



# TAE10 Training and Education Training Package Frequently Asked Questions (FAQs)

Prepared by Innovation and Business Skills Australia (IBSA)

November 2010

Readers please note: These FAQs are based on a range of questions stakeholders have recently asked us about the newly endorsed TAE10 Training and Education Training Package. Our responses are based on the best information available at the time of writing and on policy information from DEEWR. We have taken every care to ensure these FAQs are accurate, but imply no warranty of the accuracy of the advice. You are advised to check our website for regular updates of these FAQs or contact the relevant State or Territory Training Authority.

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# TAE10 Training and Education Training Package

## Frequently Asked Questions (FAQs)

### 1 Development and endorsement of the Training Package

#### 1.1 What are the key dates for the Training and Education Training Package?

The National Quality Council (NQC) endorsed the *TAE10 Training and Education Training Package* on 5 May 2010.

TAE10 Training and Education Training Package replaces the TAA04 Training and Assessment Training Package and will be progressively implemented under transition arrangements.

The NQC policy on the training and assessment competencies to be held by trainers and assessors under the AQTF Standard 1.4(a), as agreed by the NQC on 17 June 2010, is shown below. Providers have until 17 June 2012 to be fully compliant against the new policy.

Trainers must:

- i. hold the TAE40110 Certificate IV in Training and Assessment from the TAE10 Training and Education Training Package  
or
  - ii. be able to demonstrate equivalent competencies to the TAE40110 Certificate IV in Training and Assessment from the TAE10 Training and Education Training Package  
or
  - iii. work under the direct supervision of a person who has the competencies specified in (i) or (ii) above
- and

be able to demonstrate vocational competencies at least to the level of those being delivered.

It is important to note that the new policy includes provision for trainers and assessors to 'demonstrate equivalent competencies'. In other words, **it is not the NQC's intention to require trainers and assessors to upgrade their formal qualifications** if they are able to demonstrate they have gained the required competencies through continued professional practice.

(emphasis applied by IBSA)

#### 1.2 How was the Training Package developed?

Consultations with training (VET) professionals, industry associations, employee representatives, government representatives, RTOs, and other interested groups and individuals has continued since the *Training and Assessment Package (TAA04)* was endorsed.

The *TAE10 Training and Education Training Package* arose from the review of *TAA04 Training and Assessment Training Package*. A discussion paper and proposed enhancements for testing and debate was posted on the IBSA website in May 2009 and a final draft of changes accompanied by a Transition Guide outlining changes, was posted in November. It was developed under a rigorous consultative process directly involving more than 300 stakeholders in the consultation phase and a further 160 individual responses in the review and validation phase. These included vocational education and training (VET) professionals, industry associations, employee representatives, government representatives, RTOs, and other interested groups and individuals. Consultations

centred on a detailed analysis of the operation of the existing Certificate IV in Training and Assessment involving workshops in capital cities and regional centres.

### **1.3 Why was the Training Package changed?**

Training Packages are subject to continuous improvement to ensure they continue to meet current and future industry needs. TAE10 was designed to improve the quality and capability of VET personnel—it builds on the foundation provided by its predecessor (*TAA04 Training and Assessment and before that BSZ98 Training Package for Assessment and Workplace Training*) and more accurately reflects current teaching and assessment practices to meet the skill formation needs of trainers and assessors who provide nationally recognised training.

IBSA continues to seek feedback from stakeholders. A summary of the continuous improvement activities associated with the Training and Education Training Package is located on the IBSA website in the Transition Guide to TAE10 – ([www.ibsa.org.au](http://www.ibsa.org.au))

## **2 Transition from TAA04 to TAE10**

### **2.1 Does TAE10 replace TAA04?**

Yes. TAE10 replaces *TAA04 Training and Assessment Training Package* and will be implemented progressively under transition arrangements. No new enrolments in TAA40104 Certificate IV in Training and Assessment will be allowed from May 2011.

However, the TAA04 Training and Assessment Training Package will remain an active training package for the purposes of supporting the Diploma of Training and Assessment (TAA50104) until it has completed a review process later in 2010.

### **2.2 Is there a time limit for learners currently enrolled in TAA04?**

Yes. Some RTOs will have learners 'in the pipeline' in the time of transition to TAE10 and they might still be issuing TAA04 qualifications to these learners even after the transition to TAE10. Given the high proportion of part-time learners in VET, some of those enrolled in TAA04 will take quite a while to complete their qualification. The principle is that it's in the best interest of learners to have the latest qualification outcome so is useful to move those learners already enrolled in TAA04 across to the new Training Package—especially if they are going to take some years to complete.

Because this issue essentially relates to registration, contact your State or Territory registering body. You can find their contact details at [www.dest.gov.au/sector/training\\_skills](http://www.dest.gov.au/sector/training_skills)

### **2.3 What impact will the AQTF have on training and assessment competencies for trainers and assessors?**

The Australian Qualifications Training Framework (AQTF) is the quality framework under which both registered training organisations (RTOs) and registering bodies operate.

For RTOs the framework consists of:

- Essential Standards for registration that each RTO must meet, and also
- Excellence criteria that RTOs may voluntarily apply to be assessed against, under a separate process.

The Essential Standards include an appendix stating the training and assessment competencies to be held by trainers and assessors. A copy of the Essential Standards can be accessed from [www.training.com.au/](http://www.training.com.au/) under Standards for RTOs.

#### **2.4** *I have TAA04 on my scope of registration—does this mean I can now deliver TAE10?*

**No.** RTOs can only deliver nationally recognised qualifications and units of competency that are on their scope of registration. You need to apply to have your scope amended if you wish to offer TAE10. Contact the registering body in the State or Territory in which you were registered—if you are not sure of the contact details check your registration information or locate the contact details at [www.dest.gov.au/sector/training\\_skills](http://www.dest.gov.au/sector/training_skills)

#### **2.5** *I want to change my scope of registration from TAA04 to TAE10—what do I do?*

RTOs wanting to amend their scope of registration from *TAA04 Training and Assessment Training Package* to the *TAE10 Training and Education Training Package* need to apply to the registering body in the State or Territory in which they were registered.

#### **2.6** *I want to offer training and assessment qualifications for the first time—how do I apply to have units on my scope of registration, and do I have to use the new Training Package?*

RTOs wanting to include training and assessment qualifications or units of competency from *TAE10 Training and Assessment Training Package* on their scope of registration should apply to the registering body in the State or Territory in which they have their head office and/or where they will conduct most of their training and assessment activities.

TAE10 is the most recent Training Package and replaces TAA04. If you are seeking initial registration, or seeking to amend your scope to include training and assessment units or qualifications, you can only apply for TAE10.

#### **2.7** *Other Training Packages include TAA04 units of competency—can I just use TAE10 units instead?*

While in principle it is best if all learners have the opportunity to achieve the latest Training Package units of competency, you can only replace TAA04 units with TAE10 units in a qualification if **all** of the following are satisfied:

- it is within the rules of the Training Package (using the TAE10 units might depend on whether the TAA04 units are core or electives and how their use is described in the Training Package), and
- you meet the TAE10 assessor and trainer competency requirements (where TAE10 units are being delivered as part of a qualification from another Training Package, you must have attained the unit (or an equivalent) and be able to demonstrate vocational competence, and
- the TAE10 units are on the RTO's scope of registration (depending on State/Territory arrangements for listing of electives on scope of registration).

Read the Training Package you are using to check the rules, or contact the Industry Skills Council or advisory body with responsibility for the Training Package you are using ([www.isc.org.au/](http://www.isc.org.au/)). Check the Assessment Guidelines of the TAE10 to ensure you are qualified, and check the RTO registration to ensure the units can be offered.

## **3** **How TAE10 compares with TAA04**

### **3.1** *Is the new Training Package substantially different from its predecessor?*

**Yes.** TAE10 provides for the skills development of a wider range of VET professionals such as workplace or RTO based assessors; teachers/trainers; educationalists; support personnel; and middle level technical managers. In addition, it provides pathways at graduate level in Language, Literacy and Numeracy (LLN), management (learning), and international education.

The Certificate IV in Training and Assessment (TAE40110) is not significantly different, with many units being directly equivalent and others substantially so. The repackaging process has focussed on presenting shorter, simplified user friendly units of competency which are no less comprehensive. Range statements have been streamlined and based on a presumption of RTO underpinning knowledge and expertise in the delivery of the qualification. Terminology has been revised to be consistent with other industry Training Packages e.g. "Critical

aspects of assessment and evidence required to demonstrate competency in this unit" has replaced "Specific evidence requirements must include" in the Evidence Guide component of the units of competency. A comprehensive glossary supports the repackaged units.

In addition, as a consequence of the policy directives outlined in respect of the skills of the VET workforce in delivering sustainability/green skills in Training Packages, an additional unit "TAESUS501A Analyse and apply sustainability skills into learning programs" has been added to the elective pool for the Diploma. This unit has been included in a Skill Set in the Training Package, designed to underpin professional development programs for VET professionals.

A Transition Guide has been developed which amongst other things provides a detailed summary of the units in both the new and old Certificate IV in Training and Assessment and a detailed equivalence table. This can be found in the Training Package area under the 'more information' section of the TAE10 Training and Education information at [www.ibsa.org.au/](http://www.ibsa.org.au/).

### **3.2 What are the nominal hours of the new TAE10 qualifications?**

Nominal hours are not described within Training Packages; training is competency based. However, nominal hours are often associated with funded training and sometimes they are provided along with sample training programs in Purchasing Guides or Implementation Guides that States and Territories develop to support funded delivery. Contact your State or Territory training authority for a copy of their Purchasing Guide. If you are not sure of the contact details check your registration information or find the contact details at [www.training.com.au](http://www.training.com.au).

### **3.3 I want to deliver this qualification to overseas students; however some of the core units are not relevant.**

The Certificate IV in Training and Assessment has been designed for use within the Australian VET sector. Delivery of this qualification must meet the recommended packaging rules for the qualification. The Environment units are core units and must be delivered.

### **3.4 Is it OK to deliver this qualification in a language other than English?**

The Entry requirements for the Certificate IV in TAA require an underlying level of English language and literacy required to meet the outcomes of Training and Education Training Package (TAE10) – refer TAE10 Training Package assessment guidelines 'requirements for candidates'. If the candidate requires delivery in a language other than English they may have difficulty meeting these requirements.

Candidates must also be advised that competence will include assessment of the specified language and literacy performance criteria and required skills of individual Training and Education Training Package (TAE10) units. This includes effective language, communications and interpersonal skills and the ability to write a range of documentation. For example, Training and Assessment 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.

Contact your State Training Authority for more information as your STA may under certain conditions allow for delivery outside of Australia and delivery in a language other than English (LOTE), with a proviso that the qualification has been delivered in a LOTE.

### **3.5 Will TAA04 units that are contained in other Training Packages automatically be replaced by TAE10 units?**

**No.** Units from the TAA04 contained in other Training Packages will remain until the Host Training Package is reviewed. You should check the NTIS for the latest information on the replacement of TAA04 units. Industry Skills Councils are regularly updating endorsed Training Packages under a continuous review process; and depending

on the nature of change being made in the Training Package, only the Version number may change. You should therefore check that you have the latest Version of the Training Package. Refer to the NTIS ([www.ntis.gov.au](http://www.ntis.gov.au)).

### **3.6 Do the specific evidence requirements mean it is evidence I need to sight and keep on file for audit purposes?**

The specific evidence requirements for each unit of competency succinctly list what a competent candidate must present for assessment. However an assessor must also be confident the candidate has met all aspects of the unit of competency when making an assessment decision.

It is the RTO's decision whether they keep complete examples of assessment evidence or a sample for the purpose of audit. There must be sufficient evidence on file for the auditor to make a judgment on the validity, reliability and sufficiency of the evidence to support the assessment decision. For further advice contact your State Training Authority.

## **4 TAE10 competency requirements**

### **4.1 Are the TAA04 assessor competencies equivalent to TAE10 units?**

Yes, many of the units in the new Certificate IV in Training and Assessment map directly to units in the current qualification. Details are contained in the Transition Guide available on the IBSA website [www.ibsa.org.au](http://www.ibsa.org.au) in the training package section under Education. Where units do not map directly the changes are relatively minor and these are detailed in that document.

For the purposes of conforming with the AQTF the Certificate IV in Training and Assessment (TAE40110) is considered equivalent to the current qualification TAA40104. Refer to the applicable AQTF guidance for RTOs for confirmation at [www.training.com.au](http://www.training.com.au).

### **4.2 How do we meet the 'vocational' competency requirements for trainers and assessors under TAE10?**

Along with other competency requirements, the Australian Quality Training Framework (AQTF) requires that trainers and assessors who deliver recognised training have relevant *vocational* competencies to the level being delivered or assessed (see the AQTF *Essential Standards for Registration* and Appendix 2 of the AQTF *Users' Guide to the Essential Standards for Registration*). The vocational competencies for delivering and assessing units of competency from the *TAE10 Training and Education Training Package* are in the vocational area of training and assessment.

This means that trainers and assessors delivering and assessing units of competency from TAE10 must be able to demonstrate their vocational competence in training and assessment. The benchmarks for demonstration of this vocational competence are the relevant competency standards of *TAE10 Training and Education Training Package*. (Essentially, this is the same as for any other Training Package—for example, people delivering and assessing units of competency from the Printing Training Package must have relevant printing competencies.)

In summary, the *vocational* competency requirements for trainers and assessors are:

- for training and assessments leading to the award of *TAE40110 Certificate IV in Training and Assessment*, assessors must have TAE40110 or be able to demonstrate equivalent competence,
- for training and assessments leading to the award of *TAA50104 Diploma of Training and Assessment*, assessors must have TAA50104 or be able to demonstrate equivalent competence,
- for training and assessments against individual units of competency from TAE10 that appear in other Training Packages, assessors must have attained the unit for which they conduct assessment or be able to demonstrate equivalent competence.

In addition, it is recommended that trainers and assessors working with TAE10 have current practical knowledge and skill both in the area of training and assessment and in the typical industry and workplaces of their learners or candidates for assessment. This could be achieved and demonstrated through activities such as:

- current experience training and assessing workplace trainers, assessors, coaches and mentors
- recent assessment and workplace training activities
- attendance at professional development activities
- participation in networks or communities of practice
- participation in moderation and validation activities
- current experience with the industry or enterprise competency standards that are the basis of assessment and training
- current experience, where applicable, of the training and assessment system in which the learner or candidate operates.

#### **4.3 *I am a qualified teacher so why should I need to have a Certificate IV in Training and Assessment (TAE40110) qualification?***

As a qualified teacher you should have a diverse range of applicable skills in teaching and learning that will apply to the vocational education and training (VET) sector.

However, VET delivery and assessment involves particular skills sets and knowledge that you might not have covered in your teacher training—the vocational aspects of VET training and assessment. For example:

- competency based training and assessment
- industry, enterprise and workplace-based assessment and learning
- Training Packages, their units of competency and qualification packaging
- assessment tools and validation
- the AQTF *Essential Standards for Registration* and associated requirements for RTOs.

So... while your skills around teaching and learning are very valuable, the Certificate IV in Training and Assessment will build your skills to meet VET sector requirements. Talk to an RTO about your current qualifications and experience—you might wish to apply for Recognition of Prior Learning (RPL) so that your current learning and competency can be recognised. In this way, the requirements to fulfil the qualification should be less.

#### **4.4 *I have Certificate IV from BSZ98 or TAA04 —do I need to update my qualification? If so, how long do I have?***

The NQC secretariat notified stakeholders on July 7th the NQC determination on benchmarks for AQTF trainer and assessor competencies.

Full details of the announcement may be downloaded from [here](#).

RTOs and VET practitioners should note in particular that the NQC guidance outlines that “the Council has agreed to a transition period of two years to allow providers time to adopt a planned approach to ensuring all their trainers/assessors meet the new requirements”. Organisations and individuals should feel no immediate need to change practice to meet AQTF requirements.

IBSA would further like to draw the attention of all RTOs and current holders of TAA04 and BSZ98 qualifications to the guidance provided in the bulletin:

It is important to note that the new policy includes provision for trainers and assessors to ‘demonstrate equivalent competencies’. In other words, **it is not the NQC’s intention to require trainers and assessors to upgrade their formal qualifications** if they are able to demonstrate they have gained the required competencies through continued professional practice. (emphasis applied by IBSA)

In particular the Industry Skills Council would like to draw the attention of stakeholders to the emphasis in the guidance shown above. The promotion of requirements for current holders of a Certificate IV in Training and Assessment to 'upgrade' qualifications is firstly not a requirement of the NQC determination and secondly not in the interest of either the VET sector at large or individual VET practitioners. We would encourage practitioners considering upgrading qualifications to consider undertaking a Diploma in Training and Assessment or some other suitable professional development intended to advance their professional skill set rather than needlessly updating existing qualifications.

By way of example, were you to have a part-time carpentry trainer and assessor on staff who also worked three days a week as a carpenter, would there be any question in your mind that they met the 'demonstrate equivalent competence' test when the Certificate III in General Construction (Carpentry - Framework, Formwork, Finishing) is reviewed? You certainly wouldn't for a moment suggest that they return to 'upgrade' their Certificate III!

However, a distinction needs to be made between trainers and assessors who are delivering training and assessing competency for qualifications within the *TAE10 Training and Education Training Package* and those working with other Training Packages. Because trainers and assessors of units of competency from TAE10 are working in the *vocational* area of training and assessment, they must also meet the vocational competencies as spelt out in the Training Package and required by the AQTF. In this case you will need to hold the unit you are assessing, or be able to demonstrate equivalent competence, to deliver it.

**4.5** *The documentation indicates that TAE40110 is equivalent to the TAA40104 for the purposes of AQTF compliance. Can an RTO, (once TAE40110 is on scope), simply issue a new TAE40110 certificate to a person who provides an authentic copy of their TAA40104 qualification (provided they have TAADEL402B as an elective) along with evidence that they have maintained the currency of their TAA40104?*

Yes, provided you meet the evidence requirements for RPL.

While IBSA do not believe that any necessity exists for holders of the current qualification to gain the new Certificate IV in Training and Assessment, we understand that many practitioners may wish to hold the new qualification. It is our view that this should be a simple RPL process establishing that the candidate is a holder of the TAA40104 qualification and has evidence that competence is current.

**4.6** *So how does this affect those with the BSZ98 qualification?*

While not a direct mapping exercise, the same concept applies to BSZ98. There is not the same unit equivalence between BSZ98 and TAE40110, but there are certainly many overlaps in terms of outcomes. This with your experience should provide adequate evidence for attainment of the qualification through an RPL route.

IBSA are currently reviewing the Diploma of Training and Assessment. Our encouragement would be for people to consider an 'upgrade' to a Diploma level qualification rather than the latest Certificate IV.

**4.7** *Do you have to have a Diploma from TAA04 to deliver Diploma level training from TAA04?*

Yes. Trainers and assessors of units of competency from TAA04 are working in the *vocational* area of training and assessment and they must meet the vocational competencies as spelt out in the Training Package and required by the AQTF. In this case you will need the new qualification or be able to demonstrate equivalent competence, in order to deliver it.

**4.8** *I am not clear about specific requirements outlined in the critical aspects of evidence in TAEDEL401A Plan, organise and deliver group-based learning*

The critical aspects for assessment require evidence of the ability to:

*facilitate group-based learning by preparing and delivering a series of training sessions, including:*

- o *at least two consecutive sessions, of a duration commensurate with a substantive training session (e.g. 40-60*

- minutes), that follow one of the learning program designs
- at least one session delivered to a different learner group, with evidence of how the characteristics and needs of this group were addressed

Questions have been raised as to whether this requires two or three sessions for the candidate to meet requirements. The answer lay in the intent and purpose of the guidance. The first requirement is intended to provide evidence that the candidate is able to facilitate learning across multiple sessions the second that they can deal with learner groups of differing characteristics. It is quite possible that this could be achieved through the delivery of two sessions alone but one would question whether such approach was simply a mechanical approach to assessment intended to satisfy requirements with the least effort rather than a robust effort to establish competence. If delivery to different groups is normal practice for the candidate, then a two session approach may be adequate. Where delivery to the same group is the normal practice, then a three session strategy may be the more appropriate approach.

#### **4.9 Do I have to be working with trainees and apprentices to complete TAEDEL404A Mentor in the workplace?**

The critical aspects for assessment require evidence of the ability to:

*prepare a mentoring plan between the mentor and learner that reflects the scope and substance expected within a plan prepared for a learner undertaking a contracted apprenticeship or traineeship*

It has been suggested that this requires that the person being mentored is an apprentice or trainee, or that the mentor is mentoring apprentices and trainees. It categorically does not and the wording has been chosen specifically not to convey this requirement. In fact the unit descriptor outlines the focus “develop a professional mentoring relationship with a learner, in particular an apprentice or trainee employed by, or undertaking work placement in, a workplace”.

This implies that the benchmark for the outcomes is a competence level that were you as the candidate required to mentor an apprentice or trainee at some point in the future, you would understand the requirements and be capable of doing so. This simply means that in the context of a ‘mentoring plan’ if you are not engaged in mentoring apprentices and trainees, you need to find out what the expectations are for a mentoring plan for this type of learner and make sure you meet this as a minimum.

#### **4.10 What is the difference between an assessment tool, method and instrument?**

NQC guidance makes the following reference:

*According to the AQTF Essential Standards for Registration, an assessment tool is defined as the instrument(s) and procedures used to gather and interpret evidence of competence:*

- a) *Instrument- the specific questions or activity used to assess competence by the assessment method selected. An assessment instrument may be supported by a profile of acceptable performance and the decision-making rules or guidelines to be used by the assessors.*
- b) *Procedures – the information or instructions given to the candidate and the assessor about how the assessment is to be conducted and recorded.*

In responding to user concerns about the scope and breadth of requirement for an entry level qualification, the National Project Reference Group for the development of the Certificate IV in Training and Assessment proposed that the focus of competence for the Certificate IV in Training and Assessment be primarily on assessment instruments. In this context, and having regard to the AQTF definitions, the occupational standards have taken an approach to language that follows the NQC guidance:

- An assessment tool includes the following components: the context and conditions for the assessment, the tasks to be administered to the candidate, an outline of the evidence to be gathered from the candidate and the evidence criteria used to judge the quality of performance (i.e., the assessment decision making rules). It also includes the administration, recording and reporting requirements.

- Assessment methods are the particular technique/s used to gather different types of evidence. This may include methods or techniques such as questioning, direct observation, structured activities, third party feedback, portfolios and review of products.
- Assessment instruments are the documented questions/assessment activities developed to support the selected assessment method/s used to collect the evidence of candidate competence.

## 5 TAE10 qualifications

### 5.1 *What units of competency make up TAE40110 Certificate IV in Training and Assessment?*

Refer to the packaging rules for the Certificate IV in Training and Assessment on the IBSA website at <http://www.ibsa.org.au/news-and-projects/news/tabid/112/articleType/ArticleView/articleId/98/New-Training-Package-Training-and-Education.aspx>.

### 5.2 *What does the statement, the elective “must contribute towards the vocational outcome of the program” in the packaging rules for the Certificate IV mean?*

Does this mean that RTO's can credit a student for a subject they may have completed in another nationally recognised training package?

Yes, this does allow for a unit already achieved to be credited to the qualification. The meaning of the wording “must contribute towards the vocational outcome of the program” relates to the purpose for undertaking the qualification.

You will recall that the training package outlines in the whole of industry information:

*A particular issue with TAE40110 Certificate IV Training and Assessment is the target market for this qualification. While there are many applications where Certificate IV qualifications can be identified as being fit-for-purpose for a wide client base, this qualification assumes that the learner is engaged in a training and education environment or has a vocational skill at a level that supports training and education in the subject area in which it is intended to teach.*

And in the assessment guidelines:

*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.*

So, it is implicit that the candidate is undertaking the qualification to train and assess in some vocational context, in which they are currently competent. A suitable unit from a qualification already achieved in that vocational context would be suitable. If they don't have a qualification then it is expected that they would achieve at least one unit of competence in that vocational context through this avenue.

### 5.3 *What units of competency make up TAA50104 Diploma of Training and Assessment?*

Refer to the packaging rules for the Diploma in Training and Assessment on the IBSA website at <http://www.ibsa.org.au/news-and-projects/news/tabid/112/articleType/ArticleView/articleId/98/New-Training-Package-Training-and-Education.aspx>.

## 6 Purchasing TAE10

### 6.1 *Where can I order a copy of the TAA04 Training and Assessment Training Package?*

You can order the Training Package from the on-line bookshop of Innovation and Business Skills Australia at [www.ibsa.org.au](http://www.ibsa.org.au) or by phoning IBSA on 03 9815 7000. It is available in hard copy and on CD.

You can also order the Training Package from TVET Australia at [www.atpl.net.au](http://www.atpl.net.au).

It is also possible to download the Package from the NTIS.

**6.2** *As an RTO wishing to have TAE10 on my scope, can I just download it from the NTIS rather than purchasing it?*

As it is now possible to download the entire package from the NTIS, some STAs will accept this. Please check with your State/Territory Training Authority to determine their requirements if you are seeking to add TAE10 onto your scope of registration.

## 7 Supporting resources for TAE10

**7.1** *Are there any resources to support delivery and assessment with this Training Package?*

Yes, DEEWR have funded the development of learner resources to support the delivery of the Sustainable practice Skill Set. This material is available to download from the IBSA website free of charge. In due course print versions will be made available for a small charge to cover the cost of materials.

In addition, you are able to purchase other print-based resources from IBSA.

There is a complete suite of learner guides for the Certificate IV in Training and Assessment (TAE40110) and the Diploma of Training and Assessment (TAA50104). There is also a Facilitator Guide to assist you to design learning and assessment strategies for individual units of competency, clusters of units or the full qualification. All resources are available for purchase from IBSA. Go to [www.ibsa.org.au](http://www.ibsa.org.au) for a full list of the resources available.

**7.2** *Are the support materials all I need to deliver and assess using TAA04?*

No.

Your learners, and the contexts for learning and assessment, will vary greatly. While resources provide a very good basis for learning and assessment activities, it is highly likely that you will need to customize and adapt the available resources, or develop supplementary materials to meet individual needs.

**7.3** *Do I have to use any particular resources?*

No.

Under Training Packages, you have free choice about which resources you use to support delivery and assessment. You can use resources purchased from IBSA or any other agency, or you can develop your own.

However, you *will* need supporting resources in addition to the endorsed components of the Training Package to provide the delivery and assessment strategies you require.

The AQTF *Essential Standards for Registration* ([www.training.com.au/](http://www.training.com.au/)) specify requirements that must be met by RTOs in relation to delivery and assessment resources.

## 8 Employability Skills

**8.1** *What are Employability Skills?*

In May 2005, the National Training Quality Council (NTQC) endorsed the approach for incorporating employability skills into Training Packages. Industry Skills Councils (ISCs) have been funded to review all existing Training Packages, and where employability skills are required, to make modifications to competency standards.

Modifications will be endorsed and progressively released in reviewed Training Packages. Employability skills are also sometimes referred to as generic skills, capabilities or key competencies. The Employability Skills build on the Mayer Committee's Key Competencies, which attempted to describe generic competencies for effective participation in work, and were developed in 1992.

The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), produced the '*Employability Skills for the Future*' report in 2002 in consultation with other peak employer bodies. Funding was provided by the Department of Education, Science and Training (DEST; now the Department of Education, Employment and Workplace Relations) and ANTA, with the report officially released by Dr Nelson, Minister for Education, Science and Training, on 23 May 2002. Copies of the report are available from the Department of Education, Employment and Workplace Relations (DEEWR, formerly DEST) website at [http://www.dest.gov.au/archive/ty/publications/employability\\_skills/index.htm](http://www.dest.gov.au/archive/ty/publications/employability_skills/index.htm)

The report indicated that business and industry now require a broader range of skills than the Mayer Key Competencies framework that was developed in the early 1990s. The report featured an 'Employability Skills Framework' which identified eight employability skills<sup>1</sup>:

- Communication
- Teamwork
- Problem solving
- Initiative and enterprise
- Planning and organising
- Self-management
- Learning
- Technology

## **8.2 How will Employability skills be embedded into the TAE10?**

Employability Skills summaries have been developed for each qualification and the summary for each qualification will be located immediately following the packaging rules for each qualification. The text making up these summaries was developed directly from the units of competency to ensure the language and essence of the job roles was appropriately reflected. The summaries are designed to help trainers and assessors identify and include in learning and assessment strategies the important industry application of Employability Skills.

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<sup>1</sup> Personal attributes that contribute to employability were also identified in the report but are not Employability Skills.