

Licensing/registration requirements

This section provides information on licensing/registration requirements for TAE10 Training and Education Training Package, with the following important disclaimer:

The developers of this Training Package, and DEEWR, consider that no licensing or registration requirements apply to registered training organisations (RTOs), assessors or candidates with respect to this Training Package. Contact the relevant State or Territory Department(s) to check if there are any licensing or registration requirements with which you must comply.

For further information on this topic contact www.ibsa.org.au.

Requirements for assessors

This section outlines the requirements that assessors, and as a consequence RTOs, must take into account when delivering and assessing TAE10 Training and Education Training Package. In particular, these requirements apply specifically to TAE40110 Certificate IV in Training and Assessment.

The areas dealt with are:

- reasonable adjustment and inclusive practice
- TAE assessors – requirements and responsibilities
- the link between vocational competence and TAE10 Training and Education Training Package competence.

Reasonable adjustment and inclusive practice

Providing reasonable adjustment for learners is based on legislative and regulatory requirements, as well as on the purpose of the organisation providing vocational education and training (VET). The term 'reasonable adjustment' in legislation relates only to people with a disability. However, all learners will benefit from inclusive practice that tailors practice to individual learner requirements.

Inclusive practice covers areas such as:

- taking into account a candidate's language, literacy and numeracy requirements
- flexible assessment sessions to allow for such things as fatigue or administering medication
- equity checks, and revision where necessary of proposed assessment methods and tools
- considering a candidate's age and gender
- considering cultural beliefs, traditional practices and religious observances
- reasonable adjustment, where required.

Reasonable adjustment, when considered in the context of the legislative responsibilities of trainers and assessors, is generally associated with:

- personal support services, such as providing a reader, Auslan interpreter or scribe
- assistive technology or special equipment
- the format of assessment materials, for example, electronic or oral assessment, Braille
- adjustment of the physical environment.

For a more detailed examination of trainer and assessor responsibilities in relation to reasonable adjustment, reference should be made to the accompanying Transition Guide for TAE10 Training and Education Training Package.

TAE assessors – requirements and responsibilities

This section outlines the requirements and responsibilities of TAE assessors, in particular those delivering and assessing TAE40110 Certificate IV in Training and Assessment, including:

- specified competency requirements to assess
- responsibilities in making assessment judgements

- the need to maintain currency in assessment practice
- adherence to the assessors' code of practice.

Competency requirements of TAE assessors

The vocational competence of TAE10 Training and Education Training Package is education, training and assessment. Accordingly, persons who deliver recognised training in TAE10 units of competency and qualifications, through or on behalf of an RTO, must be able to demonstrate their vocational competence in education, training and assessment. The benchmarks for demonstration of this vocational competence are the relevant competency standards of TAE10 Training and Education Training Package or equivalent competence.

The following vocational competence requirements apply to persons providing assessment services for TAE10 Training and Education Training Package, including assessments relating to TAE10 qualifications and individual TAE10 units of competency.

- Persons who conduct assessments against the units of competency leading to the award of TAE40110 Certificate IV in Training and Assessment must have successfully completed TAE40110 Certificate IV in Training and Assessment or have equivalent competence.
- Persons who conduct assessments of candidates against individual units of competency from TAE10 Training and Education Training Package must hold formal recognition of competence in each unit in which they wish to conduct assessment or be able to demonstrate equivalent competence.

Responsibilities of TAE assessors

TAE assessors have significant responsibilities. Their judgement certifies that TAE candidates have demonstrated TAE10 Training and Education Training Package competency standards to the standard required in the workplace. Once qualified in this, candidates can use this recognition to work in a variety of training and/or assessment contexts and industries, including delivery and assessment of TAE10 Training and Education Training Package.

In making the judgement of competence against TAE10 units of competency, TAE assessors must evaluate the evidence and assess the risks. Constraints and pressures are widespread – time, cost, the demand for a quick outcome – but compromise and diminution of TAE10 Training and Education Training Package unit requirements are not viable options.

Faithful adherence to the content and intent of the Training Package in the assessment process is critical to ensuring the VET system is staffed by competent trainers, assessors and practitioners.

Maintaining currency

An important aspect of maintaining competence in training and assessment is the currency of competence. TAE10 assessors have a responsibility to maintain currency in all areas of their own vocational competence in training and/or assessment practice. This includes continuing currency in assessing against TAE10 Training and Education Training Package competency standards. This means that TAE assessors should be able to provide evidence of their ongoing TAE training and/or assessment practice.

Currency also includes maintaining professional knowledge about the VET sector, particularly developments relating to the VET operating environment and changes in training and assessment policies and practices.

Good practice in maintaining currency

All persons conducting assessments against the competency standards in TAE10 Training and Education Training Package should:

- demonstrate current skills and knowledge in assessment practice, which could be met by a combination of evidence, including:
 - relevant work history
 - attendance at professional development activities focusing on best practice in assessment and/or workplace training
 - colleague/peer support and participation in trainer/assessor and/or professional networks
 - participation in networks and communities of practice
 - participation in moderation and validation activities
 - knowledge of current practices in assessment and workplace training
 - recent assessment and workplace training activities
 - knowledge of language, literacy and numeracy issues in the context of assessment and workplace training

and

- have current knowledge of the industry and workplace of the TAE learners/candidates, which would include:
 - familiarity with the industry/enterprise competency standards to be used by the learner/candidate as the basis of assessment and/or training
 - an understanding, where applicable of the training and/or assessment system in which the learner/candidate operates
 - knowledge of the requisite assessor qualifications for the industry or enterprise.

Code of practice for assessors

The code of practice detailed below is included in these Assessment Guidelines to support professionally responsible and ethical assessment practice and to guide TAE10 assessors in the responsibilities of their work.

This code is loosely based on an international code developed by the US-based National Council for Measurement in Education.

The code reinforces the performance outcomes of assessment units in TAE10 Training and Education Training Package.

- The differing needs and requirements of the candidates, the local enterprises and/or industry are identified and handled with sensitivity.
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified, and appropriate referrals are made, if necessary.
- All forms of harassment are avoided throughout the assessment process and in the review and reporting of assessment outcomes.
- The rights of candidates are protected during and after the assessment process.
- Candidates are made aware of their rights and processes of appeal.
- Personal or interpersonal factors that are irrelevant to the assessment of competence must not influence the assessment outcomes.
- Evidence is verified against the rules of evidence.
- Assessment decisions are based on available evidence that can be produced and verified by another assessor.
- Assessments are conducted within the boundaries of the assessment system policies and procedures.
- Formal agreement is obtained from candidates and the assessor that the assessment was carried out in accordance with agreed procedures.
- Assessment systems and tools are consistent with equal opportunity legislation.
- Candidates are informed of all assessment reporting processes prior to the assessment.
- Candidates are informed of all known potential consequences of assessment decisions, prior to the assessment.

- Confidentiality is maintained regarding assessment decisions/outcomes and records of individual assessment outcomes which identify personal details and are only released with the written permission of the candidate/s.
- Assessment outcomes are used consistently with the purposes explained to candidates.
- Self-assessments are periodically conducted to ensure current competence against TAE10 Training and Education Training Package competency standards.
- Professional development opportunities are identified and sought.
- Opportunities for networking amongst assessors are created and maintained.
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment practice and participating in validation.

The link between vocational competence and TAE10 Training and Education Training Package competence

A central focus of TAE10 Training and Education Training Package, particularly TAE40110 Certificate IV in Training and Assessment, is the connection with the candidate's area of vocational competence.

TAE10 candidates generally undertake this Training Package because they possess vocational competence in a specific industry, subject or technical area and they need to develop or extend competence in training and assessment to teach, train or facilitate the learning of other individuals in their area of vocational expertise. In some instances the TAE10 candidate may be acquiring vocational competence concurrently with their TAE10 Training and Education Training Package competencies.

The development and assessment of candidates' competence in TAE10 Training and Education Training Package units, particularly in the learning design, delivery and assessment fields, should be focused around their vocational competence. This will provide a relevant and meaningful reference point for assessment.

Potential TAE10 candidates should be made aware of the importance of vocational competence and advised of the AQTF requirements for vocational competence if they intend to use their TAE10 Training and Education Training Package qualifications to deliver training in an RTO.

Requirements for candidates

English language, literacy and other skill requirements

It is part of an RTO's responsibility to provide appropriate information to candidates to ensure that candidates understand the requirements of the units of competency prior to assessment. TAE assessors carrying out this responsibility must ensure TAE candidates or potential candidates are advised effectively of the underlying skill requirements of TAE10 Training and Education Training Package units.

In particular, advice about the underlying level of English language, literacy and numeracy skills required to meet the outcomes of TAE10 Training and Education Training Package units must be made clear prior to commencement of the learning and/or assessment process, and candidates who may have difficulty meeting these requirements must be provided with advice and options, such as appropriate language, literacy and numeracy skills training.

Candidates must also be advised that competence will include assessment of the specified language and literacy performance criteria and required skills of individual TAE10 Training and

Education Training Package units. This includes effective language, communications and interpersonal skills and the ability to write a range of documentation.

For example, TAE10 candidates are expected to read and interpret training packages, develop and document learning programs and assessment tools, present information, facilitate in a number of contexts using a range of skills, and prepare various records and documents.

Technology applications are also required as part of the competency specifications of some units. Further, complex cognitive skills in planning, research, interpretation, analysis and synthesis form part of the skills requirements of many units.

In a learning and assessment pathway, some of these skills can be developed through the learning process. However, this will depend on the approach adopted in the learning strategy and learning program content and the level of resourcing available.

In some situations, implementation may be based on an assumption that learners/candidates possess these skills. In these circumstances, and in an assessment-only pathway, TAE candidates must be made aware of the specific skills that underpin the outcomes and performance requirements of TAE10 Training and Education Training Package units, to ensure they are capable of demonstrating competence. Where essential skills need to be acquired, options for meeting these skill gaps must be provided.

Requirements for RTOs

The units in TAE10 Training and Education Training Package are designed to be assessed in the workplace. Workplace application is desirable to ensure that competence has been attained, to the standard required by this industry sector.

Ideally, all TAE10 candidates should be working in or have access to an operating training and assessment environment, such as an RTO; a training division in an enterprise, government or community organisation; or training services applied in a voluntary agency.

For candidates in a learning and assessment pathway, a work environment provides opportunities for applying skills and knowledge, and for undertaking relevant work activities that address the performance requirements of TAE10 Training and Education Training Package units.

It is recognised that TAE10 candidates in a learning and assessment pathway will not always have access to an effective workplace environment. In these circumstances assessors need to consider options within their own workplaces to support practice opportunities, such as whether their own RTO can provide opportunities for workplace application.

For candidates in an assessment-only pathway, a work environment in training and/or assessment is essential in providing the basis for the collection of evidence that meets the rules of evidence.

Advice on using simulation

While a workplace environment is highly desirable for both practice and assessment, it is recognised that where an appropriate workplace environment is not available, simulation may be required as an assessment environment for some units or aspects of competence. Some examples would be where occupational health and safety considerations make workplace application inadvisable, or the TAE candidate does not have and cannot gain access to a workplace where all the assessment requirements of a unit can be met.

Simulation is not, and should not be considered as, an assessment 'short cut' as the rules of

evidence still apply.

Where simulation is used, the TAE10 assessor must ensure that the assessment replicates the workplace activities and range of contexts addressed by the unit. It is critical that the designer of the simulation has a thorough knowledge of the unit content and is experienced in the current circumstances of the work outcomes that the unit defines, to ensure validity and authenticity.

In deciding whether a simulation has been adequately designed, the following questions should be asked. Are there opportunities to:

- demonstrate the dimensions of competency?
- address and demonstrate the range of skills identified within the units, including technical and generic skills?
- effectively transfer required knowledge to practical applications?
- incorporate the requirements for collaboration with colleagues?
- meet the specific assessment requirements of the units?
- reflect the complexity of work requirements, such as time pressures, competing and multiple work pressures, prioritisation, and deadlines?
- demonstrate inclusive practices and capacity to meet the needs of diverse groups and specific individuals?
- find, discuss and test solutions to problems?
- explore health and safety issues?
- demonstrate the range and level of language, literacy and numeracy within the units?

AQTF requirements for assessment

Compliance with TAE10 Training and Education Training Package, as required by the AQTF, will be rigorously enforced by state regulatory authorities.

The AQTF Standards can be downloaded from the Department of Education, Employment and Workplace Relations (DEEWR) website at www.deewr.gov.au or can be obtained in hard copy from DEEWR.

Industry Assessment Contextualisation 1

Employability Skills in the industry context

Industry Assessment Contextualisation 2

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