



Australian Government

**Department of Education, Employment
and Workplace Relations**

TRANSITION GUIDE



**TO SUPPORT THE DELIVERY OF THE REVIEWED TAE40110
CERTIFICATE IV IN TRAINING AND
ASSESSMENT**

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PART 1

Introduction

In April 2008, Innovation & Business Skills Australia prepared a paper on the fitness for purpose of the *Certificate IV in the Training and Assessment* Training Package. The paper addressed the design of the qualification and identified a number of issues concerning:

- the environment units,
- the lack of a core unit addressing delivery, and
- the role of the elective units.

This resulted in the development of a proposed model of an *entry level* qualification to meet the needs under the AQTF for the delivery of Training Package qualifications and accredited curricula. The model was outlined in a consultation paper which formed the basis of a series of national consultation workshops and an online forum conducted in May 2009. The National Quality Council's Quality of Assessment Action Group extended the scope of this consultation paper to include the Assessment units. The outcome of this consultation was a general agreement with the proposed model. The reviewed *Certificate IV in Training and Assessment* reflects this agreed model.

A key focus of the reviewed Certificate IV is that it is the entry level qualification required for trainers and assessors of training package qualifications as determined by the AQTF. It is recognised that there is a broad range of stakeholders in the VET industry, ranging from VET professionals to industry trainer/assessors to enterprise trainers and/or assessors. As the basic training qualification the *Certificate IV in Training and Assessment* must be designed to provide the essential elements of what is needed by an entry level trainer and assessor in any Vocational Education and Training (VET) context as well as providing a firm foundation on which to build further knowledge and skills.

This reviewed qualification has been designed to provide those essential elements whilst ensuring pathways are available to higher level qualifications where desired. 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 reviewed units.

To ensure that the spirit and focus of the reviewed qualification is maintained and that purpose and clarity is applied to the changes, this companion document (Transition Guide) has been developed to support implementation of the *Certificate IV in Training and Assessment* (TAE40110).

Purpose of the Guide

The aim of this guide is to support the implementation of the reviewed *Certificate IV in Training and Assessment* TAE40110. It details the changes and makes the links with the superceded units. The

Transition Guide needs to be read in conjunction with recent support materials developed under the auspices of the National Quality Council (NQC) including:

- Validation and Moderation - Guide for developing assessment tools – 2009
- Validation and Moderation – Code of Practice 2009
- Validation and Moderation – Implementation Guide 2009¹

Use of the Guide

The *Transition Guide* outlines the key changes in the reviewed qualification and provides guidance on best practice delivery and assessment. It focuses on the key ingredients of developing a framework for delivery and assessment of the qualification. These are:

- Unpacking the Training and Education Training Package TAE10 and its component parts
- Clustering the units in an appropriate and meaningful way
- Contextualising the components of TAE10 to meet the needs of varying contexts, learners and pathways
- Addressing the embedded components of the TAE10 e.g. employability skills, diverse learning needs, inclusivity, OH&S, and
- Developing integrated assessments which meet the needs of adult learners, workplace contexts, critical aspects of assessment of units of competency and the principles of assessment

Pathways into the Certificate IV in Training and Assessment

The *Certificate IV in Training and Assessment* (TAE40110) 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. It is not suitable as a standalone entry level qualification to the VET sector.

¹ http://www.nqc.tvetaustralia.com.au/nqc_publications

The Training Package

Unit mapping

| TAA40104 code | TAA40104 title | Action | TAE40110 code | TAE40110 title | Comment |
|---------------|---|--|---------------|--|--|
| TAAASS401C | Plan and organise assessment | Enhanced | TAEASS401A | Plan assessment activities and processes | Includes developing simple assessment tools |
| TAAASS402C | Assess competence | Enhanced | TAEASS402A | Assess competence | |
| TAAASS404B | Participate in assessment validation | Enhanced | TAEASS403A | Participate in assessment validation | |
| TAAASS403B | Develop assessment tools | Enhanced and added to Diploma but also available as elective | TAEASS502A | Design and develop assessment tools | Distinction between tools and instruments clearer. Better fit at diploma level |
| TAADES402B | Design and develop learning programs | Enhanced | TAEDES401A | Design and develop learning programs | Incorporated some elements of ENV units |
| TAADES401B | Use Training Packages to meet client needs | Enhanced | TAEDES402A | Use Training Packages and accredited courses to meet client needs. | Incorporated some elements of ENV units |
| TAADEL401B | Plan and organise group-based delivery | Merged with TAADEL402B | TAEDEL401A | Plan organise and deliver group based learning | |
| TAADEL402B | Facilitate group based learning | Merged with TAADEL401B | | | |
| TAADEL404B | Facilitate work-based learning | Merged with TAADEL403B | TAEDEL402A | Plan, organise and facilitate learning in the workplace | |
| TAADEL403B | Facilitate individual learning | Merged with TAADEL404B | | | |
| TAAENV401B | Work effectively in vocational education and training | Deleted | | | Aspects incorporated into DES401 and DES402 |
| TAAENV401B | Foster and promote an inclusive learning culture | Deleted | | | Aspects incorporated into DES and DEL units |
| TAAENV403B | Ensure a healthy and safe learning environment | Deleted | | | Range and knowledge and skills checked in each unit to ensure coverage |
| TAAENV404B | Develop innovative ideas at work | Deleted | | | Unit has no identifiable demand |

Structure of reviewed qualification

Core and elective units

| Structure of existing TAA40104 Certificate IV in Training and Assessment | Structure of reviewed TAE40110 Certificate IV in Training and Assessment. |
|---|--|
| <p>14 units (12 core plus 2 elective units from a defined list of 11 units)</p> <p>Learning Environment:</p> <p>TAAENV401B Work effectively in VET</p> <p>TAAENV402B Foster and promote an inclusive learning culture</p> <p>TAAAENV403B Ensure a safe and healthy learning environment</p> <p>Learning Design:</p> <p>TAADES401B Use Training Packages to meet client needs</p> <p>TAADES402B Design and develop learning programs</p> <p>Delivery and Facilitation:</p> <p>TAADEL401B Plan and organise group-based delivery</p> <p>TAADEL404B Facilitate work-based learning</p> <p>TAADEL403B Facilitate individual learning</p> <p>Assessment:</p> <p>TAAASS401C Plan and organise assessment</p> <p>TAAASS402C Assess competence</p> <p>TAAASS403B Develop assessment tools</p> <p>TAAASS404B Participate in assessment validation</p> | <p>10 units (7 core and 3 electives)</p> <p>Learning Design:</p> <p>TAEDES401A Design and develop learning programs</p> <p>TAEDES402A Use Training Packages and accredited courses to meet client needs</p> <p>Delivery and Facilitation:</p> <p>TAEDEL401A Plan, organise and deliver group based learning</p> <p>TAEDEL402A Plan, organise and facilitate learning in the workplace</p> <p>Assessment:</p> <p>TAEASS401A Plan assessment activities and processes</p> <p>TAEASS402A Assess competence</p> <p>TAEASS403A Participate in assessment validation</p> |
| | <p>Electives:</p> <p>TAEASS301A Contribute to Assessment</p> <p>TAEASS502A Design and develop assessment tools</p> <p>TAEDEL301A Provide work skill instruction</p> <p>TAEDEL403A Coordinate and facilitate distance-based learning</p> <p>TAEDEL404A Mentoring in the workplace</p> <p>TAEDEL501A Facilitate e-learning</p> <p>TAELLN401A Address language, literacy and numeracy skills</p> <p>TAETAS401A Maintain training and assessment information</p> <p>BSBAUD402B Participate in a quality audit</p> <p>BSBCMM401A Make a presentation</p> <p>BSBLED401A Develop teams and individuals</p> <p>BSBMKG413A Promote products and services</p> <p>BSBREL402A Build client relationships and business networks</p> <p>BSBRES401A Analyse and present research information</p> <p>1 elective unit may be selected from anywhere including other currently endorsed national Training Package or accredited course. Where the choice of a unit from another currently endorsed national Training Package or accredited course is made, this unit must come from a qualification or course at Certificate III or above and must contribute towards the vocational outcome of the program.</p> |

Specific Changes

Integration of Learning Environment Units

The three learning environment units no longer form part of the qualification. Relevant components of the units are addressed in other units as discussed in the following paragraphs. The rationale for this approach is based on the position put forward in the consultation paper (and generally accepted in the consultation process) that:

- Unit **TAAENV401B Work Effectively in VET** was too complex for an entry level trainer and possibly belongs in an induction program for specific VET contexts;
- Units **TAAENV402B Foster and promote an inclusive learning culture** and **TAAENV403B Ensure a healthy and safe learning environment** are underpinned by knowledge and skills which are embedded across a range of core units of the qualification;

Unit **TAAENV401B Work Effectively in VET** has been deleted from the qualification with elements 1 and 2 incorporated into Learning Design units. The consultation process focussed on the level of complexity of this unit and whether its outcomes were appropriate for all users of this qualification across the training industry. Discussions focussed on whether it should be a Diploma unit or whether a wide range of the underpinning knowledge outlined in the unit should form part of an induction program in VET organisations. Particularly those organisations where the functions of the training and assessing roles undertaken require this level of knowledge of the system at an entry level.

Examples of how the reviewed units address elements 1 and 2 of Unit **TAAENV401B Work Effectively in VET** include:

TAEDES401A Design and develop learning programs:

element 2: “Work within the vocational education and training policy framework”

TAEDES402A Use Training Packages and accredited courses to meet client needs:

performance criteria 1.4: “use the training product within the training and assessment organisation’s quality assurance policies and procedures”

Unit **TAAENV402B Foster and promote an inclusive learning culture** has been deleted. The original paper identified numerous examples of where elements of this unit were embedded throughout the Training Package. The reviewed qualification has explicitly identified these instances and addressed them in the critical aspects of assessment. Examples include:

TAEDEL402A Plan, organise and facilitate learning in the workplace:

Element 5: Maintain and develop the learning/facilitation relationship

Element 6 Close and evaluate the learning/facilitation relationship

Critical aspects for assessment and evidence required to demonstrate competency in this unit:

Candidates must demonstrate that they can prepare and facilitate work based learning. Candidates must provide evidence of a minimum of two examples of developing work-based learning pathways, that includes:

identifying needs for learning

analysing work practices, work environment and work activities

organising and allocating work in a way that reflects the learning needs and which provides effective learning opportunities through work processes

A minimum of two examples of a learning facilitation relationship being conducted, with different individuals to demonstrate communication skills and flexibility; one or more of the processes/techniques identified must be demonstrated.

TAEDEL401A Plan, organise and deliver group based learning:

Required knowledge includes:

- learner group profile including characteristics and needs of individual learners in the group
- different delivery methods and techniques appropriate to face-to-face group delivery
- techniques for the recognition and resolution of inappropriate behaviours

Critical aspects for assessment and evidence required to demonstrate competency in this unit:

Candidates must demonstrate that they can prepare and facilitate group based learning, by preparing and delivering a series of training sessions, including:

- 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.

Unit **TAAENV403B Ensure a healthy and safe learning environment** has been deleted. The original paper identified numerous examples of where elements of this unit were embedded throughout the Training Package. The reviewed qualification has explicitly identified these instances and addressed them in the critical aspects of assessment. Examples include:

TAEDES401A Design and develop learning programs:

Performance Criteria 4.5: Ensure a safe learning progression by analysing risks in the learning environment and including a risk control plan

Required knowledge:

- relevant OHS knowledge relating to the work role, and OHS considerations which need to be included in the learning program

TAEDEL402A Plan, organise and facilitate learning in the workplace:

Performance criteria 1.3: Identify and address occupational health and safety and industrial relations implications of using work as the basis for learning

Required knowledge:

- OHS relating the work role, including:
 - 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

Changes to delivery units

Unit **TAADEL401B Plan and organise group-based delivery** has been merged with **TAADEL402B Facilitate group-based learning** to become **TAEDEL401A Plan, organise and deliver group based learning**.

Unit **TAADEL404B Facilitate work-based learning** has been merged with **TAADEL403B Facilitate individual learning** to become **TAEDEL402A Plan, organise and facilitate learning in the workplace**.

Both **TAEDEL401A Plan, organise and deliver group based learning** and **TAEDEL402A Plan, organise and facilitate learning in the workplace** are core units and address a range of issues around the skills required to deliver training and assessment in a range of contexts to a range of audience – workplaces to classrooms, one-on-one facilitation to large group delivery.

Examination of the *specific evidence requirements* of the merged units with the reviewed unit(s) will demonstrate that the spirit and intent of the units has been maintained but that the opportunity for integrated delivery and assessment has been created. Additionally there is a renewed focus on the core skill of delivery of training.

Comparison of critical aspects of assessment and evidence required

TAADEL401B Plan and organise group-based delivery

Specific evidence requirements must include:

- the ability to transfer skills to different training environments and learner groups
- evidence of the preparation of a minimum of two delivery plans:
 - one of these delivery plans must address a learning program that is linked to competency standards or an accredited curricula
 - one delivery plan should address the whole or substantial part of a learning program and contain session plans for a series of training sessions
- assessment must also include evidence of both developing and contextualising learning activities for the delivery plan and of developing new learning materials such as handouts, overhead, etc., and organising material and

TAEDEL401A Plan, organise and deliver group based learning.

Critical aspects for assessment and evidence required to demonstrate competency in this unit:

Candidates must provide evidence of the ability to:

- facilitate group-based learning by preparing and delivering a series of training sessions, including:
 - 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
- identify and respond to diversity and individual needs
- access and use documented resources and support personnel to guide inclusive practices.

physical requirements for delivery

TAADEL402B Facilitate group-based learning

Specific evidence requirements must include:

- the ability to transfer delivery and facilitation skills to different training environments and learner groups
- evidence of the delivery, facilitation and review of a series of training sessions including at least two consecutive sessions that follow a learning program design:
 - at least one session (minimum) should be based on a learning program that is derived from Training Package competency standards or accredited curricula
 - at least one session must be based on using learning outcomes from another source
 - at least one session must be delivery to a different learning group with evidence of how the characteristics and needs of this group were addressed
 - at least one training session should be one hour minimum duration

TAADEL404B Facilitate work-based learning

Specific evidence requirements must include:

- a minimum of two examples of developing work-based learning pathways, that includes:
 - identifying needs for learning
 - analysing work practices, work environment and work activities
 - organising and allocating work in a way that reflects the learning needs and which provides effective learning opportunities through work processes

TAADEL403B Facilitate individual learning

Specific evidence requirements must include:

- a minimum of two examples of a learning facilitation relationship being conducted with different individuals to demonstrate communication skills and flexibility; one or more of the processes/techniques identified must be demonstrate.

TAEDEL402A Plan, organise and facilitate learning in the workplace

Critical aspects for assessment and evidence required to demonstrate competency in this unit:

Candidates must demonstrate that they can prepare and facilitate work based learning. Candidates must provide evidence of a minimum of two examples of developing work-based learning pathways, that includes:

- identifying needs for learning
- analysing work practices, work environment and work activities
- organising and allocating work in a way that reflects the learning needs and which provides effective learning opportunities through work processes

A minimum of two examples of a learning facilitation relationship being conducted, with different individuals to demonstrate communication skills and flexibility; one or more of the processes/techniques

Changes to assessment units

Unit **TAAASS401C Plan and organise assessment** has become **TAEASS401A Plan assessment activities and processes** and is now focussed on developing simple assessment instruments. Similarly to the discussion around the VET Environment unit, this is the consequence of the consultation process identifying the requirements of unit **TAAASS401C Plan and organise assessment** as being too complex for an entry level trainer. It was also apparent that the level of complexity of this unit and its outcomes were not appropriate for all users of this qualification across the training industry. General consensus was reached that the pitch of **Unit TAAASS403B Develop assessment tools** was more towards those with responsibility for the development and implementation of a training assessment strategy for an organisation and not towards entry level trainers.

However, it was agreed that the skills of developing and applying simple assessment instruments are necessary for entry level trainers and assessors. As a consequence, Unit **TAAASS403B Develop assessment tools** has been enhanced and changed to a Diploma unit, **TAEASS502A, Design and develop assessment tools** and **TAAASS405A Plan and organise assessment products and processes** has been reviewed as part of the core units of the *Certificate IV in Training and Assessment*.

Changes to **TAAASS401A Plan assessment activities and processes** include streamlining the elements to simplify and clarify whilst linking the skill and knowledge development to the requirements of the critical aspects for assessment and evidence – these changes include:

Streamlining of existing elements:

Determine assessment approach

Prepare the assessment plan

Organise assessment arrangements

Performance criteria edited and simplified. Components of unit previously addressed in both the performance criteria and the required skills and knowledge and/or range statement now addressed in one place e.g.

- contextualisation
- application of principles of assessment
- identification of learner characteristics and making appropriate reasonable adjustments

Additional Element:

3. Develop assessment instruments

Performance Criteria:

3.1 Develop simple assessment instruments to meet the needs of the target group

3.2 Write clear instructions for the candidate about the use of the instruments

3.3 Trial draft assessment instruments to validate content and applicability and record outcomes.

Specific Evidence requirements have not changed but have been renamed Critical aspects for assessment and evidence required for consistency with other industry Training Packages

| Specific Evidence requirements must include: | Critical aspects for assessment and evidence required to demonstrate competency in this unit: |
|---|---|
| <p>Evidence of planning and organising the assessment process on a minimum of two occasions. The evidence collected must:</p> <ul style="list-style-type: none"> ◦ address the provision of documented assessment plans ◦ cover a range of assessment events ◦ cater for a number of candidates ◦ relate to different competency standards or accredited curricula ◦ include an RPL assessment ◦ involve the contextualisation of competency standards and the selected assessment tools, where required ◦ incorporate consideration of reasonable adjustment strategies ◦ include the development of simple assessment instruments for use in the process ◦ include organisational arrangements | <p>Candidates must demonstrate that they can plan and organise the assessment process on a minimum of two occasions. The evidence collected must:</p> <ul style="list-style-type: none"> ◦ address the provision of documented assessment plans ◦ cover a range of assessment events ◦ cater for a number of candidates ◦ relate to different competency standards or accredited curricula ◦ include an RPL assessment ◦ involve the contextualisation of competency standards and the selected assessment tools, where required ◦ incorporate consideration of reasonable adjustment strategies ◦ include the development of simple assessment instruments for use in the process ◦ include organisational arrangements |

Unit **TAAASS402C Assess competence** has been enhanced and is now **TAEASS402A Assess Competence**. This reviewed unit is a good example of the streamlining process applied to the changed units of competency. The elements remain the same and performance criteria have been rewritten to clearly outline the requirements of the competency. Range statements have been edited to the specific requirements of the unit. General statements and glossary items have been removed and addressed where appropriate. This is either in relevant units of competency or in the glossary. An example of such is:

TAAASS402C Assess Competence:

Performance Criteria 2.5 identified assessment/RPL system policies and procedures and organisational/legal/ethical requirements for assessment are addressed

has been removed from **TAEASS402A Assess Competence** but has been addressed in **TAEASS401A Plan**

assessment activities and processes in:

Performance Criteria 1.1 Identify candidates/e and confirm the purpose/s and context of assessment/RPL with relevant people in accordance with legal/organisational/ethical requirements.

Unit **TAASS404B Participate in assessment validation** has also been enhanced in the same manner as described above and is now **TAEASS403A Participate in assessment validation**.

Changes to choice of elective units

The choice of electives depends on client needs. Discussion around the choice of electives during the consultation was based on the rationale for their inclusion. These electives reflect the range of contexts in which trainers and assessors might be going to apply the qualification. Two electives are to be chosen from the following list:

| Elective | Probable context |
|---|--|
| TAEASS301A Contribute to assessment | Technical expert with supervisory or mentoring/coaching role |
| TAEDEL301D Provide work skill instruction | Enterprise Trainer Skill Set Enterprise Trainer and Assessor Skill Set supervisor with responsibility for on the job training team leader with responsibility for coaching to achieve specified outcomes. |
| TAETAS401A Maintain training and assessment information | Administrative role in organisation which contributes to maintenance of record management systems for the purposes of reporting (e.g. government funding, grants, AQTF). |
| TAELLN401A Address adult language literacy and numeracy skills | workplaces or learning environments where learners' language, literacy and numeracy needs are obvious barriers to achieving competency VET in Schools' programs delivery to apprentices and trainees technical experts with no pedagogical training |
| TAEDEL501A Facilitate e-learning | distance education environments geographically dispersed working environments online programs |
| TAEASS502A Design and develop assessment tools | administrative or managerial role with responsibility for the development and maintenance of an overarching assessment strategy for an organisation |

| | |
|--|--|
| | delivering Training Package qualifications. |
| <i>TAEDEL403A Coordinate and facilitate distance-based learning</i> | trainer/facilitator, supervisor, manager, leader, practitioner, teacher, assessor, consultant who uses distance-based learning to support individual learners. |
| <i>TAEDEL404A Mentoring in the workplace</i> | workplace supervisors or others with responsibility for an apprentice, trainee or learner in the workplace |

PART 2

Planning and developing a framework for the delivery and assessment of TAE40110 Certificate IV in Training and Assessment

This qualification is the entry level qualification required under the AQTF for the delivery of Training Package qualifications and accredited curricula. Its delivery should model training and assessment practices that ensure best practice training and assessment across vocational education and training in Australia. The development of a delivery and assessment framework for *Certificate IV in Training and Assessment* should be documented in a way which logically links the steps taken through the learning and development activities and the assessment gathering activities to the judgment made for the conferring of the qualification. It should also provide a solid foundation for the delivery and assessment of the qualification by an RTO to ensure consistency of delivery and judgements and meet the requirements of the AQTF.

Useful tools in working through this process can be accessed at:

http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/anta/profile/learning_assessment_strategies_how_to_kit_pt_1.htm

http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/anta/profile/learning_assessment_strategies_pt_2_resource_guide.htm

In developing a framework for the delivery and assessment of the TAE, it is expected RTOs would engage in the following steps:

- consulting with client to determine appropriate learning and assessment strategies
- unpacking the TAE and its component parts
- clustering of units where appropriate and meaningful in a learning program
- contextualising to meet the needs of learners
- addressing embedded components e.g. employability skills, diverse learning needs, inclusivity, OH&S, and
- developing integrated assessments which meet the needs of TAE learners, workplace contexts, critical aspects of assessment of units of competency and the principles of assessment
- preparing for and participating in validation and moderation of TAE activities

Consulting with clients

This component of planning needs to consider who the client is – is it individual learners; candidates for assessment or organisations or enterprises with specific training needs?

The nature and level of consultation with industry in the development of the learning and assessment strategies should be documented and be underpinned by a validation strategy.

Unpacking the qualification and its component parts

Select Units of Competency

What are the packaging of the qualification and the assessment guidelines for the *Certificate IV in Training and Assessment*. Consider the context in which the qualification will be delivered and identify the electives to be delivered.

Identify key components of the qualification

Unpack the qualification by analysing the core units and the chosen electives to determine:

- required skills – this information will inform a range of relevant learning activities.
- required knowledge – this information will ensure that key theory is addressed in any learning program and that relevant assessment instruments are designed to collect valid evidence
- critical aspects of assessment – this information is essential to inform the overarching requirements of the qualification; it should be an explicit part of any assessment instrument documentation.
- embedded employability skills – these should be addressed within the range of assessment instruments used to gather evidence of competency in the qualification. The employability skills summary of the employability skills to be developed through the *Certificate IV in Training and Assessment* can be downloaded from <http://employabilityskills.training.com.au>

| Unit Analysis | |
|--|-------------------------------|
| What is the work activity? | Unit title |
| What does the work activity involve? | Unit description |
| What skills are needed to perform the work activity? | Elements |
| What level of skill is needed? | Performance Criteria |
| What are the conditions under which this work activity might be conducted? | Range statement |
| What evidence is needed to prove this person is competent? | Evidence guide |
| What knowledge and skills are needed to perform this activity? | Required knowledge and skills |

| | |
|--|-----------------------|
| What employability skills are embedded in the qualification? | Employability skills |
| Where should evidence of competency be gathered? | Context of assessment |
| What resources are required to gather the evidence? | Resource requirements |

Cluster Units for delivery

Consider the context, client needs and pathway of the qualification and use this analysis to identify opportunities for clustering units of competency. In some cases this might be as simple as clustering design, delivery and assessment units and developing learning activities which address common concepts across the units.

In other cases it may be opportunities for reinforcing the required skills and knowledge for the critical aspects of assessment. In some cases a holistic, integrated assessment instrument may provide an opportunity for clustering designing, planning and assessment units. There is no rule for clustering other than the opportunity to create meaningful adult learning experiences which link common concepts and reinforce learning within a relevant context.

Contextualisation

The Training Package states:

“Registered Training Organisation (RTOs) may contextualise units of competency to reflect local outcomes required. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

Any contextualisation of units of competency in this endorsed Training Package must be within the bounds of the following. In contextualising units of competency, RTOs:

- must not remove or add to the number and content of elements and performance criteria
- may add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes
- may make amendments and additions to the range statement as long as such changes do not diminish the breadth of application of the competency and reduce its portability, and/or
- may add detail to the evidence guide in areas such as the critical aspects of evidence or resources and infrastructure required where these expand the breadth of the competency but do not limit its use.”

These guidelines provide the framework for the delivery and assessment of the *Certificate IV in Training and Assessment* to be adjusted to suit the needs of specific contexts and client groups. They

also reflect the expectation that planning for the delivery and assessment of the qualification will be regularly reviewed to determine that the program suits the needs of current students.

Develop learning strategies

This stage of planning is based on the unpacking and analysis of the units of competency that comprise the *Certificate IV in Training and Assessment* as well as any clustering and contextualisation. This level of research supports the design of a sequenced learning experience to achieve competency. The sequenced learning experience supports “know how” and the “know why” aspects of competency and ensures that the evidence collected meets the requirements of this qualification and is consistent with the principles of assessment.

Key ingredients of this sequenced learning experience are:

- Learning requirements structured into themes/topics/subjects linked to the unit analysis
- Work based and/or class based activities designed to support learning
- Outline of assessment strategy and
- Delivery and assessment schedule.

Essential documentation to support planning for the delivery and assessment of the *Certificate IV in Training and Assessment*:

- Delivery program – schedule of activities and supporting resources
- Matrix linking unit cluster with assessment activities
- Assessment record outlining activities; competencies addressed and results
- Assessor overview with details of activities and exemplars of appropriate responses, behaviours and outcomes of assessments e.g. Practical placement observation checklists should provide guidelines for workplace supervisors about what the performance criteria might mean

Addressing embedded components

This is the point in planning for delivery and assessment that issues of inclusivity, diversity, special needs and OH&S can be specifically considered.

Language, Literacy and Numeracy

Language, literacy and numeracy skills within TAE10 are defined by the Australian Core Skills Framework. The Australian Core Skills Framework (ACSF) describes levels of performance in the 5 core skills of:

- Learning
- Reading
- Writing
- Oral Communication

- Numeracy.

These skills are essential for people to participate in our society. People need to communicate effectively in many different ways, for diverse purposes, in a variety of contexts and to think critically about information and ideas.

The Australian Core Skills Framework provides:

- A consistent national approach to the identification of the core skills requirements in diverse personal, community, work and training contexts
- A common reference point for describing and discussing performance in the 5 core skill areas

The ACSF is based on the National Reporting System (NRS), a mechanism for reporting outcomes of adult English language, literacy and numeracy provision. The NRS has been used by Australian language, literacy and numeracy (LLN) specialists since 1995. The ACSF is primarily a tool for specialist practitioners. However, an understanding of the framework will assist non-specialists to understand the essentials of performance in the core skills in different contexts.

Both the ACSF, and a short summary of the ACSF, can be accessed at the DEEWR website at the LiteracyNet website at www.deewr.gov.au/skills/literacynet/links.

Resources to support the ACSF are also available from the LiteracyNet site. The homepage is at www.deewr.gov.au/Skills/LiteracyNet.

Employability Skills

Employability skills are the skills required to gain employment or establish an enterprise but also to progress within an enterprise or expand employment capability so as to achieve one's potential and contribute successfully to enterprise strategic directions.²

Employability skills have been embedded in the units of the *Certificate IV in Training and Assessment* and are to be addressed and reported on through integrated assessments of the qualification's units of competency. As cited previously, the employability skills summary of the employability skills to be developed through the *Certificate IV in Training and Assessment* can be downloaded from <http://employabilityskills.training.com.au>.

An example of the employability skill which might be addressed in the assessment of the Assessment, Design and Delivery cluster of units is the employability skill of Planning and Organising. When examining the facets of the employability skill, Planning and Organising, as outlined in the employability skills summary of the *Certificate IV in Training and Assessment*, it is apparent that many of these facets reflect a planning and organising skill base.

| Examples of facets of the Employability Skills of Planning and Organising.. | Examples of relevant units of competency in Certificate IV in TAA |
|---|---|
| researching, reading, analysing and interpreting | TAEDES401A Design and develop learning programs |

² NQC, *Employability Skills: Fostering Assessing and Reporting*, February 2008.

| | |
|--|---|
| workplace specifications | <p>Element 2 Work within the vocational education and training policy framework</p> <p>2.1 Access and apply relevant national vocational and training policies and frameworks to work practices</p> <p>2.2 Identify training package developers and course accreditation agencies responsible for specific learning program parameters and apply their guidance to program development</p> <p>2.3 Conduct work in accordance with organisational quality assurance policies and procedures.</p> |
| planning, prioritising and organising workflow | <p>TAEDEL402A Plan, organise and facilitate learning in the workplace</p> <p>Element 4 Implement the work based learning pathway</p> <p>4.1 Sequence the introduction of workplace tasks, activities and processes to reflect the agreed work based learning and processes involved</p> |

Developing integrated assessments

Good practice in assessment is underpinned by the design of assessment instruments that:

- reflect the rules and principles of assessment,
- are linked to the RTOs overarching planning framework for the delivery and assessment of the *Certificate IV in Training and Assessment*,
- meet the needs of adult learners,
- reflect workplace contexts, and
- collect evidence which addresses the units' critical aspects of assessment and evidence required to demonstrate competency.

Essential steps in the process of developing valid, reliable assessment instruments for the assessment of the *Certificate IV in Training and Assessment* include:

- Read the unit/s of competency – core and elective
- Consider rules and principles of assessment and critical aspects of assessment
- Considers the employability skills summary for the *Certificate IV in Training and Assessment*
- Consider opportunities and capacity to cluster (delivery, design, assessment, elective streams) and design holistic assessment instruments where possible
- Design valid, rigorous assessment instruments linked to the overarching assessment strategy– avoid over assessing

- Design assessment tasks for the unit/s that are consistent with and meet the requirements of the unit of competency and provide clear advice to clients on how the unit/s will be assessed
- Conduct a mapping of:
 - Elements of performance against assessment tasks.
 - Skills and knowledge and critical aspects of evidence against assessment tasks.
 - Employability Skills against assessment tasks.
 - Develop a clear set of assessment criteria/model answers/marking guide for each assessment task.
 - Design an assessment record sheet for each assessment task.
 - Design an overall assessment record sheet for the unit of competence to show achievement of the participant against each of the specified assessment tasks, signed by both assessor and student.
 - Develop an information guide for assessors on the process of assessment used by the RTO including the model answers/marking guides.

Validation and moderation

Recently published materials on validation and moderation, *Implementation Guide – Validation and Moderation*³ and *A Code of Professional Practice for Validation and Moderation*⁴ provide a guide for the planning, preparation and conduct of validation and moderation processes. These guides are a valuable resource to support the development and review of learning and assessment frameworks.

What is validation?⁵

Validation is a quality review process. It involves checking that the assessment tool produced valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the relevant aspects of the Training and Assessment Training Package had been met. It includes reviewing and making recommendations for future improvements to the assessment tool, process and/or outcomes.

What is moderation?⁶

Moderation is the process of bringing assessment judgements and standards into alignment. It is a process that ensures the same standards are applied to all assessment results within the same Unit(s) of Competency. It is an active process in the sense that adjustments to assessor judgements are made to overcome differences in the difficulty of the tool and/or the severity of judgements.

³ TVET, NQC, *Implementation Guide – Validation and Moderation*, 2009 op cit

⁴ TVET, NQC, *A Code of Professional Practice for Validation and Moderation*, 2009

⁵ ibid

⁶ ibid

PART 3

Guidance for Trainers and Assessors

Principles of assessment

All assessments carried out by RTOs are required to demonstrate compliance with the four principles of assessment:

- validity
- reliability
- fairness
- flexibility

These principles of assessment must be addressed in the:

- design, establishment and management of the assessment system for the TAE10 Training and Education Training Package
- development of assessment tools and
- the conduct of assessment.

The assessment principles and their application to the TAE10 Training and Education Training Package competency standards are elaborated below.

Validity

Assessment is valid when the process assesses what it claims to assess. For this to happen, the assessor must ensure:

- the outcomes and performance requirements of the unit are addressed
- the broad range of skills and knowledge that are essential to competent performance are addressed
- assessment of knowledge and skills is integrated with their practical application
- sufficient evidence is collected. Evidence should be gathered on a number of occasions and in a range of contexts, using different assessment methods. The specific evidence requirements of the TAE10 Training and Education Training Package units provide advice relating to sufficiency
- judgement of competency incorporates the requirements of validity.

The validity of assessment for the TAE10 Training and Education Training Package is enhanced when TAE10 assessors:

- sample a sufficient range of the performance of the TAE10 candidate

- assess tasks/activities in the workplace
- obtain evidence of performance after the assessment to support predictive validity
- gather evidence of transferability to new situations
- use assessment tools that document workplace performance
- use multiple approaches to assessment
- address the dimensions of competency in the assessment process.

Reliability

Reliability refers to the consistency of the interpretation of evidence and the consistency of assessment outcomes. Reliability can only be achieved when assessors share a common interpretation of the unit(s) being assessed. The TAE10 Training and Education Training Package units have been written to support clear and unambiguous interpretations of the assessment requirements.

For assessment to be reliable, the assessor must:

- use clearly defined benchmarks for assessment
- be able to interpret those benchmarks for assessment information and requirements
- adhere to those benchmarks in the assessment process
- monitor and review own and others assessment decisions to ensure consistency of judgement

The reliability of assessment for the TAE10 Training and Education Training Package is enhanced when TAE10 assessors:

- compare assessment decisions (moderation)
- collect evidence via a number of different assessment methods
- collect evidence across different locations and times
- specify clearly the competencies to be attained (documentation)
- detail clearly the items used on self/peer/supervisor assessment documentation
- take care in the construction of assessment tools (systematic procedures)
- review the training of assessors (systematic procedures).

Evidence of consistency can be obtained by assessing on multiple occasions, and by using a number of methods of evidence gathering in a range of contexts.

Fairness

Assessment is fair when the assessment process is clearly understood by candidates and agreed by both assessors and candidates and when candidates' needs and characteristics are addressed. For assessment to be fair, the TAE10 assessor must:

- provide TAE10 candidates with clear, accurate and relevant information about the assessment process including assessment purpose, benchmarks, assessment tools, materials, methods, evidence requirements and review/appeals processes
- enable TAE10 candidates to prepare and agree on the assessment process
- provide for recognition and self-assessment of readiness for assessment
- take into account the characteristics of TAE10 candidates
- apply reasonable adjustments, where appropriate, depending on the characteristics of TAE10 candidates and explain reasons for not making adjustments
- document the assessment process and provide feedback to candidates.
- To be fair, assessment needs to:
 - be clearly based on the requirements of the TAE10 Training and Education Training Package competency benchmarks
 - not include additional requirements to the TAE10 Training and Education Training Package competency benchmarks
 - involve a participatory approach to assessment that is agreed to by the TAE10 assessor and the TAE10 candidate
 - document evidence requirements that are clear to TAE10 candidates
 - be equitable to all TAE10 candidates which may require making reasonable adjustments
 - be objective and inclusive, free from discrimination and bias
 - provide opportunities that allow TAE10 candidates to challenge assessments and with provision for reassessment.

Care must be taken to ensure assessment practices do not perpetrate possible workplace discriminatory practices. As well, assessors must not use the assessment to coerce personal or professional favours or to gain economic advantage from TAE10 candidate/s or potential client groups.

Personal or interpersonal biases held by TAE10 candidates and/or the TAE10 assessor, for example, race, gender, language background, religious background, political affiliation, sexual orientation, physical disabilities, physical appearances, marital status, age, skin colour, social class and/or ethnic background, should never interfere with the assessment process or decision.

Fairness applies to the assessment process – not the standard to be met. Adjusting the competency standard beyond what is 'reasonable adjustment' can affect the validity of the assessment. Reasonable adjustment is discussed later in these Guidelines.

Fairness in assessment can be compromised where a conflict of interest arises for assessors. Any conflict of interest should always be declared. Potential forms of conflict of interest in the assessment process and/or outcome may include:

- pre-established, personal relationship between the assessor and the candidate
- financial implications for the assessor
- employment opportunities for the assessor
- power opportunities for the assessor.

Referrals for opinions to other internal assessor/s or to external assessor/s can help to establish fair practice. The referrals may involve informal verbal consideration, a formalised written document, or a combination of the two. Validation also provides a vehicle to enable assessors to verify their assessment practices.

Flexibility

Flexibility in assessment involves consideration of the various needs of the parties involved in the assessment process. To be flexible, assessments should:

- reflect the needs of TAE10 candidates and other parties impacted by the assessment process
- be accessible to TAE10 candidates in terms of timing and readiness
- provide for the recognition of competencies no matter how, where or when they have been acquired
- draw on a range of methods and be appropriate to the context and TAE10 candidates' characteristics
- enable progression from one competency standard to another.

Flexibility applies to the assessment process – not the competency standard. Providing for flexibility must be balanced to ensure validity of the assessment.

Rules of evidence

The rules of evidence guide the collection of evidence that address the principles of validity and reliability, guiding the collection of evidence to ensure that it is valid, sufficient, current and authentic.

Validity

Valid evidence must relate directly to the requirements of the competency standard. In ensuring evidence is valid, assessors must ensure that the evidence collected supports demonstration of the outcomes and performance requirements of the competency standard together with the knowledge

and skills necessary for competent performance. Valid evidence must encapsulate the breadth and depth of the competency standard. This will necessitate using a number of different assessment methods.

Sufficiency

Sufficiency relates to the amount of evidence collected. The collection of sufficient evidence is necessary to ensure all aspects of the competency standard have been captured and to satisfy the need for repeatable performance. Supplementary sources of evidence may be necessary.

Currency

Currency relates to the age of collected evidence. Competency requires demonstration of current performance – therefore the evidence collected or provided must be recent. This is particularly relevant when TAE10 candidates seek to recognition of existing competence through an assessment only pathway. This issues is discussed later in these Guidelines

Authenticity

Authenticity relates to ensuring the evidence is from the TAE10 candidate and not another person. Where evidence relies on indirect or supplementary forms of evidence or the direct evidence is not directly observable other complementary evidence that supports authenticity may need to be provided.

Advice is provided to TAE10 assessors relating to the collection of evidence in the Evidence Guide of the units of competency, particularly through the sections entitled Overview of Assessment, Collection of quality evidence requirements and specific evidence requirements.

Advice on applying reasonable adjustments

In assessing the competence of individuals, TAE10 assessors must provide for reasonable adjustments to ensure the assessment principles of fairness and flexibility are addressed. Assessors must also be aware of the legislative responsibilities as it relates to reasonable adjustment, and the requirements specifically in respect of those with a disability.

However, TAE10 assessors must be confident that reasonable adjustments do not compromise the outcomes of the unit and the integrity of the qualifications and Statements of Attainment issued as certification of achievement.

Achievement of the units and qualifications of the TAE10 Training and Education Training Package leads to national, portable recognition of competence. As such, individuals assessed as competent must be able to demonstrate transfer of competence to environments other than their own. Specific care should be undertaken to ensure the literacy and language and other skill requirements are addressed in the assessment process and that candidate/s are fully informed of assessment requirements prior to commencement of any learning program and/or assessment process. Candidates with difficulties in meeting these requirements must be provided with options and advice.

Where a TAE10 candidate requires reasonable adjustments, TAE10 assessors must decide what types of adjustments are needed and then make a judgement about whether these are 'reasonable'

given the unit content requirements and specifications. The test of reasonableness is subjective but must be guided by the principles of assessment and the balance between them, as well as the rules of evidence.

Reasonable adjustments may take the form of additional support during the assessment process for example in the provision of particular equipment or software, or changes to the physical environment, or provision of support persons for physical disability or additional time. An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package.

The use of interpreters would not be a reasonable adjustment for assessment of units in this Training Package as English language is essential. Similarly, a focus on oral responses in place of documentary evidence would not be reasonable if the unit clearly requires evidence of literacy skills to write, document and record material. Given the focus on cognitive skills relating to planning, research, analysis, thinking techniques and evaluation, achieving the competency outcomes may be difficult for people with some learning disabilities or intellectual disabilities.

Where reasonable adjustments have been applied, assessors should ensure the type of adjustments is recorded to guide any further assessments of the candidate and for validation purposes.

Appendix 1 - Links/Resources

TVET, NQC, A Code of Professional Practice for Validation and Moderation, 2009

TVET, NQC, Implementation Guide – Validation and Moderation, 2009

TVET, NQC, A Guide for developing assessment tools - Validation and Moderation, 2009

<http://employabilityskills.training.com.au>

http://www.nqc.tvetaustralia.com.au/nqc_publications

www.deewr.gov.au/skills/literacynet/links

Appendix 2 - Glossary

Adult learning principles

(source: general terms used in the units)

means a set of principles that addresses the way in which adults learn. These include; adults have a need to be self-directing, adults have a range of life experience, and connecting learning to experience is meaningful, adults have a need to know why they are learning something, training needs to be learner-centred to engage learners, the learning process needs to support increasing learner independence.

Assessment Benchmarks

(source: Australian Qualifications Framework, Implementation Handbook, 2007)

refers to the criterion against which the candidate is assessed which, may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications.

Assessment Context

(source: AQTF Standards for RTOs)

is the environment in which the assessment of competency will be carried out. This may be the environment where the work is performed 'in situ', a simulated environment which replicates the work environment, various contexts which address different aspects of the competency.

It also includes physical and operational factors, the assessment system within which assessment is carried out, the range of opportunities for gathering evidence in a number of situations, the purpose of the assessment, who carries out the assessment and the period of time during which the assessment takes place.

Assessment Evidence

(source: TAE10 Training and Education Training Package)

is information gathered to support a judgement of competence against the specifications of the relevant unit/s of competency.

Evidence can take many forms and be gathered from a number of sources. Assessors often categorise evidence in different ways for example:

- direct, indirect and supplementary sources of evidence, or a combination of these
- evidence collected by the candidate or evidence collected by the assessor
- historical and recent evidence collected by the candidate and current evidence collected by the assessor.

Assessment Guidelines

(source: TAE10 Training and Education Training Package; adapted from the Training Package Assessment Materials Project)

means an endorsed component of a Training Package which underpins assessment and which sets

out the industry approach to valid, reliable, flexible and fair assessment.

Assessment Instrument

(source: AQTF Standards for RTOs)

Assessment instruments are the documented questions/assessment activities developed to support the selected assessment method/s used to collect the evidence of candidate competence.

Assessment Judgement

(source: TAE10 Training and Education Training Package)

involves the exercise of thinking skills by the assessor to evaluate whether the evidence provided meets the principles of assessment and rules of evidence and whether the candidate is competent/not yet competent based on the evaluated evidence.

Assessment Materials

(source: on the Training Package Assessment Materials Project)

are any physical and documentary resources that assist in any part of the assessment process. They may include information for the candidate, the documented competency standards or other documented assessment benchmarks, other related documentation impacting on assessment, the assessment tools, assessment exercises/activities, equipment and tools and any other resources for the quality assurance arrangements of the assessment system.

Assessment Methods

(source: the Training Package Assessment Materials Project)

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.

See also **evidence gathering techniques**.

Assessment of Competency

(Source: TAE10 Training and Education Training Package)

means the process of collecting evidence and making judgements on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of an accredited course.

Assessment Plan

(source: the Training Package Assessment Materials Project)

is the overall planning document for the assessment process and includes a range of information to guide assessors which may include purpose, context, personnel, competency standards/assessment benchmarks, assessment methods and tools, the evidence plan, organisational arrangements including physical and material resources and equipment and other relevant information.

Assessment Purpose

(source: TAE10 Training and Education Training Package)

is the reason for the assessment activity. It may be, among other things, to recognise current existing competence, to determine achievement of competence following a learning program, to identify learning support needs, to determine training gaps, to measure work performance and/or to classify employees/support career progression.

Assessment Tool

(source: TAE10 Training and Education Training Package)

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.

Australian Qualifications Framework (AQF)

(source: TAE10 Training and Education Training Package)

means the policy framework that defines all qualifications recognised nationally in post-compulsory education and training within Australia. The AQF comprises titles and guidelines, which define each qualification, together with principles and protocols covering articulation and issuance of qualifications and Statements of Attainment. The AQF comprises the following fifteen qualifications titles:

- Senior Secondary Certificate of Education
- Certificate I
- Certificate II
- Certificate III
- Certificate IV
- Diploma
- Advanced Diploma
- Associate Degree
- Bachelor Degree
- Graduate Certificate
- Graduate Diploma
- Vocational Graduate Certificate
- Vocational Graduate Diploma
- Masters Degree
- Doctoral Degree

Authenticity

(source: TAE10 Training and Education Training Package)

is one of the rules of evidence and relates to ensuring the evidence is from or of the candidate and not another person e.g., the assessor needs to be satisfied that the evidence gathered is the candidate's own work.

Clustering

(source: Learning/Delivery/Training terms)

is the process of grouping competencies into combinations which have meaning and purpose for learning, assessment or work related needs.

Context of assessment

(TVET, NQC, A Code of Professional Practice for Validation and Moderation, 2009)

is the environment in which the assessment of competency will be carried out. This may be the environment where the work is performed 'in situ', a simulated environment which replicates the work environment, various contexts which address different aspects of the competency.

It also includes physical and operational factors, the assessment system within which assessment is carried out, the range of opportunities for gathering evidence in a number of situations, the purpose of the assessment, who carries out the assessment and the period of time during which the assessment takes place.

Contextualise

(source: TAE10 Training and Education Training Package)

refers to the addition of industry or enterprise/organisation specific information to a unit of competency to tailor the standard to reflect the immediate operating context and thereby increase its relevance.

Contextualisation must be guided by the DEST Training Package Development Handbook and relevant Training Package contextualisation guidelines.

Currency

(source: TAE10 Training and Education Training Package, Assessment Guidelines)

is one of the rules of evidence and relates to the age of collected evidence. Competency requires demonstration of current performance - therefore the evidence collected must be current/very recent.

Delivery Methods

(source: TAE10 Training and Education Training Package)

are the particular techniques used to guide, facilitate and support the learning process.

Delivery Modes

(source: TAE10 Training and Education Training Package)

refers to the medium used to deliver the training/facilitate the learning and may be face-to-face, via technologies, distance resource based, blended.

Delivery Plan

(source: TAE10 Training and Education Training Package)

provides a context-specific plan for implementing the learning program and includes session plans, formative assessment opportunities, location of training delivery, the number of learners, activities

to be used, resources to be used, any additional requirements to meet special needs of learners and occupational health and safety (OHS) considerations.

Delivery Strategy

(source: TAE10 Training and Education Training Package)

forms part of the learning strategy and involves developing and documenting: the focus of delivery, the context of delivery, the mode of delivery and delivery methods.

Employability Skills

(source: TAE10 Training and Education Training Package)

Employability skills are the skills required to gain employment or establish an enterprise but also to progress within an enterprise or expand employment capability so as to achieve one's potential and contribute successfully to enterprise strategic directions.

Evidence Gathering Techniques

(source: TAE10 Training and Education Training Package)

means the particular technique or method 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.

See also **assessment method/s**.

Facets of Employability Skills

(source: TAE10 Training and Education Training Package)

Facets are the aspects of the Employability Skills that the sample of employers surveyed identified as being important work skills.

Fairness

(source: TAE10 Training and Education Training Package, Assessment Guidelines)

is one of the Principles of Assessment. Fairness in assessment requires: consideration of the individual candidate's needs and characteristics and any reasonable adjustments that should be applied; clarity of communication between the assessor and the candidate to ensure the candidate is fully informed, participates in and consents to the assessment process; opportunities that allow the person/s being assessed to challenge assessments and with provision for reassessment are provided.

Flexibility

(source: TAE10 Training and Education Training Package, Assessment Guidelines)

is one of the Principles of assessment. To be flexible, assessment should: reflect the candidate's needs, provide for recognition of competencies no matter how, where or when they have been acquired, draw on a range of methods appropriate to the context, competency and the candidate, and be accessible to support continuous competency development.

Formative Assessment

(source: the Training Package Assessment Materials Project)

Formative assessment is generally carried out throughout a learning program. Formative assessment provides for feedback to students on progress and is used to aid learning and for diagnostic purposes.

Inclusivity

(source: TAE10 Training and Education Training Package)

is a term used to define behaviours which actively acknowledge, respect and build on individual differences, and individual needs to create a positive and inclusive learning culture and environment.

Individual Learning

(source: TAE10 Training and Education Training Package)

involves the application of techniques that centre on the development of interpersonal relationships between the trainer/facilitator and the learner, focusing on the learning and goals, the learner's learning style and the learning context. Key techniques in individual facilitation are coaching and mentoring.

Individualised Learning Plan

(source: TAE10 Training and Education Training Package)

refers to the plan developed between the trainer/facilitator and the individual learner, in a learning/facilitation relationship, to meet the individual's learning needs. This plan contains the learning goals to be achieved and the structure and logistics of the learning relationship.

Integrated Assessment

(source: the Training Package Assessment Materials Project)

means an approach to assessment that covers the clustering of multiple units/elements from relevant competency standards. This approach focuses on the assessment of a 'whole of job' role or function that draws on a number of units/elements of competence. This assessment approach also integrates the assessment of the application of knowledge, technical skills, problem solving and demonstration of attitudes and ethics.

See also **Clustering**.

Language, Literacy and Numeracy (LLN)

(source: TAE10 Training and Education Training Package)

taken collectively, these are the skills to communicate in oral and written form. The term includes reading and use of written information; the ability to write appropriately, in a range of contexts and the integration of speaking, listening, and critical thinking with reading and writing. (LLN) includes numeracy, such as the recognition and use of numbers and basic mathematical signs and symbols within text.

Learner Styles

(source: TAE10 Training and Education Training Package)

refers to the different ways in which individuals receive, respond and process information in order

acquire and develop knowledge, skills and competence.

Learner styles may be: auditory, visual, kinaesthetic, tactile, left/right brain, global/ analytical, theoretical, activist, pragmatist, reflective.

Learner Support Needs

(source: TAE10 Training and Education Training Package)

refers to the needs of learners which require specific and/or additional attention. Support needs may be determined by: physical, psychiatric; intellectual or sensory disabilities, learning difficulties; culture, gender, age, language and background.

Learner Support Strategies

(source: TAE10 Training and Education Training Package)

means the strategies used to address learner support needs.

These may include: providing referrals to internal and/or external services such as language, literacy and numeracy support, disability support services, counselling support, incorporating techniques such as: modelling/demonstrating, chunking, providing opportunities to practise and drawing on range of resources from first language, including peer support.

Learning

(source: TAE10 Training and Education Training Package)

is an active process which is influenced by external contributions but ultimately determined and regulated by individuals. The learning process occurs with the integration of intellectual development and experience.

Learning activities

(Adapted from Learning in the Workplace, Strategies for effective practice, Billet, 2001)

are the activities used to support learning. Learning activities convey content, create meaning, and support the development and transfer of skills/knowledge through practice and experience. Learning activities take many forms and may include group-based activities, role plays, written activities, case studies, simulations, audio or visual activities, practice or demonstration, individual assignments, individual group projects, workplace practice and research.

Learning and assessment pathway

(source: TAE10 Training and Education Training Package)

means a pathway to achievement of competencies/qualifications that involves participation in a structured and sequenced learning process that provides relevant learning experiences and which combines formative assessment and summative assessment to determine competence.

Learning materials

(source: TAE10 Training and Education Training Package)

refer to the tools used to support learning activities. Examples include: workplace practice, worksheets, workbooks, prepared case studies, prepared task sheets, prepared topic/unit/subject information sheets, prepared role plays, prepared presentations and overheads, prepared scenarios,

projects, assignments, materials sourced from the workplace, e.g., workplace documentation, operating procedures, specifications and prepared research tasks.

Learning outcomes/objectives

(source: TAE10 Training and Education Training Package)

are evaluative statements which specify what is to be learned and assessed. In a competency based training system, learning outcomes are derived from competency standards.

Learning principles

(source: TAE10 Training and Education Training Package) are conceptual tenets drawn from learning theory, research and practice that guide teaching and learning practices.

See also **adult learning principles**.

Learning program

(source: TAE10 Training and Education Training Package)

is a document that provides definition and structure to the learning process, providing the learner with a cohesive and integrated range of learning experiences and the trainer/facilitator with guidance and direction in facilitating these learning experiences. A learning program sets out learning outcomes/objectives, outlines the content to be addressed in learning experiences, the sequence of that content and the delivery methods and assessment methods (where relevant). A learning program can address a discrete area of learning/training need or may form a subset of a learning strategy, adding detail and definition to the content areas outlined in the learning strategy.

Learning resources

(source: TAE10 Training and Education Training Package)

are products designed to enhance and support the effectiveness of the learning process, providing an integrated approach that commonly combines guidance, materials, activities, and relevant information to support delivery/facilitation, learning and/or assessment.

Learning strategy

(source: TAE10 Training and Education Training Package)

is a documented framework to guide and structure the learning requirements and the teaching/delivery and assessment arrangements of a vocational education and training qualification.

Learning theories

(source: TAE10 Training and Education Training Package)

are the diverse range of propositions or systems of ideas, based on educational psychology, which provides explanations of how learning occurs.

While there are many different approaches to learning theories, some examples include: behaviourist, social learning, discovery learning, cognitive, constructivist, situational, humanistic, action science, applied.

Mentoring

(source: TAE10 Training and Education Training Package)

is a technique used to facilitate and support individual learning through one-on-one guided learning activities and skills acquisition in a formal, agreed and documented process between the mentor and mentee.

see also **individual facilitation**.

Moderation

(source: TAE10 Training and Education Training Package, Assessment Guidelines)

Moderation is the process of bringing assessment judgements and standards into alignment. It is a process that ensures the same standards are applied to all assessment results within the same Unit(s) of Competency. It is an active process in the sense that adjustments to assessor judgements are made to overcome differences in the difficulty of the tool and/or the severity of judgements.

Reasonable adjustment

(source: Training Package Assessment materials Project)

is the process of adjusting or changing the assessment process to meet the needs and characteristics of the candidates being assessed and any equity requirements. The determination of 'reasonableness' requires judgement that must take into account the impact on the organisation and the need to maintain the integrity of the unit of competency.

Reliability

(source: TAE10 Training and Education Training Package, Assessment Guidelines)

is one of the Principles of Assessment and refers to the consistency of the interpretation of evidence and the consistency of assessment outcomes. Reliability requires a standard benchmark of assessor competence and relevant vocational competence or access to subject matter expertise, and can only be achieved when assessors share a common interpretation of the unit/s being assessed.

Rule of evidence

(source: TAE10 Training and Education Training Package)

are closely related to the assessment principles and provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic and current.

Session Plan

(source: TAE10 Training and Education Training Package)

provides an outline of objectives/content to be addressed in a specific lesson/training session. It includes a plan of delivery methods and learning activities to be used in the session and may include timelines/duration for each learning activity. It may also include formative assessment points and the learning materials required.

Sufficiency

(source: TAE10 Training and Education Training Package, Assessment Guidelines)

is one of the rules of evidence and relates to the amount of evidence collected. The collection of sufficient evidence is necessary to ensure all aspects of the competency have been captured and to

satisfy the need for repeatable performance. Supplementary sources of evidence may be necessary.

See also **rules of evidence**.

Summative Assessment

(source: TVET, NQC, A Code of Professional Practice for Validation and Moderation, 2009)

Summative assessment is generally carried out at the end of a training program. Summative assessments are typically used to determine competency.

Validation

(source: TVET, NQC, A Code of Professional Practice for Validation and Moderation, 2009)

Validation is a quality review process. It involves checking that the assessment tool produced valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the relevant aspects of the Training Package or accredited course had been met. It includes reviewing and making recommendations for future improvements to the assessment tool, process and/or outcomes.

Validity

(Principles of Assessment - source: TAE10 Training and Education Training Package)

Validity is one of the Principles of Assessment; assessment is valid when the process assesses what it claims to assess. Validity requires that:

- assessment against the units of competency must cover the broad range of skills and knowledge that are essential to competent performance
- assessment of knowledge and skills must be integrated with their practical application
- judgement of competence must be based on sufficient evidence. Evidence should be gathered on a number of occasions and in a range of contexts, using different assessment methods. The specific evidence requirements of the units provide advice relating to sufficiency.