PwC's Skills for Australia
Interpretation Guide: TAE Training Package Release 2.0

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Contents

Introduction

About this Interpretation Guide

PwC's Skills for Australia is the Skills Service Organisation (SSO) responsible for the TAE Training Package.

Following the second release of the TAE Training Package in April 2016, we received more than 500 queries on how it should be understood and implemented.

The aim of this Interpretation Guide is to provide clear and consistent advice on how to interpret key aspects of the TAE Training Package (Release 2.0), creating a point of truth for interested stakeholders.

The interpretation of the TAE Training Package in this Guide is based on the prevailing views of VET practitioners, RTOs and other stakeholders made evident through consultation sessions held by PwC's Skills for Australia. For more information on this consultation process, please see page 7.

This Guide has been designed to address queries encountered in our role as SSO, with focus given to concerns frequently raised with us. Through the consultation process, six key areas of concern were identified in the TAE Training Package.

The consultation process also generated valuable conversations on how to improve future versions of the training package. The feedback collected has been documented for future review. This Interpretation Guide is focussed on providing clarity on the current version of the TAE Training Package as it stands.

The consultation sessions held in preparation of this Guide were undertaken with the support of the Education Industry Reference Committee (IRC), and the Education IRC has approved the final version of this guide.

This Guide does not replace any parts of the Standards for Registered Training Organisations (RTO's) 2015, any guidelines or standards imposed by VRQA or TAC, or the TAE Training Package, and is designed to be a supplementary document. In this respect this Guide is not auditable. However, we have undertaken work with the regulators to ensure a common understanding of the material contained herein.

Where there is discrepancy between this Guide and the standards set by the regulators or the TAE Training Package, regulatory requirements and rules in the TAE Training Package take precedence.

The Consultation Process

Overview

The updated Training and Education (TAE) Training Package was released in April 2016. As a TAE qualification must be held to deliver training and assessment at an RTO according to *Clause 1.14 of the Standards for Registered Training Organisations (RTO's) 2015* (click here for more details), the new Training Package has significant implications for the entire VET sector, particularly Registered Training Organisations (RTOs) and practitioners who deliver TAE qualifications.

The interpretation of the TAE Training Package in this Guide is based on prevailing interpretations developed in conversations and workshops with stakeholders.

The consultation process which fed into the development of this guide is detailed in the diagram below and on the following pages.

1. Ongoing contact through the PwC's Skills for Australia Hotline and emailed queries

2. Collection of registration survey responses during the RSVP period for the consultation sessions

3. Six face-to-face consultation sessions in Brisbane, Perth, Adelaide, Canberra, Melbourne and Sydney

4. Four webinar consultation sessions

5. Correspondence following the consultation sessions

1. Ongoing contact via the Skills for Australia Hotline and emailed queries

Since the release of the TAE Training Package in April 2016, PwC's Skills for Australia received more than **500 queries** asking how it should be understood and implemented.

During these four months, six major issues in the TAE Training Package have been identified in the process of handling TAE-related queries put forward by VET practitioners and RTOs. The six major issues are outlined in Figure 1.1 below.

A significant proportion of TAE queries received during these two months came from workplace-based, small or remote training providers. In response to this, we hosted a specialist webinar as part of the consultation sessions intended for stakeholders operating specifically within these contexts.

Contact with the VET sector via the Skills for Australia Hotline and emailed queries has been an ongoing part of the consultation process. Queries and feedback regarding the TAE Training Package were received and documented throughout the collection of registration survey responses, the rollout of the consultation sessions and the period following the sessions.

Figure 1.1

A table summarising the six major issues identified in the TAE Training Package through ongoing contact with the VET sector via the PwC's Skills for Australia Hotline and emailed queries prior to the consultation sessions

| Training product	Issue
TAEASS402 Assess competence (A)	What is meant by the requirement to assess five candidates in a real assessment environment?
TAEASS402 Assess competence (B)	What is meant by the requirement to carry out assessment under the supervision of a qualified assessor?
TAEASS501 Provide advanced assessment practice	What is meant by the requirement to assess 50 units of competency and 20 candidates, and must this be done in a real assessment environment?
TAEASS502 Design and develop assessment tools	How are RTOs supposed to interpret and deliver the requirement of 'assessment tools supporting three different assessment methods and one unit of competency each'?
TAEDEL401 Plan, organise and deliver group-based learning	How are RTOs supposed to interpret and deliver the requirement of 'three training sessions, including two consecutive sessions of at least 40 minutes duration to learner groups of at least 8 individuals'?
TAELLN411 Address adult language, literacy and numeracy skills	What is meant by the assessment condition that requires 'real vocational learners' to be used?

2. Collection of registration survey responses during the RSVP period for the consultation sessions

PwC's Skills for Australia opened guest registrations for the TAE consultation sessions via a survey in mid-June, which also provided an official means for respondents to communicate their concerns on the new TAE Training Package.

The registration survey was publicly accessible on the **Skills for Australia website** for a month, with its opening announced on the PwC's Skills for Australia LinkedIn page and via email to subscribers to the PwC's Skills for Australia Education mailing list, RTOs with TAE qualifications on scope, and stakeholders who had previously raised concerns about the new TAE Training Package. The Education Industry Reference Committee (IRC) members were also encouraged to promote the registration survey to their networks in the VET sector.

In total, we received 813 complete survey responses. Of these, roughly 490 respondents registered to attend a face-to-face consultation session. Approximately 300 people registered to participate in at least one webinar.

An indication of the distribution of survey respondents across states and territories, and professions in the VET sector is shown in Figures 1.2 and 1.3. Figure 1.4 on the following page also indicates the proportional level of concern for each of the six major issues across Australia's states and territories. Nationally, most queries are concerned with TAEDEL401, TAEASS402 and TAELLN411.
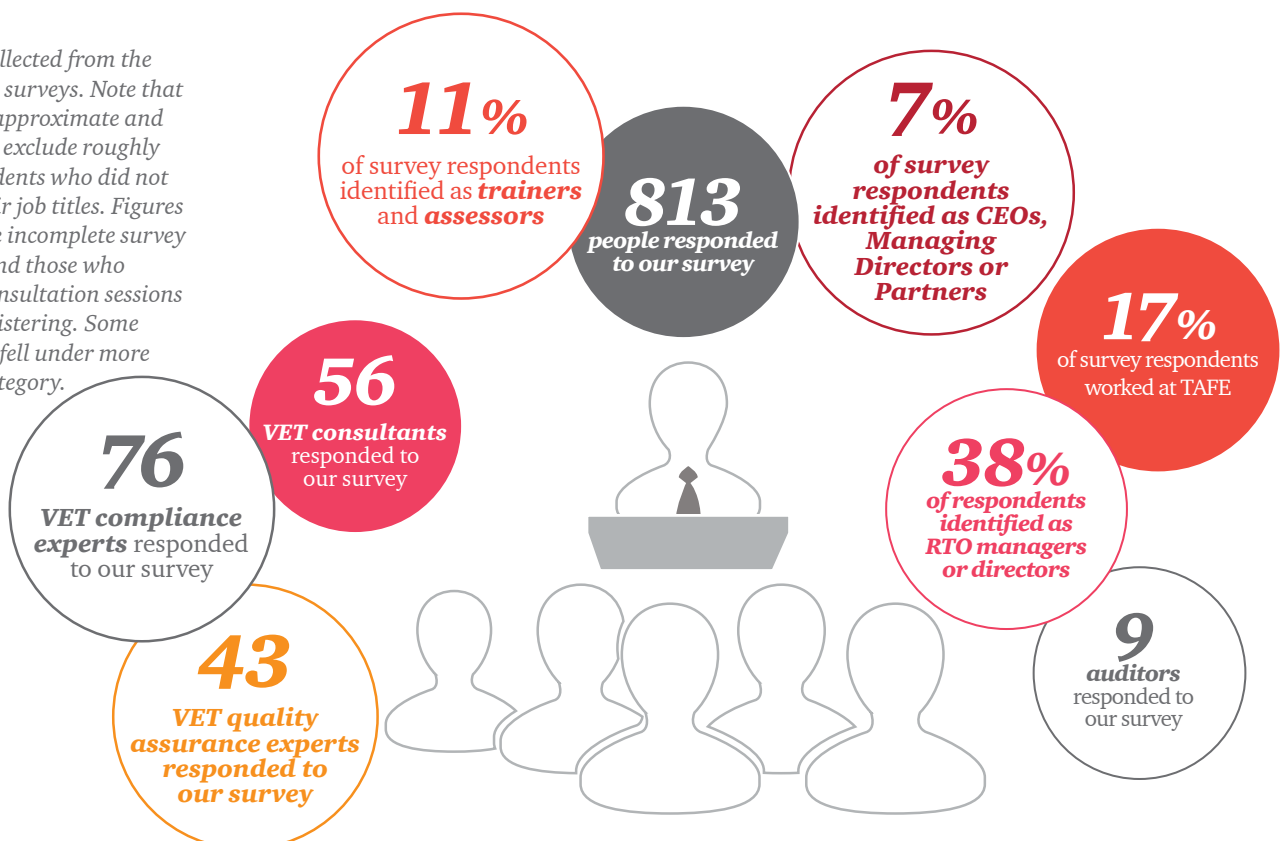
Responses to our registration survey

SA 6%
TAS 2%
WA 15%
NSW 26%
QLD 21%
NT 2%
VIC 24%
ACT 4%
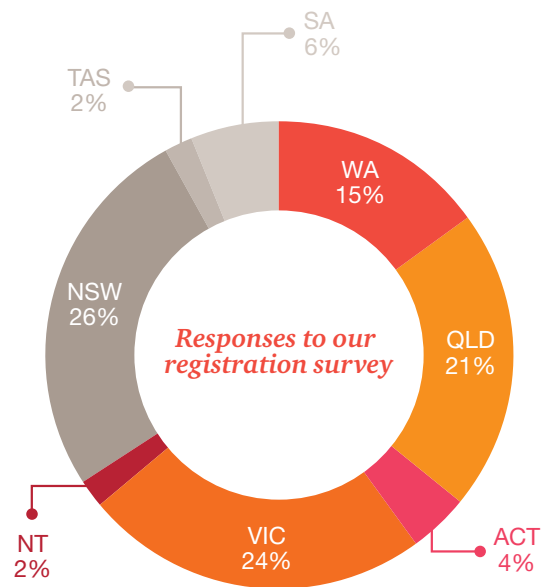
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Figure 1.2

An indication of the responses to our registration survey by state/territory. The data shown was collected from the responses to the registration surveys for the consultation sessions. It does not take into consideration those who attended consultation sessions (both face-to-face and online) who did not complete a registration form. Note that some respondents did not disclose their state of residence. Incomplete surveys are excluded from these figures.

Figure 1.3

Statistics collected from the registration surveys. Note that figures are approximate and percentages exclude roughly 100 respondents who did not disclose their job titles. Figures also exclude incomplete survey responses and those who attended consultation sessions without registering. Some individuals fell under more than one category.

11% of survey respondents identified as *trainers* and *assessors*

813 people responded to our survey

7% of survey respondents identified as CEOs, Managing Directors or Partners

17% of survey respondents worked at TAFE

56 VET consultants responded to our survey

76 VET compliance experts responded to our survey

38% of respondents identified as RTO managers or directors

43 VET quality assurance experts responded to our survey

9 auditors responded to our survey

Figure 1.4

When attendees registered for the consultation sessions we asked them to complete a survey identifying which issues mattered most to them. The charts above present the results by residency of respondents in each state and territory, as well as the specialist webinar held for remote and workplace-based training providers. The highlighted chart shows a consolidation of all responses across Australia. Note that this differs from previous versions of this chart, where percentages were previously calculated as an average across the seven states and territories without taking into account differences in numbers of respondents per state. Some respondents also did not disclose their state or territory of residence. The percentages in each graph add up to more than 100% because the survey allowed respondents to select multiple options.

3. Six face-to-face consultation sessions in Brisbane, Perth, Adelaide, Canberra, Melbourne and Sydney

In July, face-to-face consultation sessions were held in Brisbane, Perth, Adelaide, Canberra, Melbourne and Sydney.

Figures 1.5 and 1.6 indicate the distribution of attendees to face-to-face sessions and registrants to the specialist webinar by state/territory respectively.

The face to face sessions commenced with an overview of the changes to the TAE Training Package and breakdown of feedback we had received from stakeholders. It was important to frame the sessions as specifically relating to interpreting the existing training package and it was underscored that changes to the Training Package would only be on the table in the event that the material was not deliverable. The key questions were introduced and then table groups discussed their implementation challenges and successes. Many times, the tables provided an opportunity for participants who did not know each other to meet and discuss their delivery of the training package. Following these small groups, a "town-hall" style question and answer session was held.

The discussions held during these face-to-face consultation sessions aided in the publication of this Interpretation Guide.
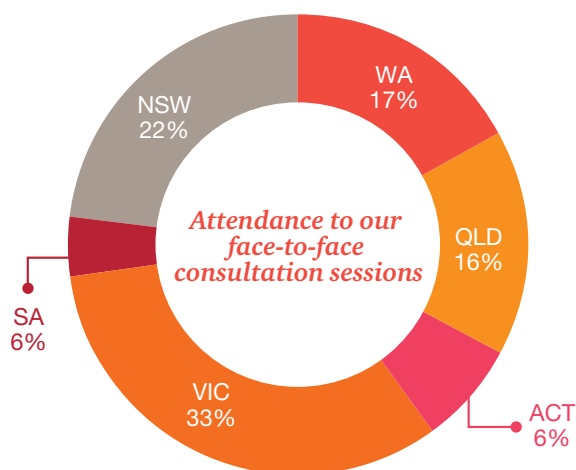
4. Four webinar consultation sessions

Four webinars were also held for a duration of one hour each.

The webinars followed the six face-to-face consultation sessions and focussed on communicating the prevailing interpretations of the six major issues as apparent in the consultation process at that point in time.

Attendees were able to ask questions and hold discussions in an open chatroom during the session. This function was used frequently in all four of the sessions, with approximately 15-20 minutes of each session spent answering queries. The chatrooms in the specialist webinar for remote and workplace-based training providers and the wrap-up webinar were both especially active, with particular concern around TAEASS402 Assess competence, TAEASS502 Design and develop assessment tools and the Certificate IV in Training and Assessment itself.

Chat logs for all four webinars were stored and used in the writing of this Interpretation Guide, and a recording of the second general webinar was made available for downloading on the PwC's Skills for Australia website.

Figure 1.5

The graph is an indication of our engagement with each state/ territory at our face-to-face consultation sessions. The data was collected from the guest sign-in sheets used at each session. It excludes attendance to online webinars and does not take into account attendees who did not sign in at sessions. Consultation with stakeholders outside of the TAE consultation sessions is also excluded from these figures.
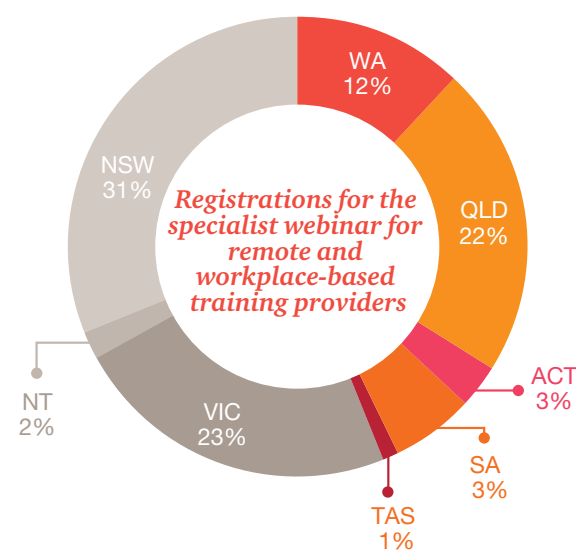
Figure 1.6

The graph is an indication of the distribution of interest in attending our specialist webinar across each state/territory. Registration for this session was closed after receiving 187 registrations. The data does not account for interested stakeholders who missed the registration period, or those who attended but did not register.
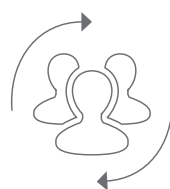
5. Correspondence following the consultation sessions

Following the consultation sessions, we invited attendees to participate in a post-session feedback survey which gave them the opportunity to communicate their thoughts on the sessions and any unaddressed concerns they still had about the TAE Training Package.

The survey collected 240 responses in total, including partial responses. About 45% of face-to-face attendees and over a third of attendees to the webinar sessions responded to the feedback survey.

Note that some attendees had attended both webinars and face-to-face sessions but only completed the survey once.

Below are some statistics gathered from the survey. Note that percentages exclude incomplete responses.

- 77% of respondents agreed or strongly agreed that they were given ample opportunity to share their concerns about TAE in the sessions.

- 84% of respondents held neutral opinions, agreed or strongly agreed that their concerns were adequately addressed in the sessions.

- 76% of respondents agreed or strongly agreed that they found the TAE sessions engaging and informative.

- 48 respondents communicated additional questions about the TAE Training Package, with a total of 70 comments about the TAE Training Package being submitted.

- 11 of the 70 additional comments communicated in the feedback survey identified areas in the TAE Training Package not addressed in the consultation sessions and over 50 were general concerns or questions about the TAE Training Package or TAE40116 Certificate IV in Training and Assessment.

Given the collaborative approach taken in writing this Guide and the effort to ensure that the interpretations given reflect the prevailing views of stakeholders delivering TAE, one major piece of feedback relating to whether attendees' concerns were adequately addressed at the consultation sessions was that attendees had expected the sessions to provide definitive guidance on interpreting the TAE Training Package. In future projects, stakeholders involved in consultations should be more used to this collaborative approach and the purpose of the consultation process.

In addition to the feedback survey, PwC's Skills for Australia received a large number of follow-up questions and comments from attendees and viewers of the webinar recording regarding the TAE Training Package via the Skills for Australia Hotline and email inbox.

The additional concerns raised in the feedback survey and in engagements with the VET sector following the consultation sessions also aided in the writing of this Interpretation Guide.

Glossary

Assessment instrument

Forms part of an assessment tool and supports assessment methods. It may include a list of other instruments needed to conduct a part of an assessment, record results or select assessment criteria. E.g. An examination paper, a log book, templates and proformas, specific questions or activities, evidence and observation checklists, recognition portfolios, candidate self-assessment materials.

Assessment method

"Used to gather the evidence needed to fulfil the requirements of an assessment tool. Methods can include:

- *direct observation;*
- *product based methods (Structured assessment activities such as reports, displays, work samples);*
- *portfolio (a purposeful collection of work samples of annotated and validated pieces of evidence, compiled by the learner);*
- *questioning;*
- *third-party evidence (e.g. reports from other RTOs, assessors, managers in the workplace)."*

(See ASQA's guide to developing assessment tools)

Assessment tool

"Includes context and conditions of assessment, tasks to be administered to the student and evidence criteria (i.e. the assessment decision making rules).Tools also encompass the administration, recording and reporting requirements and may address a cluster of competencies for holistic assessment." (See ASQA's guide to developing assessment tools)

Delayed assessment

Assessments where the assessor's examination of the student's capabilities follow the student's completion of the assessment (rather than the two processes being simultaneous). E.g. an essay being marked after submission, a recording of the fulfilment of performance evidence being marked at a later viewing.

Enrolled vocational learner

A real student currently enrolled in an RTO for the purposes of completing an endorsed or accredited unit of competency.

Real vocational learners

Learners undertaking training required for their employment and directly related to the specific skills needed for that employment.

Real assessment environment: any environment with real candidates in which a valid assessment can take place against the unit of competency being assessed. The assessment of the candidate must be of the kind that would be necessary to demonstrate competency for the purposes of contributing to a statement of attainment. Simulated work environments, online, remote and delayed assessments are still real and valid if they are compliant with Clause 1.3-1.12 of the Standards for Registered Training Organisations (RTO's) 2015.

Qualified assessor

A VET practitioner qualified to assess against the unit of competency being undertaken in accordance with Clauses 1.13-1.16 of the Standards for Registered Training Organisations (RTO's) 2015.

Interpreting the TAE Training Package: Assessment Conditions and the Six Major Issues

Unpacking the Assessment Conditions

There are six key types of assessment conditions in the TAE Training Package. These assessment conditions are 'unpacked' in this Interpretation Guide in the context of the major six issues (TAEASS402, TAEASS501, TAEASS502, TAELLN411 and TAEDEL401), as well as in 'Other FAQs'. Refer to the explanations on the following page in applying assessment conditions in units of competency not directly addressed in this Guide.

Required Assessment Conditions	Page No. Containing Discussion of Requirements	Units of Competency	TAE 40116	TAE 50116	TAE 50216
			C = core unit of competency / E = elective unit of competency		
Real assessment environment **Assessors** must hold TAE50116, TAE50111 or demonstrate equivalence of competencies	17-18	TAEASS402 – Assess competence	C	-	-
Evidence must be gathered through the assessment of at least 20 individual candidates who are enrolled vocational learners **Assessors** must hold TAE50116, TAE50111 or demonstrate equivalence of competencies	19	TAEASS501 – Provide advanced assessment practice	-	C	E
Skills must be demonstrated with real vocational learners Conditions that are safe and replicate the workplace	21	TAEASS504 – Develop and implement recognition strategies	-	E	E
		TAELLN411 – Address adult language, literacy and numeracy skills	C	E	E
Must take place within a VET workplace, and include access to the full range of physical resources usually provided to a facilitator of a training program in an RTO **Assessors** must hold TAE50116, TAE50111 or demonstrate equivalence of competencies	31	TAEDEL502 – Provide advanced facilitation practice	-	C	E
Conditions that are safe and replicate the workplace Assessors must hold TAE50116, TAE50111 or demonstrate equivalence of competencies	34	TAEASS401 – Plan assessment activities and processes	C	-	-
		TAEASS403 – Participate in assessment validation	C	-	-
		TAEASS502 – Design and develop assessment tools	C	C	C
		TAEDEL401 – Plan, organise and deliver group-based learning	C	-	-
		TAEDEL402 – Plan, organise and facilitate learning in the workplace	C	-	-
		TAEDES401 – Design and develop learning programs	C	-	-
		TAEDES402 – Use training packages and accredited courses to meet client needs	C	-	-
		TAEDES501 – Design and develop learning strategies	-	C	C
		TAELLN501 – Support the development of adult language, literacy and numeracy skills	-	C	E
		TAEPDD501 – Maintain and enhance professional practice	-	C	E
Conditions that are safe and replicate the workplace	21, 23, 25	TAEDES502 – Design and develop learning resources	-	E	C
		TAEDES505 – Evaluate a training program	-	E	C
		TAETAS501 – Undertake organisational training needs analysis	-	E	C
		All other electives in TAE40116, TAE50116 & TAE50216			

Unit of competency in focus: TAEASS402 Assess competence

Mapping	
Core unit	• TAE40116 Certificate IV in Training and Assessment
Skill set	• TAESS00015 Enterprise Trainer and Assessor Skill Set
	• TAESS00011 Assessor Skill Set

Excerpt from TAEASS402
Performance evidence

The candidate must show evidence of the ability to complete tasks, including:

- assessment of **at least five candidates within the vocational education and training (VET) context** against at least one endorsed or accredited unit of competency according to the organisation's assessment processes and practices.

- using **recognition of prior learning (RPL) processes in the assessment of at least one candidate** (which may be one of the five candidates above).

- making reasonable adjustments in the assessment of at least one candidate.

The **assessments must be undertaken under the supervision of a** *qualified assessor* and cover **an entire unit of competency** for each candidate, including:

- the application of different assessment methods and instruments involving a range of activities and events

- using two-way communication and feedback with the candidate

- exercising judgement in making the assessment decision

- recording and reporting assessment outcomes in accordance with the assessment system and organisational, legal and ethical requirements

- reviewing the assessment process.

Assessment Conditions

Gather evidence to demonstrate consistent performance in **a real assessment environment**. The assessment environment must include access to assessment tools and recording materials.

Key Notes

- Not all five candidates need to be assessed at once, nor against the same unit of competency

- The assessment involving the RPL process can be included in the five assessments required

- Assessment across a 'range of activities and events' allows for the inclusion of prolonged assessment procedures and the use of different assessment methods if necessary to properly assess an entire unit of competency

- The assessment of each candidate must cover all five points underlined in the excerpt above at least once

Understanding the learning requirements

What is a real assessment environment?

- Real assessment environment: any environment with candidates in which a valid assessment can take place against the unit of competency being assessed. The assessment of the candidate must be of the kind that would be able to demonstrate competency for the purposes of contributing to a statement of attainment.

- Simulated work environments, online, remote and delayed/recorded assessments are still real and valid if they are compliant with *Clauses 1.8 - 1.12 of ASQA's Standards 'Assessment'*.

- TAEASS402 learners must demonstrate their competence in TAEASS402 in a real assessment environment with real candidates. Where the assessment is being conducted for the purposes of contributing to a statement of attainment, TAEASS402 learners must not determine any official assessment of competence.

What is a qualified assessor?

- **Qualified assessor:** A VET practitioner qualified to provide assessment in accordance with *Clauses 1.13 – 1.16 of ASQA's Standards* (see Glossary).

What is supervision?

- As outlined above, simulations and online, remote and delayed/recorded assessments are still real and valid if they are compliant with *Clauses 1.8 of ASQA's Standards 'Assessment'. This means that there may be cases in which a qualified assessor does not need to be present at every assessment and/or does not need to supervise the assessment in real time.*

- The qualified assessor's supervision should not impede the ability of the TAEASS402 learner to demonstrate consistent performance against TAEASS402's requirements in a real assessment environment.
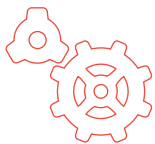
Five - pronged test

1. Are there at least five candidates?

2. Is a valid assessment being conducted against an endorsed or accredited unit of competency for each of these five candidates (thereby satisfying the requirement of a 'real assessment environment')?

3. Is each assessment covering an entire unit of competency?

4. Is the RPL process being used in the assessment of at least one of these candidates?

5. Are all assessments undertaken under the supervision of a qualified assessor?

Unit of competency in focus: TAEASS501 Provide advanced assessment practice

Mapping	
Core unit	• TAE50116 Diploma of Vocational Education and Training
Elective unit	• TAE50216 Diploma of Training Design and Development
Skill set	• TAESS00010 Advanced Assessor Skill Set

Excerpt from TAEASS501
Performance evidence

The candidate must show evidence of the ability to complete the tasks outlined in the elements and performance criteria of this unit, including:

- undertaking the assessment of at least 20 individual candidates, **against at least one unit of competency**

- assessing against a **total of at least 50 units** of competency from training packages or accredited courses. This total may be made up of **combinations** of candidates and units that add up to 50.

Assessment conditions

Evidence must be gathered through the assessment of at least 20 individual candidates who are **enrolled vocational learners**.

- Assessments must be conducted against entire units of competency.

- Assessing against 50 different units of competency is not required. The same unit assessed for 20 candidates is considered 20 units for the purposes of the training package.

Key Notes

Understanding the learning requirements

How should RTOs interpret the requirement to assess at least 50 units of competency and 20 individual candidates?

Two-pronged test

1. Are at least 20 different candidates being assessed?

2. Have each of the candidates been assessed against at least one unit of competency each, to make up a total of 50 units of competency?
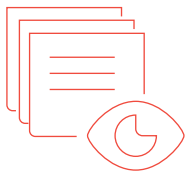
Unpacking the assessment conditions

- Enrolled vocational learner: a learner currently enrolled in an RTO for the purposes of receiving a statement of attainment by completing an endorsed or accredited unit of competency.

- Simulated work environments, online, remote and **delayed assessments** are allowed in accordance with *Clauses 1.8-1.12 of ASQA's Standards 'Assessment'*.

- Enrolled vocational learners may include fellow TAEASS501 students, provided they are currently enrolled.

What is the context behind these requirements?

- TAEASS501 is intended to be undertaken by those working at a managerial or strategic level at RTOs, as per the 'Application' section of the unit of competency: *'This unit … applies to experienced assessors who provide leadership, or guidance to others, who conduct assessments for an RTO.'*

- Assessors in managerial and strategic roles should be familiar with a range of assessment methods and types of candidates. Practicing with 20 enrolled vocational learners as opposed to simulated characters ensures that candidates are working with students familiar with VET assessments and classroom protocols. (also see PC 2.2 *'Practice Assessment: Investigate and implement a range of assessment tools to meet the context requirements of different candidates'*).

- The requirement to assess 20 learners against 50 units of competency also existed in the superseded version of this unit, TAEASS501A. An overlap of units is now expressly allowed, affording greater flexibility in light of the requirement for enrolled vocational learners.

FAQs

What are some case examples?
- 40 enrolled vocational learners assessed against the same unit of competency, plus 5 enrolled vocational learners assessed against 2 different units of competency.
- 50 enrolled vocational learners assessed against the same unit of competency.

Unit of competency in focus: TAELLN411 Address adult language, literacy and numeracy skills

Mapping	
Core unit	• TAE40116 Cert IV in Training and Assessment
Elective unit	• TAE50116 Diploma of Vocational Education and Training
	• TAE50216 Diploma of Training Design and Development
Skill set	• TAESS00009 Address Foundation Skills in Vocational Practice Skill Set

Excerpt from TAELLN411
Performance evidence

- use tools to identify the LLN skill requirements of the training specification and/or assessment process relevant to vocational delivery

- use various sources to gather information on the current LLN skills of a learner group

- identify available sources of support to address at least two of the identified LLN skill needs of the learner group

- customise and use at least two learning resources to address LLN requirements

- select, use and review at least two instructional strategies that directly address the identified LLN needs of the learner group

- use advice from specialist LLN practitioners to inform practice

- select, use and review at least two assessment strategies that cater for the identified LLN needs of the learner group

- determine areas for improvement of own practice.

Assessment conditions

Gather evidence to demonstrate consistent performance in conditions that **are safe and replicate the workplace**. Skills must be demonstrated with *real vocational learners*.

- No minimum or maximum numbers of learners are defined.

- Real vocational learners must be used. Case studies are not sufficient.

- TAELLN411 learners are not restricted to working with real vocational learners specifically from their area of vocational competency.

Key Notes
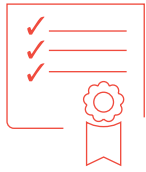
Understanding the learning requirements

What is meant by the assessment condition which requires 'real vocational learners' to be used?

- **Real vocational learners:** Learners undertaking training required for their employment or future employment and directly related to the specific skills needed for that employment (see Glossary).

Unpacking the assessment conditions

- As evidence does not need to be gathered in a real workplace, conditions replicating the workplace will suffice as long as real vocational learners are used.

- Where the performance evidence requirements involve interaction or observation of learners, real vocational learners are to be involved. See for example, Performance Evidence requirements 1.3, 2.3, 2.4, 3.1, 3.3, 4.1.

What is the context behind these requirements?

- The definition of a 'real vocational learner' is broader than the phrase 'enrolled vocational learner' or ASQA's definition of 'learner': *A person being trained and/or assessed by the RTO for the purpose of issuing AQF certification documentation.*

- As LLN skills are directly linked with students' backgrounds and individual needs, the Training Package deems it inappropriate to undertake training with simulated vocational learners or case studies.

- Interacting with real vocational learners provides strong development of foundation skills in TAELLN411, where reading, oral communication and interacting with others are particularly important in both delivery of, and understanding LLN content.

FAQs

Can we source students from other RTOs?
- Yes, provided they are real vocational learners.

What are some case examples?
- A candidate demonstrates skills in TAELLN411 with one student currently undertaking a course in building construction at an RTO.
- A candidate demonstrates skills in TAELLN411 in a simulated restaurant environment training two real staff members from a local restaurant in OH&S standards.

Unit of competency in focus: TAEASS502 Design and develop assessment tools

Mapping	
Core unit	• TAE40116 Certificate IV in Training and Assessment • TAE50116 Diploma of Vocational Education and Training • TAE50216 Diploma of Training Design and Development
Skill set	• TAESS00010 Advanced Assessor Skill Set • TAESS00010 Advanced Assessor Skill Set

Excerpt from TAEASS502
Performance evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- developing at least three assessment tools that support different assessment methods, and address at least one unit of competency each. Each assessment tool must:

  - include the instruments for collecting evidence, reflecting the principles of assessment and the rules of evidence, and related instructions to the assessor/s and candidates

  - show how the contextual needs of different environments are addressed

  - reporting on the trial and review of each assessment tool, including proposed changes.

Assessment conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to relevant organisational policies and procedures in relation to the assessment system.

Key Notes

- **Assessment tool:** *'includes context and conditions of assessment, tasks to be administered to the student and evidence criteria (i.e. the assessment decision making rules). Tools also encompass the administration, recording and reporting requirements and may address a cluster of competencies for holistic assessment'* (ASQA's Guide to Developing Assessment Tools).

- **Assessment method:** *'used to gather the evidence needed to fulfil the requirements of an assessment tool. Methods can include direct observation, a portfolio, or questioning'* (ASQA's Guide to Developing Assessment Tools). See Glossary for more examples.

- **Assessment instrument:** *forms part of an assessment tool and supports assessment methods. It may include a list of other instruments needed to conduct a part of an assessment, record results or select assessment criteria. e.g. an examination paper, a log book, templates and proformas, specific questions or activities, evidence and observation checklists, recognition portfolios, candidate self-assessment materials.*

- 'Trial' means a dry or pilot run in this context. This can be simulated.

- Units of competency do not have to be within the candidate's area of vocational competency.
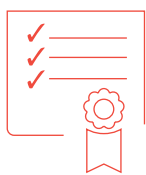
Understanding the learning requirements

How should RTOs interpret the requirement of 'three assessment tools supporting different assessment methods and addressing one unit of competency each'?

Two-pronged test

1. Has the candidate developed at least three assessment tools?

2. Do each of the three assessment tools address at least one unit of competency each?

Unpacking the assessment conditions

- Simulations and case studies are allowed, provided conditions are typical of those experienced in the training and assessment environment.

What is the context behind these requirements?

- TAEASS502 has become a core unit in TAE40116 to strengthen the understanding of assessment tools and how they are best designed and implemented, with a view to strengthen the overall quality of education and training provided in the VET sector.

- Assessment design, while often not part of the responsibilities of an entry level trainer, fosters skills in delivering assessment and training, as per the TAEASS502's Application: *'This unit describes the skills and knowledge required to design and to develop assessment tools used to guide the collection of quality evidence … in formative, summative and recognition of prior learning (RPL) assessment.'*

- In the superseded version of this unit, TAEASS502B, units of competency assessed needed to be of different AQF levels. This is no longer a requirement.

- Learners will be able to use TAEASS502 as credit towards TAE50216, which may encourage trainers and assessors to pursue higher level study.

FAQs

What is a case example?

One candidate looking to become a trainer in ICT develops three different assessment tools supporting different assessment methods. Assessment Tool 1 is designed to assess against FSKDIG01, and Assessment Tools 2 and 3 assess against ICTCBL201.

Unit of competency in focus: TAEDEL401 Plan, organise and deliver group-based learning

Mapping	
Core unit	• TAE40116 Certificate IV in Training and Assessment

Excerpt from TAEDEL401
Performance evidence

The candidate must show evidence of the ability to complete the tasks outlined in the elements and performance criteria of this unit, including:

Facilitating group-based learning by preparing and delivering at least three training sessions, including:

– at least two consecutive sessions of at least 40 minutes duration, that follow one of the learning program designs, to a learner group of at least eight individuals

– at least one session delivered to a learner group of at least eight individuals, with evidence of how the characteristics and needs of this group were addressed.

Assessment conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to learning program designs in use in the learning environment.

Key Notes

- There is no minimum duration defined for the third session, however it must be of sufficient duration to ensure learners can demonstrate their competence in addressing the specific characteristics and needs of the group.

- Sessions must be consecutive in terms of the learning schedule i.e. literal back-to-back 40 minute sessions are not needed, as long as the sessions are scheduled consecutively with respect to a learning program.

- Having the same eight learners across all three sessions is neither required or prohibited.

Understanding the learning requirements

### *How should RTOs interpret the performance evidence requirements?*

Four - pronged test

1. Are at least three training sessions being prepared and delivered?

2. Do all three training sessions have learner groups of at least eight individuals?

3. Are two of the sessions at least 40 minutes in duration each (i.e. 80 minutes in total)?

4. Are the two 40 minute sessions conducted consecutively?
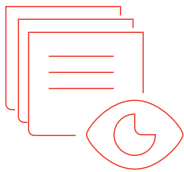
Unpacking the assessment conditions

- A simulated workplace can be used.

- The learners need not be real vocational learners, but must consist of actual persons.

- A virtual classroom or simulated persons (e.g. eight learner profiles on paper) is not sufficient.
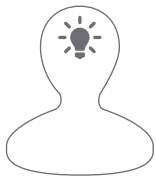
What is the context behind these requirements?

- TAEDEL401 is designed to improve a candidate's skills in training and assessing groups of individuals. The Assessment Conditions are designed to prepare candidates for realistic workplace conditions.

- Candidates will be exposed to the challenges of working with larger groups, diverse student needs and learning styles, multi-tasking and adhering to time constraints.

- A group of eight individuals will allow the candidate to demonstrate their competency against a range of TAEDEL401's Performance Criteria, including:

  – 1.2 Use available information and documentation to identify group and individual learner needs, and learner characteristics,

  – 3.1 Contextualise learning materials to meet the needs of the specific learner group,

  – 4.2 Use the diversity of the group as another resource to support learning.

Other FAQs

FAQ 1: TAEASS401 Plan assessment activities and processes

Excerpt from TAEASS401
Performance evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- **planning and organising the assessment process on a minimum of five separate occasions**

- **planning and organising two Recognition of Prior Learning (RPL) assessments (which may be two of the five assessment processes above).**

The evidence requirements for each occasion must include:

- a documented assessment plan

- a different endorsed or accredited unit of competency (or clusters of units of competency) <u>for each of the five occasions</u>

- contextualisation of the unit(s) of competency and the selected assessment tools, where required

- incorporation of reasonable adjustment strategies

- development of suitable assessment instruments for each of the five occasions following organisational arrangements.

Assessment conditions

Gather evidence to demonstrate consistent performance in conditions that are **safe and which are typical of those experienced in the training and assessment environment**. This includes access to the units of competency used in assessment planning activities.

Q: How should RTOs interpret the performance evidence requirements for TAEASS401?

- The planning and organising of five required assessment processes may include two instances of RPL assessments.
- The term 'development' does not require candidates to create their own assessment instruments. Rather, existing instruments or templates of instruments may be customised or improved by candidates.
- *Assessment instrument:* forms part of an assessment tool and supports assessment methods. It may include a list of other instruments needed to conduct a part of an assessment, record results or select assessment criteria. E.g. an examination paper, a log book, templates and proformas, specific questions or activities, evidence and observation checklists, recognition portfolios, candidate self-assessment materials.
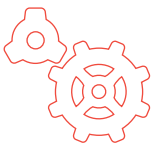
Four - pronged test

1. Has the candidate planned and organised five or more assessment processes?
2. Have at least two of these assessments been RPL processes?
3. Has each assessment been against a different unit of competency?
4. On each of the five occasions, has the candidate:
   - Produced a documented assessment plan;
   - Contextualised the unit of competency and the selected assessment tools as required;
   - Developed suitable assessment instruments;
   - Incorporated reasonable adjustment strategies; and
   - followed organisational arrangements?

Unpacking the assessment conditions

- Simulation is allowed. E.g. The 'contextualisation' of units of competency and assessment tools, and the 'incorporation of reasonable adjustment strategies' can be done with hypothetical vocational learners and case studies.

FAQs

What is meant by Performance Criteria 3.2 'Check advice provided by the training package or course developer relevant to identified contextualisation needs'?
- Students are to check training package companion volumes, units of competency and requirements imposed by accredited course owners for any provisions relevant to contextualisation needs.

FAQ 2: TAEASS403 Participate in assessment validation

Excerpt from TAEASS403
Performance evidence

- The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

  – actively participating in a minimum of three validation sessions that address the critical aspects of validation

  – clearly identifying the purpose for each validation, and the legal and ethical responsibilities of assessors

  – collating and presenting documentation for each validation in a logical manner

  – communicating and liaising with relevant people

  – providing feedback and interpreting documentation in validation sessions

  – recording their contribution to validation findings.

Q: How should RTOs interpret the performance evidence requirements for TAEASS403?

- 'Validation' excludes the validation of assessment decisions (or moderation). All three validations required in this Performance Evidence requirement should be the validation of assessment tools.

- Critical aspects include the validation of assessment processes, methods and products as per the fourth knowledge evidence requirement in this unit of competency.

FAQ 3: TAEDEL502 Provide advanced facilitation practice

Excerpt from TAEDEL502
Assessment conditions in TAEDEL502

Assessment must take place within a VET workplace, and include access to the full range of physical resources usually provided to a facilitator of a training program, in a registered training organisation (RTO).

Q: What do these assessment conditions require?

Unpacking the assessment conditions

- A VET workplace is any workplace where whole or parts of units of competency are delivered or assessed.

- Candidates must have access to a full range of physical resources provided to a facilitator of a training program at an RTO.

- ASQA provides guidance on the requirements of RTOs to provide suitable resources to 'ensure learners gain all relevant skills and knowledge'. Click **here** to see the *User's Guide to the Standards for RTOs, Clauses 1.1 – 1.4 Implement a comprehensive training and assessment strategy.*

FAQ 4: TAEDES501 Design and develop learning strategies

Excerpt from TAEDES501
Elements and performance criteria

4. Review the learning strategy

   4.1 Review the learning strategy in collaboration with relevant people against specified criteria prior to and post implementation

   4.2 Document a post-implementation review process that includes measures for identifying the effectiveness and quality of the learning strategy

   4.3 Make recommendations based on outcomes of the review processes, where appropriate, and document these

   4.4 Make modifications and document as part of a continuous improvement strategy

Q: Is the implementation of learning strategies required?

- Candidates are required to implement learning strategies for the purposes of TAEDES501.

FAQ 5: TAEPDD501 Maintain and enhance professional practice

Excerpt from TAEPDD501
Performance evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

• identify three critical incidents related to the role as teacher/trainer, and document actions, and reflections on these incidents by making links to relevant theories.

Q: What is a critical incident in TAEPDD501?

• C*ritical incident:* An event with significant impact on one's professional learning as a trainer or assessor. Usually raises new questions and challenges existing beliefs, values, attitudes or behaviour. E.g. an incident involving conflict with a colleague, an exceptionally well-executed project.

FAQ 6: Assessment conditions requiring assessor qualifications (multiple units of competency)

Excerpt from multiple units of competency
Assessment conditions

Assessors of this unit must hold the TAE50116 Diploma of Vocational Education and Training or the TAE50111 Diploma of Vocational Education and Training or be able to demonstrate equivalence of competencies.

Q: What do these assessment conditions require?

Unpacking the assessment conditions

- Assessors of units of competency containing this rule must hold the prescribed qualifications, or demonstrate equivalence of competencies.

- Some examples which demonstrate equivalence of competencies include:
    - An assessor who has completed all core units of competency in the TAE50116 or TAE50116 as part of another qualification, such as TAE50216 or TAE50211.
    - An assessor who holds a TAE qualification at Diploma level and has extensive experience in Vocational Education and Training.

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