

Chapter 1

TAEDES401A DESIGN AND DEVELOP LEARNING PROGRAMS

Element 1

Define the parameters of the learning program

The first thing to do when designing and developing a learning program is to determine who and what it is for. These two considerations define the parameters of the program—they provide guidance on the type and range of topics to be covered as well as how these should be covered and assessed. In this chapter we look at the issues that need to be considered when designing and developing a learning program.

Learning outcomes

Upon completion of this section you should be able to:

- 1.1 Clarify purpose and type of learning program with key stakeholders
- 1.2 Access and confirm the competency standards and other training specifications on which to base the learning program
- 1.3 Identify language, literacy and numeracy requirements of the program
- 1.4 Identify and consider characteristics of the target learner group

Note that in this chapter we will be referring to areas of formal, nationally recognised training packages, which are covered in detail in Chapter 2. It is necessary to briefly mention these areas here as they are inextricably linked with defining the parameters of a learning program. Full and detailed explanations follow in Chapter 2.

Competency map

The following grid will allow you to map the activities and assessments in this unit back to the required standards of competence.

Element	Performance criteria	Relates to page:	Activities	Assessment tasks
1. Define the parameters of the learning program	1.1 Clarify purpose and type of learning program with key stakeholders	2	1.1–1.4	1.1, 1.2
	1.2 Access and confirm the competency standards and other training specifications on which to base the learning program	8		
	1.3 Identify language, literacy and numeracy requirements of the program	8		
	1.4 Identify and consider characteristics of the target learner group	9		
2. Work within the Vocational Education and Training (VET) policy framework	2.1 Access relevant VET policies and frameworks, and apply to work practices	11	1.5, 1.6	1.1, 1.2
	2.2 Identify changes to training packages and accredited courses and apply these to program development	16		
	2.3 Conduct work according to organisational quality assurance policies and procedures	17		
3. Develop program content	3.1 Research, develop and document specific subject matter content according to agreed design options	18	1.7, 1.8	1.1, 1.2
	3.2 Evaluate existing learning resources for content relevance and quality	19		
	3.3 Specify assessment requirements for the learning program	21		
4. Design the structure of the learning program	4.1 Break the learning content into manageable segments and document the timeframe for each segment	23	1.9–1.11	1.1, 1.2
	4.2 Determine and confirm delivery strategies and required assessment methods and tools	24		
	4.3 Document complete learning program in line with organisational requirements	24		
	4.4 Review complete program with key stakeholders and adjust as required	25		
	4.5 Ensure a safe learning progression by analysing risks in the learning environment and applying a risk control plan	29		

Required skills	Relates to page/s:	Activities	Assessment tasks
<ul style="list-style-type: none"> organisational skills to ensure resources are available and suitable evaluation skills to determine the time required for each learning segment and the overall timelines of the learning program cognitive skills to develop the learning program content and design its structure language, literacy and numeracy skills to read and interpret a range of documentation, including technical and subject matter documents, references and texts 	<p>3–8</p> <p>20</p> <p>22–8</p>	<p>1.1, 1.2</p>	<p>1.2</p>
Required knowledge			
<ul style="list-style-type: none"> information about training package developers and course accreditation agencies responsible for specific learning program parameters training packages and relevant competency standards to be used as the basis of the learning program other performance standards and criteria to be used as the basis of the learning program, where relevant distinction and relationship between a training package/ accredited course, learning strategy and learning program, where linked different purposes and focus of learning programs sound knowledge of learning principles instructional design principles relating to different design options for learning program design and structure availability and types of different relevant learning resources, learning materials and pre-developed learning activities methodology relating to developing and documenting new learning activities and related learning materials different delivery modes and methods relevant policies, legal requirements, codes of practice and national standards, including Commonwealth and state or territory legislation that may affect training and assessment in the VET sector relevant OHS knowledge relating to the work role, and OHS considerations that need to be included in the learning program 	<p>20</p> <p>14</p> <p>7–8</p> <p>3</p> <p>20</p> <p>18–19</p> <p>26</p> <p>3–6</p>	<p>1.3–1.11</p>	<p>1.1, 1.2</p>

Chapter 2

TAEDES402A USE TRAINING PACKAGES AND ACCREDITED COURSES TO MEET CLIENT NEEDS



Figure 2.1 Developing a training package

Training packages and accredited courses contain a series of carefully crafted qualifications. They are carefully crafted in that the needs of both industry and learners are considered when defining a qualification and determining how it should be structured.

Because such a big effort has been made to provide Australian learners with the opportunities to gain nationally recognised qualifications, it would be detrimental to a client's needs not to consider training packages and accredited courses when designing a training program.

Competency map

The following grid will allow you to map the activities and assessments in this unit back to the required standards of competence.

Element	Performance criteria	Relates to page/s:	Activities	Assessment tasks
1. Select appropriate training package or accredited course	1.1. Confirm training and/or assessment needs of client			
	1.2. Identify and source training packages and/or accredited courses which could satisfy client needs	35–6	2.1	2.1, 2.2
	1.3. Use training products in line with the training and assessment organisation's quality assurance policies and procedures	36		
2. Analyse and interpret the qualifications framework	2.1. Read and accurately interpret qualification rules	37–49		
	2.2. Review and determine applicable licensing requirements and prerequisites		2.2, 2.3	2.1, 2.2
	2.3. Determine suitable electives that meet client needs and job roles	51		
3. Analyse and interpret units of competency and accredited modules	3.1. Select individual unit or accredited module to meet client needs	50		
	3.2. Read, analyse and interpret all parts of the unit or accredited module for application to client needs	51–4	2.4–2.6	2.1, 2.2
	3.3. Analyse links between unit and/or accredited module to develop effective applications for the client	55		
	3.4. Document analysis of unit or accredited module in a clear and accessible manner	55–7		
4. Contextualise units and modules for client applications	4.1. Use information from the client to contextualise the unit or accredited module to meet client needs	58–60	2.7	2.1, 2.2
	4.2. Use advice on contextualisation produced by the training package developer or course developer to meet client needs			
5. Analyse and interpret assessment guidance	5.1. Read, analyse and apply the assessment guidance of the relevant training package or accredited course	61–3	2.8, 2.9	2.1, 2.2
	5.2. Determine any special requirements for assessment or reasonable adjustment to suit client needs	64		

continued

Required skills	Relates to page/s:	Activities	Assessment tasks
<ul style="list-style-type: none"> communication and interpersonal skills to collaborate with others in using training products planning skills to develop a structure for a particular application of training packages and accredited courses cognitive skills to analyse, interpret and apply the various components of selected training packages and accredited courses research skills to analyse and interpret training package and accredited course content to meet client needs 		2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8	2.1, 2.2
Required knowledge			
<ul style="list-style-type: none"> Australian Qualifications Framework (AQF) guidelines, including characteristics of AQF qualification levels functions and responsibilities of training package developers and course accreditation agencies, and their roles as key Vocational Education and Training (VET) organisations dimensions of competency format and structure of accredited courses format and structure of competency standards function of training packages and accredited curriculum as benchmarks in a competency-based VET training and assessment system methodology relating to analysing and using competency standards for a range of applications and purposes to meet the needs of a diverse range of VET clients language and terminology used in training packages and accredited courses parts of training packages that can be contextualised and parts that cannot structure of training packages and the role and purpose of each endorsed component sources of training package information 	<p>36–7</p> <p>36</p> <p>57</p> <p>35–58</p> <p>58</p> <p>35–58</p>	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8	2.1, 2.2

Chapter 3

TAELLN401A ADDRESS ADULT LANGUAGE, LITERACY AND NUMERACY SKILLS

Language, literacy and numeracy (LLN) skills are key components in any job role because we need to communicate with others in a variety of ways and on a range of different levels.

One of the most important factors, then, in designing a training program, is the level of LLN skills required not only to participate in the program, but to perform effectively in the workplace.

However the program is constructed, the content and the training and assessment strategy of the program must be centred around the proposed learner's ability to:

- take in the information you are offering
- digest this information
- transfer that information into useable skills and knowledge in their work roles.

In Chapter 1 we briefly touched on LLN skills. We will now look at this aspect of training design in greater detail.

In the Vocational Education and Training (VET) system, the delivery and assessment of a training program follows very strict guidelines that cannot be ignored or bypassed for a person who may have LLN issues. Also, a trainer in the VET system is required to comply with the Australian Quality Training Framework (AQTF) standards and conditions. In particular, AQTF Standard 2.5 states that:

Learners receive training, assessment and support services that meet their individual needs.

Source: Australian Quality Training Framework, *Essential Conditions and Standards for Continuing Registration*, AQTF, Canberra, 2010.

This means that training must be fair, accessible and equitable to all learners. It is, therefore, of paramount importance that a learner's LLN abilities are determined prior to the delivery

- Rui Matsumoto, who has just joined the organisation, works in the IT department. His computer skills are exemplary. However, his reading and writing skills have been assessed at needing support level 3.
 - a. Describe in detail how you could assist these two learners.
 - b. Using the program you have developed so far, make reasonable adjustments to accommodate these learners.
 - c. As Rui continues to struggle, describe what additional support strategies you could implement.

Competency map

The following grid will allow you to map the activities and assessments in this unit back to the required standards of competence.

Element	Performance criteria	Relates to page/s:	Activities	Assessment tasks
1. Determine the core LLN requirements of the training	1.1 Determine core LLN skill requirements of the training specification	70–2		
	1.2 Determine core LLN requirements of the training context	73–8	3.1, 3.2	3.1, 3.2
	1.3 Use validated tools and other sources of information to determine existing core LLN skills of learners	79		
2. Access specialist learning support	2.1 Determine the need for specialist core LLN assistance for the learner, based on evidence collected	79	3.3	3.1, 3.2
	2.2 Apply appropriate strategies for collaboration with specialist language, literacy and numeracy practitioners	80–1		
3. Customise program to develop core LLN skills	3.1 Select and customise or develop learning and assessment materials that are appropriate to core LLN skills of training specification, training context and learners	83–4	3.4, 3.5	3.1, 3.2
	3.2 Apply learning support strategies to assist learners to develop required core LLN skills	84–5		
	3.3 Continuously monitor and evaluate approaches to determine areas for improvement	85–6		

continued

Chapter 5

TAEDEL401A PLAN, ORGANISE AND DELIVER GROUP-BASED LEARNING BSBCMM401A MAKE A PRESENTATION

In this chapter we will look at what it takes to deliver training, or group-based learning, to groups. Groups and group dynamics (how individuals act and react within a group) affect how you structure your approach to training or facilitation. The chapter focuses on the importance of planning and preparation to ensure a successful training session and learning experience for all participants.

Most contemporary training is based around the classroom or group learning environment and, for economy of effort and expense, this will remain the most common form of training for some time. This doesn't mean that newer methods of delivering training to large groups,

such as online learning, don't have a place or will not someday overtake the familiar face-to-face group sessions.

To complete the requirements of the Certificate IV in Training and Assessment qualification you will be required to conduct at least three group-based sessions (two of which must be consecutive).



Figure 5.1 The group learning environment is the most common form of training

Competency map

The following grid will allow you to map the activities and assessments in this unit back to the required standards of competence.

TAEDEL401A Plan, organise and deliver group-based learning

Element	Performance Criteria	Relates to pages:	Activities	Assessment tasks
1. Interpret learning environment and delivery requirements	1.1 Access, read and interpret learning program documentation to determine delivery requirements 1.2 Use available information and documentation to identify group and individual learner needs and learner characteristics 1.3 Identify and assess constraints and risks to delivery 1.4 Confirm personal role and responsibilities in planning and delivering training with relevant personnel	119–25	5.1–5.3	5.1, 5.2
2. Prepare session plans	2.1 Refine existing learning objectives according to program requirements and specific needs of individual learners 2.2 Develop session plans and document these for each segment of the learning program 2.3 Use knowledge of learning principles and theories to generate ideas for managing session delivery	125–35	5.4–5.6	5.1, 5.2
3. Prepare resources delivery	3.1 Contextualise existing learning materials to meet the needs of the specific learner group 3.2 Finalise learning materials and organise facility, technology and equipment needs in time for delivery of learning sessions 3.3 Confirm overall delivery arrangements with relevant personnel	136–9	5.7–5.9	5.1, 5.2
4. Deliver and facilitate training sessions	4.1 Conduct each session according to session plan, modified where appropriate to meet learner needs 4.2 Use the diversity of the group as another resource to support learning 4.3 Employ a range of delivery methods as training aids to optimise learner experiences 4.4 Demonstrate effective facilitation skills to ensure effective participation and group management	139–45	5.10, 5.11	5.1, 5.2
5. Support and monitor learning	5.1 Monitor and document learner progress to ensure outcomes are being achieved and individual learner needs are being met 5.2 Make adjustments to the delivery sessions to reflect specific needs and circumstances 5.3 Manage inappropriate behaviour to ensure learning can take place 5.4 Maintain and store learner records according to organisational requirements	145–50	5.12, 5.13	5.1, 5.2

continued

Required skills	Relates to pages:	Activities	Assessment tasks
<ul style="list-style-type: none"> • presentation skills to ensure delivery is engaging and relevant, including: <ul style="list-style-type: none"> › synthesising information and ideas › preparing equipment, such as data projectors and computer presentation applications › speaking with appropriate tone and pitch › using language appropriate to audience › encouraging and dealing appropriately with questions • group facilitation skills to ensure that: <ul style="list-style-type: none"> › every individual has an opportunity for participation and input › group cohesion is maintained › behaviour that puts others at risk is observed, interpreted and addressed › discussion and group interaction are enhanced • conflict resolution and negotiation skills to: <ul style="list-style-type: none"> › identify critical points, issues, concerns and problems › identify options for changing behaviours • oral communication and language skills to: <ul style="list-style-type: none"> › motivate learners to transfer skills and knowledge › engage with the learner • interpersonal skills to maintain appropriate relationships and ensure inclusivity • observation skills to monitor individual and group progress 	118–50	4.7, 4.8, 4.9, 5.8, 5.11	5.1, 5.2
Required knowledge			
<ul style="list-style-type: none"> • introductory knowledge of learning theories • sound knowledge of learning principles • sound knowledge of learner styles • industry area and subject matter of the delivery • learner group profile, including characteristics and needs of individual learners in the group • content and requirements of the learning program and/or delivery plan • different delivery methods and techniques appropriate to face-to-face group delivery • techniques for the recognition and resolution of inappropriate behaviours • behaviours in learners that may indicate learner difficulties • organisational record-management systems and reporting requirements • evaluation and revision techniques • specific resources, equipment and support services available for learners with special needs • relevant policy, legal requirements, codes of practice and national standards, including Commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector • OHS relating to the facilitation of group-based learning, including: <ul style="list-style-type: none"> › assessment and risk control measures › reporting requirements for hazards › safe use and maintenance of relevant equipment › emergency procedures › sources of OHS information › role of key workplace persons • policies and procedures relevant to the learning environment 	91–150	4.1–4.8 4.11, 5.1, 5.2, 5.3, 5.7	5.1, 5.2

BSBCMM401A Make a presentation

Element	Performance Criteria	Relates to pages:	Activities	Assessment tasks
1. Prepare a presentation	<p>1.1 Plan and document presentation approach and intended outcomes</p> <p>1.2 Choose presentation strategies, format and delivery methods that match the characteristics of the target audience, location, resources and personnel needed</p> <p>1.3 Select presentation aids, materials and techniques that suit the format and purpose of the presentation, and will enhance audience understanding of key concepts and central ideas</p> <p>1.4 Brief others involved in the presentation on their roles/responsibilities within the presentation</p> <p>1.5 Select techniques to evaluate presentation effectiveness</p>	125–35	5.6, 5.9	5.1, 5.2
2. Deliver a presentation	<p>2.1 Explain and discuss desired outcomes of the presentation with the target audience</p> <p>2.2 Use presentation aids, materials and examples to support target audience understanding of key concepts and central ideas</p> <p>2.3 Monitor non-verbal and verbal communication of participants to promote attainment of presentation outcomes</p> <p>2.4 Use persuasive communication techniques to secure audience interest</p> <p>2.5 Provide opportunities for participants to seek clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences</p> <p>2.6 Summarise key concepts and ideas at strategic points to facilitate participant understanding</p>	131–45	5.11, 5.12	5.1, 5.2
3. Review the presentation	<p>3.1 Implement techniques to review the effectiveness of the presentation</p> <p>3.2 Seek and discuss reactions to the presentation from participants or from key personnel involved in the presentation</p> <p>3.3 Utilise feedback from the audience or from key personnel involved in the presentation to make changes to central ideas presented</p>	145–50	5.9	5.1, 5.2

continued

Required skills	Relates to pages:	Activities	Assessment tasks
<ul style="list-style-type: none"> • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • facilitation and presentation skills to communicate central ideas of a message in an informative and engaging manner, and to utilise verbal and non-verbal techniques to sustain participant engagement • literacy skills to prepare presentation information and to write in a range of styles for different target audiences 	91-150	4.5, 5.11, 5.12	5.1, 5.2
Required knowledge			
<ul style="list-style-type: none"> • data collection methods that will support review of presentations • industry, product/service • key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> › anti-discrimination legislation › ethical principles › codes of practice › privacy laws › environmental issues › occupational health and safety • principles of effective communication • range of presentation aids and materials available to support presentations 	91-150	4.5, 4.6, 4.9, 4.10, 5.9	5.1, 5.2

Chapter 6

TAEDEL402A PLAN, ORGANISE AND FACILITATE LEARNING IN THE WORKPLACE

In this chapter we will look at the difference between training in a controlled training environment and delivering training in the workplace. Groups and group dynamics (how individuals act and react within a group) affect how you structure your approach to training or facilitation. This chapter focuses on the importance of planning and preparation to ensure a successful training session and learning experience for all participants, when conducted in a work environment.

To complete the requirements of the Certificate IV in Training and Assessment qualification you will be required to produce at least two work-based learning pathways.



Figure 6.1 Delivering training in the workplace

Competency map

The following grid will allow you to map the activities and assessments in this unit back to the required standards of competence.

Element	Performance criteria	Relates to pages:	Activities	Assessment tasks
1. Establish effective work environment for learning	1.1 Establish and agree upon objectives and scope of the work-based learning 1.2 Analyse work practices and routines to determine their effectiveness in meeting established learning objectives 1.3 Identify and address OHS implications of using work as the basis for learning	158–62	4.9, 4.10, 5.1, 6.1, 6.2, 6.3, 7.1	6.1, 6.2
2. Develop a work-based learning pathway	2.1 Address contractual requirements and responsibilities for learning at work 2.2 Arrange for integration and monitoring of external learning activities with the work-based learning pathway 2.3 Obtain agreement from relevant personnel to implement the work-based learning pathway	162–5	6.4	6.1, 6.2
3. Establish the learning–facilitation relationship	3.1 Identify context for learning and individual’s learning style 3.2 Select appropriate technique or process to facilitate learning and explain the basis of the technique to learner 3.3 Develop, document and discuss individualised learning plan with learner 3.4 Access, read and interpret documentation outlining the OHS responsibilities of the various parties in the learning environment 3.5 Monitor supervisory arrangements appropriate to learner’s levels of knowledge, skill and experience to provide support and encouragement and ensure learner’s health and safety	166–73	4.3, 4.4, 4.11, 6.5, 6.6, 6.7	6.1, 6.2

Element	Performance criteria	Relates to pages:	Activities	Assessment tasks
4. Implement work-based learning pathway	<p>4.1 Sequence introduction of workplace tasks, activities and processes to reflect the agreed work-based learning pathway</p> <p>4.2 Explain objectives of work-based learning and the processes involved to learner</p> <p>4.3 Encourage learner to take responsibility for learning and to self-reflect</p> <p>4.4 Develop techniques that facilitate learner's transfer of skills and knowledge</p>	173–7	4.9, 4.10, 6.8, 6.9, 6.10	6.1, 6.2
5. Maintain and develop the learning–facilitation relationship	<p>5.1 Prepare for each session</p> <p>5.2 Structure learning activities to support and reinforce new learning, build on strengths, and identify areas for further development</p> <p>5.3 Observe learner cues and change approaches where necessary to maintain momentum</p> <p>5.4 Practise ethical behaviour at all times</p> <p>5.5 Monitor effectiveness of the learning/facilitation relationship through regular meetings between the parties</p>	177–80	6.11, 6.12, 6.13	6.1, 6.2
6. Close and evaluate the learning–facilitation relationship	<p>6.1 Carry out the closure smoothly, using appropriate interpersonal and communication skills</p> <p>6.2 Seek feedback from learner on the outcomes achieved and value of the relationship</p> <p>6.3 Evaluate and document process, including impact, self-evaluation and reflection, and file according to legal and organisational requirements</p>	180–4	6.14, 7.4	6.1, 6.2
7. Monitor and review the effectiveness of the work-based learning pathway	<p>7.1 Document work performance and learning achievement and keep records according to organisational requirements</p> <p>7.2 Evaluate effectiveness of the work-based pathway against the objectives, processes and techniques used</p> <p>7.3 Recommend improvements to work-based practice in light of the review process</p>	184–7	5.13, 6.15	6.1, 6.2

continued

Required skills	Relates to pages:	Activities	Assessment tasks
<ul style="list-style-type: none"> • oral communication and language skills to: <ul style="list-style-type: none"> › motivate the learner › transfer skills and knowledge • interpersonal skills to maintain appropriate relationships • observation skills to monitor individual progress • literacy skills to: <ul style="list-style-type: none"> › read and interpret organisational documents, legal documents and contracts › complete and maintain documentation • organisational skills to provide guidance and feedback to individuals • communication skills, including: <ul style="list-style-type: none"> › using effective verbal and non-verbal language › using critical listening and questioning techniques › giving constructive and supportive feedback › assisting learners to paraphrase advice or instructions back to the trainer/facilitator › providing clear and concrete options and advice › using appropriate industry/profession terminology and language › ensuring language, literacy and numeracy used is appropriate to learners 	118–50, 157–92	4.1, 4.3, 4.4, 4.5, 4.7, 4.8, 4.9, 4.10, 4.11, 6.1, 6.2, 6.4, 6.5, 6.6, 6.7, 6.9, 6.10, 6.11, 6.14, 6.15	6.1, 6.2
Required knowledge			
<ul style="list-style-type: none"> • systems, processes and practices within the organisation where work-based learning is taking place • operational demands of the work and impact of changes on work roles • organisational work culture, including industrial relations environment • systems for identifying skill needs • introductory knowledge of different learning styles and how to encourage learning in each, for example: <ul style="list-style-type: none"> › visual learners › audio learners › kinaesthetic learners › theoretical learners • relevant policy, legislation, codes of practice and national standards that may affect training and assessment in the vocational education and training sector • OHS relating to the work role, including: <ul style="list-style-type: none"> › hazards relating to the industry and specific workplace › reporting requirements for hazards and incidents › specific procedures for work tasks › safe use and maintenance of relevant equipment › emergency procedures › sources of OHS information 	91–150, 157–92	4.3, 4.4, 4.11, 6.2, 6.3, 6.4, 6.6, 6.7, 6.9, 6.10, 6.11, 6.13, 6.14	6.1, 6.2

Chapter 7

TAEDEL403A COORDINATE AND FACILITATE DISTANCE-BASED LEARNING

Distance-based learning is not a new concept, but has taken on greater significance as it allows for a more flexible approach to learning for working people or for those who are otherwise unable to attend scheduled, on-campus or 'residential' training sessions. Today, distance-based learning isn't all about receiving a whole lot of books or CDs in the mail and being expected to complete



the course on your own. In the Vocational Education and Training system (VET), distance-based learning is always facilitated through direct access to trainers, facilitators, mentors and/or assessors, and is commonly integrated into blended learning solutions.

To complete the requirements of the *TAE40110 Certificate IV in Training and Assessment* qualification you will be required to produce at least two examples of organising and facilitating distance-based learning.

Figure 7.1 Traditional learning materials

Competency map

The following grid will allow you to map the activities and assessments in this unit back to the required standards of competence.

Element	Performance criteria	Relates to pages:	Activities	Assessment tasks
1. Prepare for distance-based learning	1.1 Access, read and interpret learning strategy and learning program to determine learning objectives and outcomes to be met 1.2 Develop knowledge of group, individual learner styles and learner characteristics to support effective planning for distance-based learning 1.3 Select and evaluate learning resources for appropriateness, and contextualise them for distance-based learning where required 1.4 Develop distance delivery-management plan, using knowledge of learning principles and research to date 1.5 Identify and organise support mechanisms and means of communicating with learners	194–200	4.3, 4.4, 5.1, 6.1, 7.1	7.1, 7.2
2. Manage distance-based learners	2.1 Confirm expectations and requirements through direct contact and clarify any issues or questions 2.2 Establish distance-based learning relationships between trainer/facilitator and learners 2.3 Progressively distribute learning resources and learning materials according to plan and learner needs	200–3	4.9, 7.2	7.1, 7.2
3. Monitor learner progress	3.1 Monitor and document learner progress to ensure outcomes are being achieved and individual learner needs are being met 3.2 Develop and implement strategies to address learner difficulties and techniques for maintaining motivation and commitment 3.3 Provide support and guidance outside the formal communication process, where appropriate 3.4 Maintain, store and secure learner records according to organisational and legal requirements	203–6	5.13, 7.3	7.1, 7.2
4. Review distance-based learning process	4.1 Gather feedback to review own management of the distance-based process 4.2 Analyse feedback to determine success of the distance-based learning in meeting learner needs and expectations 4.3 Reflect on own performance as a coordinator/facilitator and document improvement plans 4.4 Identify and document options for improving the distance-based learning process, and discuss with relevant personnel for future action	206–9	6.15, 7.4, 7.5	7.1, 7.2

Required skills	Relates to pages:	Activities	Assessment tasks
<ul style="list-style-type: none"> • communication skills using different mediums to establish rapport and provide guidance • initiative and enterprise skills to: <ul style="list-style-type: none"> › contextualise existing resources to suit the distance-based learning method › develop delivery-management plan to reflect delivery method and learner styles • interpretation skills to interpret and transfer the learning strategy and learning program to distance mode • organisational skills to manage learners by distance • problem-solving skills to: <ul style="list-style-type: none"> › offer flexible solutions to suit a range of learner needs › resolve disability and support needs • technology skills to: <ul style="list-style-type: none"> › incorporate different delivery methods into the distance delivery-management plan › use a range of technology for direct contact with learners • time-management skills to coordinate and facilitate a distance-based learning program 	<p>118–50</p> <p>194–209</p> <p>224–6</p>	<p>4.9, 4.10, 7.1, 7.2, 7.3, 7.5, 8.5</p>	<p>7.1, 7.2</p>
Required knowledge			
<ul style="list-style-type: none"> • sound knowledge of adult learning principles • sound knowledge of learner styles • content and requirements of the learning strategy and learning program to be used in distance delivery • characteristics and needs of individual distance learners • use of technology to support distance-based learning • techniques for maintaining motivation and commitment of distance learners • availability and types of support mechanisms relevant to distance learners • relevant policy, legislation, codes of practice and national standards, including Commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector • OHS relating to the work role, including: <ul style="list-style-type: none"> › reporting requirements for hazards › safe use and maintenance of relevant equipment › emergency procedures › sources of OHS information 	<p>91–119, 194–209</p>	<p>4.1, 4.3, 4.4, 4.5, 4.7, 4.8, 4.11, 7.2, 7.3, 7.5</p>	<p>7.1, 7.2</p>

Chapter 8

TAEDEL404A MENTOR IN THE WORKPLACE

Mentoring is a different approach to learning that encompasses a personal developmental relationship in which a more experienced or more knowledgeable person helps a less experienced or less knowledgeable person to grow and develop in their work role. Today, it is also more broadly applied to include the relationship between a tradesperson and an apprentice or trainee.

The learner role in mentorship is generally referred to as a protégé or, occasionally in business and the trades, as an apprentice. The broader use of mentoring as a form of staff development has resulted in the widespread use of the word **mentee**. Mentoring relies on effective communication and must be based on a sound mentor–mentee relationship.

To complete the requirements of the Certificate IV in Training and Assessment qualification you will be required to produce at least one mentoring plan, plus provide evidence of facilitating at least three mentoring sessions. You will also be required to maintain evidence of communications with the mentee during these sessions (from both yourself and the mentee).

Element 1

Develop a mentoring plan

Mentoring can be very different from the traditional approach to learning and training delivery, and will almost exclusively take place in the workplace. No other single source of learning relies more on the establishment of a positive learning relationship than mentoring, as the process of mentoring is as much about personal and professional development as it is about skills and knowledge transfer.

Competency map

The following grid will allow you to map the activities and assessments in this unit back to the required standards of competence.

Element	Performance criteria	Relates to pages:	Activities	Assessment tasks
1. Develop a mentoring plan	1.1 Identify scope and boundaries of the mentoring relationship according to organisational procedures 1.2 Establish ground rules and negotiate realistic expectations 1.3 Establish and maintain confidentiality of the relationship in accordance with legislation, policy and procedures	214–21	8.2	8.1, 8.2
2. Facilitate mentoring relationship	2.1 Develop mentee's confidence, self-esteem, respect and trust in the mentoring relationship 2.2 Share personal experiences and knowledge with the person being mentored according to agreed objectives 2.3 Support the person being mentored to develop and use skills in problem solving and decision making 2.4 Use personal and professional networks to assist the person being mentored 2.5 Provide information and constructive guidance to enhance engagement in the workplace 2.6 Use techniques for resolving differences without damaging the relationship, and obtain assistance according to organisational policy and procedures	221–9	4.9, 4.10, 8.4, 8.5, 8.6, 8.7	8.1, 8.2
3. Monitor mentoring relationship	3.1 Provide planning assistance and guidance as requested by the person being mentored in a form and style to suit their requirements 3.2 Provide feedback to the person being mentored on progress towards achieving the expectations and goals of the mentoring process 3.3 Recognise and discuss changes in the mentoring relationship with appropriate stakeholders 3.4 Negotiate and manage closure of the mentoring arrangement once objectives have been met	229–36	8.8, 8.9	8.1, 8.2

Element	Performance criteria	Relates to pages:	Activities	Assessment tasks
4. Evaluate effectiveness of 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 policy and procedures to improve the mentoring system/program	236–8	6.15, 8.10	8.1, 8.2
Required skills				
<ul style="list-style-type: none"> • planning and time-management skills to mentor in a workplace • oral communication and language skills to motivate learners • organisational skills to provide guidance and feedback to individuals • interpersonal skills to: <ul style="list-style-type: none"> › engage in relationship building, including building trust and maintaining confidentiality › respond to diversity, including gender and disability • communication skills to use a range of communication strategies, including listening, questioning, and giving and receiving feedback • initiative and enterprise skills to apply procedures relating to OHS and environmental legislation in the context of workplace mentoring 		118–50, 214–38	4.7, 4.8, 4.9, 4.10, 4.11, 8.2, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9	8.1, 8.2
Required knowledge				
<ul style="list-style-type: none"> • relevant policy, legislation, codes of practice and national standards likely to impact on the provision of workplace mentoring • training contracts and responsibilities of employer, registered training organisation (RTO) and funding body • training plans and responsibilities • training products and strategies for learning • mentoring methodologies and strategies • acceptable behaviour in the mentoring relationship • equal employment opportunity, equity and diversity principles • OHS relating to the work role, including: <ul style="list-style-type: none"> › hazards relating to the industry and specific workplace › reporting requirements for hazards and incidents › specific procedures for work tasks › safe use and maintenance of relevant equipment › emergency procedures › sources of OHS information 		91–150, 214–38	4.1, 4.3, 4.4, 4.5, 4.7, 4.8, 4.11, 8.4, 8.5, 8.7, 8.10	8.1, 8.2

Chapter 9

TAEASS301A CONTRIBUTE TO ASSESSMENT

TAEASS401A PLAN ASSESSMENT ACTIVITIES AND PROCESSES

TAEASS502A DESIGN AND DEVELOP ASSESSMENT TOOLS

Element 1

Determine assessment approach

The approach to assessing an individual's or group's skills and knowledge must be relevant to the work context and the outcomes required by the learners. It involves establishing the *who*,

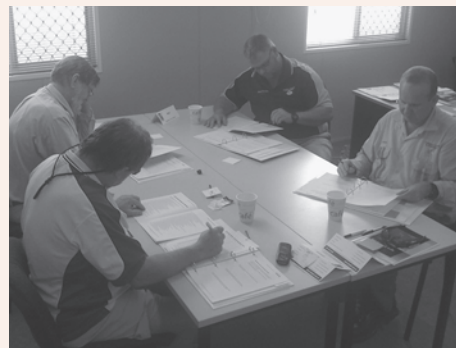


Figure 9.1 Assessment reflects the culmination of the learning process

Trial the tools and report on the trial and review of the assessment tools, including proposed changes.

Note that these tools should be created as part of the assessment planning you conduct in tasks 1 and 2 on page 289. You must ensure you create a mapping document that shows how the assessment tools meet the requirements of the unit of competency.

Competency map

The following grid will allow you to map the activities and assessments in this unit back to the required standards of competence.

TAEASS301A Contribute to assessment

Element	Performance criteria	Relates to pages:	Activities	Assessment tasks
1. Clarify role and responsibilities in the assessment process	1.1 Discuss and confirm purpose of assessment with relevant people 1.2 Discuss and confirm benchmarks for assessment with qualified assessor 1.3 Access, read and clarify assessment plan with qualified assessor 1.4 Discuss and agree with qualified assessor the specific responsibilities in gathering evidence and types of evidence to be gathered	254–255, 258–260, 268–272, 296–297	9.3	9.1, 9.2, 10.1, 10.2
2. Confirm organisational arrangements for evidence gathering	2.1 Access and confirm relevant assessment system policies and procedures; organisational, legal and ethical requirements; and other relevant advice on assessment 2.2 Clarify nominated assessment methods and tools for collecting evidence with qualified assessor, to ensure that procedures to be followed and instruments to be used are clear 2.3 Discuss and confirm with relevant people assessment context, including candidate's characteristics and any need for reasonable adjustments 2.4 Confirm and arrange resource requirements in consultation with relevant people	258–266	9.7, 10.6	10.1, 10.2

3. Collect evidence in accordance with the assessment plan	<p>3.1 Explain assessment process to candidate, including the different responsibilities of the parties involved, and refer any candidate issues or concerns to qualified assessor prior to undertaking assessment activities</p> <p>3.2 Use assessment tools to gather quality evidence within available time and resources, according to organisational, legal and ethical requirements</p>	299–309		10.2
4. Record and report findings	<p>4.1 Organise and provide evidence to the qualified assessor in a format suitable for analysis according to assessment system policies and procedures</p> <p>4.2 Actively seek feedback from the qualified assessor on whether evidence-gathering activities meet the principles of assessment and whether evidence collected meets the rules of evidence</p> <p>4.3 Document areas for improvement in collecting evidence, for future assessment activities</p>	314–317	10.11	10.2

TAEASS401A Plan assessment activities and processes

Element	Performance criteria	Relates to pages:	Activities	Assessment tasks
1. Determine assessment approach	<p>1.1 Identify candidate and confirm purposes and context of assessment/RPL with relevant people according to legal, organisational and ethical requirements</p> <p>1.2 Identify and access benchmarks for assessment/RPL and any specific assessment guidelines</p>	252–60	9.4, 9.5, 10.2	9.1, 9.2
2. Prepare the assessment plan	<p>2.1 Determine evidence and types of evidence needed to demonstrate competence, according to the rules of evidence</p> <p>2.2 Select assessment methods which will support the collection of defined evidence, taking into account the context in which the assessment will take place</p> <p>2.3 Document all aspects of the assessment plan and confirm with relevant personnel</p>	260–70	9.3, 9.9	9.1, 9.2

continued

3. Develop assessment instruments	3.1 Develop <i>simple assessment instruments</i> to meet target group needs 3.2 Analyse available assessment instruments for their suitability for use and modify as required 3.3 Map assessment instruments against unit or course requirements 3.4 Write clear instructions for candidate about the use of the instruments 3.5 Trial draft assessment instruments to validate content and applicability, and record outcomes	270–87	9.8, 9.9, 9.10, 9.11	9.1, 9.2
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Required skills	Relates to page/s:	Activities	Assessment tasks
cognitive interpretation skills to: <ul style="list-style-type: none"> • interpret competency standards and other assessment documentation, including material relating to reasonable adjustment • identify opportunities for integrated competency assessment • contextualise competency standards to the operating assessment environment, including RPL • consider access and equity needs of diverse candidates • technology skills to use appropriate equipment and software to communicate effectively with others • research and evaluation skills to: <ul style="list-style-type: none"> › obtain competency standards, assessment tools and other relevant assessment resources › research candidate characteristics and any reasonable adjustment needs › evaluate feedback, and determine and implement improvements to processes • literacy skills to: <ul style="list-style-type: none"> › read and interpret relevant information to design and facilitate assessment and recognition processes • communication skills to: <ul style="list-style-type: none"> › discuss assessment, including RPL processes with clients and other assessors • interpersonal skills to: <ul style="list-style-type: none"> › demonstrate sensitivity to access and equity considerations and candidate diversity › promote and implement equity, fairness, validity, reliability and flexibility in planning an assessment process 	250–4, 260–9, 300–2, 304, 307–8	9.3, 9.5, 9.8, 9.9, 9.11, 10.1, 10.2, 10.11	9.1, 9.2

Required knowledge			
<ul style="list-style-type: none"> • ethical and legal requirements of an assessor • competency-based assessment, including: <ul style="list-style-type: none"> › work-focused › criterion-referenced › standards-based › evidence-based • different purposes of assessment and different assessment contexts, including RPL • how to read and interpret the identified competency standards as the benchmarks for assessment • how to contextualise competency standards within relevant guidelines • four principles of assessment and how they guide the assessment process • purpose and features of evidence, and different types of evidence used in competency-based assessments, including RPL • rules of evidence and how they guide evidence collection • different types of assessment methods, including suitability for collecting various types of evidence • assessment tools and their purpose; different types of tools; relevance of different tools for specific evidence-gathering opportunities 	247–87, 302–3	9.1, 9.3, 9.5, 9.6, 9.9, 9.10, 10.11	9.1

TAEASS502A Design and develop assessment tools

Element	Performance criteria	Relates to pages:	Activities	Assessment tasks
1. Determine focus of the assessment tool	1.1 Identify target group of candidates, purposes of assessment tool, and contexts in which the tool will be used 1.2 Access relevant benchmarks for assessment and interpret them to establish evidence required to demonstrate competence 1.3 Identify, access and interpret organisational, legal and ethical requirements and relevant contextualisation guidelines 1.4 Identify other related documentation to inform assessment tool development	272–5	9.3, 9.4, 10.1	9.1, 9.2
2. Design assessment tool	2.1 Select assessment methods that support the collection of defined evidence, taking into account the context in which the assessment will take place and meeting the principles of assessment 2.2 Enable candidates to show or support their claim for recognition of current competency through selected assessment methods 2.3 Consider different assessment instruments for the selected assessment methods to generate options for collection of evidence 2.4 Consider how the assessment instruments will be administered	275–80, 300–1	9.7, 10.4	9.2

continued

3. Develop assessment tool	<p>3.1 Develop specific assessment instruments that address the evidence to be collected</p> <p>3.2 Define and document clear and specific procedures instructing assessor and candidate on the administration and use of the instruments</p> <p>3.3 Consider requirements of assessment system policies and procedures and address storage and retrieval needs, and review evaluation and version control procedures as part of this process</p>	284–6	9.10	9.2
4. Review and trial assessment tool	<p>4.1 Check draft assessment tools against evaluation criteria and amend as required</p> <p>4.2 Trial assessment tools to validate content and applicability</p> <p>4.3 Collect and document feedback from relevant people involved in trialling</p> <p>4.4 Make amendments to final tool based on analysis of feedback</p> <p>4.5 Appropriately format and file finalised assessment tool according to assessment system policies and procedures and organisational, legal and ethical requirements</p>	286–7	9.10, 9.11, 10.1	9.2

Required skills	Relates to pages:	Activities	Assessment tasks
<ul style="list-style-type: none"> analysis and interpretation skills to review and evaluate assessment tools critical thinking skills to translate the interpreted competency standards and other relevant assessment information into meaningful assessment instruments design skills to develop different assessment tool designs research and evaluation skills to evaluate assessment tools on the basis of trials and feedback 	274–87	9.8, 9.9, 10.1, 10.2, 10.12	9.2
Required knowledge			
<ul style="list-style-type: none"> principles of assessment and how they are applied when developing assessment tools different types and rules of evidence different assessment contexts and relationship to developing assessment tools components of competency and dimensions of competency contextualisation of competency standards and contextualisation guidelines assessment guidelines of training packages as relevant to developing assessment tools different assessment methods, their purposes and uses evaluation methodologies appropriate to the trial and review of assessment tools principles of reasonable adjustment relevant workplace information, including: <ul style="list-style-type: none"> organisational policies and procedures workplace tasks and activities standard operating procedures procedures for use of relevant personal protective equipment 	247–87, 302–3	9.2, 9.3, 9.6, 9.7, 10.1, 10.11	9.1

Chapter 10

TAEASS402A

ASSESS COMPETENCE

Assessing the vocational competence of a candidate is an extremely important responsibility. You are effectively ‘letting the candidate loose’ to work within an industry with your personal endorsement and that of your organisation. With such responsibility comes a legal duty of care to ensure you follow the appropriate steps and comply with Australian Quality Training Framework (AQTF), industry and organisational standards. The steps used in assessing competence in the Vocational Education and Training (VET) sector are outlined below:

1. Prepare for the assessment by reviewing the assessment plan.
2. Brief the candidate clearly and accurately.
3. Gather valid, sufficient, current and authentic evidence.
4. Make an assessment decision.
5. Give feedback to the candidate regarding the process and outcomes.
6. Document and report the assessment outcomes.
7. Review the assessment for improvement.

For national qualifications, competency standards are used as the benchmark for assessing a candidate’s skills and knowledge. These competency standards are located in the relevant national training package and are designed to assist trainers and assessors to meet the needs of the particular industry sector.



Figure 10.1

Competency map

The following grid will allow you to map the activities and assessments in this unit back to the required standards of competence.

Element	Performance criteria	Relates to pages:	Activities	Assessment tasks:
1. Prepare for assessment	1.1 Interpret the assessment plan and confirm organisational, legal and ethical requirements for conducting assessment with relevant people 1.2 Access and interpret the relevant benchmarks for assessment and nominated assessment tools to confirm the requirements for evidence to be collected 1.3 Arrange identified material and physical resource requirements according to assessment system policies and procedures 1.4 Organise any specialist support required for assessment 1.5 Explain, discuss and agree details of the assessment plan with candidate	295–9	10.1, 10.2, 10.3, 10.7	10.2
2. Gather quality evidence	2.1 Use agreed assessment methods and tools to gather, organise and document evidence in a format suitable for determining competence 2.2 Apply the principles of assessment and rules of evidence in gathering quality evidence 2.3 Determine opportunities for evidence gathering in actual or simulated activities through consultation with the candidate and relevant personnel 2.4 Determine opportunities for integrated assessment activities and document any changes to assessment instruments where required	299–305	10.4	10.2
3. Support the candidate	3.1 Guide candidates in gathering their own evidence to support recognition of prior learning (RPL) 3.2 Use appropriate communication and interpersonal skills to develop a professional relationship with the candidate that reflects sensitivity to individual differences and enables two-way feedback 3.3 Make decisions on reasonable adjustments with the candidate, based on the candidate's needs and characteristics 3.4 Access required specialist support in accordance with the assessment plan 3.5 Address any OHS risk to person or equipment immediately	305–9	9.2, 9.4, 10.5, 10.7	10.2

continued

Element	Performance criteria	Relates to pages:	Activities	Assessment tasks:
4. Make the assessment decision	<p>4.1 Examine collected evidence and evaluate it to ensure that it reflects the evidence required to demonstrate competence</p> <p>4.2 Use judgment to infer whether competence has been demonstrated, based on the available evidence</p> <p>4.3 Make assessment decision in line with agreed assessment procedures and according to agreed assessment plan</p> <p>4.4 Provide clear and constructive feedback to candidate regarding the assessment decision and develop any follow-up action plan required</p>	309–14	10.8	9.2, 10.2
5. Record and report the assessment decision	<p>5.1 Record assessment outcomes promptly and accurately</p> <p>5.2 Complete and process an assessment report according to agreed assessment procedures</p> <p>5.3 Inform other relevant parties of the assessment decision according to confidentiality conventions</p>	314–17	10.1, 10.11	10.2
6. Review the assessment process	<p>6.1 Review the assessment process in consultation with relevant people to improve own future practice</p> <p>6.2 Document and record the review according to relevant assessment system policies and procedures</p>	318–21		10.2

Required skills	Relates to page/s:	Activities	Assessment tasks:
<ul style="list-style-type: none"> • analysis and interpretation skills to: <ul style="list-style-type: none"> › break down competency standards › interpret assessment tools and other assessment information, including those used in RPL › identify candidate needs › make judgments based on assessment of available evidence • observation skills to: <ul style="list-style-type: none"> › recognise candidate’s prior learning › determine candidate’s performance › identify when candidate may need assistance during the assessment processes • research and evaluation skills to: <ul style="list-style-type: none"> › access required human and material resources for assessment › access assessment system policies and procedures › access RPL policies and procedures › evaluate evidence › evaluate assessment process • cognitive skills to: <ul style="list-style-type: none"> › weigh up the evidence and make a judgment › consider and recommend reasonable adjustments • decision-making skills to: <ul style="list-style-type: none"> › recognise a candidate’s prior learning › make a decision on a candidate’s competence • literacy skills to: <ul style="list-style-type: none"> › read and interpret relevant information to conduct assessment › prepare required documentation and records or reports of assessment outcomes in required format • communication and interpersonal skills to: <ul style="list-style-type: none"> › explain the assessment, including RPL process › give clear and precise instructions › ask effective questions › provide clarification › discuss process with other relevant people › give appropriate feedback › discuss assessment outcome › use language appropriate to candidate and assessment environment › establish a working relationship with candidate 	<p>7, 42, 72, 242, 305–10, 318</p>	<p>10.1, 10.2, 10.5, 10.7, 10.8, 10.9, 10.11, 10.12, 11.1</p>	<p>9.2, 10.2</p>

continued

Required knowledge	Relates to page/s:	Activities	Assessment tasks:
<ul style="list-style-type: none"> • competency-based assessment, including: <ul style="list-style-type: none"> › vocational education and training as a competency-based system › criterion-referenced assessment as distinct from norm-referenced assessment › competency standards as the basis of qualifications › structure and application of competency standards › principles of assessment and how they are applied › rules of evidence and how they are applied › range of assessment purposes and assessment contexts, including RPL › different assessment methods, including suitability for gathering various types of evidence, suitability for content of units, and resource requirements and associated costs › reasonable adjustments and when they are applicable › types and forms of evidence, including assessment tools that are relevant to gathering different types of evidence used in competency-based assessment, including RPL › potential barriers and processes relating to assessment tools and methods › assessment system, including policies and procedures established by the industry, organisation or training authority • RPL policies and procedures established by the organisation • cultural sensitivity and equity considerations • relevant policy, legislation, codes of practice and national standards, including Commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector, such as: <ul style="list-style-type: none"> › copyright and privacy laws in terms of electronic technology › security of information › plagiarism › training packages and competency standards › licensing requirements › industry and workplace requirements › duty of care under common law › recording information and confidentiality requirements › anti-discrimination, including equal employment opportunity, racial vilification and disability discrimination › workplace relations › industrial awards and enterprise agreements • OHS responsibilities associated with assessing competence, such as: <ul style="list-style-type: none"> › requirements for reporting hazards and incidents › emergency procedures › procedures for use of relevant personal protective equipment › safe use and maintenance of relevant equipment › sources of OHS information 	<p>105, 113, 248–69, 272–83, 328, 387</p>	<p>9.1, 9.2, 9.3, 9.4</p>	<p>10.1</p>

Chapter 11

TAEASS403A

PARTICIPATE IN ASSESSMENT VALIDATION

Element 1

Prepare for validation

Validation is the act of analysing and improving upon the assessment tools, systems and processes. The validation process is a key component of the Vocational Education and Training (VET) system as it forms a part of the ongoing scrutiny and improvement of competency assessment. This consistent and regular attention to the way we assess all the nationally recognised vocational qualifications in Australia helps to ensure a high standard of education and confidence in the application of acquired skills for Australian businesses.

Learning outcomes

Upon completion of this section you should be able to:

- 1.1 Discuss and confirm the approach to validation according to defined purposes, context, and relevant assessment system policies and procedures
- 1.2 Analyse relevant benchmarks for assessment and agree on the evidence needed to demonstrate competence
- 1.3 Arrange materials for validation activities

Competency map

The following grid will allow you to map the activities and assessments in this unit back to the required standards of competence.

Element	Performance criteria	Relates to pages:	Activities	Assessment tasks
1. Prepare for validation	1.1 Discuss and confirm the approach to validation according to defined purposes, context, and relevant assessment system policies and procedures 1.2 Analyse relevant benchmarks for assessment and agree on the evidence needed to demonstrate competence 1.3 Arrange materials for validation activities	329–38	11.1, 11.2, 11.3	11.2
2. Contribute to validation process	2.1 Demonstrate active participation in validation sessions and activities using appropriate communication skills 2.2 Participate in validation sessions and activities by applying the principles of assessment and rules of evidence 2.3 Check all documents used in the validation process for accuracy and version control	341–4	11.4	11.2
3. Contribute to validation outcomes	3.1 Collectively discuss validation findings to support improvements in the quality of assessment 3.2 Discuss, agree and record recommendations to improve assessment practice 3.3 Implement changes to own assessment practice, arising from validation	344–8	11.6	11.2

continued

Required skills	Relates to page:	Activities	Assessment tasks
<ul style="list-style-type: none"> • planning skills to participate in validation activities within agreed timeframes • problem-solving skills to identify information that is inconsistent, ambiguous or contradictory • evaluation skills to: <ul style="list-style-type: none"> › determine evidence requirements from competency standards › review assessment process, methods and tools › review collected evidence <p>communication skills to share information in validation meetings</p>	342	9.10, 9.11, 10.5, 11.1, 11.2, 11.5	11.2
Required knowledge			
<ul style="list-style-type: none"> • how to interpret competency standards and other related assessment information to determine the evidence needed to demonstrate competence, including: <ul style="list-style-type: none"> › criterion-referenced assessment as distinct from norm-referenced assessment › various reasons for carrying out validation and the different approaches to validation that may be appropriate before, during and after assessment › critical aspects of validation, including validation of assessment processes, methods and products › relevant OHS legislation, codes of practice, standards and guidelines, impacting on assessment › legal and ethical requirements of assessors, particularly in relation to validation activities • principles of assessment • rules of evidence 		9.1, 9.2, 9.3, 9.5, 11.5	11.1

Chapter 12

TAETAS401A

MAINTAIN TRAINING AND ASSESSMENT INFORMATION

Element 1

Provide initial and ongoing information and advice on training and assessment services

When potential clients first contact a registered training organisation (RTO) or trainer for information, they do so because (among other things) they:

- are interested in gaining a nationally recognised qualification
- wish to change or improve their career path options
- are being sent on a training program by their employer
- have received funding under the government's skilling programs in order to better their chances of gaining employment.

Whatever the reason, it is important that they be given as much information as possible so that they can make an informed decision. In this section, we will discuss promotional materials used to attract learners and the information that must be provided to them in the initial stages of the enrolment period.

Competency map

The following grid will allow you to map the activities and assessments in this unit back to the required standards of competence.

Element	Performance criteria	Relates to page/s:	Activities	Assessment tasks
1. Provide initial and ongoing information and advice on training and assessment services	1.1 Provide potential learners with relevant information about the range of training and assessment services provided by the training and/or assessment organisation	353–5		
	1.2 Explain specific program content and assessment requirements to learners in a clear and concise manner	355–7	12.1, 12.2, 12.3	12.1, 12.2
	1.3 Confirm training schedule with relevant personnel and disseminate to learners	354		
	1.4 Access, provide and explain relevant organisational policies and procedures relating to training and/or assessment services to learners according to organisational and legal requirements	355		
2. Complete training and assessment records	2.1 Collect, verify and record personal learner information on learner records management system	358–61		
	2.2 Collect, verify and record details of the specific learning strategy and learning program on the learner records management system	361–7		
	2.3 Confirm and record relevant additional requirements	367	12.4, 12.5, 12.6	12.1, 12.2
	2.4 Confirm and record learner progress and assessment outcomes in a timely manner	367		
	2.5 Organise certification processes according to national reporting requirements, where appropriate	367–9		
	2.6 Address custody and management requirements of training and/or assessment information and records	371		
3. Complete reporting requirements	3.1 Complete and forward final results to appropriate personnel for signature, using systems to support reporting	373		
	3.2 Finalise, check and provide data for national reporting purposes to appropriate personnel for signature	379		
	3.3 Identify, document and address issues and irregularities in recording and reporting activities in a timely and effective manner	380–2	12.7	12.1, 12.2
	3.4 Refer issues and irregularities outside area of responsibility or expertise to appropriate personnel for resolution, if relevant	381		
	3.5 Finalise certification arrangements, send to learners and store copies according to organisational and legal requirements, where appropriate	367		

continued

Required skills	Relates to page/s:	Activities	Assessment tasks
<ul style="list-style-type: none"> • language and literacy skills to: <ul style="list-style-type: none"> › elicit appropriate and critical information from learners in order to complete recording requirements › prepare national and state or territory reporting information › liaise with personnel, including managers and supervisors, from the training and/or assessment organisation › liaise with appropriate external authorities › analyse a wide range of documents • self-management and organisational skills relating to planning, and meeting deadlines and organisational and regulatory requirements 		12.2, 12.3, 12.4, 12.5, 12.6, 12.7	12.1, 12.2
Required knowledge			
<ul style="list-style-type: none"> • organisational policies and procedures relating to records and reporting procedures, and disseminating information to learners • established training and assessment information systems • training and assessment services provided by the organisation • requirements for collecting, recording and reporting vocational education and training information • Australian Quality Training Framework and AVETMISS requirements, covering: <ul style="list-style-type: none"> › records management › reporting requirements • relevant policy, legislation, codes of practice and national standards, including Commonwealth and state or territory legislation, for example: <ul style="list-style-type: none"> › copyright and privacy laws in terms of electronic technology › security of information › recording information and confidentiality requirements • OHS responsibilities associated with maintaining training and/or assessment information requirements 	353 363–6 368–72 373–6 382–5	12.1, 12.3 12.4, 12.5, 12.6, 12.7	12.1, 12.2