Certificate IV in Training and Assessment before you begin the self-assessment process. Note that you will need to refer to each unit of competency as you work through the self-assessment.
2. Choose the units that you will self-assess, and tick them in the *Unit summary form*. TAE40110 Certificate IV in Training and Assessment is comprised of 10 units – 7 core and 3 electives.
3. Progressively develop a portfolio of evidence, building up your references on the *Portfolio of evidence form*. Any one piece of evidence may be useful for a range of units of competency.

The evidence you provide must be:

* 1. current — showing experience you’ve had within the last five years
  2. valid — verifying that your skills and knowledge meet the requirements specified in the unit of competency
  3. authentic — proving that it was really produced by you or relates to you
  4. reliable — including a range of evidence from a range of contexts
  5. sufficient — covering all aspects of the relevant units of competency.

Ensure that the evidence you identify is accessible and able to be verified if necessary.

1. Go to the *Self-assessment forms* and complete the key questions for the first unit you wish to self-assess. For any gaps identified, you may need to participate in further training or undertake additional experience and assessment in order to gain competence. If there are no or few gaps, move on to the follow-up questions. Identify and reference evidence as you go.
2. Work through the units until you have completed a self-assessment for all the units for which you will nominate equivalence.
3. Complete and sign the *Personal information and declaration form*.

# Part B

## Personal information and declaration form

|  |  |
| --- | --- |
| **Name** |  |
| **Postal address** |  |
| **Phone (Bus. hours)** |  |
| **Mobile** |  |
| **Fax** |  |
| **Email** |  |
| **Job title** |  |
| **RTO** |  |
| **Department** |  |
| **Campus** |  |
| **Checklist** | |
| **Complete the checklist below to tick off attachments:**  □ Completed *Unit summary form* showing TAE40110 units for which I am seeking equivalence.  □ Completed *Portfolio of evidence form*.  □ Attached portfolio of evidence.  □ Completed self-assessment questions for \_\_\_\_\_ units. | |
| **Declaration** | |
| **Sign this declaration when all steps are completed and submit it to the RTO.**  I declare that the information I have provided is accurate, that the evidence I have presented is authentic, and that I have based my responses on my reading of the requirements for the units of competency as set out in this tool, and the *TAE10 Training and Education Training Package.*  **Signed Date** | |

## Unit summary form

|  |  |  |  |
| --- | --- | --- | --- |
| ***Unit summary form* with mapped equivalence, as outlined in *TAE10 Training and Education Training Package***. | | | |
| You should check the mapping document for the *TAE40110* *Certificate IV in Training and Assessment* against the *TAA40104* *Certificate IV in Training and Assessment* for equivalence of units undertaken in *TAA40104* *Certificate IV in Training and Assessment*. Units previously undertaken, which are not deemed equivalent with the new and/or revised units of the new training package, should form the basis of your self-assessment activity. The following mapping has been completed for your convenience but might not include electives you undertook in your *TAA40104 Certificate IV in Training and Assessment.*  *TAE40110* *Certificate IV in Training and Assessment* is comprised of 10 units – 7 core and 3 electives.  **Note**: The mapped equivalence provides a basis for gaining the *TAE40110* units, but you must demonstrate currentvocational competence to deliver and assess units from the *TAE10 Training and Education Training Package*. This means that, unless you have recent training and assessment experience, you might need to undergo further training or experience to gain currency. | | | |
| **7 Core Units**  **TAE40110** | Equivalence with units in TAA40104 | Tick box if you will self‑assess this unit, and when | Tick box when completed and add date |
| TAEASS401B Plan assessment activities and processes | No equivalence[[2]](#footnote-2) |  |  |
| TAEASS402B Assess competence | TAAASS402C |  |  |
| TAEASS403B Participate in assessment validation | TAAASS404B |  |  |
| TAEDEL401A Plan, organise and deliver group-based learning | TAADEL401B  TAADEL402B |  |  |
| TAEDEL402A Plan, organise and facilitate learning in the workplace | TAADEL403B  TAADEL404B |  |  |
| TAEDES401A Design and develop learning programs | No equivalence[[3]](#footnote-3) |  |  |
| TAEDES402A Use training packages and accredited courses to meet client needs | No equivalence[[4]](#footnote-4) |  |  |
| **3 Elective\* Units** | | Tick box if you will self‑assess this unit, and when | Tick box when completed and add date |
| \*At least 2 from this list; one other may be selected from any currently endorsed training package or accredited course. Elective units must be relevant to the work outcome, local industry requirements and the qualification level.  Where a unit is chosen from another currently endorsed training package or accredited course, it must be from a qualification or course at Certificate III or above, and must contribute towards the vocational outcome of the program. | |
| *Assessment* | | | |
| TAEASS301B Contribute to assessment | TAAASS301C |  |  |
| TAEASS502B Design and develop assessment tools | No equivalence |  |  |
| *Delivery and facilitation* | | | |
| TAEDEL301A Provide work skill instruction | TAADEL301C |  |  |
| TAEDEL403A Coordinate and facilitate distance-based learning | TAADEL405B |  |  |
| TAEDEL404A Mentor in the workplace | No equivalence |  |  |
| TAEDEL501A Facilitate e-learning | TAADEL501B |  |  |
| *Language, literacy and numeracy* | | | |
| TAELLN401A Address adult language, literacy and numeracy skills | TAALLN401B |  |  |
| *Training advisory services* | | | |
| TAETAS401A Maintain training and assessment information | TAATAS401B |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| *Imported units* | | | |
| BSBAUD402B Participate in a quality audit | unchanged |  |  |
| BSBCMM401A Make a presentation | unchanged |  |  |
| BSBLED401A Develop teams and individuals | unchanged |  |  |
| BSBMKG413A Promote products and services | unchanged |  |  |
| BSBREL402A Build client relationships and business networks | unchanged |  |  |
| BSBRES401A Analyse and present research information | unchanged |  |  |
| **Did you undertake other electives in your current Certificate IV in Training and Assessment?**  Fill in the following table to determine whether you need to undertake a self-assessment activity to determine evidence of equivalence. | | | |
| **Elective unit\* previously**  \*Will this unit meet the requirements of the packaging rules concerning the third unit taken outside the range of electives offered? | Equivalence with units in TAA40104 | Tick box if you will self-assess this unit, and when | Tick box when completed and add date |
|  |  |  |  |

## Portfolio of evidence form

1. Locate evidence of your competency related to each unit[[5]](#footnote-5).
2. Clearly number each piece of evidence, add it to your portfolio and list it on the form.
3. Organise your portfolio of evidence in a logical way that links the evidence to this form and, if it is not a hard copy, provides adequate information to its location and accessibility.

| **Portfolio of evidence form** | | |
| --- | --- | --- |
| **Evidence item number** | **This item is**:  (e.g. self-created document, email, CD, video recording, link to electronic file, third party evidence) | **This shows evidence related to**:  (add unit/s codes, element numbers, self-assessment question numbers or other relevant details) |
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## Core Units

| 1. TAEASS401B Plan assessment activities and processes (core) | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Code and title of TAE10 unit** | **Code and title of related TAA04 unit(s)** | **Equivalent** | | **Comments in relation to TAA04 Training and Assessment Training Package** | | |
| TAEASS401B Plan assessment activities and processes | TAAASS401C Plan and organise assessment | N | | Unit enhanced to include a new element on developing simple assessment tools. | | |
| **Answer the following questions to rate yourself against the key requirements of this unit, and list the evidence you will draw on to support your rating.** | | **Self-rating – list the evidence that might support this rating.** | | | | **Location of this evidence (e.g. electronic link, portfolio.)** |
| **1.1 Are you able to:**   * Plan and organise the assessment process in a range of contexts? | | □ with guidance □ independently □ lead others  Evidence: | | | |  |
| **1.2 Are you able to:**   * Collect evidence to assess competence that demonstrates:   + documented assessment plans, including simple assessment instruments   + having covered a range of assessment events, using different types of assessment instruments   + catering for a number of candidates and addressing the specific needs of individuals   + different competency standards or accredited curricula   + an RPL assessment   + contextualisation of competency standards and the selected assessment tools, where required? | | □with guidance □independently □lead others  Evidence: | | | |  |
| **1.3 Do you have examples of:**   * Assessment planning documentation that links in to an RTO’s policies and procedures? * Assessment/RPL planning documentation that includes:   + mapping of simple assessment instruments against competency standards or accredited curricula   + mapping of employability skills against assessment activities   + a range of work-focused evidence gathering strategies   + a strategy to address language literacy and numeracy requirements of the competency standards   + instructions for both candidates and assessors   + tests for validity, reliability, sufficiency and authenticity   + built-in moderation and validation processes to ensure sustainability and continuous improvement? | | □Yes □No  Evidence: | | | |  |
| **1.4 Do you have examples of:**   * Integrated assessment activities:   + assessment activities, including RPL, that demonstrate contextualisation of competency standards   + assessment documentation that reflects reasonable adjustment, and the access and equity needs of various learning groups? | | □Yes □No  Evidence: | | | |  |
| **How can I support this self-assessment?** | | | | | | |
| **Suggestions of appropriate evidence:** | | | | | **Notes:** | |
| □ Documentation:   * videos of practical demonstrations * presentations * planning documents * assessment instruments * photos * recordings. | | □ Current position description:   * performance review reports * professional development participation.   □ Curriculum vitae:   * formal qualifications – certificates, Statements of Attainment.   □ Third party evidence:   * employer/manager testimonial * workplace evidence. | | |  | |
| **What gaps have you identified?** | | | | | | |
| How might you address these gaps?  □ Gap training (provide details below):  What –  Where –  When –  □ Supervised workplace mentoring (provide details below):  Who –  What –  Where –  When – | | | □ RPL – Develop and gather evidence (provide details below):  What –  Where –  When – | | | |

| 2. TAEASS402B Assess competence (core) | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Code and title of TAE10 unit** | **Code and title of related TAA04 unit(s)** | **Equivalent** | | **Comments in relation to TAA04 Training and Assessment Training Package** | | |
| TAEASS402B Assess Competence | TAAASS402C Assess Competence | Y | | Re-written unit. | | |
| **Answer the following questions to rate yourself against the key requirements of this unit, and list the evidence you will draw on to support your rating.** | | **Self-rating – list the evidence that might support this rating.** | | | | **Location of this evidence (e.g. electronic link, portfolio.)** |
| **2.1 Are you able to:**   * Assess competence of a number of candidates within the vocational education and training (VET) context against different units of competency or accredited curricula, following the relevant assessment plan? | | □with guidance □independently □lead others  Evidence: | | | |  |
| **2.2 Are you able to:**   * Conduct RPL assessment? | | □with guidance □independently □lead others  Evidence: | | | |  |
| **2.3 Do you have examples of:**   * Documented methods you used to assess an entire unit of competency that show:   + the mapping of the assessment strategy to the relevant benchmarks (training package, accredited course, specification) that confirm the requirements of the evidence being collected   + the application of various assessment methods and instruments involving a range of assessment activities and events, including:     - RPL opportunities     - consideration of special needs of candidates including language, literacy and numeracy; culturally sensitive issues and OH&S issues? * Provision for two-way communication and feedback, including:   + preparing candidates for assessment   + information for candidates and assessors   + specialist support where needed, and how that was embedded in the assessment?   (*2.3 continued*)   * How the workplace was the preferred location for gathering evidence and/or how a simulated workplace was provided? * How judgement was exercised in making the assessment decision? * The reasons for decisions in the assessment activities? * How and when assessment outcomes were recorded and reported? | | □Yes □No  Evidence: | | | |  |
| **2.4 Do you have examples of:**   * How you made and documented reasonable adjustment in at least one assessment? | | □Yes □No  Evidence: | | | |  |
| **2.5 Can you provide examples of:**   * Assessment records and reports completed in accordance with your RTO’s assessment system and organisational, legal and ethical requirements? | | □Yes □No  Evidence: | | | |  |
| **2.6 Can you show:**   * How the assessment process you implemented was reviewed, including:   + moderation participation   + validation participation? | | □Yes □No  Evidence: | | | |  |
| **How can I support this self-assessment?** | | | | | | |
| **Suggestions of appropriate evidence:** | | | | | **Notes:** | |
| □ Documentation:   * videos of practical demonstrations * presentations * planning documents * assessment instruments * photos * recordings. | | □ Current position description:   * performance review reports * professional development participation.   □ Curriculum vitae:   * formal qualifications – certificates, Statements of Attainment.   □ Third party evidence:   * employer/manager testimonial * workplace evidence. | | |  | |
| **What gaps have you identified?** | | | | | | |
| How might you address these gaps?  □ Gap training (provide details below):  What –  Where –  When –  □ Supervised workplace mentoring (provide details below):  Who –  What –  Where –  When – | | | □ RPL – Develop and gather evidence (provide details below):  What –  Where –  When – | | | |

| 3. TAEASS403B Participate in assessment validation (core) | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Code and title of TAE10 unit** | **Code and title of related TAA04 unit(s)** | **Equivalent** | | **Comments in relation to TAA04 Training and Assessment Training Package** | | |
| TAEASS403B Participate in assessment validation | TAAASS404B Participate in assessment validation | Y | | Re-written unit. | | |
| **Answer the following questions to rate yourself against the key requirements of this unit, and list the evidence you will draw on to support your rating.** | | **Self-rating – list the evidence that might support this rating.** | | | | **Location of this evidence (e.g. electronic link, portfolio.)** |
| **3.1 Are you able to:**   * Actively participate in validation sessions or meetings which, in combination, address the critical aspects of validation using different validation approaches and activities? | | □ with guidance □ independently □ lead others  Evidence: | | | |  |
| **3.2 Are you able to:**   * Clearly explain purposes of validation and the legal and ethical responsibilities of assessors? | | □ with guidance □ independently □ lead others  Evidence: | | | |  |
| **3.3 Do you have examples of:**   * Documentation which outlines clear, sequential steps in a validation process, including:   + consideration of assessment processes, methods and products   + a record of outcomes and intended actions   + changes to own assessment practice, arising from participation in the validation process? | | □Yes □No  Evidence: | | | |  |
| **3.4 Do you have examples of:**   * Validation and moderation plans, and the communication plan for liaison with relevant people? | | □Yes □No  Evidence: | | | |  |
| **How can I support this self-assessment?** | | | | | | |
| **Suggestions of appropriate evidence:** | | | | | **Notes:** | |
| □ Documentation:   * videos of practical demonstrations * presentations * planning documents * assessment instruments * photos * recordings. | | □ Current position description:   * performance review reports * professional development participation.   □ Curriculum vitae:   * formal qualifications – certificates, Statements of Attainment.   □ Third party evidence:   * employer/manager testimonial * workplace evidence. | | |  | |
| **What gaps have you identified?** | | | | | | |
| How might you address these gaps?  □ Gap training (provide details below):  What –  Where –  When –  □ Supervised workplace mentoring (provide details below):  Who –  What –  Where –  When – | | | □ RPL – Develop and gather evidence (provide details below):  What –  Where –  When – | | | |

| 4. TAEDEL401A Plan, organise and deliver group-based learning (core) | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Code and title of TAE10 unit** | **Code and title of related TAA04 unit(s)** | **Equivalent** | | **Comments in relation to TAA04 Training and Assessment Training Package** | | |
| TAEDEL401A Plan, organise and deliver group-based learning | TAADEL401B Plan and organise group-based delivery  TAADEL402B Facilitate group-based learning | Y | | Two TAA units merged and content re-written. | | |
| **Answer the following questions to rate yourself against the key requirements of this unit, and list the evidence you will draw on to support your rating.** | | **Self-rating – list the evidence that might support this rating.** | | | | **Location of this evidence (e.g. electronic link, portfolio.)** |
| **4.1 Are you able to:**   * Facilitate group-based learning by preparing and delivering a series of training sessions, including:   + substantive training sessions (e.g. 40–60 minutes), that follow one of the learning program designs you have developed   + training sessions that specifically address group and individual learner needs and learner characteristics? | | □ with guidance □ independently □ lead others  Evidence: | | | |  |
| **4.2 Are you able to:**   * Identify and respond to diversity and the individual needs of participants in your training programs? | | □ with guidance □ independently □ lead others  Evidence: | | | |  |
| **4.3 Are you able to show:**   * Documentation of your session planning approach, including:   + linking of session plans to learning program documentation   + segmentation of learning components and outline of delivery methods   + contextualisation of generic learning materials to meet requirements of specific groups   + physical and infrastructure requirements for successful delivery identified and confirmed as available   + monitoring and reporting strategy? | | □ Yes □ No  Evidence: | | | |  |
| **4.4 Are you able to show:**   * How you access and use documented resources and support personnel to guide inclusive practices in the delivery of your training? * How you manage your record keeping and reporting requirements? | | □Yes □No  Evidence: | | | |  |
| **4.5 Do you have examples of:**   * The application of interpersonal communication skills in the management and facilitation of your group training sessions, for example:   + engagement and inclusivity of all individuals in the group   + conflict and negotiation skills   + motivational behaviours   + observational skills to monitor and diagnose individual and group progress? | | □Yes □No  Evidence: | | | |  |
| **4.6 Are you able to outline:**   * Learning theories that underpin your practice? * Learning principles essential to the engagement of adult learners? * A range of learner styles? * OHS relating to group-based learning? | | □Yes □No  Evidence: | | | |  |
| **How can I support this self-assessment?** | | | | | | |
| **Suggestions of appropriate evidence:** | | | | | **Notes:** | |
| □ Documentation:   * videos of practical demonstrations * presentations * planning documents * assessment instruments * photos * recordings. | | □ Current position description:   * performance review reports * professional development participation.   □ Curriculum vitae:   * formal qualifications – certificates, Statements of Attainment.   □ Third party evidence:   * employer/manager testimonial * workplace evidence. | | |  | |
| **What gaps have you identified?** | | | | | | |
| How might you address these gaps?  □ Gap training (provide details below):  What –  Where –  When –  □ Supervised workplace mentoring (provide details below):  Who –  What –  Where –  When – | | | □ RPL – Develop and gather evidence (provide details below):  What –  Where –  When – | | | |

| 5. TAEDEL402A Plan, organise and facilitate learning in the workplace (core) | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Code and title of TAE10 unit** | **Code and title of related TAA04 unit(s)** | **Equivalent** | | **Comments in relation to TAA04 Training and Assessment Training Package** | | |
| TAEDEL402A Plan, organise and facilitate learning in the workplace | TAADEL403B Facilitate individual learning  TAADEL404B Facilitate work-based learning | Y | | Two TAA units merged and content re-written. | | |
| **Answer the following questions to rate yourself against the key requirements of this unit, and list the evidence you will draw on to support your rating.** | | **Self-rating – list the evidence that might support this rating.** | | | | **Location of this evidence (e.g. electronic link, portfolio.)** |
| **5.1 Are you able to:**   * Prepare and facilitate work-based learning? | | □with guidance □independently □lead others  Evidence: | | | |  |
| **5.2 Are you able to:**   * Provide evidence of developing work-based learning pathways on at least two occasions, including:   + identifying learning needs   + analysing work practices, work environment and work activities   + identifying and addressing OHS related to training in the workplace   + organising and allocating work in a way that reflects learning needs, and provides effective learning opportunities through work processes? | | □with guidance □independently □lead others  Evidence: | | | |  |
| **5.3 Do you have examples of:**   * A learning facilitation relationship being conducted:   + with different individuals   + that demonstrates communication skills and flexibility   + that demonstrates one or more of the processes or techniques being taught? | | □Yes □No  Evidence: | | | |  |
| **5.4 Do you have examples of:**   * How the workplace systems, processes and practices were considered in the development of the workplace learning pathway? * How key personnel were consulted in the development of the workplace learning pathway? | | □Yes □No  Evidence: | | | |  |
| **5.5 Do you have examples of:**   * Your planning documentation, including:   + learning plan that reflects individual learner needs   + sequenced learning pathway   + monitoring and reporting forms   + evaluation plan   + feedback plan for review and continuous improvement of implementation? | | □Yes □No  Evidence: | | | |  |
| **How can I support this self-assessment?** | | | | | | |
| **Suggestions of appropriate evidence:** | | | | | **Notes:** | |
| □ Documentation:   * videos of practical demonstrations * presentations * planning documents * assessment instruments * photos * recordings. | | □ Current position description:   * performance review reports * professional development participation.   □ Curriculum vitae:   * formal qualifications- certificates, Statements of Attainment.   □ Third party evidence:   * employer/manager testimonial * workplace evidence. | | |  | |
| **What gaps have you identified?** | | | | | | |
| How might you address these gaps?  □ Gap training (provide details below):  What –  Where –  When –  □ Supervised workplace mentoring (provide details below):  Who –  What –  Where –  When – | | | □ RPL – Develop and gather evidence (provide details below):  What –  Where –  When – | | | |

| 6. TAEDES401A Design and develop learning programs (core) | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Code and title of TAE10 unit** | **Code and title of related TAA04 unit(s)** | | | **Equivalent** | **Comments in relation to TAA04 Training and Assessment Training Package** | | |
| TAEDES401A Design and develop learning programs | TAADES402B Design and develop learning programs | | | N | Re-written unit, incorporates some elements of ENV units. | | |
| **Answer the following questions to rate yourself against the key requirements of this unit, and list the evidence you will draw on to support your rating.** | | **Self-rating – list the evidence that might support this rating.** | | | | | **Location of this evidence (e.g. electronic link, portfolio.)** |
| **6.1 Are you able to:**   * Design, develop and review learning programs in the VET context? | | □with guidance □independently □lead others  Evidence: | | | | |  |
| **6.2 Have you:**   * Prepared and developed a minimum of two learning programs that contain differentiated learning program designs to reflect particular needs, contexts and timelines? * Based at least one of these programs on competency standards or accredited courses, and covered at least one entire unit of competency or accredited course module? | | □with guidance □independently □lead others  Evidence: | | | | |  |
| **6.3 Do you have examples of:**   * The use of your RTO’s quality assurance policies and procedures in the design and development of your learning programs? * The learning objectives, outcomes and goals derived from units of competency or other specifications developed in your learning program? * The approach you take to addressing employability skills in your learning program? * The strategies you used to identify characteristics of the target group and the way you accommodated this in your learning programs? * The way you addressed the language, literacy and numeracy requirements of your learning program? * The assessment requirements of your learning programs? | | □Yes □No  Evidence: | | | | |  |
| **6.4 Do you have examples of:**   * Structured learning programs which include:   + delivery schedules   + variety of modes of delivery? * The strategies you use to engage key stakeholders in the review of your learning program? | | □Yes □No  Evidence: | | | | |  |
| **6.5 Do you have examples of:**   * Contextualised existing learning materials to suit the needs of a target group? * New learning materials or activities developed as part of your learning program? * Assessment planning documentation that:   + maps assessment activities and methods to units of competency or other specifications on which your learning program is based   + outlines the details of assessment tasks, required outcomes and reporting methods? | | □Yes □No  Evidence: | | | | |  |
| **6.6 Do you have examples of:**   * The methods you use to ensure a safe learning progression and environment? * A risk control plan to minimise risk in the delivery of your learning program? * The methods you use to review, evaluate and update your learning program, including:   + the strategies you use to engage key stakeholders in the review of your learning program? | | □Yes □No  Evidence: | | | | |  |
| **How can I support this self-assessment?** | | | | | | | |
| **Suggestions of appropriate evidence:** | | | | | | **Notes:** | |
| □ Documentation:   * videos of practical demonstrations * presentations * planning documents * assessment instruments * photos * recordings. | | □ Current position description:   * performance review reports * professional development participation.   □ Curriculum vitae:   * formal qualifications – certificates, Statements of Attainment.   □ Third party evidence:   * employer/manager testimonial * workplace evidence. | | | |  | |
| **What gaps have you identified?** | | | | | | | |
| How might you address these gaps?  □ Gap training (provide details below):  What –  Where –  When –  □ Supervised workplace mentoring (provide details below):  Who –  What –  Where –  When – | | | □ RPL – Develop and gather evidence (provide details below):  What –  Where –  When – | | | | |

| 7. TAEDES402A Use training packages and accredited courses to meet client needs (core) | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Code and title of TAE10 unit** | **Code and title of related TAA04 unit(s)** | | | **Equivalent** | **Comments in relation to TAA04 Training and Assessment Training Package** | | |
| TAEDES402A Use training packages and accredited courses to meet client needs | TAADES401B Use training packages to meet client needs | | | N | Re-written unit, incorporates some elements of ENV units. | | |
| **Answer the following questions to rate yourself against the key requirements of this unit, and list the evidence you will draw on to support your rating.** | | **Self-rating – list the evidence that might support this rating.** | | | | | **Location of this evidence (e.g. electronic link, portfolio.)** |
| **7.1 Are you able to:**   * Analyse and unpack a training package and/or accredited course to:   + examine its component parts   + identify relevant units of competency or modules   + contextualise these to meet a specific client need? | | □ with guidance □ independently □ lead others  Evidence: | | | | |  |
| **7.2 Do you have examples of:**   * Analysing two training specifications (one must be a training package)? | | □Yes □No  Evidence: | | | | |  |
| **7.3 Do you have examples of:**   * Sourcing of training package and/or accredited course to meet identified client needs, including documented strategy for assessing that need? | | □Yes □No  Evidence: | | | | |  |
| **7.4 Do you have examples of:**   * Using a training package or accredited course to package a training program to meet an identified client need, with particular attention to:   + qualification rules   + licensing requirements and prerequisites, if applicable   + choosing electives to meet client needs and job roles   + assessment guidelines? * A documented approach to packaging such a program? | | □Yes □No  Evidence: | | | | |  |
| **7.5 Do you have examples of:**   * The analysis, interpretation and contextualisation of a unit of competency or module to link its requirements to the work environment of the client, including:   + clear and logical documentation of the analysis of the components of the training program? | | □Yes □No  Evidence: | | | | |  |
| **7.6 Do you have examples of:**   * Interpreting the units of competency for particular requirements, such as:   + language, literacy for numeracy   + knowledge, skills, critical aspects of evidence   + employability skills   + dimensions of competency? | | □Yes □No  Evidence: | | | | |  |
| **7.7 Do you know where to source:**   * training package information? * Australian Qualification Framework (AQF) guidelines? | | □Yes □No  Evidence: | | | | |  |
| **7.8 Do you know:**   * The format and structure of accredited courses? * The format and structure of competency standards? * The difference between endorsed and non-endorsed components of training packages? | | □Yes □No  Evidence: | | | | |  |
| **7.9 Can you explain:**   * Contextualisation and where it can be used? * Dimensions of competency? * The difference between endorsed and non-endorsed components of training packages? * Reasonable adjustment to assessment? | | □Yes □No  Evidence: | | | | |  |
| **How can I support this self-assessment?** | | | | | | | |
| **Suggestions of appropriate evidence:** | | | | | | **Notes:** | |
| □ Documentation:   * videos of practical demonstrations * presentations * planning documents * assessment instruments * photos * recordings. | | □ Current position description:   * performance review reports * professional development participation.   □ Curriculum vitae:   * formal qualifications – certificates, Statements of Attainment.   □ Third party evidence:   * employer/manager testimonial * workplace evidence. | | | |  | |
| **What gaps have you identified?** | | | | | | | |
| How might you address these gaps?  □ Gap training (provide details below):  What –  Where –  When –  □ Supervised workplace mentoring (provide details below):  Who –  What –  Where –  When – | | | □ RPL – Develop and gather evidence (provide details below):  What –  Where –  When – | | | | |

## Elective Units

| 8. TAEASS301B Contribute to Assessment (elective) | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Code and title of TAE10 unit** | **Code and title of related TAA04 unit(s)** | **Equivalent** | | **Comments in relation to TAA04 Training and Assessment Training Package** | | |
| TAEASS301B Contribute to assessment | TAAASS301C Contribute to assessment | Y | | Re-written unit. | | |
| **Answer the following questions to rate yourself against the key requirements of this unit, and list the evidence you will draw on to support your rating.** | | **Self-rating – list the evidence that might support this rating.** | | | | **Location of this evidence (e.g. electronic link, portfolio.)** |
| **8.1 Are you able to:**   * Carry out evidence-gathering activities, with different candidates for at least three separate activities? | | □with guidance □independently □lead others  Evidence: | | | |  |
| **8.2 Are you able to:**   * Present documentation of the evidence in a clear and concise manner? | | □with guidance □independently □lead others  Evidence: | | | |  |
| **8.3 Are you able to:**   * Present documented feedback from others involved in the assessment? | | □with guidance □independently □lead others  Evidence: | | | |  |
| **8.4 Do you have examples of:**   * Setting up assessment activities in consultation with a qualified assessor, including:   + clarifying the purpose of the assessment with the assessor and the candidate   + clarifying your role in the gathering of evidence   + reaching an understanding of the benchmarks of assessment? | | □Yes □No  Evidence: | | | |  |
| **8.5 Do you have examples of:**   * How you used your organisation’s assessment system policy and procedures to contribute to the planning of the assessment? * How you worked with the relevant people to determine the candidate’s characteristics and any need for reasonable adjustments? | | □Yes □No  Evidence: | | | |  |
| **8.6 Do you have examples of:**   * How you used an assessment instrument to gather evidence within the available time and resources, according to organisational, legal and ethical requirements? * The reporting documentation you used to provide evidence to the qualified assessor? * The way you obtained feedback from a qualified assessor and used this to improve your practice? | | □Yes □No  Evidence: | | | |  |
| **How can I support this self-assessment?** | | | | | | |
| **Suggestions of appropriate evidence:** | | | | | **Notes:** | |
| □ Documentation:   * videos of practical demonstrations * presentations * planning documents * assessment instruments * photos * recordings. | | □ Current position description:   * performance review reports * professional development participation.   □ Curriculum vitae:   * formal qualifications – certificates, Statements of Attainment.   □ Third party evidence:   * employer/manager testimonial * workplace evidence. | | |  | |
| **What gaps have you identified?** | | | | | | |
| How might you address these gaps?  □ Gap training (provide details below):  What –  Where –  When –  □ Supervised workplace mentoring (provide details below):  Who –  What –  Where –  When – | | | □ RPL – Develop and gather evidence (provide details below):  What –  Where –  When – | | | |

| 9. TAEASS502B Design and develop assessment tools (elective) | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Code and title of TAE10 unit** | **Code and title of related TAA04 unit(s)** | **Equivalent** | | **Comments in relation to TAA04 Training and Assessment Training Package** | | |
| TAEASS502B Design and develop assessment tools | TAAASS403B Develop assessment tools | N | | Unit enhanced to make the distinction between tools and instruments clearer – provides a better fit at Diploma level. | | |
| **Answer the following questions to rate yourself against the key requirements of this unit, and list the evidence you will draw on to support your rating.** | | **Self-rating – list the evidence that might support this rating.** | | | | **Location of this evidence (e.g. electronic link, portfolio.)** |
| **9.1 Are you able to:**   * Develop assessment tools that support different assessment methods, and address at least three units of competency packaged at different Australian Qualifications Framework (AQF) levels? | | □with guidance □independently □lead others  Evidence: | | | |  |
| **9.2 Are you able to:**   * Develop assessment tools that include instruments for collecting evidence, reflecting the principles of assessment and rules of evidence, and the related instructions to assessor/s and candidates? | | □with guidance □independently □lead others  Evidence: | | | |  |
| **9.3 Are you able to:**   * Show how the contextual needs of different environments are addressed? | | □with guidance □independently □lead others  Evidence: | | | |  |
| **9.4 Are you able to:**   * Apply the RTO’s assessment systems policies and procedures to review and trial your assessment tool? * Report on the trial and review of the assessment tools, including proposed changes? | | □with guidance □independently □lead others  Evidence: | | | |  |
| **9.5 Do you have examples of:**   * A range of assessment instruments that include the following components:   + templates and proformas to be used in the documentation of the assessment instrument   + documented individual assessment tasks, including oral questioning, observation, demonstration, work placements, portfolio collection, etc.   + candidate self-assessment materials   + marking guides, including appropriate responses, behaviours and levels of independent application of skill expected at the AQF level   + checklists for judgement of evidence   + instructions for both assessors and candidates? | | □Yes □No  Evidence: | | | |  |
| **9.6 Do you have examples of:**   * The Recognition of Prior Learning (RPL) methodology you have used to ensure candidates are able to gain recognition of current competency prior to undertaking training? | | □Yes □No  Evidence: | | | |  |
| **9.7 How do you:**   * Ensure that organisational, legal and ethical requirements are met in the development of an assessment tool for a qualification?   **Do you have examples of:**   * Ways you achieved this in the development of an assessment tool for a qualification you have delivered? | | □Yes □No  Evidence: | | | |  |
| **9.8 How do you:**   * Ensure that reasonable adjustments are able to be made in the application of your assessment instruments?   **Do you have examples of:**   * The way you have integrated guidelines for reasonable adjustment in your assessment tool? | | □Yes □No  Evidence: | | | |  |
| **How can I support this self-assessment?** | | | | | | |
| **Suggestions of appropriate evidence:** | | | | | **Notes:** | |
| □ Documentation:   * videos of practical demonstrations * presentations * planning documents * assessment instruments * photos * recordings. | | □ Current position description:   * performance review reports * professional development participation.   □ Curriculum vitae:   * formal qualifications – certificates, Statements of Attainment.   □ Third party evidence:   * employer/manager testimonial * workplace evidence. | | |  | |
| **What gaps have you identified?** | | | | | | |
| How might you address these gaps?  □ Gap training (provide details below):  What –  Where –  When –  □ Supervised workplace mentoring (provide details below):  Who –  What –  Where –  When – | | | □ RPL – Develop and gather evidence (provide details below):  What –  Where –  When – | | | |

| 10. TAEDEL301A Provide work skill instruction (elective) | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Code and title of TAE10 unit** | **Code and title of related TAA04 unit(s)** | **Equivalent** | | **Comments in relation to TAA04 Training and Assessment Training Package** | | |
| TAEDEL301A Provide work skill instruction | TAADEL301C Provide training through instruction and demonstration of work skills | Y | | Re-written unit. | | |
| **Answer the following questions to rate yourself against the key requirements of this unit, and list the evidence you will draw on to support your rating.** | | **Self-rating – list the evidence that might support this rating.** | | | | **Location of this evidence (e.g. electronic link, portfolio.)** |
| **10.1 Are you able to:**   * Carry out a minimum of three training sessions, involving demonstrating and instructing particular work skills for different groups, with each session addressing:   + different learning objectives   + a range of techniques and effective communication skills appropriate to the audience? | | □with guidance □independently □lead others  Evidence: | | | |  |
| **10.2 Can you explain:**   * How you decided on the content and structure? * The training approach you will take? * The way you will check that learners are developing the skills and knowledge you are teaching?   **Do you have examples of:**   * Session planning that demonstrates this understanding? | | □Yes □No  Evidence: | | | |  |
| **10.3 Can you list:**   * A range of verbal and non-verbal communication techniques?   **Do you have examples of:**   * The ways in which you have used a range of these techniques in the delivery of a work skill instruction? | | □Yes □No  Evidence: | | | |  |
| **10.4 Do you ensure that the following aspects are addressed in your preparation for delivery of training:**   * Learner needs and characteristics, e.g. language, literacy and numeracy needs? * A safe learning environment and general OHS issues relevant to the environment for which the training is being conducted?   **Do you have examples of:**   * Learning materials and session plans that demonstrate these aspects? | | □Yes □No  Evidence: | | | |  |
| **10.5 Do you have examples of:**   * Strategies to review and improve your training strategies? | | □Yes □No  Evidence: | | | |  |
| **How can I support this self-assessment?** | | | | | | |
| **Suggestions of appropriate evidence:** | | | | | **Notes:** | |
| □ Documentation:   * videos of practical demonstrations * presentations * planning documents * assessment instruments * photos * recordings. | | □ Current position description:   * performance review reports * professional development participation.   □ Curriculum vitae:   * formal qualifications – certificates, Statements of Attainment.   □ Third party evidence:   * employer/manager testimonial * workplace evidence. | | |  | |
| **What gaps have you identified?** | | | | | | |
| How might you address these gaps?  □ Gap training (provide details below):  What –  Where –  When –  □ Supervised workplace mentoring (provide details below):  Who –  What –  Where –  When – | | | □ RPL – Develop and gather evidence (provide details below):  What –  Where –  When – | | | |

| 11. TAEDEL403A Coordinate and facilitate distance-based learning (elective) | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Code and title of TAE10 unit** | **Code and title of related TAA04 unit(s)** | **Equivalent** | | **Comments in relation to TAA04 Training and Assessment Training Package** | | |
| TAEDEL403A Coordinate and facilitate distance-based learning | TAADEL405B Coordinate and facilitate distance-based learning | Y | | Re-written unit. | | |
| **Answer the following questions to rate yourself against the key requirements of this unit and list the evidence you will draw on to support your rating.** | | **Self-rating – list the evidence that might support this rating.** | | | | **Location of this evidence (e.g. electronic link, portfolio.)** |
| **11.1 Are you able to:**   * Facilitate distance-based learning? | | □with guidance □independently □lead others  Evidence: | | | |  |
| **11.2 Are you able to:**   * Provide evidence of at least two examples of organising and facilitating distance learning, showing that training package units or accredited course curriculum were used as the benchmarks for learning? | | □with guidance □independently □lead others  Evidence: | | | |  |
| **11.3 Do you have examples of:**   * Programs you developed to address the needs of distance learners, including:   + ways you took into account the learning needs and styles of your learners   + the variety of media you used to communicate learning opportunities   + the ways you contextualised learning materials to accommodate the distance learning context   + the method you used to address OHS requirements of the work role? | | □Yes □No  Evidence: | | | |  |
| **11.4 Do you have examples of:**   * Strategies you employed to address emerging concerns about learner progress, including:   + development of the trainer/facilitator/learner relationship   + ensuring that learning resources and materials were accessible in a timely manner   + ensuring an understanding of expectations of learning and assessment requirements   + monitoring timely progress of skill and knowledge development, and the steps taken to address issues? | | □Yes □No  Evidence: | | | |  |
| **How can I support this self-assessment?** | | | | | | |
| **Suggestions of appropriate evidence:** | | | | | **Notes:** | |
| □ Documentation:   * videos of practical demonstrations * presentations * planning documents * assessment instruments * photos * recordings. | | □ Current position description:   * performance review reports * professional development participation.   □ Curriculum vitae:   * formal qualifications – certificates, Statements of Attainment.   □ Third party evidence:   * employer/manager testimonial * workplace evidence. | | |  | |
| **What gaps have you identified?** | | | | | | |
| How might you address these gaps?  □ Gap training (provide details below):  What –  Where –  When –  □ Supervised workplace mentoring (provide details below):  Who –  What –  Where –  When – | | | □ RPL – Develop and gather evidence (provide details below):  What –  Where –  When – | | | |

| 12. TAEDEL404A Mentor in the workplace (elective) | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Code and title of TAE10 unit** | **Code and title of related TAA04 unit(s)** | **Equivalent** | | **Comments in relation to TAA04 Training and Assessment Training Package** | | |
| TAEDEL404A Mentor in the workplace | Nil | N/A | | New unit. | | |
| **Answer the following questions to rate yourself against the key requirements of this unit, and list the evidence you will draw on to support your rating.** | | **Self-rating – list the evidence that might support this rating.** | | | | **Location of this evidence (e.g. electronic link, portfolio.)** |
| **12.1 Are you able to:**   * Prepare a mentoring plan between the mentor and learner that reflects the scope and substance expected for a learner undertaking a contracted apprenticeship or traineeship? | | □with guidance □independently □lead others  Evidence: | | | |  |
| **12.2 Are you able to:**   * Facilitate at least three mentoring sessions? | | □with guidance □independently □lead others  Evidence: | | | |  |
| **12.3 Are you able to:**   * Provide information on sessions, including comments and notes from both mentor and learner? | | □with guidance □independently □lead others  Evidence: | | | |  |
| **12.4 Do you have examples of:**   * Mentoring plan which outlines:   + stages of the mentoring relationship   + training and induction content   + mentoring agreement content, including:     - agreed objectives of mentoring process     - schedule of meetings, including format and method     - agreed points for revisiting objectives of mentoring     - agreement method of ending relationship   + Relevant legislation and how it has been addressed in the agreement, including:     - RTO’s policy and procedures     - privacy     - equal opportunity, anti-discrimination and harassment     - OHS     - user choice? | | □Yes □No  Evidence: | | | |  |
| **12.5 Do you have examples of:**   * The interpersonal communication skills you employed to engage the learner in the mentoring process to facilitate reflective practice? * Incidents where information and constructive guidance was provided to assist the learner in addressing workplace issues? * Interventions you employed to address changes in the nature of the mentoring relationship? | | □Yes □No  Evidence: | | | |  |
| **12.6 Do you have examples of:**   * The review and improvement process you applied to the mentoring process? * The way you fed this information back into the organisation’s systems and processes? | | □Yes □No  Evidence: | | | |  |
| **How can I support this self-assessment?** | | | | | | |
| **Suggestions of appropriate evidence:** | | | | | **Notes:** | |
| □ Documentation:   * videos of practical demonstrations * presentations * planning documents * assessment instruments * photos * recordings. | | □ Current position description:   * performance review reports * professional development participation.   □ Curriculum vitae:   * formal qualifications – certificates, Statements of Attainment.   □ Third party evidence:   * employer/manager testimonial * workplace evidence. | | |  | |
| **What gaps have you identified?** | | | | | | |
| How might you address these gaps?  □ Gap training (provide details below):  What –  Where –  When –  □ Supervised workplace mentoring (provide details below):  Who –  What –  Where –  When – | | | □ RPL – Develop and gather evidence (provide details below):  What –  Where –  When – | | | |

| 13. TAEDEL501A Facilitate e-learning (elective) | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Code and title of TAE10 unit** | **Code and title of related TAA04 unit(s)** | **Equivalent** | | **Comments in relation to TAA04 Training and Assessment Training Package** | | |
| TAEDEL501A Facilitate e-learning | TAADEL501B | Y | | Re-written unit. | | |
| **Answer the following questions to rate yourself against the key requirements of this unit, and list the evidence you will draw on to support your rating.** | | **Self-rating – list the evidence that might support this rating.** | | | | **Location of this evidence (e.g. electronic link, portfolio.)** |
| **13.1 Are you able to:**   * Facilitate one complete e-learning program? | | □with guidance □independently □lead others  Evidence: | | | |  |
| **13.2 Are you able to:**   * Provide evidence of at least two examples of organising and facilitating at least two e-learning activities, covering diverse e-learning environments? | | □with guidance □independently □lead others  Evidence: | | | |  |
| **13.3 Do you have examples of:**   * A documented framework to guide and structure e-learning, including:   + an outline of learning outcomes based on a relevant training specification   + a strategy to address individual learning characteristics and needs in an e-learning environment   + an e-learning delivery plan   + specifications of technical requirements   + protocols for the e-learning environment   + advice concerning technical support for e-learners? | | □Yes □No  Evidence: | | | |  |
| **13.4 Do you have examples of:**   * Strategies you employed to address learner engagement in e-learning environment, including:   + establishment of e-learning relationship   + ensuring relevant electronic tools were used to facilitate e-learning delivery plan   + ensuring an understanding of expectations of learning and assessment requirements? * Monitoring timely progress of skills and knowledge development and steps taken to address issues? | | □Yes □No  Evidence: | | | |  |
| **13.5 Do you have examples of:**   * The review and improvement process you applied to the e-learning process? * The way you fed this information back into the organisation’s systems and processes? | | □Yes □No  Evidence: | | | |  |
| **How can I support this self-assessment?** | | | | | | |
| **Suggestions of appropriate evidence:** | | | | | **Notes:** | |
| □ Documentation:   * videos of practical demonstrations * presentations * planning documents * assessment instruments * photos * recordings. | | □ Current position description:   * performance review reports * professional development participation.   □ Curriculum vitae:   * formal qualifications – certificates, Statements of Attainment.   □ Third party evidence:   * employer/manager testimonial * workplace evidence. | | |  | |
| **What gaps have you identified?** | | | | | | |
| How might you address these gaps?  □ Gap training (provide details below):  What –  Where –  When –  □ Supervised workplace mentoring (provide details below):  Who –  What –  Where –  When – | | | □ RPL – Develop and gather evidence (provide details below):  What –  Where –  When – | | | |

| 14. TAELLN401A Address adult language, literacy and numeracy skills (elective) | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Code and title of TAE10 unit** | **Code and title of related TAA04 unit(s)** | **Equivalent** | | **Comments in relation to TAA04 Training and Assessment Training Package** | | |
| TAELLN401A Address adult language, literacy and numeracy skills | TAALLN401B Address language, literacy and numeracy issues within learning and assessment practices | Y | | Re-written unit. | | |
| **Answer the following questions to rate yourself against the key requirements of this unit, and list the evidence you will draw on to support your rating.** | | **Self-rating – list the evidence that might support this rating.** | | | | **Location of this evidence (e.g. electronic link, portfolio.)** |
| **14.1 Are you able to:**   * Address core LLN issues in training and assessment practice, including a range of learning, reading, writing, oral communication and numeracy skills required to participate in work and the wider community? | | □with guidance □independently □lead others  Evidence: | | | |  |
| **14.2 Do you have examples of:**   * Documentation setting out activities, resources and individual learning plans for a particular learner, for example:   + training specification being supported   + evidence of input from LLN specialists   + range of learning support strategies   + customised learning and assessment materials   + evaluation strategies for review and continuous improvement of learning program? | | □Yes □No  Evidence: | | | |  |
| **14.3 Do you have examples of:**   * Third party observations of the candidate with a range of learners? | | □Yes □No  Evidence: | | | |  |
| **14.4 Do you have examples of:**   * Documentation of the use of the ACSF to determine LLN level? | | □Yes □No  Evidence: | | | |  |
| **How can I support this self-assessment?** | | | | | | |
| **Suggestions of appropriate evidence:** | | | | | **Notes:** | |
| □ Documentation:   * videos of practical demonstrations * presentations * planning documents * assessment instruments * photos * recordings. | | □ Current position description:   * performance review reports * professional development participation.   □ Curriculum vitae:   * formal qualifications – certificates, Statements of Attainment.   □ Third party evidence:   * employer/manager testimonial * workplace evidence. | | |  | |
| **What gaps have you identified?** | | | | | | |
| How might you address these gaps?  □ Gap training (provide details below):  What –  Where –  When –  □ Supervised workplace mentoring (provide details below):  Who –  What –  Where –  When – | | | □ RPL – Develop and gather evidence (provide details below):  What –  Where –  When – | | | |

| 15. TAETAS401A Maintain training and assessment information (elective) | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Code and title of TAE10 unit** | **Code and title of related TAA04 unit(s)** | **Equivalent** | | **Comments in relation to TAA04 Training and Assessment Training Package** | | |
| TAETAS401A Maintain training and assessment information | TAATAS401B Maintain information requirements of training and/or assessment organisations | Y | | Re-written unit. | | |
| **Answer the following questions to rate yourself against the key requirements of this unit, and list the evidence you will draw on to support your rating.** | | **Self-rating – list the evidence that might support this rating.** | | | | **Location of this evidence (e.g. electronic link, portfolio.)** |
| **15.1 Are you able to:**   * Provide initial and ongoing advice on training and/or assessment services, programs and specific information requirements to a range of learners? | | □with guidance □independently □lead others  Evidence: | | | |  |
| **15.2 Are you able to:**   * Manage records relating to a range of learners? * Organise certification processes for a range of learners? * Complete AVETMISS and in-house reporting documentation for a learning program that covers a range of learners? | | □with guidance □independently □lead others  Evidence: | | | |  |
| **15.3 Do you have examples of:**   * Using a range of electronic equipment and/or resources for recording and reporting requirements? | | □Yes □No  Evidence: | | | |  |
| **15.4 Do you have examples of:**   * How you source and refer to organisational and legal requirements, including:   + registration requirements (AQTF/SNR)   + State or Territory legislation and regulations governing registration and accreditation   + requirements for endorsed training packages   + OHS, anti-discrimination, workplace and industrial relations, workers’ compensation? | | □Yes □No  Evidence: | | | |  |
| **15.5 Do you have examples of:**   * How you apply RTO policy and procedure to ensure:   + appropriate personnel signoff final results   + appropriate personnel signoff national reporting data   + issues identified and addressed by the appropriate personnel? | | □Yes □No  Evidence: | | | |  |
| **How can I support this self-assessment?** | | | | | | |
| **Suggestions of appropriate evidence:** | | | | | **Notes:** | |
| □ Documentation:   * videos of practical demonstrations * presentations * planning documents * assessment instruments * photos * recordings. | | □ Current position description:   * performance review reports * professional development participation.   □ Curriculum vitae:   * formal qualifications – certificates, Statements of Attainment.   □ Third party evidence:   * employer/manager testimonial * workplace evidence. | | |  | |
| **What gaps have you identified?** | | | | | | |
| How might you address these gaps?  □ Gap training (provide details below):  What –  Where –  When –  □ Supervised workplace mentoring (provide details below):  Who –  What –  Where –  When – | | | □ RPL – Develop and gather evidence (provide details below):  What –  Where –  When – | | | |

1. Note: *TAE10 Training and Education Training Package* must be the equivalence benchmark. [↑](#footnote-ref-1)
2. Substantial equivalence exits with TAAASS401C – this unit also includes ‘developing simple assessment tools’. [↑](#footnote-ref-2)
3. Equivalence exists where TAADES401A is combined with TAAENV units. [↑](#footnote-ref-3)
4. Equivalence exists where *TAADES402A* is combined with *TAAENV* units. [↑](#footnote-ref-4)
5. Tip:

   Users are encouraged to first assemble background documentation that will support this assessment:

   * Personal resume – updated.
   * Job description – previous and current job descriptions.
   * Certificates and Statements of Attainment (accredited and non-accredited).
   * Referees and references – relating to training facilitation and or assessment in previous work/life history.
   * Performance appraisals and any other third party evidence.

   [↑](#footnote-ref-5)