

Feedback about the proposed changes to the TAE training package

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Any interpretation of data, views and opinions expressed in this document are those of the author. The development of this document was unfunded and serves no particular political, institutional or organisational agenda. However, the author believes it is important, and urgent, to stop unwarranted changes to the TAE training package. Every effort has been made to provide feedback that is highly credible, respectful and unbiased.

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Preamble

It is too early to change the *TAE40116 Certificate IV in Training and Assessment* qualification. This qualification is still in the early stages of being implemented and data should be collected to determine if the intent behind the change from TAE40110 to TAE40116 have been accomplished.

If the *TAE40116 Certificate IV in Training and Assessment* is going to be changed:

- Develop a new unit of competency at the AQF level 4 unit covering the use of learning management systems and e-learning tools, and make this unit a core unit
- Increase the qualification's flexibility by increasing the number of total units to twelve (ten core and two elective units¹ if a new AQF Level 4 e-learning unit is included as a tenth core unit).

AQF Level 4 is the appropriate qualification level for the new entrant to the VET workforce.

The fundamental job roles for most VET trainers and assessors are the same or very similar. Only one TAE Certificate IV is needed. Contextualisation and the application of foundation skills are two ways that variation in job roles can be addressed during the delivery of *TAE40116 Certificate IV in Training and Assessment*.

Use a competency framework, not a capability framework, to conduct a job role analysis.

Make the two TAE Diplomas different. Currently, the same outcomes can be achieved by both diploma qualifications.

Consider a third TAE Diploma to cover the job role of RTO program coordinator. However, the likely volume of enrolments will be small and that would mean this new qualification would not be implemented.

Current skill sets can be used to develop skills for non-VET workplace trainers.

The current TAE training package gives a clear career pathway.

The Education IRC and its SSO should not actively pursue or support the professionalisation of the VET workforce. This does not preclude individual members of the Education IRC advocating for it. The push for professionalisation is beyond the scope or mandate of the IRC. VET training and assessing is not a 'profession' and professionalising it would likely increase costs to individual trainers and assessor to do their job. There is no evidence to prove that there would be improvement to the quality of training and assessment services. There would be no benefit to individuals. There would be no benefit to RTOs. And no benefit to the VET system and its clients. A better result would be achieved if trainer remuneration was increased rather than the occupation being professionalised. The impact of casualisation and insufficient allocation of resources are more important quality issues to be tackled; not professionalisation.

¹ Currently the packaging rules specify a total of ten units (nine core and one elective)

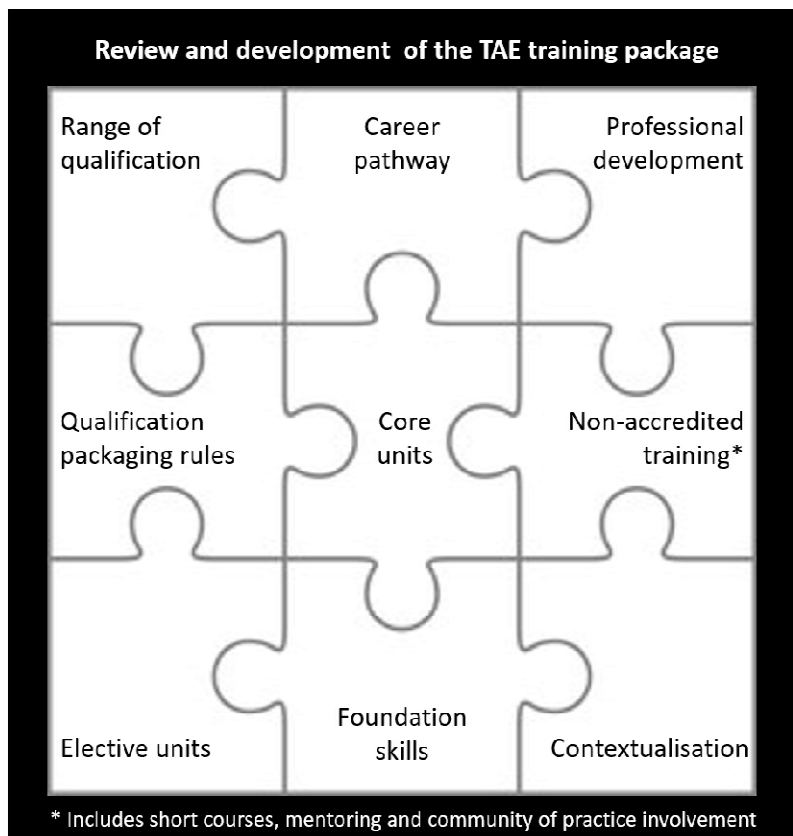


Image: On Target Work Skills © 2018

The draft *Case for Change* gives a broad rationale but it lacks precise details about why and what must change in the TAE training package. Has a decision to make changes been made without details or have the details been deliberately omitted from the *Case for Change*? False and inaccurate statements are used to justify change. Speculation and unsubstantiated claims are used in an attempt to support changes. Naïve, inexperienced, ignorant, bureaucratic or academic people should not be allowed to influence the review and development of the TAE training package. Also, people pushing their own agenda should not be given a position of influence. More work is needed to scope any proposed change before making a commitment to implementing those changes. The TAE training package is too important for Australia's VET system to mess up.

Just because some people say there are deficiencies² in the TAE training package, with particular reference to the TAE Certificate IV qualification, it does not necessarily mean there are deficiencies. Training packages are often wrongly blamed for problems. Many of the problems used as rationale for change are not real or there are easy solutions that do not require changing the TAE training packages. Also, changing the TAE training package will not solve problems in how RTO deliver the TAE qualifications.

Some improvements to the TAE training package may be desirable; in particular changes to the TAE Diploma qualifications. Any implementation of changes to the *TAE40116 Certificate IV in Training and Assessment* should wait until 2022.

² PwC's Skills for Australia, *Industry Skills Forecast and Proposed Schedule of Work – Education*, Version 0.1 (draft) released April 2018, page 30

This feedback document is a collection of insights and analysis based on past and current experience.

For further details or clarification about the contents of this document, contact the author. The author is Alan Maguire. Alan may be contacted at alan.maguire@outlook.com.

About the author

Alan Maguire is a veteran of the VET sector with more than 30 years of relevant experience. He has worked in the vocational education and training sector; working for major corporations, industry associations, TAFE institutes and private RTOs. Since 1986, Alan has performed a range of job roles:

- Trainer
- Instructional designer
- Project manager (national training design , development and delivery projects)
- Quality manager (national training design and development units)
- RTO auditor
- RTO program manager
- RTO manager
- VET adviser.

Alan's extensive experience includes:

- In 1986, commence working as a corporate trainer in 1986; including the delivery of Train-The-Trainer programs
- In 1991, member of a committee that contributed to the development and review of the Workplace Trainer competencies prior to implementation (Category 1 and Category 2 for Workplace Trainer, endorsed April 1992)
- Delivered the *BSZ40198 Certificate IV in Assessment and Workplace Training*
- Delivered the *TAA40104 Certificate IV in Training and Assessment*
- In 2004, first in Australia to deliver TAA skill sets
- Delivered the *Diploma of Vocational Education and Training Practice* and *Diploma of Training and Assessment*
- Delivered the *TAE40110 Certificate IV in Training and Assessment*
- Delivered the *Certificate IV in Training and Assessment* off-shore (in Africa)
- Delivered the *Certificate IV in Training and Assessment* on-shore to international students (from China)
- Delivered the *TAE40116 Certificate IV in Training and Assessment*
- Developed training and assessment materials to support the delivery of the *TAE40116 Certificate IV in Training and Assessment*.

Page 27

The first 26 pages of the draft *Industry Skills Forecast and Proposed Schedule of Work – Education* (ISFPSW) were reasonably bland. However, the content on page 27 delivered the true messages of intent. Although on page ii of the Executive summary it does state that, “the TAE Training Package **must** be updated to reflect the skill and capability requirements of the job roles.” It is only on page 27 that the magnitude of the proposed changes are specified.

Reference: PwC’s Skills for Australia, *Industry Skills Forecast and Proposed Schedule of Work – Education*, Version 0.1 released April 2018, the first three paragraphs on page 27

“... the need for trainers and assessors in a plethora of differing environments and with differing capabilities will likely increase. The job roles of trainers and assessors in these varying fields will substantially differ. For example, differences may include the prominence of training and assessment functions. Therefore, the premise that a single qualification can meet the needs of all learners and future workers - a ‘one-size-fits-all’ TAE - is problematic. The TAE40116 Certificate IV in Training and Assessment is not suitable for the plethora of occupations that are utilising training and assessing principles. The Certificate IV includes content which is overly complicated and unnecessary for some job roles, yet the content is too simplistic for others. The end result is a qualification that is inappropriate for most job roles in training and assessment, a factor which substantially increases the likelihood that the needs of learners will not be met.

Developing industry consensus on a capability framework for training and assessment job roles would assist in understanding the breadth of job roles for which the Certificate IV in Training and Assessment caters. The framework would highlight the job roles that provide training and assessment and would identify the commensurate skill and knowledge needs of those job roles. For example, the framework would highlight the parameters of training on a rural mine site for job specific OH&S and how this differs from the training and assessment requirements of the delivery of a Certificate IV in Ageing Support in an urban RTO. The job roles of trainers and assessors in each of these scenarios are different, and the use of the same base qualification to meet the needs of the job roles is inappropriate, thus demonstrating the shortfalls of a ‘one-size-fits-all’ approach to the TAE.

Recognition of the increasing complexity of the VET sector may assist in the professionalisation of VET occupations. Stakeholder feedback suggests that some facets of the sector suffer from a lack of professionalisation, a factor that is likely linked to the lack of occupation identity as well as the increased casualisation of the workforce. Movement towards the professionalisation of the VET sector can be fostered through a review of the TAE Training Package and changes to the way the Training Package is structured and the opportunities it provides. This could include a review of the more advanced TAE qualifications, such as the Diplomas, which provide pathways through the sector and, feedback suggests, are well regarded qualifications within industry. Tailoring TAE qualifications to more specific occupations will assist in the professionalisation of the sector, moreover, it will assist in attracting and retaining quality trainers as individuals will feel that their qualification is central to their occupation and a relevant component of workforce participation.”

Paragraph 1

In the first paragraph it states that *“the job roles of trainers and assessors in these varying fields will substantially differ”*. Has the word ‘field’ be used as a substitute for vocational competence, area of expertise or training package being delivered? Regardless of the context, and regardless of the target learner group, the fundamental job roles for most VET trainers and assessors will be the same or very similar. The job roles or functions performed by most VET trainers and assessor are:

- Develop training and assessment resources
- Plan, organise and deliver training (group-based, individuals, online)
- Plan, organise and conduct assessment
- Maintain accurate training and assessment records
- Contribute to RTO compliance activities (training evaluation, assessment validation, continuous improvement actions).

The premise that a single qualification can meet the needs of most VET trainers and assessors is sound; not problematic. The *TAE40116 Certificate IV in Training and Assessment* is a suitable qualification for all VET trainers and assessors.

Also in the first paragraph it states that *“the Certificate IV includes content which is overly complicated and unnecessary for some job roles, yet the content is too simplistic for others. The end result is a qualification that is inappropriate for most job roles in training and assessment, a factor which substantially increases the likelihood that the needs of learners will not be met.”* The needs of learners are important. However, is the qualification meeting the needs of RTOs? If the qualification covers the skills to perform as an entry-level VET trainer, then RTOs will be able to employ the *TAE40116 Certificate IV in Training and Assessment* graduates. The ultimate need of the learner to get work at an RTO shall be met.

Some people who enrol in the *TAE40116 Certificate IV in Training and Assessment* do not have the LLN skills or the cognitive skills to successfully complete Most TAE learners do not truly understand VET before they commence the course while others are delusional about their future prospects. The *TAE40116 Certificate IV in Training and Assessment* qualification is not faulty. It is fit-for-purpose. Many TAE learners do find the qualification difficult and complicated, and some TAE learners should never become VET trainers or assessors.

The contradiction: some people think the *TAE40116 Certificate IV in Training and Assessment* too complicated and others think it is too simplistic. It is neither. It is perfectly fine that some TAE learners find *“the content is too simplistic”*. The *TAE40116 Certificate IV in Training and Assessment* is not an academic qualification designed to be complex and challenging. It is a program to develop the skills to be a VET trainer and assessor. If some learners find it easy – good! These learner may seek recognition of their prior learning. However, some people with masters degrees and PhDs find the Certificate IV qualification difficult for a variety of reasons. After completing their Certificate IV qualification, TAE graduates may enrol for the *TAE50116 Diploma of Vocational Education and Training* for further challenge and advancement. From my experience, very few people find the *TAE40116 Certificate IV in Training and Assessment* too simplistic; most are surprised about how intense and challenging it is.

Many people underestimate the cognitive skills and time required to learn how to:

- Search the national VET register (training.gov.au), and understand the components of training packages and the Australian VET system
- Analysis, interrupt and contextualise competency standards
- Design or understand training programs and assessment strategies
- Develop quality training and assessment resources.

Competency-based training and assessment is training and assessment based on competencies. If a new-entrant to the VET workforce cannot grasp the above list of skills, then they will fail at delivering quality training and assessment services. RTOs need competent trainers and assessors. RTOs should demand recently trained and qualified TAE graduates to be work-ready. The current *TAE40116 Certificate IV in Training and Assessment* is neither simplistic or covers unnecessary content. If the current TAE qualification does not produce competent and work-ready graduates it will be because the RTO delivering it has failed. It is not a failure of the TAE training package.

In the following cartoon, the chicken represents the TAE training package. It is fit-for-purpose. It has been designed to, and it can, lay perfect eggs. The egg represents TAE graduates. The person in the cartoon is an RTO manager or the VET sector. He sees broken eggs; TAE graduates who are not competent or work-ready. As a result the RTO (employer of new TAE graduates) or the VET sector applies band aids; gap training, skills development or other solutions to bring the newly qualified TAE graduate up to the standard expected to deliver quality training and assessment services. The platform location is the cause of the problem, and this represents the RTO delivering the *TAE40116 Certificate IV in Training and Assessment*. The problem will not be fixed by changing the TAE training package. The problem will only be fixed by improving how RTOs implement and deliver the TAE program.



Attribution: Peter R. Scholtes and other contributors, *The Team Handbook*, 1988

Fix the cause of the problem; not the symptom.

Paragraph 2

The second paragraph promotes the implementation of a “*capability framework for training and assessment job roles*”. The Australian VET system introduced in 1993 is based on competencies. Therefore, we do not need two parallel frameworks: ‘competency framework’ and ‘capability framework’. The current VET system and its competency framework are most suitable for the development of skills for VET trainers and assessors.

The example given tries to highlight a difference in job roles when training on a rural mine site and training in Ageing Support in an urban RTO. Contrary to what has been documented in the *Industry Skills Forecast and Proposed Schedule of Work*, the job roles of trainers and assessors in each of these scenarios are not different. Therefore, the use of the same TAE qualification to meet the needs of both scenarios is appropriate. The job roles are the same but the context for training and assessment may be different. Some differences are:

- Needs and characteristics of learners
- Content and delivery modes
- Training and assessment resources to be used
- Training and assessment environment.

These contextual differences are currently covered by the *TAE40116 Certificate IV in Training and Assessment* qualification. The drafting of the second paragraph demonstrates a lack of awareness or understanding of contextualisation.

In 2013, IBSA released *The VET Practitioners Capability Framework*. The development of this framework had been funded by the Australia Government and the documents supporting its implementation were high-quality and comprehensive. However, use of *The VET Practitioners Capability Framework* has been limited or non-existent because it is too complex and unnecessary for operations of most RTOs. The Victorian VET Development Centre (previously the TAFE Development Centre) was established by the Victorian Government in 2005. It has also developed frameworks and delivered programs to provide a strategic approach to professional development across the VET sector.

Paragraph 3

The VET system is complex and has been changing since it was implemented in 1993. More people may be becoming more aware about the complexity, however it is questionable if the complexity is increasing. Complexity of the VET system is not justification for “*the professionalisation of VET occupations*”. There is a cost to individual trainers and assessors when making VET a profession. This cost with limited or no potential of improving VET quality should be resisted.³

Making VET trainers and TAFE teachers become members of a professional association will not improve the ‘professionalism’ of the service experienced by clients of VET. Improved administrative procedure, improved customer service and improved RTO management skills will improve the quality of training and assessment services (see pages 33 and 34 for further details).

³ <https://www.linkedin.com/pulse/you-against-compulsory-trainer-registration-alan-maguire/> accessed 15 April 2018

Rewrite page 27

The first three paragraphs contain incorrect or bias content. These paragraphs should be rewritten before the document is released. This may have substantial impact on other parts of the document.

The following are correct and unbiased content points.

- The job roles of in varying fields are substantially the same or similar.
- The majority of people enrolled in the TAE Certificate IV are seeking employment as a VET trainers and assessors (there is not a plethora of occupations).
- A single qualification can meet the needs of most VET trainers and assessors.
- The current TAE Certificate IV qualification is appropriate for most new-entrants who will be employed to deliver competency-based training and assessment services.
- The TAE Certificate IV does not include content which is overly complicated and unnecessary for VET trainers and assessors.
- Use a competency framework, rather than a capability framework, to conduct a job roles analysis (let us be proud of, and use, competencies from the Australian VET system).
- VET training and assessing is not a profession, and the professionalisation of VET occupations is unnecessary.

Terminology

Some of the terminology used by the Education IRC and its SSO is somewhat concerning.

Teachers / Trainers

The words 'VET teacher and practitioner' has been extensively used with a prominent emphasis of the words '*teacher*' and '*teaching*'. For example, on the very first page⁴ the word '*teacher*' is used six times compared to the word '*trainer*' that is used once. The word '*trainer*' is used after the word '*teacher*' has been used five times. This overuse of '*teacher*' continues throughout the document.

The *Standards for Registered Training Organisations (RTOs) 2015* refers to the job role as '*trainers and assessors*' not '*teachers and practitioners*'. The terms teachers, student, school and teaching are not used in Australian industry and workplaces. Industry understands the terms trainers and training. Australia's VET system needs alignment with industry and the world of work. It should not be aligned to the language used by academics or educationalists. The term '*teacher*' is embraced by TAFE, academics at universities and some VET trainers with inflated egos. The *Standards for Registered Training Organisations (RTOs) 2015* should be Australia's VET reference point for terminology. It uses the terms '*trainer*' and '*assessor*'. The '*training job role*' is not the same as the '*teaching profession*'. It would be a backward step if we position VET as teaching and education. This would hide training and the development of work skills. And this would poorly serve Australian industry and employers.

Teacher ≠ Trainer

Capability / Competency

The word 'capability' has been extensively used throughout the document. A capability framework is being promoted. It seems wrong that an IRC, especially the Education IRC, promotes an alternative to using a competency framework. This undermines an essential foundation of Australia's VET system. Also, the document uses the term VET curriculum⁵. This is wrong. Australia's VET system that was commenced in 1993 set out to replace curriculum with competencies. It is surprising that the Education IRC has released the draft document with inappropriate terminology.

Capability ≠ Competency

⁴ PwC's Skills for Australia, *Industry Skills Forecast and Proposed Schedule of Work – Education*, Version 0.1 released April 2018, page i

⁵ PwC's Skills for Australia, *Industry Skills Forecast and Proposed Schedule of Work – Education*, Version 0.1 (draft) released April 2018, page 27

Feedback about the proposed changes

The following are the proposed responses⁶ or changes to the TAE training package.

Proposed response	Preliminary feedback
<p>1.1 Confirming a suitable capability framework to identify the varying job roles of workers in the sector and the skills and knowledge requirements of these job roles. This will demonstrate the varying functions undertaken by VET teachers and practitioners and the demand for training specific to their job role. Existing capability frameworks will be considered in the first instance, and if industry does not come to a consensus on what existing capability framework should be used, a new one may be developed.</p>	<p>The proposed response prescribes a method or tool for conducting an occupational analysis and training needs analysis⁷ for the VET workforce. The Australian VET system uses a competency framework and the use of an alternative capability framework should be avoided. Use a competency framework to conduct a job role analysis.</p> <p>Trainers do perform a variety of functions or tasks. However, most trainers perform a range of common functions or tasks, and the variation is contextual, situational and environmental. Fundamentally, the job role description for VET trainers are extremely similar or the same.</p> <p>Why has using a capability framework been considered? Are there members of the Education IRC that are pushing the use of a capability framework? Are there members of the Education IRC that do not understand the application of a competency framework? The Education IRC should be advocates of a competency-based approach.</p>
<p>1.2 Reviewing the structure of the six TAE qualifications, with particular reference to:</p> <p>1.2.1 The capacity of a single qualification, the Certificate IV in Training and Assessment, to sufficiently provide training for all entrants to VET sector</p> <p>1.2.2 The demand for job-specific qualifications to ensure trainers and assessors are trained for their job role</p> <p>1.2.3 The avenues for VET teachers and practitioners to undertake continued learning, development and upskilling</p> <p>1.2.4 Flexibility of qualifications to meet individual learner or occupation needs</p> <p>1.2.5 Adaptability of qualifications to meet changing learner and worker demands.</p>	<p>1.2.1</p> <p>The current <i>TAE40116 Certificate IV in Training and Assessment</i> has the capacity, and is sufficient, to provide skills development for all entrants to the VET sector. However, the selection of the <i>TAED501 Facilitate e-learning</i> as the elective would be advantageous for many new trainers. Will new trainers need more skills development after commencing their work with an RTO? Yes. Mentoring and further structured training will normally be required for the contextual, situational and environmental factors that are unique to the RTO and the new trainer. This professional development is required by the <i>Standards for Registered Training Organisations (RTOs) 2015</i>, and most new trainers will need it. The <i>TAE40116 Certificate IV in Training and Assessment</i> cannot cover all contextual, situational and environmental factors that will be encountered by all trainers.</p>

⁶ PwC's Skills for Australia, *Industry Skills Forecast and Proposed Schedule of Work – Education*, Version 0.1 released April 2018, pages 28 and 29

⁷ Department of Employment, Education and Training/TAFE National Centre for Research and Development, *Training for Australian industry: A guide to research techniques for assessing industry training requirements*, 1989, Chapter 8

Proposed response	Preliminary feedback
	<p>1.2.2</p> <p>The current TAE Certificate IV qualification has been evolving since 1992 (every six years):</p> <ul style="list-style-type: none"> • Workplace Trainer competencies • BSZ40198 Certificate IV in Assessment and Workplace Training • TAA40104 Certificate IV in Training and Assessment • TAE40110 Certificate IV in Training and Assessment • TAE40116 Certificate IV in Training and Assessment <p>The current qualification is fit-for-purpose to develop training and assessment skills required by all entrants to the VET sector (see 1.2.1 on previous page).</p> <p>1.2.3</p> <p>The avenues for VET trainers to undertake continued learning, development and upskilling are vast. Each individual shall have their own learning needs, and being prescriptive would be problematic. Compliance with Clause 1.16 of the <i>Standards for Registered Training Organisations (RTOs) 2015</i> is essential. The Standards describe the professional development requirements. Therefore, 'professional development' should be primarily driven by the needs of the RTO, and in some operations, the needs and characteristics of the RTO's clients. Individual trainers may pursue their own career development to support their desired career progression. It is good when the RTO needs and the individual wants match but this will not always be achievable, and it is not necessary.</p> <p>1.2.4</p> <p>Flexibility in the TAE Certificate IV qualification was reduced from TAE40110 (three elective units) to TAE40116 (one elective unit). Is this a lack of flexibility a problem? No. The current qualification is fit-for-purpose to develop training and assessment skills required by all entrants to the VET sector (see 1.2.1 on previous page). The two TAE Diplomas still have adequate flexibility in the qualification packaging rules (see Attachments 2 and 4). However, most learners enrolled into these diploma are not given an opportunity to select elective units; that is, they are offered a fixed set of units. Customisation and flexibility is a possibility but rarely implemented.</p> <p>1.2.5</p> <p>One of the fundamental features of the Australian VET system is 'contextualisation'. This enables the TAE qualifications and the delivery of TAE units to be</p>

Proposed response	Preliminary feedback
	<p>adaptability to current, future and changing needs of trainers working for RTOs. Generally, the components of the current TAE training package are valid and relevant for current RTO operations (see pages 31, 38 to 42 for further details).</p> <p>Any shortfall in the flexibility or adaptability is due to how RTOs deliver TAE qualifications.</p>
<p>1.3 Assessing the creation of new TAE qualifications to provide additional avenues into the training and assessment sector and to meet specific job roles.</p>	<p>Delivering one diploma qualification to cover the skills needed by senior trainers and program coordinators weaken the outcomes. A new qualification for program coordinators may be considered, however a viable solution would be to increase the number of total units required for the <i>TAE50116 Diploma of Vocational Education and Training</i> (see pages 28, 43 and 44 for further details).</p> <p>Only one TAE Certificate IV qualification is needed (see comments on the previous two pages).</p> <p>Skill sets are appropriate for workplace trainers who do not work for an RTO or deliver competency-based training and assessment services. Typical units are:</p> <ul style="list-style-type: none"> • TAEDEL301 Provide work skill instruction • TAEDEL401 Plan, organise and deliver group-based learning • TAEDEL402 Plan, organise and facilitate learning in the workplace • TAEDEL404 Mentor in the workplace • BSBLED401 Develop teams and individuals • TAEASS301 Contribute to assessment
<p>1.4 Assessing the avenues for career progression in the industry as facilitated by the Training Package. Particular consideration should be given to the opportunities given to workers in the sector to upskill and advance their careers.</p>	<p>The current TAE training package provides a valid career progression with multiple pathways. The diagram on page 28 gives clarity about how the advancement and upskilling opportunities that are currently available. In addition to what is shown on the diagram, the two LLN qualifications in the TAE training package support those people who wish to become LLN specialists.</p>
<p>1.5 Assessing the creation of new skill sets within the TAE Training Package to meet specific skill requirements within the sector and allow for new specialisations.</p>	<p>The current TAE training package has nine skill sets⁸. Rather than creating new skill sets that would consume resources and funding from the Australian Government, it may be better to focus on consolidating and removing skill sets.</p> <p>New specialisations seems to be speculative.</p>

⁸ <https://training.gov.au/Training/Details/TAE> accessed 13 April 2018

Proposed response	Preliminary feedback
<p>2.1 Review content of units of competency (including elements, performance criteria and evidence) for their currency and industry relevance to occupational roles.</p>	<p>It is a good idea to conduct a review of content of competency standards. For example, there is at least one important change that should be made. The <i>Assessment Requirements for TAEASS401 Plan assessment activities and processes</i>⁹ has a knowledge evidence that is 'interpreting competency standards as the minimum standard for assessment'. This statement, although correct, is misleading because it leads people to think it is acceptable to assess candidates against a minimum or low standard rather than to the standard of performance required in the workplace (as per the definition of competency¹⁰).</p>
<p>2.2 Assess the creation of new units of competency that are identified as being in scope for this project.</p>	<p>The current direction in the VET system is to consolidate and reduce units rather than create new units. However, if new units are required then there should be created. For example, there is a need for new entrants to the VET workforce for learn:</p> <ul style="list-style-type: none"> • How to facilitate e-learning • How to maintain and enhance professional practice within the context of VET and working for an RTO. <p>These competencies are currently covered by two units at the AQF Level 5. It would be worthwhile creating two new units covering these competencies at the AQF Level 4 that target the needs of a new trainer. The needs of a new trainer will usually be different to those of an experienced trainer.</p>

⁹ <https://training.gov.au/Training/Details/TAEASS401> accessed 13 April 2018

¹⁰ Commonwealth of Australia, *Standards for Registered Training Organisations (RTOs) 2015, Glossary*, 2017

Scope of change to the TAE training package

What are the change options?

- Add new TAE qualifications
- Change existing TAE qualifications
- Remove existing TAE qualifications
- Add, remove or change TAE units.





Change	Scope of change	Comments
Add new TAE qualifications	Add new TAE Certificate IV qualifications	Another TAE Certificate IV qualification is not needed.
	Add new TAE Diploma qualifications	A new qualification for program coordinators may be needed however the take up could be extremely low, therefore not worth developing. Conduct a job role analysis to determine if there is a need for
	Add other new TAE qualifications	No feedback.
Change existing TAE qualifications	Change the current TAE Certificate IV qualifications	Conduct a review of current TAE Certificate IV qualifications after 1st of April 2020 (12 months after full implementation).
	Change the current TAE Diploma qualifications	The same outcomes can be achieved from the two TAE Diploma qualifications. Align these qualifications to specific job roles so that the two Diplomas are different.
	Change AQF Level 8 TAE qualifications	No feedback.
Remove existing TAE qualifications	Remove unnecessary qualifications	One person completed the <i>Graduate Diploma of Adult Language, Literacy and Numeracy Leadership</i> qualification in 2016 ¹¹ . With hindsight, the development of this qualification was a waste of money and time. The removal of this qualification or other qualification with small completion numbers is not essential. Also, this is an example that just because someone says something is a needed does not mean that it is.
Add, remove or change TAE units	Change units based on consultation	A review of TAE units is a good idea.

¹¹ Statistics from PwC's Skills for Australia, *Industry Skills Forecast and Proposed Schedule of Work – Education*, Version 0.1 (draft) released April 2018, page 6

Priority for changes

The following is an analysis and prioritisation of changes to TAE qualifications.

	No urgency	Some urgency
Minimal changes	TAE40116 Certificate IV in Training and Assessment	
Substantial changes	TAE50216 Diploma of Training Design and Development	TAE50116 Diploma of Vocational Education and Training

-  High priority – *TAE50116 Diploma of Vocational Education and Training*
-  Moderate priority, some urgency – no qualification identified
-  Moderate priority, no urgency – *TAE50216 Diploma of Training Design and Development*
-  Low priority – *TAE40116 Certificate IV in Training and Assessment*

Feedback about proposed timeframe

It is too early to change the TAE Certificate IV qualification because large numbers of the VET workforce do not have the new required credentials yet, and many will not until the 1st of April 2019. It would be appropriate to conduct a review into the impact of the *TAE40116 Certificate IV in Training and Assessment* 12 months after full implementation.

A schedule of work has been proposed.¹² The following is an alternative timeframe.

2018/19	Conduct job role analysis for the VET workforce Review all TAE units of competency Review and develop the two TAE Diploma qualifications, as required
2019/20	Modify existing units and develop new unit, as determined by the review findings Develop the two TAE Diploma qualifications, as determined by the review findings Review impact of the <i>TAE40116 Certificate IV in Training and Assessment</i> after the 1st of April 2020 (12 months after full implementation of the new credentials for VET trainer and assessors)
2020/21	Develop the TAE Certificate IV qualification, as determined by the review findings
2021/22	Seek endorsement of changes to the TAE Certificate IV qualification Release the new TAE Certificate IV qualification on or after 1st of April 2022 (six year after the previous qualification).

¹² PwC's Skills for Australia, *Industry Skills Forecast and Proposed Schedule of Work – Education*, Version 0.1 (draft) released April 2018, pages 32 and 33

Job role profiles

The following is a list of job roles and occupations.

Job role or occupation	AQF Level	Current credential
Trainer or TAFE teacher	4	TAE40116 Certificate IV in Training and Assessment
Senior trainer or TAFE senior teacher	5	TAE50116 Diploma of Vocational Education and Training
Instructional designer or online resources developer	5	TAE50216 Diploma of Training Design and Development
Program coordinator or manager	5	TAE50116 Diploma of Vocational Education and Training
RTO manager	5	BSB51915 Diploma of Leadership and Management (contextualised for VET)
RTO auditor	5	<p>BSB51615 Diploma of Quality Auditing (contextualised for VET)</p> <p>or</p> <p>BSB skill set for lead auditor (contextualised for VET)</p> <ul style="list-style-type: none"> • BSBAUD501 Initiate a quality audit • BSBAUD503 Lead a quality audit • BSBAUD504 Report on a quality audit <p>or</p> <p>BSB skill set for member of an audit team (contextualised for VET)</p> <ul style="list-style-type: none"> • BSBAUD402 Participate in a quality audit
RTO administrator	3 to 5	<p>BSB30415 Certificate III in Business Administration</p> <p>or</p> <p>BSB40515 Certificate IV in Business Administration</p> <p>or</p> <p>BSB50415 Diploma of Business Administration</p>
LLN specialist	Above 5	See TAE Training Package for various qualifications

Trainer

The following are job roles or task typically performed by VET trainers.

- Plan and organise training sessions
- Deliver training to groups and individuals
- Plan and organise assessments
- Assess competence
- Develop training and assessment resources
- Maintain training and assessment records
- Participate in assessment validation
- Develop and implement a professional development plan
- Contribute to continuous improvement of training and assessment services

Senior trainer

The following are job roles or task typically performed by VET senior trainers.

- Plan and organise training sessions
- Deliver training to groups and individuals
- Plan and organise assessments
- Assess competence
- Develop training and assessment resources
- Maintain training and assessment records
- Participate in, or lead, assessment validation
- Develop and implement a professional development plan
- Contribute to continuous improvement of training and assessment services
- Mentor other trainers

Program coordinator or manager

The following are job roles or task typically performed by a program coordinator or manager.

- Manage operational plan, resources and budget
- Conduct promotional, advertising and marketing activities
- Build client relationships and business networks
- Ensure training and assessment services comply with training and assessment strategies (TAS)
- Monitor delivery of training and assessment services
- Evaluate training programs
- Lead assessment validation
- Facilitate internal and external audits
- Manage the recruitment, selection and induction of staff
- Manage staff

RTO manager

The following are job roles or task typically performed by a program coordinator or manager.

- Manage strategic, operational and financial plans
- Conduct promotional, advertising and marketing activities
- Build client relationships and business networks
- Ensure training and assessment services comply with the *Standards for Registered Training Organisations (RTOs) 2015*
- Lead and manage staff.

Job role matrix

Task		AQF Level		Job role or occupation			
		Current	Proposed	Trainer	Senior trainer	Program coordinator	RTO manager
<p>● = Task performed by most in the job role</p> <p>● = Task performed by many in the job role</p> <p>○ = Task performed by some in the job role</p>							
1.	Conduct work within a compliance framework (BSBCOM406)	4	4	●	●	●	●
2.	Build client relationships and business networks	4	4		○	●	●
3.	Work in partnership with industry, enterprises and community groups	5	5	○	○	●	●
4.	Undertake organisational training needs analysis	5	5	○	○	●	
5.	Use training packages and accredited courses to meet client needs	4	4	○	○	●	
6.	Design, develop and implement a training and assessment strategy (includes additions to scope of registration)	5	5		○	●	●
7.	Design and develop learning programs	4	5		○	●	
8.	Plan and organise training sessions	4	4	●	●		
9.	Design and develop simple training resources	4	4	●	●		
10.	Design and develop complex training resources	5	5	○	●	○	
11.	Deliver training to a group	4	4	●	●		
12.	Deliver training to an individual (provide work skill instruction)	3	3	●	●		
13.	Plan, organise and facilitate learning in the workplace	4	4	○	○		
14.	Coordinate arrangements for apprenticeships and traineeships (previously covered by TAACMQ502B)	5	5		○	○	○
15.	Use learning management systems and e-learning tools (new unit)	-	4	●	●		
16.	Facilitate e-learning	5	5	○	●		
17.	Design and develop e-learning resources	5	5	○	●		

Feedback about the proposed changes to the TAE training package

Task		AQF Level		Job role or occupation			
		Current	Proposed	Trainer	Senior trainer	Program coordinator	RTO manager
<p>● = Task performed by most in the job role</p> <p>◐ = Task performed by many in the job role</p> <p>○ = Task performed by some in the job role</p>							
18.	Provide advanced facilitation practice	5	5		●		
19.	Plan and organise assessments	4	4	●	●	○	
20.	Design and develop assessment tools	5	5	○	●	○	
21.	Assess competence	4	4	●	●		
22.	Provide advanced assessment practice				●	○	
23.	Address adult language, literacy and numeracy skills	4	4	●	●		
24.	Develop and implement a professional development plan (new unit)	-	4	●			
25.	Maintain and enhance professional practice (compliance with Standards for RTOs, Clause 1.16)	5	5		●		
26.	Mentor in the workplace (compliance with Standards for RTOs, Clause 1.16)	4	4	○	◐	◐	◐
27.	Develop teams and individuals (compliance with Standards for RTOs, Clause 1.16)	4	4		○	●	●
28.	Participate in assessment validation	4	4	○			
29.	Lead assessment validation processes	5	5		○	●	
30.	Participate in training evaluation (new unit)	-	4	○			
31.	Evaluate a training program	5	5		○	●	
32.	Participate in a quality audit	4	4	○	○		
33.	Plan and conduct quality audits	5	5		○	◐	◐
34.	Maintain training and assessment information	4	4	●	●	◐	◐
35.	Plan, implement and review a quality management system to ensure compliance with the Standards for RTOs	5	5		○	●	●

Feedback about the proposed changes to the TAE training package

Task		AQF Level		Job role or occupation			
		Current	Proposed	Trainer	Senior trainer	Program coordinator	RTO manager
<p>● = Task performed by most in the job role</p> <p>◐ = Task performed by many in the job role</p> <p>○ = Task performed by some in the job role</p>							
36.	Coordinate business resources	4	4		○	●	
37.	Implement operational plan	4	4		○	●	
38.	Manage operational plan	5	5				●
39.	Report on financial activity	4	4		○	●	
40.	Manage budgets and financial plans	5	5			○	●
41.	Deliver quality customer service	3	3	●	●	●	●
42.	Coordinate implementation of customer service strategies	4	4		○	●	
43.	Manage quality customer service	5	5				●
44.	Develop organisation policy and procedures	5	5			○	●
45.	Support the recruitment, selection and induction staff	4	4		○	●	●
46.	Lead team effectiveness	4	4		○	●	
47.	Lead and manage team effectiveness	5	5				●
48.	Lead and facilitate off-site staff	4	4		○	●	◐
49.	Lead effective workplace relationships	4	4			●	
50.	Lead and manage effective workplace relationships	5	5				●

Potpourri

Change

During the 1990s I was having conversations about the changes that were impacting on the VET workforce, in particular training technologies. Twenty years later, it seems that some people think that technology is new to Australia's VET system. The Australian Government has provided significant funding to support the professional development of the VET workforce. The Flexible Learning Advisory Group was established in 1996 and it implemented many initiatives such as the Australian flexible learning framework and the national e-learning strategy.

Changes that continue to impact the VET workforce include:¹³

- Technology
- Learner characteristics.

Technology¹⁴

It is common for technology to be used for managing and delivering training. The latest technology platforms makes learning how to use learning management systems and e-learning tools relatively easy for a person who is digitally literate. Some existing and new trainers may need to develop their digital literacy.

Learner characteristics¹⁵

It is true that VET provides training and assessment services to diverse learner groups. Learners have a wide range of needs and characteristics. Trainers do not need skills in how to manage and train all learner cohorts. However, each trainer needs skills in how to manage and train their particular cohort of learners; for example:

- Indigenous students
- International students
- Students with a disability
- Apprentices
- VETiS students
- Disengaged youth
- Students with alcohol and drug addictions
- Students with English as their second language
- Refugees
- Retrenched workers
- Students in correctional institutions.

¹³ PwC's Skills for Australia, *Industry Skills Forecast and Proposed Schedule of Work – Education*, Version 0.1 (draft) released April 2018, page 16

¹⁴ PwC's Skills for Australia, *Industry Skills Forecast and Proposed Schedule of Work – Education*, Version 0.1 (draft) released April 2018, page 19

¹⁵ PwC's Skills for Australia, *Industry Skills Forecast and Proposed Schedule of Work – Education*, Version 0.1 (draft) released April 2018, page 22

Responding to change

Change	Range of responses
Technological change	Some VET trainers need to develop their digital literacy. The <i>BSB30115 Certificate III in Business</i> qualification may be used as a development framework (see pages 47 to 51 for further details). This skills development may occur before a person undertakes the <i>TAE40116 Certificate IV in Training and Assessment</i> qualification, or concurrently.
	Select TAEDEL501 Facilitate e-learning as the elective when delivering the <i>TAE40116 Certificate IV in Training and Assessment</i> qualification.
	Develop a new AQF Level 4 unit that covers using learning management systems and e-learning tools.
Changing learner cohort	Seek funding to develop specialised skills development programs covering: <ul style="list-style-type: none"> • Training indigenous students • Training international students • Training students with a disability • Training apprentices • Training VETiS students • Training disengaged youth • Training students with alcohol and drug addictions • Training vocational skills to students with English as their second language • Training refugees • Training retrenched workers • Training students in correctional institutions.
	Encourage RTO managers to add specialised training and skills development to the professional development plans of their trainers

Resource allocation

It was stated, *as RTOs focus resources and fund on meeting regulatory requirements, the capacity to support and enhance teacher quality may be diminished*.¹⁶ This may be true but a greater impact on the quality of training and assessment service is due to the competitive nature of the VET marketplace. RTOs minimise their costs by allocating the least amount resources to deliver training and assessment services. Wages and casual trainer rates have not increased for several years. It is common for casual VET trainers not to be paid for conducting assessments. Short duration training courses are common. Poor RTO management and the allocation of insufficient resources are problems. RTO management skills should be fixed first before blaming problems on ‘teacher quality’.

¹⁶ PwC’s Skills for Australia, *Industry Skills Forecast and Proposed Schedule of Work – Education*, Version 0.1 (draft) released April 2018, page 22

Entry-level skills and training package changes

The following outlines some fundamental training package changes that have shaped the qualification for new trainers.

Year	Training Packages	Entry-level credential	Competency unit availability		Target audience	
			Distant learning ¹⁷	E-learning	Workplace trainer	RTO trainer
1992	Workplace Trainer ¹⁸	Workplace Trainer Category 1 and Category 2			✓	
1998	BSZ98	BSZ40198 Certificate IV in Assessment and Workplace Training			✓	
2004	TAA04	TAA40104 Certificate IV in Training and Assessment	✓		✓	✓
2010	TAE10	TAE40110 Certificate IV in Training and Assessment	✓	✓		✓
2016	TAE	TAE40116 Certificate IV in Training and Assessment	✓	✓		✓

¹⁷Includes e-learning

¹⁸ Pre-training packages

Career pathways

It is common for naïve or ignorant people to raise issues or concerns that do not actually exist. Some people may say that a TAE career pathway needs to be created but one already exists. The current TAE training package has six qualifications:

- *TAE40116 Certificate IV in Training and Assessment*
- *TAE50116 Diploma of Vocational Education and Training*
- *TAE50216 Diploma of Training Design and Development*
- Three AQF Level 8 qualifications.

The BSB51915 Diploma of Leadership and Management is suitable and can be contextualised for the development of skills for RTO managers.

The following diagram illustrated the career pathways currently available.

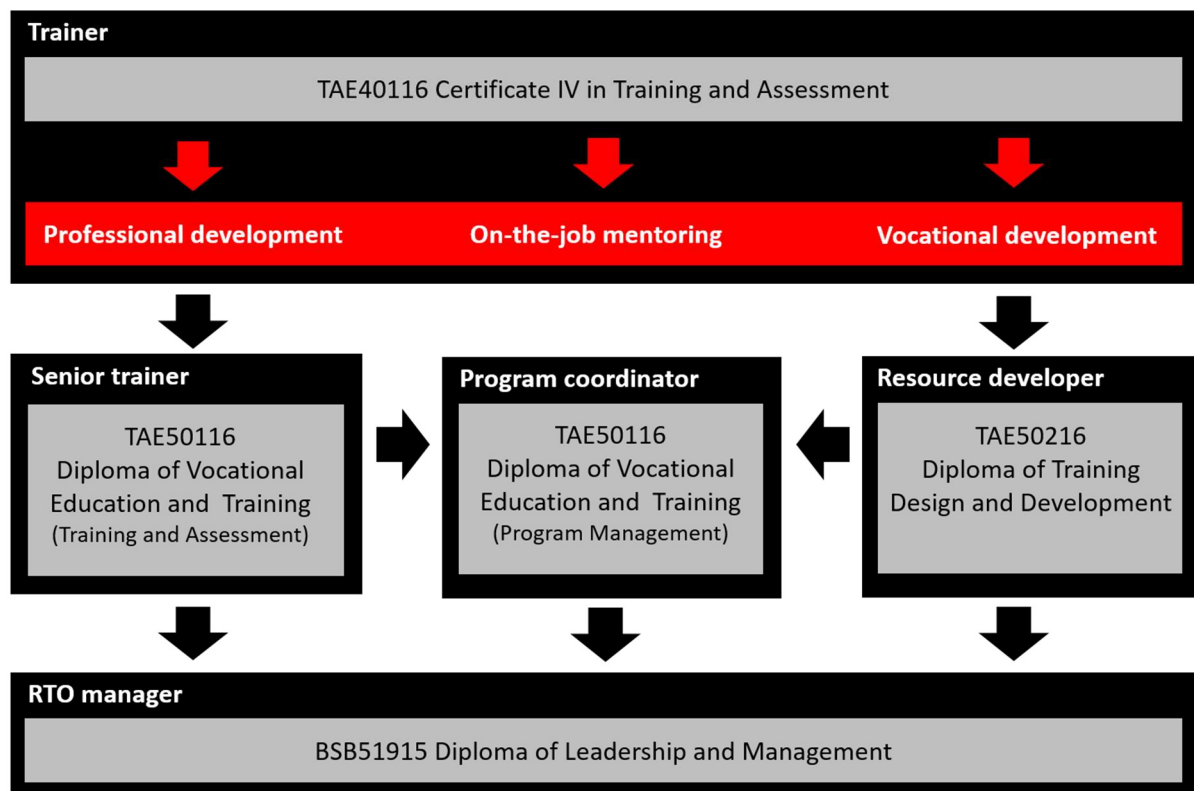


Image: On Target Work Skills © 2018

- Job role or occupation
- Qualification
- Professional or vocational development

Note: The *TAE40116 Certificate IV in Training and Assessment* must be a prerequisite for the *TAE50116 Diploma of Vocational Education and Training*.

Entry-level qualification

The *Case for Change*¹⁹ states:

Transformation of job roles in the VET sector

“In response to the evolving demand on the VET sector, the job roles of VET trainers and assessors are expanding. Traditional conceptions of training and assessing in the VET sector may have involved a full time trainer in the RTO setting, assessing capabilities against a formal qualification structure. However, with changing skill and occupation demands, training and assessing is increasingly occurring in a variety of contexts beyond the traditional VET environment. As the demand for lifelong learning increases and reskilling becomes commonplace, the need for trainers and assessors in a plethora of differing environments and with differing capabilities will likely increase.

The job roles of trainers and assessors in these varying fields will substantially differ. For example, differences may include the prominence of training and assessment functions. Therefore, the premise that a single qualification can meet the needs of all learners and future workers - a ‘one-size-fits-all’ TAE - is problematic. The TAE40116 Certificate IV in Training and Assessment is not suitable for the plethora of occupations that are utilising training and assessing principles. The Certificate IV includes content which is overly complicated and unnecessary for some job roles, yet the content is too simplistic for others. The end result is a qualification that is inappropriate for most job roles in training and assessment, a factor which substantially increases the likelihood that the needs of learners will not be met.”

The above statement is false. Unfortunately this statement may be used to justify unwarranted changes to the TAE training package, in particular changes to the *TAE40116 Certificate IV in Training and Assessment* qualification.

False statement #1

Are job roles of VET trainers and assessors expanding? Over the past few decades there has not been an expansion in job roles. The job roles today and in the future are the same or extremely similar to the past. I have heard TAFE teachers complain about doing work that they don’t want to do. You are less likely to hear a casual VET trainer complain about doing extra work (if they are being paid). However, this ‘extra work’ may not be defined as an expansion of the job role. It could be said that the job roles of VET trainers and assessors are contracting due to massive casualisation of the VET workforce.

False statement #2

Are the job roles substantially different for VET trainers and assessors who work in different fields? Training and assessing is occurring in a variety of contexts beyond the traditional VET environment. This is not a new phenomenon. VET is delivered to a plethora of differing environments. There are many common competencies VET trainers and assessors need. These core skills are covered by the

¹⁹ PwC’s Skills for Australia, *Industry Skills Forecast and Proposed Schedule of Work – Education*, Version 0.1 (draft) released April 2018, pages 26 and 27

TAE40116 Certificate IV in Training and Assessment qualification. Some contextualisation helps prepare new TAE graduates for their future job role. However, many TAE graduates do not know exactly their future work context, environment or circumstances. Additional and ongoing skills development will be needed. For example:

- Training indigenous students
- Training international students
- Training students with a disability
- Training apprentices
- Training VETiS students
- Training disengaged youth
- Training students with alcohol and drug addictions
- Training vocational skills to students with English as their second language
- Training refugees
- Training retrenched workers
- Training students in correctional institutions.

Not every VET trainer and assessor needs the ability to work in all work contexts and environments.

False statement #3

Is there a plethora of VET training and assessing occupations? No. The job role of most VET trainers and assessors are the same or very similar. Context may vary (see above for further details).

False statement #4

Is the premise that a single qualification can meet the needs of all VET trainers and assessors problematic? No, it is not problematic. The *TAE40116 Certificate IV in Training and Assessment* is suitable for new entrants to the VET workforce.

False statement #4

Is the current TAE Certificate IV qualification inappropriate for most job roles in training and assessment because some people say the content is overly complicated and unnecessary for some job roles, and other people say the content is too simplistic? No, it is not inappropriate – in other words, it is appropriate (see next page for further details).

- Is it too complicated? (What is too complicated?)
- Is it too simple? (What is too simple?)
- Does it include irrelevant content? (What is irrelevant?)
- Does it not cover required content? (What is missing?)

The following table (next page) gives information about the complexity and relevance of each core unit for the *TAE40116 Certificate IV in Training and Assessment* qualification.

Feedback about the proposed changes to the TAE training package

Competency standard		Comment	Complexity	Relevance
Code	Title			
Core				
TAEDES402	Use training packages and accredited courses to meet client needs	This unit provides the essential skills to effectively work within Australia’s VET system	Not difficult	Extremely relevant
TAEDES401	Design and develop learning programs	This unit ensures that TAE graduates understand the context that all competency-based training and assessment services are delivered	Some learners find it difficult	Extremely relevant
TAELLN411	Address adult language, literacy and numeracy skills	It is highly likely VET trainers will need to have learners with low language, literacy and numeracy skills	Not difficult	Extremely relevant
TAEDEL401	Plan, organise and deliver group-based learning	It is common for VET trainers to deliver group-based training. Some learners struggle with content such as domains of learning and using a session structure based on learning principles.	Not difficult	Extremely relevant
TAEDEL402	Plan, organise and facilitate learning in the workplace	Not all TAE graduates deliver training in a workplace	Not difficult	Useful
TAEASS402	Assess competence	This unit provides the essential skills to effectively work within Australia’s VET system	Difficult	Extremely relevant
TAEASS401	Plan assessment activities and processes	This unit ensures that TAE graduates can plan and prepare to assess competency. It is a prerequisite for <i>TAEASS402 Assess competence</i> .	Not difficult	Extremely relevant
TAEASS502	Design and develop assessment tools	Not all new TAE graduates will be required by their RTO to design and develop assessment tools. However, some new TAE graduates are asked to design and develop assessment. This Unit is important because it provides the essential skills to effectively work within Australia’s VET system	Difficult	Extremely relevant
TAEASS403	Participate in assessment validation	Not all TAE graduates get asked to participate in assessment validation however some RTO need to have their trainers and assessors with the capability.	Difficult if performed properly	Relevant

Relevant and currently available electives for the *TAE40116 Certificate IV in Training and Assessment* qualification include:

- TAEDEL403 Coordinate and facilitate distance-based learning
- TAEDEL501 Facilitate e-learning
- TAETAS401 Maintain training and assessment information.

Professional development

The term 'professional development' may mean different things to different people. In the VET workforce context, professional development is described and prescribed by the *Standards for Registered Training Organisations (RTOs) 2015*. It is Clause 1.16 of the Standards that should drive professional development.

Clause 1.16

"The RTO ensures that all trainers and assessors undertake professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency-based training and assessment."

The delivery of quality training and assessment services requires the responsibility for professional development to be held by the RTO. This means individual professional development plans should be driven by the needs of the RTO. The responsibility should not be shifted to individual trainers and assessors. However, this does not prevent trainers and assessors from actively pursuing their own career development strategies.

Type of development	Driving factor	Responsibility
Professional development	Clause 1.16 of the <i>Standards for Registered Training Organisations (RTOs) 2015</i>	RTO
Career development	An individual's career goals and aspirations	Individual

Professional development for VET trainer and assessor may include:

- Vocational skills
- Industry knowledge
- Training and assessment skills
- Digital technology skills.

Professional development strategies may include:

- Qualifications that develop advanced training and assessment skills
- Non-accredited short training courses
- Establishment of community of practice
- Structured work experience and coaching
- Mentoring.

Some VET trainers and assessors may need to develop specific specialist skills, such as:

- Skills and strategies for delivering and assessing specific vocational skills
- Training indigenous students
- Training international students
- Training students with a disability
- Training apprentices
- Training VETiS students
- Training disengaged students
- Training students with alcohol and drug addictions
- Training students with English as their second language
- Training refugees
- Training students in correctional institutions.

When someone says training was unprofessional they may mean:

- “The trainer often arrived late.”
- “The chairs are broken and the tables are dirty”.
- “I wasn’t treated with respect when I made a complaint.”
- “No one returned my phone calls or replied to my emails.”
- “The printed materials were full of typos and difficult to read.”
- “The training seemed rushed and there wasn’t enough time to ask questions.”

What is the nexus between the TAE training package and professionalisation? If training and assessment is described as ‘unprofessional’ it does not mean that VET trainers need to join a professional association and pay money to achieve annual CPD points. Unprofessional service may be caused by poor RTO culture, poor RTO management, poor RTO procedures and insufficient allocation of adequate resources. Non-compliance with the *Standards for Registered Training Organisations (RTOs) 2015* should be addressed before pursuing professionalisation for the VET workforce. VET regulators, not a VET professional association, should be the enforcer of VET quality.

Elective units

The *TAE40116 Certificate IV in Training and Assessment* qualification has extremely limited flexibility with only one elective unit to be selected. Usually the *TAEDEL301 Provide work skill instruction* or *BSBCMM401 Make a presentation* are selected as the elective unit by the RTO.

Elective unit of competency ²⁰		Currently selected	Currently needed
Code	Title		
	<ul style="list-style-type: none"> ● = Likely to be selected / most relevant for a new VET trainer ◐ = unlikely to be selected / moderately relevant for a new VET trainer ○ = Extremely unlikely to be selected / irrelevant for new VET trainer 		
TAEASS301	Contribute to assessment	○	Covered by TAEASS units
TAEDEL301	Provide work skill instruction	●	◐
TAEDEL403	Coordinate and facilitate distance-based learning	○	◐
TAEDEL501	Facilitate e-learning	○	●
TAEDEL404	Mentor in the workplace	○	○
TAELLN412	Access resources and support to address foundation skills	○	Covered by TAELLN411
TAELLN413	Integrate foundation skills into vocational training delivery	○	Covered by TAELLN411
TAETAS401	Maintain training and assessment information	○	●
BSBAUD402	Participate in a quality audit	○	○
BSBCMM401	Make a presentation	●	◐
BSBLED401	Develop teams and individuals	○	◐
BSBMKG413	Promote products and services	○	○
BSBREL402	Build client relationships and business networks	○	○
BSBRES401	Analyse and present research information	○	○

²⁰ See attachment 1

In a competitive market, an RTO needs to offer prospective clients a training program that is favourably priced; in particular when compared against the price of programs offered by competitors. RTOs will select the elective unit for the *TAE40116 Certificate IV in Training and Assessment* based on minimising the delivery time and associated costs. This is why the *TAEDEL301 Provide work skill instruction* or *BSBCMM401 Make a presentation* are normally the selected elective unit.

The use of Moodle, other learning management systems and blended delivery modes have become common. It would be desirable to include a new AQF Level 4 e-learning unit, and this should be considered as a core unit. However, the qualification packaging rules still need some flexibility to be responsive to particular client needs. A solution is to increase the number of total units required for the TAE Certificate IV from ten units to twelve. The following table shows how to increase the qualification's flexibility by increasing the number of total units.

Qualification packaging rule	Number of core units	Number of elective units	Total number of units
Current <i>TAE40116 Certificate IV in Training and Assessment</i>	9	1	10
Proposed Certificate IV in Training and Assessment	10	2	12

It is common for Certificate IV qualifications to have more than ten units. The following table shows a sample of Certificate IV qualification from the BSB training package.

Qualification		Number of core units	Number of elective units	Total number of units
Code	Title			
BSB40215	Certificate IV in Business	1	9	10
BSB41915	Certificate IV in Business (Governance)	7	5	12
BSB40515	Certificate IV in Business Administration	0	10	10
BSB40615	Certificate IV in Business Sales	4	6	10
BSB41015	Certificate IV in Human Resources	6	4	10
BSB42015	Certificate IV in Leadership and Management	4	8	12
BSB42215	Certificate IV in Legal Services	8	4	12
BSB42115	Certificate IV in Library and Information Services	6	9	15
BSB42415	Certificate IV in Marketing and Communication	5	7	12

Foundation skills

Australia's VET system has embraced a comprehensive set of foundation skills that is a fusion of the Cores Skills for Work (CSfW) development framework and the Australian Core Skills Framework.



Foundations skills have been embedded within the unit of competency. A contextual statement that is relevant to the unit has been provided if the training package developer did a proper job when converting units for old to new format to comply with the *Standards for Training Packages 2012*.

The following diagram shows some examples of work skills and foundations skills.

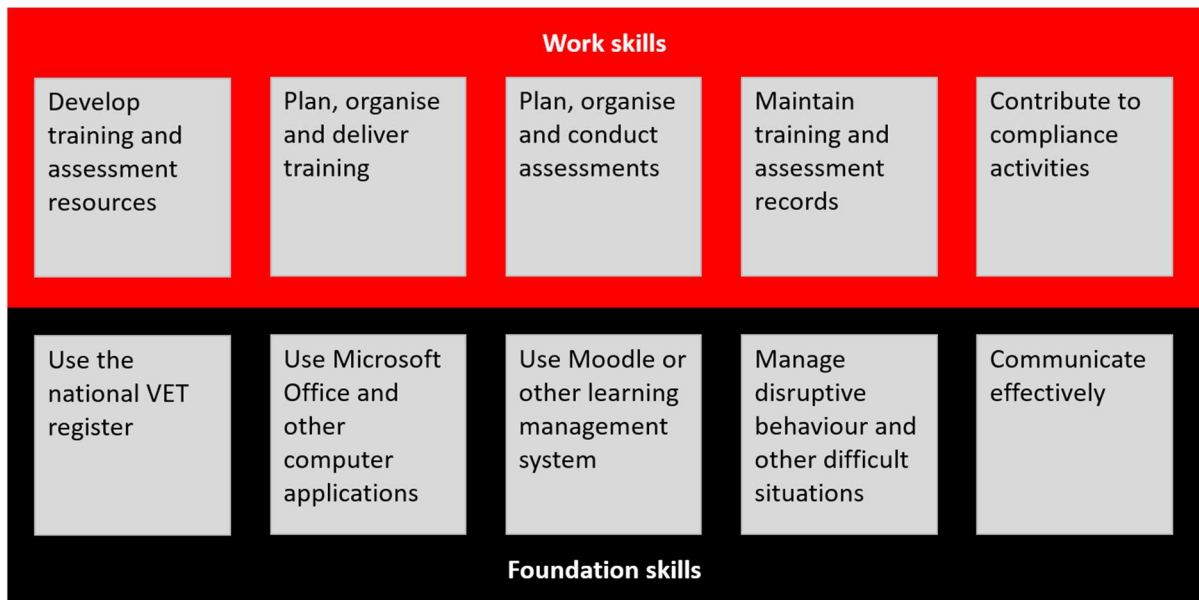


Image: On Target Work Skills © 2018

Some people may want to add new units of competency to cater for current and future skill needs. However, new units of competency may not be required if relevant foundation skill have been embedded with units. The application of foundations skills and contextualisation can cater for the diverse needs of VET trainers and assessors who operate in different contexts.

Contextualisation

RTOs may contextualise a competency standard to ensure it meets the needs of learners. For example (a non-TAE example), the *TLID2010 Operate a forklift* unit of competency covers the skills of operating a forklift regardless of the type of forklift, the industry sector, the type of work, the needs of the learner or other variables (illustrated below).



Transportation



Warehousing



Mining



Manufacturing

The old format for units of competency had range statements that clearly communicated the range of variable that may be considered. Regardless of the context, the job roles for most VET trainers and assessors will be the same or very similar. Some people may say that VET trainers have different job roles. It may be argued that the job role of VET trainers are the same but the context that they work within is different.

What do all VET trainers do that is the same?	What are the different job role contexts?
<ul style="list-style-type: none"> • Plan and organise training sessions • Deliver training to groups and individuals using a range of: <ul style="list-style-type: none"> ○ Delivery methods ○ Technology ○ Facilities and equipment ○ Materials • Plan and organise assessments • Assess competence • Develop training and assessment resources • Maintain training and assessment records • Develop and implement a professional development plan • Contribute to continuous improvement of training and assessment services 	<ul style="list-style-type: none"> • Size of RTO they work for • Policy and procedures of the RTO they work for • The training package they use • Level of qualifications they deliver • Modes of delivery • Location of delivery • Training environment and equipment • Training and assessment resources to be used • The learning management system (LMS) they use • Different characteristics and needs of learners such as: <ul style="list-style-type: none"> ○ Indigenous students ○ International students ○ Students with a disability ○ Apprentices ○ VETiS students ○ Disengaged youth ○ Students with alcohol and drug addictions ○ Students with English as their second language ○ Refugees ○ Retrenched workers ○ Students in correctional institutions.

The following table give an example about how the *TAED401 Plan, organise and deliver group-based learning* unit covers a wide range of skills needed by VET trainers. Some people never look at the details. They read the title of a unit or look at the elements of competency. Some people who do not understand the details go on the say there are deficiencies²¹ when there are none.

Element and performance criteria		Range of variables and context
1 Interpret learning environment and delivery requirements		
1.1	Access, read, and interpret learning program documentation to determine delivery requirements	<p>Learning program documentation may include</p> <ul style="list-style-type: none"> • training and assessment strategies • learning program plans • training schedules • training and assessment plans <p>Some RTO may call their learning program documentation by different names</p>
1.2	Use available information and documentation to identify group and individual learner needs, and learner characteristics	<p>Different groups and individual learners may include:</p> <ul style="list-style-type: none"> • indigenous students • international students • students with a disability • apprentices • VETiS students • disengaged youth • students with alcohol and drug addictions • students with English as their second language • refugees • retrenched workers • students in correctional institutions
1.3	Identify and assess constraints, and risks to delivery	<p>Constraints may include:</p> <ul style="list-style-type: none"> • budgets • number of learners • characteristics and needs of learners • duration of the learning program • training environment and equipment <p>Risks may include:</p> <ul style="list-style-type: none"> • training environment and physical safety of learners • safety inherent to the vocational skill being learnt and performed • emotional safety and security for learners
1.4	Confirm personal role and responsibilities in planning, and delivering training, with relevant personnel	<p>Relevant personnel may include:</p> <ul style="list-style-type: none"> • RTO manager • RTO program coordinator • RTO administrators • other trainers • LLN specialists • workplace supervisors

Continued next page

²¹ PwC's Skills for Australia, *Industry Skills Forecast and Proposed Schedule of Work – Education*, Version 0.1 (draft) released April 2018, page 30

Element and performance criteria		Range of variables and context
2 Prepare session plans		
2.1	Refine existing learning objectives according to program requirements and specific needs of individual learners	<p>Different individual learners who may need their specific needs considered may include:</p> <ul style="list-style-type: none"> • indigenous students • international students • students with a disability • apprentices • VETiS students • disengaged youth • students with alcohol and drug addictions • students with English as their second language • refugees • retrenched workers • students in correctional institutions
2.2	Develop session plans and document these plans for each segment of the learning program	<p>Session plans shall include:</p> <ul style="list-style-type: none"> • content points • activities • resources • time
2.3	Use knowledge of learning principles and theories to generate ideas for managing session delivery	Wide range of learning principles and learning theories
3 Prepare resources for delivery		
3.1	Contextualise learning materials to meet the needs of the specific learner group	<p>Different individual learners who may need their specific needs considered may include:</p> <ul style="list-style-type: none"> • indigenous students • international students • students with a disability • apprentices • VETiS students • disengaged youth • students with alcohol and drug addictions • students with English as their second language • refugees • retrenched workers • students in correctional institutions
3.2	Finalise learning materials and organise facility, technology and equipment needs in time for delivery of learning sessions	Wide range of learning materials, facilities, technology and equipment
3.3	Confirm overall delivery arrangements with relevant personnel	<p>Relevant personnel may include:</p> <ul style="list-style-type: none"> • RTO manager • RTO program coordinator • RTO administrators • other trainers • LLN specialists • workplace supervisors

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Element and performance criteria		Range of variables and context
4 Deliver and facilitate training sessions		
4.1	Conduct each session according to the session plan, modified where appropriate to meet	<p>Learner needs may include</p> <ul style="list-style-type: none"> • more time • want to ask more questions • need a break • address confusion, frustration or other emotions
4.2	Use the diversity of the group as another resource to support learning	Recognise the diversity of the group
4.3	Employ a range of delivery methods to optimise learner experiences	<p>Deliver methods may include:</p> <ul style="list-style-type: none"> • group-based learning • small group work • pair work • individual work • project or practical tasks • knowledge sessions • skill-based sessions • integration of technology • reading and researching • combination of above
4.4	Demonstrate effective facilitation skills to ensure effective participation and group management	<p>Group management may be required to address:</p> <ul style="list-style-type: none"> • confusion or misunderstanding • disagreement, argumentative or conflict • inappropriate behaviour • lack of participation • lack of collaboration • lack of confidence • range of emotions • other difficult situations • combination of above
5 Support and monitor learning		
5.1	Monitor, and document, learner progress to ensure outcomes are being achieved, and individual learner needs are being met	<p>Learning progress may monitored and documented using:</p> <ul style="list-style-type: none"> • spreadsheets or databases • paper-based methods • learning management system (LMS) records • combination of above
5.2	Make adjustments to the delivery sessions to reflect specific needs and circumstances	<p>Adjustments may be needed for specific needs for:</p> <ul style="list-style-type: none"> • indigenous students • international students • students with a disability • apprentices • VETiS students • disengaged youth • students with alcohol and drug addictions • students with English as their second language • refugees • students in correctional institutions

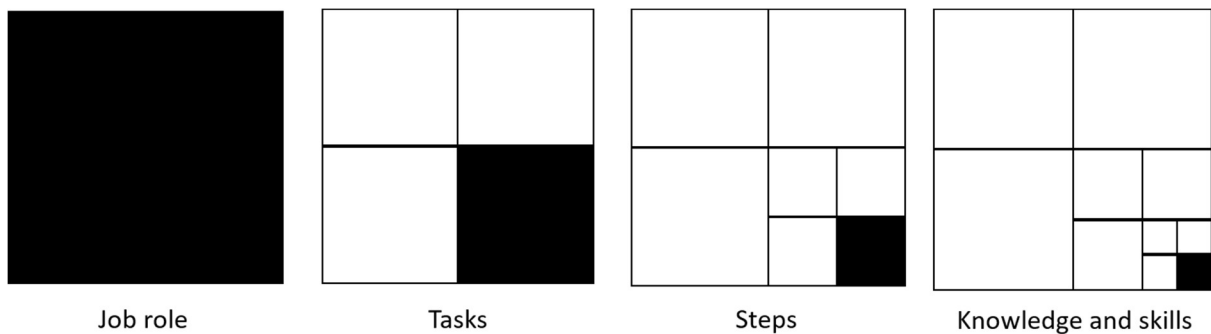
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Element and performance criteria		Range of variables and context
5.3	Manage inappropriate behaviour to ensure that learning can take place	Inappropriate behaviour may include: <ul style="list-style-type: none"> • violent or inappropriate language • verbal or physical abuse or bullying • insensitive verbal or physical behaviour towards other learners or the trainer/facilitator, including cultural, racial, disability or gender-based insensitivities • dominant or overbearing behaviour • disruptive behaviour • non-compliance with safety instructions
5.4	Maintain and store learner records according to organisational requirements	Learning records may include: <ul style="list-style-type: none"> • electronic records • paper records and filing cabinets • learning management system (LMS) records • combination of above

Some people may say that there are deficiencies in the TAE training package. However, the deficiencies are more likely to be with how the TAE training and assessment service is delivered rather than a problem with the TAE training package.

Competency-based job role analysis

Has job roles and work environment of VET trainers changed since the introduction of the TAE training package? Use a competence based approach to conduct a job role analysis.



Job role = occupation

Tasks = units of competency

Steps = elements of competency and performance criteria

Knowledge and skills = knowledge and skills

The definition of competency requires a person to have the ability to transfer and apply skills and knowledge to new situations and environments.²² Therefore, by definition a competent VET trainer should be able to respond to change.

²² Standards for Registered Training Organisations (RTOs) 2015, Glossary

Advanced training and assessment skills

The current *TAE50116 Diploma of Vocational Education and Training* usually caters for two job roles:

- Senior trainer or TAFE senior teacher
- Program coordinator or manager.

The following is a sample qualification structure.

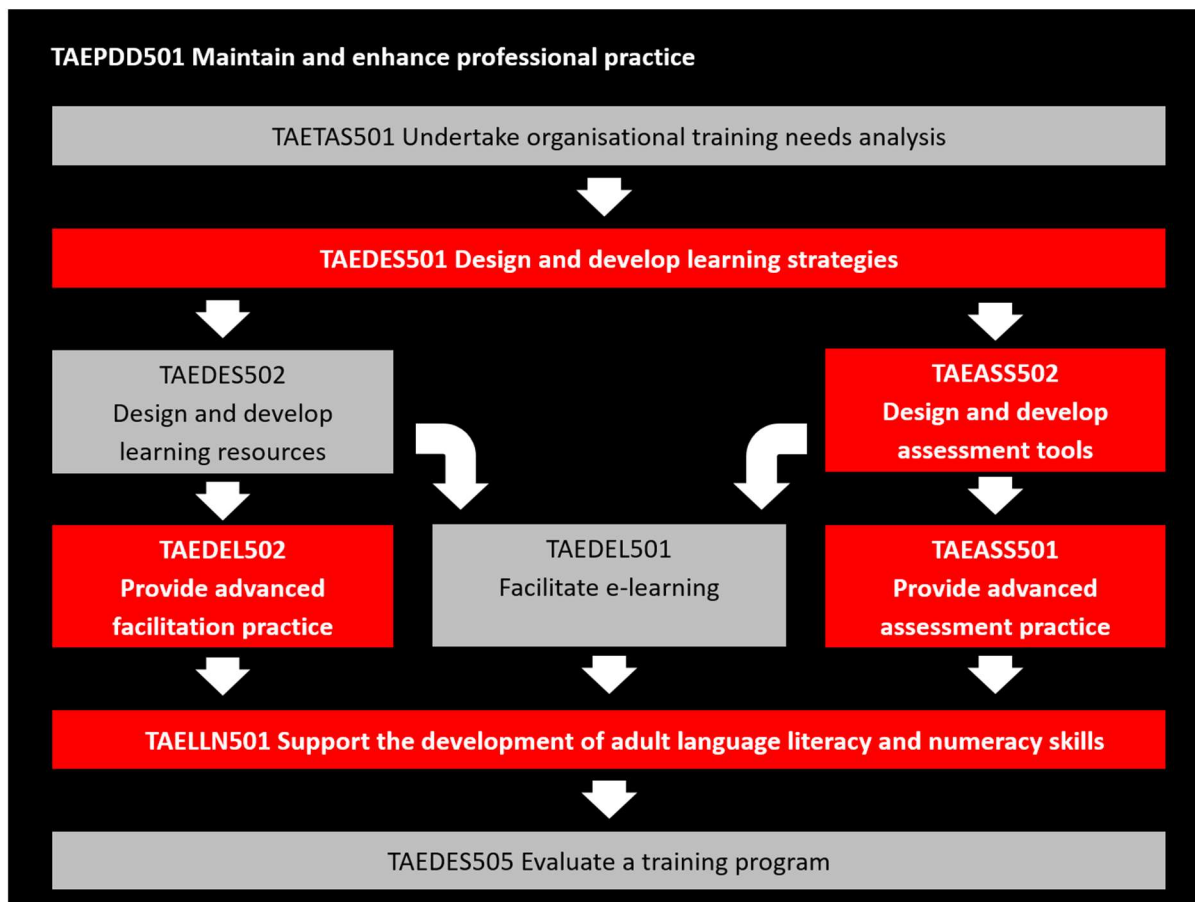
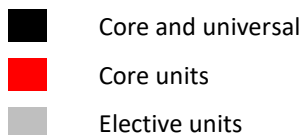


Image: On Target Work Skills © 2018



The above sample qualification structure covers the essential skills within the context of an RTO's quality training and assessment system. However, senior trainers would greatly benefit from the *TAEDEL404 Mentor in the workplace* and *TAEASS503 Lead assessment validation processes* units. One solution is to increase the total number of units required for this qualification to twelve; currently ten. Alternatively, replace *TAETAS501 Undertake organisational training needs analysis* and *TAEDES505 Evaluate a training program* when targeting training for senior trainers. And another solution is deliver two programs: one targeting senior trainers and the other targeting program coordinators. This solution would usually be uneconomical for RTOs to deliver and therefore not likely to be implemented.

Lack of difference between TAE Diplomas

The difference between the *TAE50116 Diploma of Vocational Education and Training* and *TAE50216 Diploma of Training Design and Development* qualifications are negligible. The following shows how the outcome for both qualifications can be the same.

Competency standard		TAE50116 Diploma of Vocational Education and Training	TAE50216 Diploma of Training Design and Development
Code	Title		
TAEASS501	Provide advanced assessment practice	Core	Elective
TAEASS502	Design and develop assessment tools	Core	Core
TAEDEL502	Provide advanced facilitation practice	Core	Elective
TAEDES501	Design and develop learning strategies	Core	Core
TAEELN501	Support the development of adult language literacy and numeracy skills	Core	Elective
TAEPPD501	Maintain and enhance professional practice	Core	Elective
TAEDES502	Design and develop learning resources	Elective	Core
TAEDES505	Evaluate a training program	Elective	Core
TAETAS501	Undertake organisational training needs analysis	Elective	Core
TAEASS503	Lead assessment validation processes	Elective	Elective

RTO program coordinators

The *BSB42015 Certificate IV in Leadership and Management* qualification provides a useful framework for training and skills development for RTO program coordinators. The following is a sample qualification structure.

Skills domain	Units of competency	Unit type
Compliance management	BSBMGT521 Plan, implement and review a quality assurance program (contextualised for plan, implement and review <i>Standards for RTOs</i> compliance)	Imported
	BSBMGT403 Implement continuous improvement	Group A
	BSBWHS401 Implement and monitor WHS policies, procedures and programs to meet legislative requirements	Group A
	BSBRSK401 Identify risk and apply risk management processes	Group A
Operations management	BSBMGT402 Implement operational plan	Core
	BSBFIA402 Report on financial activity	Group A
	BSBCUS401 Coordinate implementation of customer service strategies	Group B
	BSBREL402 Build client relationships and business networks	Group A
People management	BSBLDR401 Communicate effectively as a workplace leader	Core
	BSBLED401 Develop teams and individuals	Group B
	BSBLDR403 Lead team effectiveness	Core
	BSBLDR402 Lead effective workplace relationships	Core

Other relevant units of competency include:

- BSBHRM405 Support the recruitment, selection and induction staff
- BSBMGT404 Lead and facilitate off-site staff
- BSBADM409 Coordinate business resources
- BSBMKG413 Promote products and services
- TAEICR501 Work in partnership with industry, enterprises and community groups
- TAETAS501 Undertake organisational training needs analysis
- TAEDES505 Evaluate a training program
- TAEASS503 Lead assessment validation processes
- BSBAUD402 Participate in a quality audit.

RTO managers

The *BSB51915 Diploma of Leadership and Management* qualification provides a useful framework for training and skills development for RTO managers. The following is a sample qualification structure.

Skills domain	Units of competency	Unit type
Compliance management	BSBMGT521 Plan, implement and review a quality assurance program (contextualised for plan, implement and review <i>Standards for RTOs</i> compliance)	Group B
	BSBMGT516 Facilitate continuous improvement	Group A
	BSBWHS501 Ensure a safe workplace	Group A
	BSBRISK501 Manage risk	Group A
Operations management	BSBMGT517 Manage operational plan	Core
	BSBFIM501 Manage budgets and financial plans	Group A
	BSBCUS501 Manage quality customer service	Group A
	BSBMGT518 Develop organisation policy	Group A
People management	BSBLDR501 Develop and use emotional intelligence	Core
	BSBHRM405 Support the recruitment, selection and induction staff	Group A
	BSBWOR502 Lead and manage team effectiveness	Core
	BSBLDR502 Lead and manage effective workplace relationships	Core

Other relevant units of competency include:

- TAEICR501 Work in partnership with industry, enterprises and community groups
- TAETAS501 Undertake organisational training needs analysis
- TAEDES505 Evaluate a training program
- TAEASS503 Lead assessment validation processes
- BSBAUD501 Initiate a quality audit
- BSBAUD503 Lead a quality audit
- BSBAUD504 Report on a quality audit
- BSBMGT404 Lead and facilitate off-site staff.

Digital literacy for trainers²³

The world of work has an ever-increasing reliance on technology. And registered training organisations (RTOs) operating within Australia's training system are not exempt from the impact of the digitised workplace.

The *TAE40116 Certificate IV in Training and Assessment* qualification reflects the roles of individuals delivering training and assessment services in the VET sector. It is the entry-level and mandatory requirement for people seeking to work for an RTO.

Some people who aspire to become a trainer do not have the digital literacy skill to perform effectively at an RTO. The following is a case study in how a training package qualification can be used to deliver a structured approach to deliver technology training for trainers.

What technology skills do trainers need?

The following table gives some examples of technology skills required for each of the core units of the *TAE40116 Certificate IV in Training and Assessment* qualification²⁴. [1]

Cluster	Core units of competency		Examples of technology skills required
	Code	Title	
Language, literacy and numeracy (LLN)	TAELLN411	Address adult language, literacy and numeracy skills	Use the Foundation Skills Assessment Tool (FSAT)* to diagnose LLN skill level
			Send an email communicating results of diagnosis assessments and giving information about support service availability
Design training (DES)	TAEDS402	Use training packages and accredited courses to meet client needs	Search the training.gov.au website and download documents
	TAEDS401	Design and develop learning programs	Use information from training packages during the development training and assessment resources (cut and paste)
Deliver training (DEL)	TAEDEL401	Plan, organise and deliver group-based learning	Use Microsoft Word to develop session plans and training resources
			Create and display Microsoft PowerPoint slides
	TAEDEL402	Plan, organise and facilitate learning in the workplace	Use office equipment to print and bind workplace log book
			Access RTO systems from remote location

²³ <https://ontargetworkskills.com/2018/02/18/technology-and-training-a-case-study-in-how-to-use-training-packages-to-meet-learning-needs-of-trainers/> accessed 13 April 2018

²⁴ <https://training.gov.au/Training/Details/TAE40116> accessed 15 February 2018

Cluster	Core units of competency		Examples of technology skills required
	Code	Title	
Assessment (ASS)	TAEASS401	Plan assessment activities and processes	Use Microsoft Word templates to produce assessment plans and associated documents
			Use calendar and other online tools to schedule tasks and meetings
	TAEASS502	Design and develop assessment tools	Use Microsoft Word templates to produce assessment tools
			Use File Explorer for version control and file management
	TAEASS402	Assess competence	Access Moodle and assess portfolio of evidence
			Use RTO systems to record student progress and results
	TAEASS403	Participate in assessment validation	Search RTO systems to access compliance documents such as training and assessment strategies (TAS), competency matrices and assessment records
			Use Microsoft Word to record observations and outcomes from the assessment validation process

* FSAT is an interactive online tool designed to identify and measure an individual's foundation skill

The amount of technology skills covered during the delivery of most *TAE40116 Certificate IV in Training and Assessment* qualifications would be limited. Most newly qualified trainers would not have had the exposure to the full range of technology applications expected by a typical RTO. And the technology skills of some newly qualified trainers would be far below what is needed to perform effectively and efficiently.

How to develop the technology skills for an RTO trainer?

The *BSB30115 Certificate III in Business* qualification²⁵ can provide a structured approach to developing the technology skills for an RTO trainer.

The packaging rules for the *BSB30115 Certificate III in Business* qualification requires the achievement of twelve units of competency; one core unit and eleven elective units. Seven of the elective units must be selected from the elective units listed for this qualification. The other four elective units may be selected from the elective units listed for this qualification or from any endorsed training package at the same qualification level. The rules do allow one elective to be selected from a Certificate II qualification and 2 elective units may be taken from a Certificate IV qualification. Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.

²⁵ <https://training.gov.au/Training/Details/BSB30115> accessed 15 February 2018

The following table gives a sample selection of units that would cover the application of technology skills for an effective and efficient RTO trainer.

Cluster	Unit of competency		Type of unit
	Code	Title	
Work safely and effectively	BSBWHS302	Apply knowledge of WHS legislation in the workplace	Core
	BSBWOR301	Organise personal work priorities and development	Elective
	BSBFLM312	Contribute to team effectiveness	Elective
Technology skills	BSBWRT301	Write simple documents	Elective
	BSBITU303	Design and produce text documents	Elective
	BSBITU302	Create electronic presentations	Elective
	BSBITU304	Produce spreadsheets	Elective
	BSBITU306	Design and produce business documents	Elective
	BSBINM301	Organise workplace information	Elective
	BSBIPR301	Comply with organisational requirements for protection and use of intellectual property	Elective
	BSBWOR204	Use business technology	Imported
	TAEDEL501	Facilitate e-learning	Imported*








* Imported from the TAE40116 Certificate IV in Training and Assessment

Technology training for trainers may be delivered independent of the *TAE40116 Certificate IV in Training and Assessment* qualification. However, it may be delivered concurrently. The following matrix shows the connection between technology training for trainer and the compulsory *TAE40116 Certificate IV in Training and Assessment* qualification for new RTO trainers.

Units covered by the BSB30115 Certificate III in Business to delivery technology training for trainers		TAE40116 Certificate IV in Training and Assessment			
Code	Title	Language, literacy and numeracy (LLN)	Design training (DES)	Deliver training (DEL)	Assessment (ASS)
BSBWHS302	Apply knowledge of WHS legislation in the workplace	x	x	x	x
BSBWOR301	Organise personal work priorities and development	x	x	x	x
BSBFLM312	Contribute to team effectiveness				
BSBWRT301	Write simple documents		x	x	x
BSBITU303	Design and produce text documents		x	x	x
BSBITU302	Create electronic presentations			x	

Units covered by the BSB30115 Certificate III in Business to delivery technology training for trainers		TAE40116 Certificate IV in Training and Assessment			
Code	Title	Language, literacy and numeracy (LLN)	Design training (DES)	Deliver training (DEL)	Assessment (ASS)
BSBITU304	Produce spreadsheets			x	x
BSBITU306	Design and produce business documents	x	x	x	x
BSBINM301	Organise workplace information	x	x	x	x
BSBIPR301	Comply with organisational requirements for protection and use of intellectual property	x	x	x	x
BSBWOR204	Use business technology	x	x	x	x
TAEDEL501	Facilitate e-learning		x	x	x

It is common for RTOs to use Microsoft Office. The following are some examples of technology applications and a brief description of their use within an RTO context.

Example of technology application	Icon	Description
Computer skills		Computer skills include: <ul style="list-style-type: none"> • File management • Use office equipment such as printers, copiers and scanners • Use RTO systems such as Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS), student management system (SMS), learning management system (LMS), financial management system, etc.
Internet skills		Generally, a trainer needs the skills to search internet, and it is essential for a trainer to have the capability to efficiently search the training.gov.au website and download documents.
Microsoft Word skills		Microsoft Word skills to produce training and assessment resources
Microsoft PowerPoint skills		Microsoft PowerPoint skills to create and display presentation slides
Microsoft Excel skills		Microsoft Excel skills to track and record student progress and results
Microsoft Outlook skills		Microsoft Outlook skills that include using email and calendar functions to organise personal work priorities and contribute to team effectiveness
Moodle skills		Moodle is a widely used learning management system that includes tools to facilitate individual and collaborative learning, and keep an accurate record of online training and assessment

The following matrix shows how various technology applications may be integrated for each core unit of the *TAE40116 Certificate IV in Training and Assessment* qualification.

Unit of competency		Examples of technology application						
Code	Title							
TAE40116 Certificate IV in Training and Assessment provides context for learning technology skills								
TALLN411	Address adult language, literacy and numeracy skills	✓	✓	✓	✓		✓	
TAEDES402	Use training packages and accredited courses to meet client needs	✓	✓	✓				
TAEDES401	Design and develop learning programs	✓	✓	✓				✓
TAEDEL401	Plan, organise and deliver group-based learning	✓	✓	✓	✓	✓	✓	✓
TAEDEL402	Plan, organise and facilitate learning in the workplace	✓	✓	✓			✓	✓
TAEASS401	Plan assessment activities and processes	✓	✓	✓			✓	✓
TAEASS502	Design and develop assessment tools	✓	✓	✓				✓
TAEASS402	Assess competence	✓		✓		✓		✓
TAEASS403	Participate in assessment validation	✓		✓			✓	✓
BSB30115 Certificate III in Training and Assessment provides content for learning technology skills								
BSBWHS302	Apply knowledge of WHS legislation in the workplace	✓						
BSBWOR301	Organise personal work priorities and development	✓					✓	
BSBFLM312	Contribute to team effectiveness	✓					✓	
BSBWRT301	Write simple documents	✓	✓	✓			✓	✓
BSBITU303	Design and produce text documents	✓	✓	✓				✓
BSBITU302	Create electronic presentations	✓			✓			
BSBITU304	Produce spreadsheets					✓		
BSBITU306	Design and produce business documents	✓	✓	✓	✓	✓	✓	✓
BSBINM301	Organise workplace information	✓						✓
BSBIPR301	Comply with organisational requirements for protection and use of intellectual property		✓	✓	✓			✓
BSBWOR204	Use business technology	✓						
TAEDEL501	Facilitate e-learning							✓

Attachments

- 1 About the Case for Change
- 2 TAE40116 Certificate IV in Training and Assessment
- 3 TAE50116 Diploma of Vocational Education and Training
- 4 TAE50216 Diploma of Training Design and Development

Attachment 1

About the Case for Change

Reference: <https://www.skillsforaustralia.com/project-page/education-tae/> accessed 4 April 2018

In the Education Industry Skills Forecast and Proposed Schedule of Work (previously titled 'Four Year Work Plan') released in 2016 and 2017, the Education Industry Reference Committee (IRC) proposed a review of "all Units of Competency in the Training and Education (TAE) Training Package (54 native and 10 imported) in 2018-19". This proposal was endorsed in both 2016 and 2017 by the Australian Industry Skills Committee (AISC) for 'Case for Change' development.

In light of this, the Education IRC sought initial submissions from stakeholders during March and April 2018, regarding the current and future state of the TAE Training Package. This feedback will be used to inform the development of a Case for Change for inclusion in the 2018 Industry Skills Forecast and Proposed Schedule of Work. This Case for Change will be the first step in a review of the TAE Training Package and, if approved by the Education IRC and AISC, will initiate the Case for Endorsement process. The Case for Endorsement will involve significant research and industry consultation, meaning that this Case for Change submission process is the first of several opportunities that stakeholders will have to provide feedback.

The consultation period for initial feedback has now closed.

Thank you to those who provided their valued contributions during this time.

There will be an additional opportunity to provide feedback on the Case for Change over a three-week period from 6th to 27th April when the 2018 Industry Skills Forecast and Proposed Schedule of Work is published on the PwC's Skills for Australia website.

The Education IRC recognises the review of the TAE will need to be comprehensive, take time and consider the broader environment in which training and assessment occurs given the importance of the Training Package to the VET sector and beyond. Any resulting change to the TAE Training Package stemming from this Case for Change, and subsequent Case for Endorsement, would be contingent on further substantial stakeholder consultation and endorsement by the Education IRC and the AISC. Changes to training.gov.au (TGA) are unlikely to occur before April 2020 (4 years after TAE40116, the latest release, was published).

Attachment 2

TAE40116 Certificate IV in Training and Assessment

Packaging Rules

- Total number of units = 10
- 9 core units plus 1 elective unit
- The elective unit may be: from the elective list or from any currently endorsed Training Package or accredited course at Certificate IV or above

Core Units

- TAEASS401 Plan assessment activities and processes
- TAEASS402 Assess competence
- TAEASS403 Participate in assessment validation
- TAEASS502 Design and develop assessment tools
- TAEDEL401 Plan, organise and deliver group-based learning
- TAEDEL402 Plan, organise and facilitate learning in the workplace
- TAEDES401 Design and develop learning programs
- TAEDES402 Use training packages and accredited courses to meet client needs
- TAEELN411 Address adult language, literacy and numeracy skills

Elective Units

- TAEASS301 Contribute to assessment
- TAEDEL301 Provide work skill instruction
- TAEDEL403 Coordinate and facilitate distance-based learning
- TAEDEL404 Mentor in the workplace
- TAEDEL501 Facilitate e-learning
- TAEELN412 Access resources and support to address foundation skills
- TAEELN413 Integrate foundation skills into vocational training delivery
- TAETAS401 Maintain training and assessment information
- BSBAUD402 Participate in a quality audit
- BSBCMM401 Make a presentation
- BSBLED401 Develop teams and individuals
- BSBMKG413 Promote products and services
- BSBREL402 Build client relationships and business networks
- BSBRES401 Analyse and present research information

Attachment 3

TAE50116 Diploma of Vocational Education and Training

Packaging Rules

- Total number of units = 10
- 6 core units plus 4 elective units
- At least 2 elective units must be selected from the elective list and the remaining 2 elective units may be selected from any currently endorsed Training Package or accredited course. Where a unit is chosen from another currently endorsed Training Package or accredited course, it must be from a qualification or course at Diploma level or above.

Core Units

- TAEASS501 Provide advanced assessment practice
- TAEASS502 Design and develop assessment tools
- TAEDEL502 Provide advanced facilitation practice
- TAEDES501 Design and develop learning strategies
- TAELLN501 Support the development of adult language literacy and numeracy skills
- TAEPPD501 Maintain and enhance professional practice

Elective Units

- TAEASS503 Lead assessment validation processes
- TAEASS504 Develop and implement recognition strategies
- TAEDEL501 Facilitate e-learning
- TAEDES502 Design and develop learning resources
- TAEDES503 Design and develop e-learning resources
- TAEDES504 Research and develop units of competency
- TAEDES505 Evaluate a training program
- TAEICR501 Work in partnership with industry, enterprises and community groups
- TAELLN411 Address adult language, literacy and numeracy skills
- TAELLN412 Access resources and support to address foundation skills
- TAELLN413 Integrate foundation skills into vocational training delivery
- TAETAS501 Undertake organisational training needs analysis
- TAERES501 Apply research to training and assessment practice
- TAESUS501 Analyse and apply sustainability skills to learning programs
- TAESUS502 Identify and apply current sustainability education principles and practice to learning programs

Attachment 4

TAE50216 Diploma of Training Design and Development

Packaging Rules

- Total number of units = 10
- 5 core units plus 5 elective units.
- 3 elective units must be selected from the elective units listed below. The remaining 2 elective units may be selected from any currently endorsed Training Package or accredited course. Where a unit is chosen from another currently endorsed Training Package or accredited course, it must be from a qualification or course at Diploma level or above.

Core Units

- TAEASS502 Design and develop assessment tools
- TAEDES501 Design and develop learning strategies
- TAEDES502 Design and develop learning resources
- TAEDES505 Evaluate a training program
- TAETAS501 Undertake organisational training needs analysis

Elective Units

- TAEASS501 Provide advanced assessment practice
- TAEASS503 Lead assessment validation processes
- TAEASS504 Develop and implement recognition strategies
- TAEDEL501 Facilitate e-learning
- TAEDEL502 Provide advanced facilitation practice
- TAEDES503 Design and develop e-learning resources
- TAEDES504 Research and develop units of competency
- TAEPDD501 Maintain and enhance professional practice
- TAEICR501 Work in partnership with industry, enterprises and community groups
- TAELLN411 Address adult language, literacy and numeracy skills
- TAELLN412 Access resources and support to address foundation skills
- TAELLN413 Integrate foundation skills into vocational training delivery
- TAELLN501 Support the development of adult language literacy and numeracy skills
- TAERES501 Apply research to training and assessment practice
- TAESUS501 Analyse and apply sustainability skills to learning programs
- TAESUS502 Identify and apply current sustainability education principles and practice to learning programs