|  |  |  |
| --- | --- | --- |
|  | | |
| **TAE40122** - Certificate IV in Training and Assessment (R1) | | |
| Recognition of Prior Learning (RPL)  Application & Self-Assessment Checklist  Core Units  **TAEDES411** Use nationally recognised training products to meet vocational training needs R1 (Core)  **TAEDES412** Design and develop plans for vocational training R1 (Core)  **TAEDEL411** Facilitate vocational training R1 (Core)  **TAEASS413** Participate in assessment validation R1 (Core)  **TAEASS412** Assess competence R1 (Core)  **TAEPDD401** Work effectively in the VET sector R1 (Core)  Elective Units  **TAEDEL311** Provide work skill instruction R1 (Elective, Group A)  **TAEDEL412** Facilitate workplace-based learning R1 (Elective, Group A)  **TAEDEL414** Mentor in the workplace R1 (Elective, Group A)  **TAELLN421** Integrate core skills support into training and assessment R1 (Elective, Group B)  **TAELLN423** Integrate employability skills support into training and assessment R1 (Elective, Group B)  **BSBCMM411** Make presentations R1 (Elective, Ungrouped) | | |
|  | | |
|  | | |
| **Name:** |  | |
| **USI:** |  | |
| Candidate Declaration   * I declare that I have personally completed all activities included in this submission. * I understand that competency will not be granted if I do not meet the assessment evidence and activity requirements or if it is discovered that I have not undertaken all required tasks. * I understand that HBA reserves the right to immediately withdraw a qualification if it is found that I have provided false or misleading evidence, this includes any declaration, resource or tool I have submitted as being authored by me. * I further note this includes any statement, whether written or spoken, by any witness or other third party I have used to provide testimony, or any other evidence which serves to allow HBA assessors to make an assessment decision. * I understand that HBA may, at its own discretion and without notice, contact any third party I have used to provide testimony or other evidence to HBA assessors. If HBA forms a reasonable doubt as to the authenticity of such evidence, then HBA shall withdraw any issued qualification without notice. * I have been advised of the assessment requirements; I have been made aware of my rights and responsibilities as a candidate for assessment and choose to be assessed at this time. | | |
| Candidate signature  (Electronic signatures acceptable) | |  |
| Date | |  |
|  | | |

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# RPL Overview

Recognition of Prior Learning (RPL) is a process that assesses your experience, knowledge, skills and prior learning to determine and acknowledge the extent to which that individual is currently competent against the standards of the unit of competency for which the individual is seeking recognition.

You may seek RPL for any or all of the units of competency comprising the TAE40122 - Certificate IV in Training and Assessment course.

RPL is an assessment only pathway. It allows for the recognition of current skills and knowledge to support an application for a nationally recognised qualification.

If the evidence provided for RPL is satisfactory for the relevant units for skills gap of the qualification then you will be deemed Competent and awarded the TAE40122 - Certificate IV in Training and Assessment qualification with evidence of having completed the other units required for this qualification, where Credit Transfers will be granted.

If you achieve competence in less than the required units of the TAE40122 - Certificate IV in Training and Assessment you will be awarded a Statement of Attainment for the units you have demonstrated competence in.

In many cases the RPL process can be exhausting, frustrating and at times stressful for both the applicants and the RTO. To get the best out of RPL, both the RTO and the applicant need to be working towards the same goal:

* You as the applicant want your prior skills, knowledge and experience to be recognised and to avoid any unnecessary work for areas they already feel competent in.
* HBA as the RTO wants to ensure we do not breach the compliance requirements placed upon us as doing so could lead to serious consequences such as suspension or cancellation of our RTO status.

The aim of this RPL Application is to supply a tool that allows you to put your best case forward, and for HBA to be confident in the evidence supplied. Below are a few simple guidelines that may help both sides understand the process and needs from the others perspective.

**VALIDITY**

Saying something is simply not enough.

Documents like resumes are merely saying something in writing (statements) that need to be backed up by supporting evidence. They give us a clear picture of what you are currently doing and may have done in the past however anything you say you have done in your resume must be supported with hard evidence.

**HARD EVIDENCE**

If it isn’t in writing, it doesn’t count.

All evidence needs to be documented, and may include items such as testimonies, reference letters, third party reports, as long as they are recorded and validated.

**CURRENCY**

Everything needs to be current (up to date).

Currency requires that evidence is preferably from the last (2) two years and should not go back more than (5) five years. Please also note that evidence must be independently verified to ensure the evidence is valid.

**OVERSEAS, NON-ACCREDITED, AND UNIVERSITY QUALIFICATIONS**

These may not be measurable against Australian Qualifications.

The trap here is that these qualifications may have different terminology, components, learning outcomes, or elements that we are simply unable to accurately map against the units in a VET course. If we can’t map it, we can’t award it.

**YOUR OWN WORK**

Your evidence needs to demonstrate your work, experience, knowledge, and ability against the training package requirements. What your company or another organisation counts may not be enough or correct for the training package requirements.

# RPL Application Instructions

1. Complete the RPL enrolment application
2. Complete payment details, pay RPL assessment deposit (see below)
3. Complete self-assessment questionnaire
4. Compile portfolio of relevant evidence and map evidence in the RPL Kit – Portfolio of Evidence
5. Complete knowledge questions for each Unit of Competency to demonstrate understanding of the Knowledge Evidence requirements
6. Clearly label and submit all attachments and the completed RPL Kit and knowledge questions for assessment via the HBA Student Portal

**Please Note:** A deposit of $400 required to be lodged with HBA prior to an RPL application being considered. If your RPL claim is successful, the $400 will be deducted from your overall RPL application fee, however, if your RPL claim is not successful, the $400 is not refundable and will be considered as assessment fees for the RPL assessment process.

## Important

* Assessment submissions should be made electronically via the HBA Learning Centres Student Portal. Assessments submitted by means other than the Student Portal require a completed cover sheet.
* Label any file attachments clearly with your name, document title and version, list the filenames in the RPL Kit. Any attachments not clearly labelled or listed will not be assessed.

For further information or guidance regarding learner support, appeals, reasonable adjustments, special needs or Credit Transfer please refer to the HBA Learning Centres Learner Forums, HBA Learner Handbook contact us via email via [assess@hba.edu.au](mailto:assess@hba.edu.au) or by phone on 1300 721 503.

# Enrolment

Complete the following enrolment application form. Mandatory fields are marked \*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RPL Enrolment Application** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Qualification:* | | | ***TAE40122 - Certificate IV in Training and Assessment*** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Applicant Details** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**Title:* | |  | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**First Name:* | |  | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**Middle Name:* | |  | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**Family Name:* | |  | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**Date of Birth:* | |  | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**Gender:* | | Female | | | | | | | Male | | | | | | | | | | | | Other | | | | | | |
| **Address & Contact Details**  HBA Learning Centres will provide communication to you via your primary email address | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**Postal Address:* | | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| *Residential Address:*  *(If different to postal address)* | | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| \**Phone:* | *Mobile:* | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| *Home:* | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| *Business:* | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| \**Primary Email Address:* | | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| *Alternate Email Address:* | | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| Completion of the section below is mandatory. You must obtain a USI prior to completing this section. For further information on the USI and to obtain your USI, visit <https://www.usi.gov.au/students> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Unique Student Identifier (USI):* | | | | |  | | | | | | | | | | | | | | | | | | | | | | |
| **Language & Cultural Diversity** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**Country of Birth:* | | | | | Australia | | | | | | | | | | | | Other | | | | | | | | | | |
| *If other, please specify:* | | | | | | | | |  | | | | | | | | | | | | | |
| \**Do you speak a language other than English at home?* | | | | | No, English only | | | | | | | | | | | | Yes | | | | | | | | | | |
| *If yes, please specify:* | | | | | | | | |  | | | | | | | | | | | | | |
| \**How well do you speak English?* | | | | | Very Well | | | | | | | Well | | | | | | Not Well | | | | | | | | Not at all | |
| \**Do you identify as Aboriginal or Torres Strait Islander?* | | | | | No | | | | | Yes, Aboriginal | | | | | | | | | | Yes, Torres Strait Islander | | | | | | | |
| **Disability** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**Do you consider yourself to have a disability, impairment or long-term condition?* | | | | | YES | | | | | | NO | | | | *If yes, please indicate the area/s below:* | | | | | | | | | | | | |
|  | | Hearing | | | | | | | | | |  | | | | | Vision | | | | | |
|  | | Physical | | | | | | | | | |  | | | | | Acquired brain impairment | | | | | |
|  | | Learning | | | | | | | | | |  | | | | | Medical Condition | | | | | |
|  | | Mental Health | | | | | | | | | |  | | | | |  | | | | | |
|  | | Intellectual | | | | | | | | | |  | | | | | Other | | | | | |
| *If other, please specify:* | | | | | | | | |  | | | | | | | | | | | | | |
| \**If you have a disability, impairment or long-term condition, do you require assistance from HBA?* | | | | | | | | | | | | | | | | | | | | | | | YES | | | | NO |
| **Schooling** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**What is the highest level of school that you have completed?* | | | | | | | | | | | | | | | | | | |  | | | | | | Year 12 or equivalent | | |
|  | | | | | | Year 11 or equivalent | | |
|  | | | | | | Year 10 or equivalent | | |
|  | | | | | | Year 9 or equivalent | | |
|  | | | | | | Year 8 or below | | |
|  | | | | | | Did not attend school | | |
| \**In which year did you complete school?* | | | | | | | | | | | | | | | | | | |  | | | | | | | | |
|  | | | | | Still Attending School | | | |
| \**Have you previously completed any formal qualifications?* | | | | | | | | YES | | | | | NO | | | | | | *If yes, please indicate below:* | | | | | | | | |
|  | | | | Bachelor Degree or higher | | | | | | | | | | | | | | | |
|  | | | | Advanced Diploma or Associate Degree | | | | | | | | | | | | | | | |
|  | | | | Diploma | | | | | | | | | | | | | | | |
|  | | | | Certificate IV (or Advanced Certification) | | | | | | | | | | | | | | | |
|  | | | | Certificate III (or Trade Certificate) | | | | | | | | | | | | | | | |
|  | | | | Certificate II | | | | | | | | | | | | | | | |
|  | | | | Certificate I | | | | | | | | | | | | | | | |
|  | | | | Other, not listed | | | | | | | | | | | | | | | |
| *If other, please specify:* | | | | | | | | |  | | | | | | | | | | |
| **Employment** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**Which statement best describes your current employment status?* | | | | | | | |  | | | | Full-time Employment | | | | | | | | | | | | | | | |
|  | | | | Part-time Employment | | | | | | | | | | | | | | | |
|  | | | | Self-Employed, not employing others | | | | | | | | | | | | | | | |
|  | | | | Employer | | | | | | | | | | | | | | | |
|  | | | | Employed, unpaid worker in family business | | | | | | | | | | | | | | | |
|  | | | | Unemployed, seeking full-time employment | | | | | | | | | | | | | | | |
|  | | | | Unemployed, seeking full-time employment | | | | | | | | | | | | | | | |
|  | | | | Unemployed, not seeking employment | | | | | | | | | | | | | | | |
| **Reasons for Study** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**Which reason best describes your reason to study?* | | | | | | | |  | | | | To get a job | | | | | | | | | | | | | | | |
|  | | | | To develop my existing business | | | | | | | | | | | | | | | |
|  | | | | To start my own business | | | | | | | | | | | | | | | |
|  | | | | Change in career | | | | | | | | | | | | | | | |
|  | | | | To get a better job or promotion | | | | | | | | | | | | | | | |
|  | | | | It was a requirement of my job | | | | | | | | | | | | | | | |
|  | | | | To get extra skills for my job | | | | | | | | | | | | | | | |
|  | | | | To gain entry into another course of study | | | | | | | | | | | | | | | |
|  | | | | Personal interest / Self development | | | | | | | | | | | | | | | |
|  | | | | Other | | | | | | | | | | | | | | | |
| *If other, please specify:* | | | | | | | |  | | | | | | | | | | | |
| **Privacy Notice** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Under the Data Provision Requirements 2012, HBA Learning Centres (RTO 31261) is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER).  Please [CLICK HERE](https://hba.edu.au/wp-content/uploads/2020/12/Privacy-Notice-for-Enrolment-as-of-1.01.2021.pdf) to read the Privacy Notice in full. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Student Declaration & Consent** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I declare that the information I have provided to the best of my knowledge is true and correct. I consent to the collection, use and disclosure of my personal information in accordance with the Privacy Notice above. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| \*Learner Signature: | | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| \*Date: | | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Parent / Guardian Signature:  (\*Required for any learners under eighteen (18) years of age) | | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Date: | | | | | |  | | | | | | | | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Payment Details | | | | | | |
| Payments may be made by any of the methods listed below. Please make Bank/Personal Cheques and Money Orders payable to:  HBA Learning Centres Pty Ltd. | | | | | | |
| Direct Debit Payments: | | Contact HBA Accounts on 1300 721 503 | | | | |
| If you need a Tax Invoice for your organisation please contact HBA Accounts on 1300 721 503 | | | | | | |
| **Credit Card Authorisation (MasterCard & Visa Only)** | | | | | | |
| I authorise HBA Learning Centres Pty Ltd to debit the amount of $200 from my credit card.  This amount is a non-refundable deposit for the processing of an RPL claim with the remainder of the RPL and any gap training fees payable by the learner should they choose to continue with the RPL claim and any training with HBA which relates to this application. | | | | | | |
| *Card Type:* | MasterCard | | | Visa | | |
| *Card Number:* |  | | Expiry:  MM/YY |  | CCV:  (Back of card) |  |
| *Cardholder Signature:* |  | | Date: |  | | |

# Self-Assessment Questionnaire

Provide a response for each of the units listed below in the context of Nationally Recognised Training (NRT). People confuse non-accredited activities and material with NRT and don’t realise that everything is measured against the requirements of the Units of Competency found on training.gov.au

**NOTE:** Please take the time to read through the unit requirements prior to completing your self-assessment checklist. Links to training.gov.au are provided for each unit.

Complete the following table in relation to how often you have undertaken the following tasks in the last two (2) years:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TAE40122 - Certificate IV in Training and Assessment**  Self-Assessment Questionnaire | | | | | |
| Unit of Competency | | Elements | **I UNDERTAKE THESE TASKS** | | |
| **REGULARLY** | **SOMETIMES** | **RARELY** |
| 1  Core | [TAEDES411](https://training.gov.au/Training/Details/TAEDES411) - Use nationally recognised training products to meet vocational training needs (R1) | 1. Prepare to use nationally recognised training products 2. Analyse nationally recognised training products 3. Apply and evaluate selected nationally recognised training products |  |  |  |
| 2  Core | [TAEDES412](https://training.gov.au/Training/Details/TAEDES412) - Design and develop plans for vocational training (R1) | 1. Plan vocational training 2. Design a plan for vocational training 3. Develop session plans for vocational training |  |  |  |
| 3  Core | [TAEDEL411](https://training.gov.au/Training/Details/TAEDEl411) - Facilitate vocational training (R1) | 1. Plan and prepare for vocational training 2. Customise vocational training 3. Deliver face-to-face vocational training 4. Support individual and group learning 5. Review vocational training practice |  |  |  |
| 4  Core | [TAEASS413](https://training.gov.au/Training/Details/TAEASS413) - Participate in assessment validation (R1) | 1. Prepare for validation activities 2. Participate in assessment validation 3. Contribute to validation outcomes |  |  |  |
| 5  Core | [TAEASS412](https://training.gov.au/Training/Details/TAEASS412) - Assess competence (R1) | 1. Plan and prepare to conduct assessment 2. Customise assessment process 3. Prepare candidates 4. Collect evidence 5. Make assessment judgement 6. Review assessment practice |  |  |  |
| 6  Core | [TAEPDD401](https://training.gov.au/Training/Details/TAEPDD401) - Work effectively in the VET sector (R1) | 1. Interpret VET policy context 2. Operate within VET delivery and compliance frameworks 3. Work effectively with vocational learners 4. Plan to improve own professional practice |  |  |  |
| 7  Elective A | [TAEDEL311](https://training.gov.au/Training/Details/TAEDEL311) - Provide work skill instruction (R1) | 1. Organise instruction and demonstration 2. Conduct instruction and demonstration 3. Check training performance 4. Review training performance |  |  |  |
| 8  Elective A | [TAEDEL412](https://training.gov.au/Training/Details/TAEDEL412) - Facilitate workplace-based learning (R1) | 1. Prepare to facilitate workplace-based learning 2. Develop plan for workplace-based learning 3. Establish the learning relationship 4. Implement workplace-based learning 5. Develop the learning relationship 6. Close and evaluate the workplace-based learning |  |  |  |
| 9  Elective A | [TAEDEL414](https://training.gov.au/Training/Details/TAEDEL414) - Mentor in the workplace (R1) | 1. Plan and prepare for mentoring relationship 2. Facilitate mentoring relationship 3. Monitor mentoring relationship 4. Review mentoring |  |  |  |
| 10  Elective B | [TAELLN421](https://training.gov.au/Training/Details/TAELLN421)  - Integrate core skills support into training and assessment (R1) | 1. Identify core skill demands 2. Identify learner and candidate core skill needs 3. Integrate core skill support 4. Review effectiveness of integrated core skill support |  |  |  |
| 11  Elective  B | [TAELLN423](https://training.gov.au/Training/Details/TAELLN423) - Integrate employability skills support into training and assessment (R1) | 1. Identify employability skill demands 2. Identify learner and candidate employability skill support needs 3. Integrate employability skill support 4. Review effectiveness of integrated employability skill support |  |  |  |
| 12  Elective  No Group | [BSBCMM411](https://training.gov.au/Training/Details/BSBCMM411) - Make presentations (R1) | 1. Prepare presentation 2. Deliver presentation 3. Review presentation |  |  |  |

# RPL Kit – Portfolio of Evidence & Knowledge Questions

**Portfolio of Evidence**

Use the tables in the following pages to list evidence relevant to each of the Elements & Performance Criteria and Performance Evidence and requirements listed in the left-hand column. Use the Evidence Checklist to identify the types of evidence supplied, provide a brief description and list the document number/name.

**Portfolio Example**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The evidence requirements for the Unit are listed in this column | Check the boxes in this column to identify the types of evidence being supplied | | Provide a brief description of each evidence item in this column | List the document numbers and titles |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **Example: (BSBCMM411)** | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  | 2 x Presentation Plans, Presentation ppts and handouts, emails with participant feedback, self-reflection email to manager, Presentation schedules and topics 2022. | 3,4,5,6,7,8,9,10,11,12,13 |
| Job / Position Descriptions |  | Current PD for Marketing Guru | 2 |
| Consultation Records |  |  |  |
| References |  | Letter from employer |  |
| Structured 3rd party reports |  | Completed by Supervisor | 14 |
| Resume / CV |  | Current resume | 1 |
| Organisational Training Records |  |  |  |
| Other |  |  |  |

**Knowledge Questions**

The Knowledge Questions relate to the Knowledge Evidence component for each unit and must be answered fully. Read each question carefully. Provide complete written responses for all parts of each question using your own words. Conduct research and list any references where applicable.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. TAEDES411 - Use nationally recognised training products to meet vocational training needs (Release 1) | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Prepare to use nationally recognised training products**  1.1 Access and interpret industry and learner information to identify training needs  1.2 Research nationally recognised training products that would meet identified training needs | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Analyse nationally recognised training products**  2.1 Read and interpret nationally recognised training products that may meet training needs  2.2 Select those training products that meet identified needs  2.3 Review and interpret information in available support material relating to selected training products  2.4 Access and interpret existing training and assessment strategy to determine the training context and assessment environment | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Apply and evaluate selected nationally recognised training products**  3.1 Apply selected nationally recognised training products to own practice according to learner needs and regulatory requirements  3.2 Seek feedback relating to whether applied training products meet specified requirements and identified needs  3.3 Analyse collected feedback and identify required changes to product use | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  The individual must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:   * use nationally recognised training products to meet the training needs of vocational learners as follows: * select and use at least 1 selected nationally recognised unit of competency or skill set that addresses the identified skills and knowledge needs of at least 1 learner cohort * identify and use at least 1 set of support material relating to above unit or skill set * select at least 1 nationally recognised qualification that is at the appropriate Australian Qualifications Framework (AQF) level and package it to meet the identified needs of a different learner cohort. * In the course of the above, the candidate must: * use the National Register of VET (Training.gov.au, or its successor) * analyse the contents of the nationally recognised products to confirm their suitability for use * comply with the specified nationally recognised training product requirements, including entry requirements, packaging rules and any prerequisite requirements. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Knowledge Evidence**  The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:   * vocational education and training (VET) regulatory requirements for using nationally recognised training products, including: * industry engagement and relevance * scope of registration * meeting the specified requirements of nationally recognised training products, including entry requirements, packaging rules and prerequisite requirements * function of nationally recognised training products in a competency-based VET system * purpose and use of the National Register of VET (Training.gov.au, or its successor), including to: * ensure version control * identify changes to nationally recognised training products * structure, levels and overarching content of the AQF (or its successor) * purpose, structure and content of accredited courses and endorsed training package qualifications, skill sets, units of competency, and their associated assessment requirements * purpose, key content and use of support material relating to nationally recognised training products, including companion volume implementation guides * basic overview of the nature, purpose and structure of current authorised Australian foundation skill frameworks used to analyse the foundation skill demands of training products * methodology relating to analysing and using nationally recognised training products to meet the skills and knowledge needs of learners, including: * entry requirements of qualifications * packaging rules of qualifications and skill sets * prerequisite unit requirements for units of competency * foundation skill demands of units of competency, including those relating to language, literacy, numeracy, digital literacy and employability skills * assessment requirements relating to units of competency * clustering units of competency for delivery and assessment. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |

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| 2. TAEDES412 - Design and develop plans for vocational training (Release 1) | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Plan vocational training**  1.1 Identify and collaborate with required stakeholders  1.2 Identify objectives and intended outcomes of the training, intended mode of delivery, and suitable learning environment  1.3 Identify target learners and their characteristics, including foundation skill and learning needs within scope of own job role  1.4 Access specialist support where required according to organisational procedures | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Design a plan for vocational training**  2.1 Access and interpret nationally recognised training products and identify training and assessment requirements  2.2 Analyse a unit of competency or skill set, and identify learning components to scaffold  2.3 Determine a training sequence for delivery of skills and knowledge to support learner progression  2.4 Determine learning activities to support and engage learners in each component  2.5 Identify and evaluate suitability of existing learning resources  2.6 Estimate duration of training required for each learning component tailored to learner group characteristics  2.7 Document overall plan and structure according to legislative and regulatory requirements, organisational procedures and sustainability considerations | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Develop session plans for vocational training**  3.1 Develop session plans that include a range of facilitation techniques to engage learners  3.2 Review session plans and ensure required skill and knowledge requirements have been addressed  3.3 Document session plans according to organisational policies and procedures | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  The individual must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:   * design, develop and document plans for group learning that: * cover at least 2 entire units of competency from a nationally recognised training package or accredited course * detail at least 3 consecutive sessions for each different unit of competency * are tailored to target learner group characteristics and identified learner needs, including foundation skills * include a range of facilitation techniques and checks for learner understanding, including presentation methods, learning activities, and formative assessment activities.   In the course of the above, the individual must:   * document an overall plan for the group learning for each unit of competency * document the following in the session plans: * learning objectives or outcomes * presentation methods * learning activities * formative assessment activities * sequence and timing of activities within a session * required resources * total duration of sessions * confirm that requirements of units of competency and their assessment requirements have been fully addressed in the overall plan. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Knowledge Evidence**  The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:   * legislative and vocational education and training (VET) regulatory requirements relating to designing and developing plans for vocational training, including: * meeting the requirements of nationally recognised training products * amount of training to provide to each learner and learner group * tailoring the plans to target learner group * organisational policies and procedures for designing, developing and finalising plans for vocational training, including for consulting with required stakeholders * purpose and use of National Register of VET (Training.gov.au, or its successor), including to identify changes to nationally recognised training products * basic instructional design principles relating to designing and developing plans for vocational training * purposes and key content of plans for vocational training, including logically sequenced learning content that: * engages and progresses learners * provides a safe and inclusive learning environment * covers required skills and knowledge * uses resources and that support and engage learners * key components of training and assessment strategies and how to use them when designing and developing plans for vocational training * facilitation techniques that support and engage learners and check for learner understanding, including presentation methods, learning activities, and formative assessment activities * features of different modes of delivery, including face-to-face, online and blended delivery; and how those features are represented in plans for vocational training * relationship between training and assessment, and implications for designing and developing plans for vocational training * types of learner characteristics and implications for designing and developing plans for vocational training * processes for interpreting nationally recognised units of competency to identify the standard of performance required, including for identifying: * skill and knowledge requirements in the products, including requirements relating to foundation skills: language, literacy, numeracy, digital literacy and employability skills * dimensions of competency and how they guide training practices and planning * contents of Companion Volume Implementation Guides relating to designing and developing plans for vocational training * learning theories and adult learning principles relating to designing and developing plans for vocational training * sustainability matters to consider when designing and developing plans for vocational training. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |

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| 3. TAEDEL411 - Facilitate vocational training (Release 1) | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Plan and prepare for vocational training**  1.1 Identify purpose, target group, learning resources and requirements for training from the training and assessment strategy  1.2 Access nationally recognised units of competency or other performance benchmarks and identify required standard of performance  1.3 Arrange and review delivery plan, session plans and learning resources according to legislative and regulatory requirements  1.4 Identify and organise required support for foundation skill and learning needs within scope of own role; and make necessary adjustments and/or access specialist support where required  1.5 Identify and assess safety constraints and risks to training in line with work health and safety (WHS) policies and procedures | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Customise vocational training**  2.1 Review information about learner characteristics and needs and their work context to identify customisation needs  2.2 Customise session plans and learning resources to suit learners and their context  2.3 Record amendments according to organisational procedures | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Deliver face-to-face vocational training**  3.1 Prepare learning environment and check equipment prior to use according to organisational requirements  3.2 Facilitate face-to-face training sessions according to session plans  3.3 Use training facilitation techniques and activities that support and engage individual learners and groups of learners  3.4 Present information to individuals and groups using presentation techniques and aids  3.5 Identify and monitor health and safety hazards and risks, and implement and adjust risk controls to address risks during training  3.6 Maintain and store training records according to organisational requirements | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **4. Support individual and group learning**  4.1 Monitor and document learner progress according to organisational procedures  4.2 Monitor individual and group learning to identify learner difficulties and training challenges  4.3 Adapt session plans and adjust training facilitation techniques to respond to diverse learner needs and maintain learner motivation, engagement and commitment | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **5. Review vocational training practice**  5.1 Seek learner feedback according to organisational procedures  5.2 Analyse own practice of facilitating training and identify opportunities for improvements | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  The individual must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:   * facilitate the following face-to-face, in-person, training sessions based on a training product that is nationally recognised or aligned with other recognised frameworks: * a series of 3 sequential group training sessions of at least 30 minutes duration each to 1 group of learners, where the group must consist of at least 4 learners * 2 different individual training sessions of at least 30 minutes duration each to a learner who is not part of the above group.   In the course of each of the above, the individual must:   * deliver all sessions in their entirety, from start to finish * facilitate learner acquisition of skills and knowledge and learner independence * monitor learner engagement and participation * identify and respond to foundation skill needs. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Knowledge Evidence**  The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:   * legislative and vocational education and training (VET) regulatory requirements relating to the facilitation of individual and group-based vocational training based on products that are nationally recognised or aligned with other recognised frameworks * organisational requirements and procedures for facilitating individual and group-based vocational training, including requirements for: * using training and assessment strategies * behaviour management * record keeping * risk identification, assessment and control * learner support * professional development * processes for interpreting nationally recognised training products to identify the standard of performance required and: * structure, content and application of products relevant to assessing competence, and how they are addressed in assessment tasks and processes * requirements of foundation skills: language, literacy, numeracy, digital literacy and employability skills * dimensions of competency and how they guide training practices * strategies and processes for identifying and organising foundation skills support for learners, including language, literacy, numeracy, digital literacy and employability skills, including use of current authorised Australian foundation skills frameworks * learning theories and adult learning principles relevant to the learning cohort, and their application to the facilitation of individual and group-based vocational training * training practices, methods and techniques for facilitating individual and group-based vocational training and supporting effective learning, including those that are within scope of own role and that: * promote learner engagement * build safe and inclusive learning environments, including: * providing learners with information * using appropriate and inclusive language * using diverse resources and methods * addressing cultural sensitivity, safety and equity * reflect learner characteristics, needs and behaviours, including: * cultural and social practices * mental health and wellness considerations * neurodiversity * identify and support learners with diverse and additional learning needs, including: * behaviours that learners with learner difficulties may exhibit * reasons that some learners may require additional support * support strategies for different types of difficulty or need * provide opportunities to review and reflect on own practice * build skills in presenting and in applying presentation aids * techniques for customising session plans and learning resources to suit learner characteristics and needs * work health and safety (WHS) responsibilities relating to training, including: * common hazards and risks * risk controls. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |

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| 4. TAEASS413 - Participate in assessment validation (Release 1) | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Prepare for validation activities**  1.1 Confirm purpose, context and scope of planned assessment validation  1.2 Confirm role and responsibilities of self and others in the validation activities  1.3 Access and review required assessment system policies and procedures and legislative and regulatory requirements relevant to own job role  1.4 Confirm receipt of documents to be used in validation process and reporting procedures and records  1.5 Review units of competency to identify evidence requirements  1.6 Access and review samples of evidence collected and assessment judgements made | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Participate in assessment validation**  2.1 Actively participate in validation sessions and activities using agreed communication methods and modes  2.2 Apply principles of assessment and rules of evidence to assessment tools  2.3 Discuss validation outcomes and recommendations to support improvements in the quality of assessment processes and judgements  2.4 Report on validation outcomes and recommendations for improvement | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Contribute to validation outcomes**  3.1 Discuss, agree and record recommendations to improve assessment practice according to organisational procedures  3.2 Seek feedback from other participants on own participation in assessment validation activities  3.3 Analyse feedback and own practice and identify opportunities for improvements | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  The individual must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:   * participate in the pre-assessment validation of at least 3 assessment tools before they are first used with candidates * participate in the validation of: * the above 3 assessment tools after they have been used to assess candidates * 3 assessment judgements by different assessors, where the same tool has been used for all 3 judgements * the practices undertaken in the course of the above assessment judgements, and identification of at least 2 recommendations for improvement.   In the course of the above activities, the individual must:   * use mapping documentation to evaluate whether the assessment tools cover all aspects of the 3 nationally recognised units of competency and their assessment requirements * review samples of evidence collected for at least 1 full unit of competency * use effective oral and written communication skills when discussing and collaborating with colleagues. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Knowledge Evidence**  The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:   * legislative and vocational education and training (VET) regulatory requirements relating to assessing competence and participating in assessment validation activities, including: * industry relevance and vocational training and learning requirements for those participating in validation activities * obligations of assessors * principles of assessment * rules of evidence * reasonable adjustment * record requirements for assessment validation, including evidence collection, retention and recording * key aspects of assessment validation, including: * quality review process * ethics, privacy and confidentiality requirements * process conducted before and after assessment * assessment validation contexts and purposes * pre- and post-validation of assessment tools * post-validation of evidence gathered * processes for conducting assessment validation checks * key features of the organisation’s assessment system, including: * key components of assessment system policies, procedures and documentation, including assessment tool to be validated and associated mapping document * nature and scope of evidence gathered, including evidence collected from other parties * organisational requirements for participating in assessment validation activities * processes for analysing nationally recognised training products to identify evidence needed to demonstrate competence * dimensions of competency and how they guide assessment practices * key structure, functions and content of assessment tools: * context and conditions of assessment * tasks to be administered to the candidate * mapping against units of competency * key features of common assessment methods, including suitability for gathering evidence, suitability for the content of units, and associated assessment instruments: * direct observation * product-based methods * questioning * evidence from other parties. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |

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| 5. TAEASS412 - Assess competence (Release 1) | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1 Plan and prepare to conduct assessment**  1.1 Access registered training organisation (RTO) assessment system and legislative and regulatory requirements and confirm assessment policies and procedures relevant to own job role  1.2 Access training and assessment strategy and delivery plan and identify purpose, target group, requirements and resources for assessment  1.3 Access and analyse unit/s of competency and assessment tool, and check that tool maps to unit/s and assessment requirements and complies with the principles of assessment and rules of evidence  1.4 Identify actions required to be undertaken by candidate and assessor in preparation for assessment  1.5 Identify and obtain resources required to meet assessment conditions according to organisational procedures | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Customise assessment process**  2.1 Identify where recognition of prior learning (RPL) and/or reasonable adjustment is required and can be appropriately applied to the assessment process without compromising the assessment’s integrity  2.2 Review foundation skill requirements of the unit of competency and foundation skill levels of candidates  2.3 Seek specialist advice and support where foundation skill support is required prior to assessment  2.4 Review information about candidates’ industry and/or work roles and identify any contextualisation required of assessment process  2.5 Determine and apply suitable methods to achieve required contextualisation  2.6 Record any modifications to assessment process according to organisational procedures | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Prepare candidates**  3.1 Explain to candidates the assessment process, performance standards, and any customisation made to assessment process, according to organisational procedures  3.2 Confirm that candidates understand and agree to assessment process and are aware of their right to appeal  3.3 Confirm with candidates that they are ready for assessment  3.4 Schedule assessment activities according to organisational procedures | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **4. Collect evidence**  4.1 Organise, contextualise, and confirm assessment activities and candidate support according to assessment tool instructions  4.2 Use agreed assessment methods and instruments to gather, organise and document evidence in a format suitable for determining competence and according to principles of assessment and rules of evidence  4.3 Identify, monitor, and address within scope of own role work health and safety (WHS) hazards and risks during evidence collection  4.4 Monitor and adjust reasonable adjustments as required to accommodate candidate needs while maintaining rigour of assessment process  4.5 Record judgement of satisfactory or not satisfactory performance on all instruments, together with reasons for that judgement  4.6 Provide candidates with feedback on performance, support and opportunities to re-submit assessments according to organisational procedures | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **5. Make assessment judgement**  5.1 Review collected evidence and confirm that rules of evidence and principles of assessment have been met  5.2 Ensure that required assessment activities have been completed according to VET regulatory requirements and the assessment guidance and are assessed as satisfactory before making a judgement of competence  5.3 Seek moderation to assist in making the final judgement where required and according to organisational requirements  5.4 Make assessment judgement based on evidence of individual candidate’s demonstrated competence against evidence requirements  5.5 Record judgement of competence, details of how judgement was made, and any modifications or adjustments made to assessment process  5.6 Provide feedback to candidate on performance and assessment judgement according to organisational procedures  5.7 Implement and document required follow-up for those candidates deemed not yet competent  5.8 Complete and submit assessment records and results according to organisational procedures | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **6. Review assessment practice**  6.1 Seek feedback relevant to own assessment practice and according to organisational procedures  6.2 Analyse assessment and own assessment practice and feedback and identify opportunities for improvements | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  The individual must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:   * conduct a total of at least 6 assessments, at least 1 of which must use recognition of prior learning (RPL).   The above assessments must be for 3 different candidates against all requirements specified in at least 2 different units of competency from a nationally recognised training package or accredited course. The same 2 units may be used for each candidate.  In the course of the above assessments, the individual must:   * use current and validated assessment tools * customise the assessment process of at least 1 of the above candidates to: * contextualise for candidate’s work role and environment, and * make reasonable adjustments for special needs where this will not compromise the requirements of the unit of competency, or explain and justify a reasonable adjustment that could be made in at least one of the above assessments * make assessment judgements according to vocational education and training (VET) regulatory requirements * identify and apply at least 3 changes to improve own assessment practice based on feedback from candidate and self-reflection. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Knowledge Evidence**  The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:   * legislative and VET regulatory requirements relating to assessing competence, including those relating to: * assessor requirements, including qualifications and currency * principles of assessment * rules of evidence * recognition of prior learning * use of industry experts * reasonable adjustment * assessment system policies and procedures, including organisational requirements for: * planning and preparing for assessment * preparing candidates for assessment * customising assessment process * conducting recognition of prior learning * making and recording reasonable adjustments * gathering, organising and recording assessment evidence in line with ethics, privacy and confidentiality requirements * making and moderating assessment judgements * making and recording assessment judgements * communicating assessment judgements and feedback to the candidate * key features of competency-based assessment, including: * VET as a competency-based system * how competency-based assessment differs from other types of assessment * definition of competence * assessment purposes and contexts * nature and scope of evidence gathered, including evidence collected from other parties * processes for analysing nationally recognised training products to identify evidence needed to demonstrate competence * dimensions of competency and how they guide assessment practices * processes for identifying and organising foundation skills support for candidates, including use of current authorised Australian foundation skills frameworks * types of assessment pathways, including: * learning and assessment * assessment only, including recognition of prior learning * difference between assessment tools and assessment instruments * key structure, functions and content of assessment tools: * instructions to the candidate and assessor * context and conditions of assessment * tasks to be administered to candidate * mapping against units of competency * assessment methods, including suitability for gathering evidence, suitability for nationally recognised unit of competency content, resource requirements, and associated assessment instruments: * direct observation * product-based methods * questioning * methods to contextualise an assessment process while maintaining its integrity * nature and scope of reasonable adjustment in assessment, and when it applies * how to check and maintain the rigour of the assessment process using the mapping against units of competency * how the principles of assessment guide the assessment process * how the rules of evidence guide the assessment process * how to make objective assessment judgements, and manage own bias and conflicts of interest * practices and methods that promote safe and inclusive assessment environments, including using appropriate and inclusive language when providing candidates with information * work health and safety (WHS) responsibilities relating to assessing competence. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |

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| 6. TAEPDD401 - Work effectively in the VET sector (Release 1) | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Interpret VET policy context**  1.1 Access and interpret the regulatory standards for RTOs and associated VET regulator guidance to support RTO compliance  1.2 Access and interpret regulatory and compliance requirements relevant to the role of a VET teacher, trainer and assessor  1.3 Access and interpret the Australian Qualifications Framework (AQF) and how it applies to the delivery of vocational education and training  1.4 Identify, access and interpret information on VET policy and how it may impact roles and responsibilities of VET teachers, trainers and assessors | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Operate within VET delivery and compliance frameworks**  2.1 Identify job roles and functions, including related work processes, within VET environments  2.2 Analyse organisational policies and procedures relevant to VET teachers, trainers and assessors that are applicable to a VET environment  2.3 Identify and access opportunities to increase knowledge of VET compliance frameworks and quality improvement processes | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Work effectively with vocational learners**  3.1 Identify the range of learner cohorts undertaking training within the VET sector including the needs and expectations of each  3.2 Interpret common processes used to identify and address individual learner needs  3.3 Identify organisational, legislative and regulatory requirements associated with working with vocational learners  3.4 Identify best practice principles related to learner diversity and inclusivity  3.5 Interpret processes used to seek and act on feedback from vocational learners to improve the quality of training and assessment in a VET environment | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **4. Plan to improve own professional practice**  4.1 Evaluate own vocational competency and industry currency in relation to meeting regulatory and other standards when working as a VET teacher, trainer and assessor  4.2 Identify digital technology requirements relevant to the role of VET teachers, trainers and assessors  4.3 Identify sources of feedback from industry, colleagues and learners to improve professional practice  4.4 Identify opportunities to improve skills and knowledge to enhance professional practice  4.5 Develop a plan to build and maintain vocational competency and industry currency, and skills and knowledge required for the delivery of vocational training including digital skills | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  The individual must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:   * develop a plan for own development, including: * identifying and applying the regulatory requirements of a vocational education and training (VET) teacher, trainer and assessor * evaluating vocational competency and industry currency, and current skills and knowledge related to the delivery of vocational training, including digital skills * identifying opportunities for professional development to improve professional practice and knowledge | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Knowledge Evidence**  The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:   * purpose of the VET Quality Framework and key content relevant to VET teachers, trainers and assessors, including: * Standards for Registered Training Organisations (RTOs) 2015 (or their successor) * structure and overarching content and levels of the Australian Qualifications Framework (or its successor) * VET sector structure and roles and responsibilities of key stakeholders, including: * Australian government * state and territory governments, including state or territory training authorities * VET regulators * training package developers * peak bodies * networks, communities of practice and professional development providers * legislative and VET regulatory requirements relevant to VET teachers, trainers and assessors, including: * training and assessment * vocational learner support * trainer and assessor qualifications * maintaining vocational competency, industry currency and skills and knowledge in vocational training and learning * working under supervision * organisational requirements and procedures relating to working as a VET teacher, trainer and assessor at an RTO, including: * position description * induction * code of conduct * duty of care * risk mitigation * continuous improvement * records management * professional development and maintaining currency * diversity and inclusion * privacy and confidentiality * anti-discrimination * consumer protection requirements * copyright and plagiarism * internal quality audits * child safe standards * workplace health and safety * key components of plan to improve own professional practice * features of the competency-based VET system, including: * industry aligned * nationally focus * based on competency standards that define the standard of performance required in the workplace * assessment is criterion referenced not norm referenced * use of ‘competent’ and ‘not yet competent’ * dimensions of competency * diversity of learners in VET, their needs and expectations, and implications for own inclusive work practices * current authorised Australian foundation skill frameworks used to analyse the foundation skill demands of training products and levels of learners and candidates * VET sector terminology, including terminology used in nationally recognised training products. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |

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| 7. TAEDEL311 - Provide work skill instruction (Release 1) | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Organise instruction and demonstration**  1.1 Gather information about learner characteristics and learning needs  1.2 Confirm a safe learning environment  1.3 Prepare simple session plan for work skill instruction and demonstration objectives  1.4 Access and review support materials for their suitability and relevance  1.5 Organise access to physical support material required for instruction and demonstration  1.6 Notify learners of planned work skill instruction | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Conduct instruction and demonstration**  2.1 Interact with learners to establish a safe and comfortable learning environment  2.2 Brief learners on work health and safety (WHS) procedures and requirements prior to, and during, training  2.3 Follow plan for work skill instruction and cover all learning objectives  2.4 Use facilitation techniques to structure, pace and enhance learning, and explain and demonstrate work skills  2.5 Apply coaching techniques to assist learning  2.6 Use communication techniques to provide information, engage and instruct learners and demonstrate work skills  2.7 Monitor professional relationship with learner, and adjust to suit learner needs  2.8 Provide opportunities for learners to practise the work skill | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Check training performance**  3.1 Use observation and questioning to check learner acquisition and use of new skills and knowledge  3.2 Provide feedback on learner performance to support learning  3.3 Monitor learner progress and outcomes in consultation with the learner | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **4. Review training performance**  4.1 Gather feedback from learners on work skill instruction according to organisational procedures  4.2 Reflect on own practice in providing instruction and demonstration, and identify strategies for improvement  4.3 Maintain, store and secure learner records, according to organisational and legal requirements | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  The individual must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:   * provide at least 3 work skill instruction sessions, with each session being of at least 30 minutes duration and involving: * a different work skill for each session * delivery of at least 1 session to an individual learner * delivery of at least 1 session to a small group of at least 2 learners. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Knowledge Evidence**  The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:   * organisational procedures for gathering feedback from learners on work skill instruction * learner characteristics and needs * information included in a plan for work skill instruction: * session plan, consisting of: * session objectives * content to be covered * delivery approach to be used * task breakdown * timing * sources, availability and content of suitable support materials * training facilitation and coaching techniques to support adult learning relevant to work skill instruction, and when to use them * overview of adult learning principles and their application to work skill instruction * key steps for practising self-reflection on own work skill instruction to identify opportunities for improvement * sources of assistance relating to contextualising support materials to the workplace * work health and safety (WHS) issues in the learning environment, including: * roles and responsibilities of key personnel * responsibilities of learners * WHS policies and procedures, including those relating to: * hazard and risk identification * safe use of equipment and emergency procedures * risk controls for the specific learning environment. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |

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| 8. TAEDEL412 - Facilitate workplace-based learning (Release 1) | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Prepare to facilitate workplace-based learning**  1.1 Clarify and confirm workplace-based learning objectives and scope  1.2 Analyse position descriptions and work routines to determine that learning objectives can safely be met in the workplace-based learning  1.3 Establish workplace environment for learning  1.4 Identify personnel to be involved in the workplace-based learning and their job roles and responsibilities. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Develop plan for workplace-based learning**  2.1 Arrange for integration and monitoring of workplace-based learning activities  2.2 Identify phases and duration for learners’ work-based learning  2.3 Identify need for support personnel within work-based learning  2.4 Draft plan for workplace-based learning that meets learning objectives, uses a range of learning opportunities, and outlines required safety arrangements  2.5 Obtain agreement from required personnel to finalise and implement the plan for workplace-based learning | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Establish the learning relationship**  3.1 Conduct initial meeting with learner to commence work-based learning and explain learning objectives and processes  3.2 Discuss and agree planned learning opportunities and activities according to any regulatory requirements  3.3 Select techniques for facilitating learning in the workplace to meet learners’ needs and explain intended approach to learners  3.4 Discuss and organise required support for foundation skill and learning needs within scope of own job role; and access specialist support where required  3.5 Monitor supervisory arrangements appropriate to learners’ levels of knowledge, skill and experience, provide support and encouragement, and ensure learners’ health and safety | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **4. Implement workplace-based learning**  4.1 Prepare learning environment and check equipment prior to use  4.2 Monitor and address work health and safety (WHS) hazards and risks before and during training  4.3 Oversee learning activities in workplace following the sequence of the workplace-based learning plan  4.4 Implement techniques that facilitate learners’ application of skills and knowledge to workplace activities | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **5. Develop the learning relationship**  5.1 Observe learner cues and change approaches where necessary to engage learners and maintain momentum  5.2 Encourage learners to take responsibility for learning and to use self-reflection  5.3 Monitor effectiveness of learning relationship through regular interaction | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **6. Close and evaluate the workplace-based learning**  6.1 Use interpersonal and communication techniques to close the learning relationship  6.2 Seek feedback from learners and workplace stakeholders on outcomes achieved and value of the learning relationship  6.3 Evaluate effectiveness of workplace-based learning against objectives, and the processes and techniques used  6.4 Review and reflect on own facilitation of workplace-based learning and identify areas for improvement  6.5 Recommend improvements to own workplace-based learning practice based on review process | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  *Evidence of the ability to:*   * develop a workplace-based learning plan for at least 3 different learners, with each plan incorporating activities sequenced to ensure safe and effective learning that leads to the required standard of work performance * facilitate workplace-based learning for at least 1 of the above learners using products that are nationally recognised or aligned with other recognised frameworks on at least 3 different occasions, where each occasion must:   + be of at least 30 minutes’ duration   + address a different performance outcome from the workplace-based learning plan.   In the course of the above, the individual must:   * demonstrate communication skills to build rapport with the learners * liaise with required workplace personnel. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Knowledge Evidence**  The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:   * regulatory requirements relating to facilitating learning in the workplace * organisational procedures relating to facilitating learning in the workplace * systems for identifying skill development needs in the workplace * key components of a workplace learning plan, including:   + learning activities and objectives   + required safety arrangements * dimensions of competency and how they guide workplace-based learning practices * strategies and processes for identifying and organising foundation skills support for learners, including language, literacy, numeracy, digital literacy and employability skills, , including use of current authorised Australian foundation skills frameworks * facilitation techniques appropriate to facilitating learning in the workplace, and strategies for encouraging, including and engaging those who learn in different ways, including:   + demonstration   + instruction   + questioning   + coaching   + supervised practice * strategies and techniques for engaging and liaising with other workplace stakeholders * types of workplace constraints and distractions and how to manage them * learning theories and adult learning principles and their application to facilitating learning in the workplace * strategies and techniques for identifying and supporting workplace-based learners with additional learning needs, including:   + reasons that some learners may require additional support   + support strategies for different types of need * evaluation, review and reflection techniques * workplace training pathways, including apprenticeships and traineeships * work health and safety (WHS) responsibilities relating to workplace-based learning, including supervision and support. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
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| 9. TAEDEL414 - Mentor in the workplace (Release 1) | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Plan and prepare for mentoring relationship**  1.1 Identify scope and boundaries of the mentoring relationship according to organisational procedures  1.2 Develop and document mentoring plan according to organisational requirements  1.3 Establish ground rules and negotiate realistic expectations with the mentee  1.4 Establish and maintain confidentiality of the mentoring relationship according to legislative requirements and organisational policies and procedures | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Facilitate mentoring relationship**  2.1 Undertake activities intended to develop mentee’s confidence and trust in the mentoring relationship  2.2 Share personal experiences and knowledge with mentee according to agreed objectives  2.3 Support mentee to develop and use skills in problem solving and decision making  2.4 Use personal and professional networks to assist the mentee  2.5 Provide information, and guidance to enhance engagement in the workplace  2.6 Use techniques for resolving differences without damaging the mentoring relationship, and obtain assistance according to organisational procedures | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Monitor mentoring relationship**  3.1 Provide planning assistance and guidance as requested by the mentee in a form and style to suit their requirements  3.2 Provide feedback to the mentee on progress towards achieving the expectations and goals of the mentoring process  3.3 Recognise and discuss changes in the mentoring relationship with stakeholders  3.4 Negotiate and manage closure of the mentoring arrangement | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **4. Review mentoring**  4.1 Establish and discuss benefits gained from the mentoring process  4.2 Reflect on and articulate the personal benefits gained from providing mentoring  4.3 Identify and report the outcomes of the mentoring arrangement and the benefits to the organisation according to organisational procedures to improve the mentoring system or program | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  The individual must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:   * negotiate and document an agreed mentoring plan with 1 mentee that sets out clear objectives and a timeframe for the mentoring relationship * facilitate at least 3 mentoring sessions of at least 30 minutes each with 1 mentee. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Knowledge Evidence**  The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:   * organisational policies and procedures and codes of practice relating to the provision of workplace mentoring, including: * equal employment opportunity, equity and diversity responsibilities * work health and safety (WHS) responsibilities * key features of a mentoring plan suited to mentee needs and workplace context * key methods and strategies for working with a mentee, including: * using active listening and open questions to build rapport * encouraging self-reflection and confidence * acceptable behaviour in a mentoring relationship. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |

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| 10. TAELLN421 - Integrate core skills support into training and assessment (Release 1) | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Identify core skill demands**  1.1 Access nationally recognised training products and identify their core skill demands  1.2 Identify core skill demands essential to the workplace context and workplace performance  1.3 Identify core skills required by the learning and assessment processes | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Identify learner and candidate core skill needs**  2.1 Access core skill assessment results according to organisational procedures  2.2 Compare core skill assessment results with identified core skill demands to determine gaps  2.3 Identify core skill gaps beyond scope of own role and refer to suitable support according to regulatory requirements and organisational procedures | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Integrate core skill support**  3.1 Select and customise training strategies and learning resources to address core skill gaps within scope of own job role  3.2 Integrate and implement vocational and core skill development into training facilitation practices according to legislative and regulatory requirements  3.3 Monitor and adjust training facilitation practices to support learner participation and progress  3.4 Determine and implement assessment strategies appropriate to core skill requirements and candidate cohort | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **4. Review mentoring**  4.1 Establish and discuss benefits gained from the mentoring process  4.2 Reflect on and articulate the personal benefits gained from providing mentoring  4.3 Identify and report the outcomes of the mentoring arrangement and the benefits to the organisation according to organisational procedures to improve the mentoring system or program | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **4. Review effectiveness of integrated core skill support**  4.1 Seek learner feedback on integrated core skill support during training according to organisational procedures  4.2 Seek candidate feedback on core skill support during assessment according to organisational procedures  4.3 Analyse own performance and identify opportunities for improvements | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  The individual must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:   * integrate core skill support into vocational training and assessment during: * at least 2 training sessions * at least 2 assessment events.   In the course of the above, the individual must:   * identify core skill demands of nationally recognised training products, workplace tasks and texts, learning tasks and texts, and assessment tasks and texts * identify those learners and candidates in need of core skill support * customise at least one learning resource to address core skill gaps * refer at least 2 learners or candidates with core skill support needs beyond scope of own role for support according to organisational procedures. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Knowledge Evidence**  The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:   * legislative and VET regulatory requirements relating to integrating core skills support into training and assessment * organisational procedures relating to: * integrating vocational and core skill development * identifying and providing learner support * identifying and providing candidate support * referring learners and candidates for support * gathering feedback on support provided * basic overview of core skill levels of the Australian adult population and of vocational education and training (VET) learners, including summary outcomes from most recent Survey of Adult Skills (PIAAC) * basic overview of the nature, purpose and structure of current authorised Australian frameworks used to analyse the core skill demands of training products and levels of learners and candidates * overview of core skill demands in the workplace that relate to the nationally recognised training products described in the performance evidence * benefits of integrated vocational and core skill training for all individuals * strategies for identifying core skill demands in nationally recognised training products, workplace tasks and texts, learning tasks and texts and assessment tasks and texts, including: * what individuals need to read * what individuals need to write * what individuals need to listen to and say * whether individuals are prepared for learning * what numerical information individuals need to use, read, write, listen to and say * what technological and digital tools, devices, software and electronic applications individuals need to use * responsibilities and limitations of own job role and practice in relation to providing core skills support in training and assessment * mechanisms to evaluate effectiveness of integrated core skill support. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |

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| 11. TAELLN423 - Integrate employability skills support into training and assessment (Release 1) | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Identify employability skill demands**  1.1 Access nationally recognised training products and analyse their employability skill demands  1.2 Identify employability skill demands essential to the workplace context and workplace performance  1.3 Identify employability skills required by the learning and assessment processes | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Identify learner and candidate employability skill support needs**  2.1 Access information about the employability skills of learners and candidates  2.2 Compare required employability skills with identified employability skill levels to determine gaps  2.3 Identify employability skill gaps beyond scope of own role and refer to suitable support according to regulatory requirements and organisational procedures | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Integrate employability skill support**  3.1 Select and customise training strategies and learning resources to address employability skill gaps  3.2 Integrate and implement vocational and employability skill development into training facilitation practices according to legislative and regulatory requirements  3.3 Monitor and adjust training facilitation practices to support learner participation and progress  3.4 Determine and implement assessment strategies appropriate to employability skill requirements and candidate cohort | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **4. Review effectiveness of integrated employability skill support**  4.1 Seek learner feedback on integrated employability skill support during training according to organisational procedures  4.2 Seek candidate feedback on employability skill support during assessment according to organisational procedures  4.3 Analyse own performance and identify opportunities for improvements | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  The individual must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:   * integrate employability skill support into vocational training and assessment during: * at least 2 training sessions * at least 2 assessment events.   In the course of the above, the individual must:   * identify the employability skill demands of nationally recognised training products, workplace tasks, learning tasks and assessment tasks * identify those learners and candidates in need of employability skill support * refer at least 1 learner or candidate with employability skill gaps beyond scope of own role for support according to organisational procedures. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Knowledge Evidence**  The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:   * vocational education and training requirements (VET) regulatory requirements relating to integrating employability skill support into training and assessment * organisational procedures relating to: * integrating vocational and employability skill development * identifying and providing learner support * identifying and providing candidate support * referring learners and candidates for support * gathering feedback on support provided * nature and scope of employability skill demands in the workplace * structure and overarching content and levels of current authorised Australian frameworks used to analyse the employability skill demands of training products and levels of learners and candidates * overview of employability skill demands that relate to the nationally recognised training products described in the performance evidence * benefits of integrated vocational and employability skill training for all individuals * strategies for identifying employability skill demands essential to the workplace context and workplace performance of the training and assessment described in performance evidence, including in: * nationally recognised training products * workplace tasks and texts * learning tasks and texts * assessment tasks and texts * responsibilities and limitations of own job role and practice in relation to employability skill support in training and assessment * mechanisms to evaluate effectiveness of integrated employability skill support. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |

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| 12. BSBCMM411 - Make presentations (Release 1) | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Prepare presentation**  1.1 Plan presentation approach and intended outcomes  1.2 Identify target audience, location and resources requirements  1.3 Select presentation strategies, format and delivery methods according to presentation requirements  1.4 Select techniques to evaluate presentation effectiveness | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Deliver presentation**  2.1 Summarise key concepts and ideas and present to target audience  2.2 Provide opportunity for audience to seek clarification on presentation information  2.3 Confirm target audience understand key concepts and ideas, and that identified presentation objectives have been achieved | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Review presentation**  3.1 Evaluate effectiveness of the presentation   * 1. Seek and discuss feedback and any reactions to the presentation from participants and relevant stakeholders   3.3 Make changes to presentation based on feedback received | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:   * prepare and deliver at least two different presentations.   In the course of the above, the candidate must:   * use aids and materials to support the presentation * select and implement methods to review the effectiveness of presentation and document suggested improvements. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Knowledge Evidence**  The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:   * information collection methods that support review and feedback of presentations * organisational and legislative obligations and requirements relevant to presentations * structure of presentations according to intended outcomes * principles of effective communication including: * persuasive communication techniques * verbal and non-verbal communication * presentation methods * different aids, materials and techniques that can be used for presentations. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |

# Finalising and Submitting Work

Review your responses and portfolio of evidence, submit this document and your portfolio of evidence for assessment.

## Appendix A – Third Party Authentication

Use the form below when submitting workplace WHS documentation.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Third Party Authentication** | | | | | |
| ***Instructions for the candidate***   1. Identify a ‘referee’ who can verify that the workplace evidence you are submitting towards TAE40122 - Certificate IV in Training and Assessment is all your own work.   Your referee:   * Must not be related to you * Must be credible, for example, they are a supervisor or equivalent in your workplace * Must be willing to be contacted if a HBA assessor has queries about your evidence.  1. Give your referee a copy of this page (hard or electronic copy) and ask them to complete all required details below. This document will not be accepted if incomplete. | | | | | |
| ***Instructions for the third party referee***   * Complete the questionnaire below * Sign the declaration where indicated (real signature required) * Return the signed declaration to the Learner. * Submit to HBA along with the associated workplace documents you are providing as evidence for the requirements of TAE40122 - Certificate IV in Training and Assessment   Contact HBA Learning Centres if you have questions at [assess@hba.edu.au](mailto:assess@hba.edu.au) or 1300 721 503. | | | | | |
| ***Third Party to complete*** | | | | | |
| Candidate Name: | | |  | | |
| Candidate Position/Role: | | |  | | |
| Referee Name: | | |  | | |
| Referee Position/Role: | | |  | | |
| Workplace: | | |  | | |
| Relationship to Candidate:  (EG: Supervisor, Manager) | | |  | | |
| How long have you known the candidate? | | |  | | |
| Contact Details | Mobile: | |  | | |
| Landline: | |  | | |
| Email: | |  | | |
| **Third Party Declaration***– I declare that:* | | | | | |
| The work to be submitted by the candidate as evidence towards the requirements of the TAE40122 - Certificate IV in Training and Assessment upgrade is, to the best of my knowledge, their own work. I have provided true, accurate and current contact details above. I am willing to have an HBA assessor contact me as required if they have queries about the evidence portfolio. | | | | | |
| Third Party Signature | |  | | Date |  |