

Australian  
Industry and  
Skills Committee

# TAE TRAINING PACKAGE

## HOLISTIC REVIEW

### Case for Endorsement

DRAFT FOR IRC REVIEW

Name of allocated IRC: Education IRC  
Name of the SSO: PwC's Skills for Australia (SfA)

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## 1 Administrative details of the Case for Endorsement

Refer to **Appendix A** for the code and title of each of the training package components submitted for approval, and an indication of whether they are updated (including equivalence or non-equivalence status), new or deleted.

### 1.1 Case for Change details

The Case for Change (CfC) relating to the material being submitted for endorsement by the Education Industry Reference Committee (IRC) was based on initial research and consultation, and approved by the Australian Industry and Skills Committee (AISC) on 19 August 2021.

Activity Order PwC/TPD/2021-2022/001 was issued on 13 December 2021.

The CfC proposed undertaking of:

- a Holistic Review of the TAE Training Package
- an E-assessment project – now referred to as the *Online Learning and Assessment* project (submitted for consideration at the April AISC meeting).
- additional non-endorsable changes.

Given current time constraints associated with the transition to the new industry cluster system at the end of 2022, the IRC was concerned that there was insufficient time to appropriately and comprehensively complete the review of the entire TAE training package. As a result, both AQF 8 qualifications were removed from the scope of the review to ensure that they could be reviewed by the new industry clusters in 2023. This was discussed and decided at the IRC meeting on 8 March 2022.

### 1.2 Timeframes and delays

The *Review of the TAE Training package* project was initially proposed for submission to the AISC at a meeting in early 2023. However, the project is being submitted to the 28 November 2022 AISC meeting due to the impending reform to the incumbent Training Product Development system and the transition to the new Industry Cluster model at the conclusion of 2022. All TAE qualifications and units were proposed to be reviewed.

The proposed changes to the project timeline was discussed at the IRC Meeting on 9 November, where the Department of Education, Skills and Employment was also informed of the changed timeframe and rationale for change.

In response to industry feedback received during the Public Review period (2 May - 30 May) for this project, as well as items outlined in the Case for Change, the IRC agreed to the development of two new units of competency to sit as electives within the Certificate IV Training and Assessment. As a result of this, and to comply with policy, these new units were made available for public review for 4 weeks to ensure that all public stakeholders had time to provide feedback on these units. As a result of this, the Public validation date for the project was postponed until 29 July, so that all products could be released for validation simultaneously, in line with policy requirements.

There were no other significant delays or alterations to the project timeframes.

## 2 Changes to training products and how they will meet the needs of industry

Refer to **Appendix B** for information on how the proposed updates to qualifications will better support job roles in industry.

Stakeholder feedback highlighted that Vocational Education and Training (VET) teachers, trainers and assessors have less opportunity to develop pedagogical capability and understanding of students' diverse needs than educators from other subsectors, attributing this to insufficient coverage within the requirements of *TAE40116 Certificate IV in Training and Assessment*. Feedback also suggested that VET teachers, trainers and assessors would benefit from a greater depth of knowledge in these areas as part of the requirements of the *Certificate IV in Training and Assessment*. In response to this, all unit content has been extensively reviewed and considered to ensure these skills gaps are sufficiently addressed. The IRC also developed two new units of competency to address these skills gaps identified in *TAE40116* (refer to *Appendix B*).

Consultation undertaken as part of the Case for Change (CfC) identified that the existing TAE40116 is currently misaligned to the range of job roles and task specialisations within the VET teaching, training and assessment workforce. It was also identified that the structure of the training and assessment landscape has changed, with the packaging rules of TAE40116 no longer providing adequate flexibility for learners pursuing the variety of VET teaching, training and assessment job roles that exist in the modern labour market.

In response to this, the IRC revised the packaging rules of the newly developed *TAE40122 Certificate IV in Training and Assessment*, which seeks to provide increased flexibility for learners pursuing the variety of teaching, training and assessment job roles that exist in the sector. As a result, the following changes were made to both qualifications:

#### *Certificate IV in Training and Assessment*

- Reducing the core units to six (previously nine);
- Packing rules that are flexible whilst also reflecting the skills and knowledge of trainers and assessors;
- Introduction of elective group headings in the *Certificate IV* to support a variety of job roles which align to key industry knowledge areas;

#### *Diploma of Vocational Education and Training*

- Merging of the two existing TAE Diplomas (TAE50116 *Diploma of Vocational Education and Training* and TAE50216 *Diploma of Training Design and Development*) in order to strengthen the skills and knowledge delivered to learners at AQF level 5 and better prepare learners for career pathways or areas of potential specialisation (e.g. assessment; instructional design; compliance; etc.) that exist in the VET sector.
- Introduction of specialisations to the new *TAE50122 Diploma of Vocational Education and Training*;
- Introduction of prerequisites to a number of Diploma AQF level 5 units so that learners are only able to commence these higher level units when they can demonstrate that they have existing key skills in the area.
- Packaging rules that encourage learners to pursue competencies relevant to their current job role and refine their skills in a relevant area of specialisation or interest.

In addition to above issues identified and addressed via the qualification pathways available, it was also identified that the TAE training package could better support the range and diversity of career pathways into the VET industry through the use of "stackable" skill sets. The TAE Training Package does not appropriately recognise the experience of learners with prior teaching experience in other education sectors. The IRC therefore introduced skill sets which seek to align TAE skill sets with the requirements under the *Standards for RTOs 2015*. The intention of the proposed approach was to ensure that the TAE skill sets align in a "stackable" format, allowing for incremental completion of the new Certificate IV.

Before the creation of any new units of competency, the review also considered removal of superfluous and duplicative units of competency from the national register. Detailed industry consultation identified skills gaps that are not currently addressed by the TAE Training Package and an analysis of the suitability of all units of competency on the national register to address those skills gaps was conducted. All unit content has also been extensively reviewed and considered for relevance to current industry practice to ensure that the variety, and depth, of skills and knowledge are relevant to a modern VET teaching, training and assessment environment.

Overall, the review has sought to address the impact of the above issues and the connection between all TAE training products and the need to align the TAE Training Package with the broader VET landscape and reform agenda.

### 3 Stakeholder consultation strategy

Refer to *Appendix C* for:

- *List of stakeholders who actively participated in consultation for the project*
- *Summary of feedback provided by stakeholder type and the IRC's response to this feedback*
- *Summary of issues raised during stakeholder consultation and the IRC's response to these issues*

#### 3.1 Identification of stakeholders

- **Identified key training and education sector bodies**

With the support of Education IRC members, several key and/or representative bodies were identified for targeted consultation. This included, for example, the Australian Skills Quality Authority (ASQA), Enterprise Registered Training Organisation Association Incorporated (ERTO), Independent Tertiary Education Council Australia (ITECA), state and territory regulator bodies and training authorities, and the Commonwealth Department of Education Skills and Employment (DESE).

PwC's SfA and the IRC Chair met regularly with representatives from these key stakeholder groups and other peak bodies throughout each stage of the project to ensure feedback was routinely considered and any concerns were addressed as early as possible.

- **Project Working Groups**

Project working groups (PWG) were established consisting of IRC members and subject matter experts who are experienced in delivering the Certificate IV and Diploma qualifications. The PWGs were commissioned to assist with the review and development of these training products to address the identified skills gaps and suitability for the current workforce. The working groups convened regularly over the project to provide subject matter expertise for training product development work. Project working group members frequently provided technical feedback and were involved in the review and development of the training products beyond the formal PWG meetings. See Appendix C for PWG membership.

- **Webinar series and town halls: 23, 28 and 30 September 2021; 26, 29, 30 November; and 2 December 2021**

Three webinars and four town halls were held to inform key stakeholders of the various TAE projects underway, including the Holistic Review of the TAE Training Package project, and collect high level stakeholder insights. The webinar contained information for stakeholders on the project scope, how to remain involved in the project and receive key project updates, such as when training products would become available for public review and validation. The town halls provided a summary of feedback being received during the consultation period. A total of 748 stakeholders registered and watched the webinar series. A recording of one of the webinars was also posted on PwC's Skills for Australia's (SfA's) *YouTube* account and received a total of 598 views.

Following the initial release of draft 1 materials to Public Review on 2 May, an additional webinar was also held on 17 May to provide an update on the review as well as to explore the draft TAE training products in further detail. 280 stakeholders registered for the session and over 90 people attended. A recording of the webinar was uploaded to the PwC's Skills for Australia's (SfA's) *YouTube* account and received more than 400 views.

- **Email campaigns and social media engagement**

During the development of the CfE, emails were sent to 4800+ registered subscribers of PwC's SfA's Education mailing list. These emails requested the involvement of stakeholders with a direct interest in the training package review. 127 stakeholders directly engaged by providing their feedback on draft training products during the public review and validation stages of the project. Similar updates were also published on PwC's SfA's LinkedIn page and website.

#### 3.2 Strategies for engaging stakeholders

The following consultation strategy was used to engage key stakeholders.

- **Education IRC meetings and engagement:**

The Education IRC was engaged throughout all phases of the project. IRC members contributed through formal IRC meetings, individual and sub-group consultations, and invitations to submit feedback for publicly available draft training products. The IRC met at the following times throughout the review:

- |                    |                          |                         |
|--------------------|--------------------------|-------------------------|
| • 17 August 2021   | • 8 March 2022           | • 24 August 2022 (TDC)  |
| • 7 November 2021  | • 1 April 2022           | • 28 October 2022 (TDC) |
| • 10 December 2021 | • 6, 20 and 27 June 2022 |                         |
| • 24 January 2022  | • 20 July 2022           |                         |

The IRC also met at informal drop in sessions to consider matters, as required, outside of formal IRC meetings.

- **Project working group meetings**

PWG members were engaged in 18 meetings to offer specialised input, discuss key consultation feedback and consider recommendations in response to that feedback. In addition to these scheduled meetings, PWG members were consulted via email and phone calls to validate key issues and review documents. PWG meetings were held on the following dates:

**Delivery & Assessment**

- 4 March
- 16 March
- 24 March
- 11 April
- 31 May
- 8 July
- 15 July

**Design & Development**

- 11 March
- 29 March
- 13 April
- 1 June
- 7 July
- 14 July

**Language, Literacy and Numeracy**

- 25 March
- 1 April
- 12 April
- 2 June
- 13 July

- **Engagement with regulators and key bodies**

Targeted focus groups and consultations were held with representatives from regulators and key bodies in the training and education sector. This included, for example, ERTOA, ITECA, ASQA, TAFE Directors Australia (TDA), Australian Industry group, state-based regulators, Australasian Curriculum and Certification Authorities, Vet Practitioners' Network (VPN), NT VET Community of Practice. The IRC Chair also regularly presents at industry events on TAE matters.

- **Engagement with STAs**

STAs were involved throughout public review processes. All STAs were contacted to provide feedback on draft training products released during all review periods. Separate and targeted consultations were also held with a number of STAs to ensure feedback was considered and concerns were addressed.

- **Webinar engagement**

The webinar and town hall series included multiple opportunities for stakeholders to participate. Activities were promoted to stakeholders via PwC's Sfa's website, *LinkedIn* page, email campaigns and IRC member networks. PwC's Sfa's *LinkedIn* posts promoting the webinars were clicked a total of 129 times and emails sent from the PwC's Sfa email reached 4700+ stakeholders. Each person who registered for the webinar series received a link to complete a pre-webinar survey that requested their insights on the training product development work. A total of 280 stakeholders responded to this survey. The webinar series also had a live chat function that participants were encouraged to use, in which they could ask questions and discuss key issues. 88+ comments were made in the chat function in which stakeholders asked questions or expressed their support for the *Review of the TAE Training and Education Training Package*. This chat history was analysed following the webinars, and all feedback regarding online learning and assessment training products was considered as part of this review. The town hall series featured four live events attended by 324 individuals across every state and territory. Town halls were interactive and gave stakeholders the opportunity to share their thoughts on the *TAE Training and Education Training Package*.

- **PwC's Sfa website, LinkedIn page, email campaigns and online surveys**

Draft training products were published on PwC's Sfa's website for public review for a 4-week public review period between 2 - 30 May and a further 2 week week public validation period on 29 July.

In response to industry feedback received during the initial Public Review period on 2 May, the IRC agreed to the development of 2 new units of competency to sit as electives within the Certificate IV Training and Assessment. As a result of this, and to

comply with policy, these new units were made available for public review for 4 weeks (24 June - 29 July) to ensure that all public stakeholders have time to provide feedback on these units.

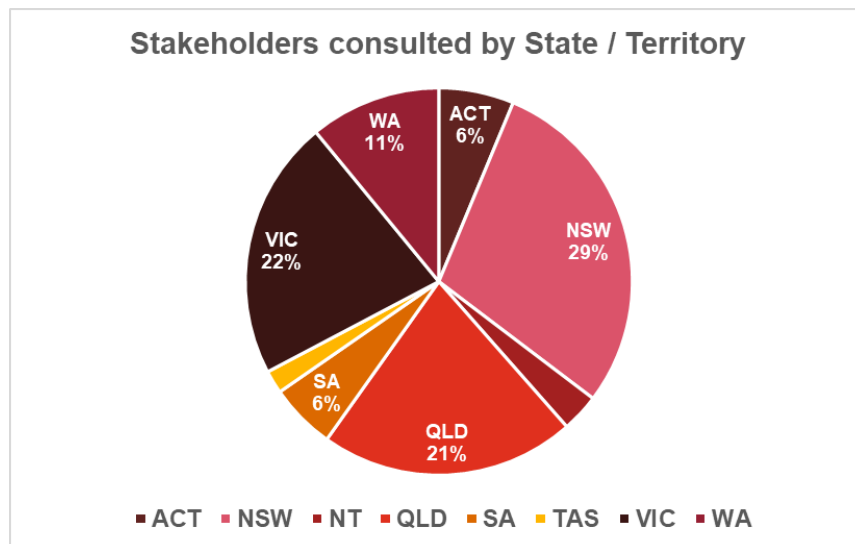
Email alerts were also sent to 4800+ registered subscribers advising that the draft training products were available for review. Feedback was requested either by submission through an online survey form or by direct email to specified PwC's SfA contacts. Based on PwC's SfA's metrics, a minimum of 1936 recipients downloaded the draft project training products. Project callouts were also published on PwC's SfA's LinkedIn page and website to help promote industry engagement with relevant stakeholders.

### 3.3 Participation by different types of stakeholders

**Note: this section will be updated, as required, subsequent to the public validation stage.**

The stakeholder engagement strategy outlined in **Section 3.2** above supported participation by stakeholders across geographic locations. The use of virtual engagement methods, including online surveys, webinars, email campaigns and website posts, ensured access to a wide variety of stakeholders. In total, more than 2000 items of feedback were provided on draft training products during review periods [number to be updated following public validation stage]. Over the life of the project, more than 1200 individual stakeholders participated in consultations and contributed feedback during the review. The variety of stakeholders consulted is evident in Charts 1 and 2 below, which summarise the types of stakeholders who provided input on revised TAE training products. Remote and regional stakeholders were well represented in the feedback provided, as depicted in Chart 2, consisting of 2% and 6% of all responses.

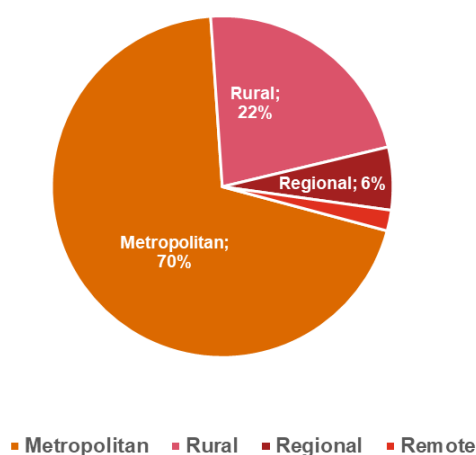
*Chart 1: Stakeholders consulted by State/Territory*



*Chart 2: Stakeholders consulted by location classification*



Stakeholders consulted by Location



**Specific efforts will continue to be made to reach out to stakeholders from states and territories to ensure proportional representation. These figures will be updated as the project progresses.**

Furthermore, the PWGs were formed with the aim of having fair representation from diverse stakeholder types and geographic locations. The IRC were regularly informed of stakeholder diversity and geographic range of those who provided feedback. All STAs were also engaged during public review periods as outlined in 3.2 and encouraged to share the draft training products with their networks. See Appendix C for a list of individuals and organisations that were engaged throughout the project.

## 4 Evidence of industry support

### 4.1 Industry support

**Note: this section will be updated, as required, subsequent to the public validation stage**

- **Education IRC and IRC networks**

Members of the Education IRC and their respective networks supported the development of the training products detailed in this CFE. This was communicated during nine IRC meetings (not including informal IRC meetings), email correspondence and by IRC members sharing developed training products with their networks.

- **Project working groups, critical friends and other targeted industry stakeholders**

Key stakeholders from varying backgrounds provided positive feedback on the proposed training products throughout all stages of the project. The project working groups, critical friends and other targeted stakeholders from regulators and key bodies validated the importance of addressing the skill development needs identified, as well as the content and industry relevance of the proposed training products.

- **Public training and education stakeholders**

VET sector stakeholders indicated support for the reviewed training products in the TAE Training Package and feedback supporting the need for the review has been consistent and ongoing. Stakeholders indicated that these revised training products would address many of the issues and frustrations experienced by the sector with the current TAE Training and Education training package over the last five years and would support them working in the training and education sector going forward.

- **Industry professionals**

Feedback from industry professionals highlighted that TAE units and qualifications were outdated due to changes in training and assessment since the training package was last reviewed, six years ago. Identified units were thus updated to reflect current industry knowledge and practice.

- **Peak bodies**

Feedback from peak body representatives focused on the Certificate IV in Training and Assessment, which highlighted the need to ensure the updated qualification reflected the role of the entry level trainers and assessors. Feedback was accommodated to align or reorient units to better deliver on learning objectives and align with industry practices and requirements.



- **Registered Training Organisations (RTOs)**

Registered Training Organisations (RTOs) have also expressed their support for this review process to address various concerns flagged within the TAE qualifications and units under review. RTO feedback sought further clarification on performance, knowledge and assessment criteria, as well as suggestions to make teaching and assessment activities more industry relevant, practical and achievable for learners.

Issues raised by RTOs focused on relevancy or practicality of certain assessment requirements which are not practiced in industry, as well as identification of TAE units that were not aligned or did not achieve the intended outcome. This feedback was taken into account, leading to the update of some assessment requirements.

## 4.2 Engagement of States and Territories

**Note: this section will be updated, as required, subsequent to the STA review period.**

### State and Territory Training Authorities

STAs were engaged throughout all stages of the review process. This includes:

- Public review of training products (2 May - 30 May 2022)
- Public validation of training products (29 July - 12 August 2022)
- Dedicated STA period (26 September - 14 October)

STAs were requested to provide feedback on the training products during these periods and encouraged to share the training products with their networks.

## 4.3 Mitigation strategies

For units proposed for deletion, the enrolment data for each unit was checked against the National Centre for Vocational Education Research (NCVER) enrolment database and all were confirmed as having zero or low enrolments. These units were raised during the IRC meetings to ensure the impact of these deletions were fully considered

## 4.4 Letters of industry support

The high level of stakeholder engagement throughout the training product development process revealed largely consistent themes in the feedback received. As a result of the project team and the IRC being able to address and process these themes and because of the nature and extent of the feedback provided, additional letters of support (over and above the support already provided via consultation) were not necessary to obtain.

# 5 Dissenting views

## 5.1 Dissenting views/issues raised

**Note: this section will be updated following the public validation stage**

Dissenting views/issues raised	IRC response to issue raised and efforts to resolve issue

## 5.2 Rationale for approval

The Certificate IV in Training and Assessment and the TAE training package is the cornerstone of the VET system. Given the developments in the nature of teaching, training and assessment since the package was last reviewed, strong stakeholder feedback regarding the need for the review of the TAE training package has been consistent throughout this project.

The level of stakeholder engagement and efforts to increase engagement have been consistent throughout the project and discussed at length in IRC meetings. The Education IRC is supportive of the proposed training products projects on the basis that they meet industry requirements and service the job roles, and better reflect the roles and skill requirements of teachers, trainers and assessors in the sector.

## 6 Reports by exception

N/A. No reports by exception have been noted for this project as at 29 July 2022

## 7 Mandatory workplace requirements

*Refer to **Appendix D** for a list of the units of competency, the MWR, the rationale for this, and evidence of employer support for this requirement.*

TAEDEL415 Complete a practicum in a vocational education and training environment was developed by the IRC as a practicum unit intended to support learners in implementing their skills and knowledge within a Vocational Education and Training Environment whilst under direct supervision of another VET teacher or trainer.

In this unit individuals must conduct a minimum of 30 hours of engagement in the facilitation of training in a vocational education and training (VET) environment under the direct supervision of another VET teacher or trainer.

Refer to **Appendix D** for the rationale and evidence of employer support for this requirement.

## 8 Implementation of the new training packages

### 8.1 Implementation issues

The Education IRC recognises and understands the burden borne by the training sector (e.g. RTOs, regulators, training materials developers) through the implementation of a Training Package release, and the risk of learners being impacted under default transition arrangements set out in the Standards for RTOs 2015. This is especially challenging given the regulatory changes that the sector continues to experience and as the sector continues to transition from a COVID-19 environment.

Changes to the TAE Training Package will require RTOs to consider and review their learning materials. To address this, the following communications strategy has been developed to notify stakeholders, including RTOs, of changes to the TAE Training Package:

- Update PwC's Skills for Australia website, including publishing a news post on the TAE webpage.
- Email all subscribers to the Education industry on PwC's Skills for Australia's website.
- Email all RTOs with TAE Training and Education Training Products on scope at the point of submission to the AISC (i.e. several months prior to release on the national register).
- Email organisations and individuals previously engaged throughout the training product development process, including STAs, employers, RTOs and peak bodies.
- Circulate a summary document outlining the Version 5.0 changes with the abovementioned communications.
- Verbally communicate the changes at relevant meetings, conferences and events attended by PwC's Skills for Australia team members.
- Share the changes with broader stakeholders via social media, including the PwC's Skills for Australia LinkedIn page.
- Automated email will be sent from training.gov.au notifying all RTOs on scope of changes to the TAE Training and Education Training Package.
- Request an extension to transition period to 2 years given the nature and scope of changes
- Education Industry Reference Committee will request that the Diploma will also be automatically added to scope

Additionally, PwC's SFA have consulted broadly to ensure training units have been adapted (where possible) to withstand future changes expected from future regulatory changes.
<b>8.2 Potential for traineeship or apprenticeships</b>
<i>This section will be updated post-public validation.</i>
<b>8.3 Occupational and licensing requirements</b>
Industry consultation indicates that changes made in relation to the training products do not affect any licensing requirements across Australia. Licensing requirements which relate to other products in the TAE Training Package are listed in the TAE Companion Volume Implementation Guide in the 'Implementation information' section.
<b>8.4 Extension to transition period</b>
Due to the nature and scope of changes undertaken to the TAE Training and Education Training package, the Education IRC intends to request the transition period be extended to 2 years.

<b>9 Quality assurance</b>	
The Case for Endorsement meets the following requirements.	
<b>Note: This CfE has not yet been subject to formal external quality assurance review processes. This section will be updated on completion of the public validation and quality assurance processes.</b>	
<i>Standards for Training Packages 2012</i>	<input type="checkbox"/>
<i>Training Package Products Policy</i>	<input type="checkbox"/>
<i>Training Package Development and Endorsement Process Policy</i>	<input type="checkbox"/>
<i>Companion Volume Implementation Guide is available and quality assured.</i>	<input type="checkbox"/>
Copies of quality assurance reports are included in <b>Appendix F</b> .	
<b>10 Implementation of the Minister's priorities in training packages</b>	
<i>Refer to <b>Appendix E</b> for information on no enrolment and low enrolment qualifications reviewed as part of this project, and the outcomes of this review (i.e. product proposed for deletion or retention). Appendix E also includes the rationale for retaining no and/or low enrolment products when this is the proposal.</i>	
<i>The information below explains how approval of the proposed training products will support the reform priorities for training packages agreed by Skills Ministers in November 2015 and October 2020.</i>	
<i>Streamlining/rationalisation of training products</i>	<p><b>Streamlining/rationalisation of the training products that will result from this project:</b></p> <p>Feedback suggested that TAE50116 Diploma of Vocational Education and Training and TAE50216 Diploma of Training Design and Development were not clearly differentiated in terms of the skills and knowledge that they deliver to learners (e.g. all 22 units that offered in each qualification were offered in the other with little difference in core vs. elective requirements). The implication of this duplication is diluted qualifications that were not preparing learners for career pathways or areas of potential specialisation (e.g. assessment; instructional design; compliance; etc.) that exist in the VET sector.</p> <p>As a result, the two Diplomas were merged in order to better differentiate the skills and knowledge that they deliver to learners and better prepare learners for career pathways</p>

	<p>or areas of potential specialisation (e.g. assessment; instructional design; compliance; etc.) that exist in the VET sector. Specialisation streams were also introduced as it was deemed to be appropriate to have three specialisation streams rather than three separate qualifications. Support for this approach was gathered during consultation.</p> <p>Analysis of the enrolment levels, industry demand and relevance of these training products under this review has led to the streamlining of two qualifications into one.</p>
<i>Ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices</i>	A <b>draft</b> Companion Volume Implementation Guide was released for public validation with the proposed TAE Training Package updates, containing information about industry expectations for training delivery. A final version of the Companion Volume Implementation Guide will be released with the updated TAE Training Package pending AISC approval of the project.
<i>Ensure the training system better supports individuals to move more easily between related occupations</i>	<p>The training products that have been updated as part of this project ensure learners are aligned with the latest industry processes which have been adopted due to technological changes (e.g. advancements in online learning, remote learning and e-assessment). Learners will now also conduct their role according to the most recent legislative changes. Aligning this training to a national standard and in demand technical skills will support individuals to transition more easily between related occupations.</p> <p>Further, the new skill sets proposed under this review provide individuals with skill sets which are applicable to a variety of job roles within the vocational education sector. In addition to issues identified and addressed via the qualification pathways available, it was also identified that the TAE training package could better support the range and diversity of career pathways into the VET industry through the use of "stackable" skill sets.</p> <p>The TAE Training Package does not appropriately recognise the experience of learners with prior teaching experience in other education sectors. The IRC therefore introduced skill sets which seek to align TAE skill sets with the requirements under the <i>Standards for RTOs 2015</i>. The intention of the proposed approach was to ensure that the TAE skill sets align in a "stackable" format, allowing for incremental completion of the new Certificate IV.</p>
<i>Improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors</i>	Newly created and revised TAE units have been written to ensure relevance and deliverability across multiple sectors, where applicable.
<i>Foster greater recognition of skill sets and work with industry to support their implementation</i>	The review of the TAE Training and Education Training Package proposes creation of 4 skill sets to help support recognition of skill sets and build pathways of specialisation in TAE occupations. In addition, and as mentioned above, the IRC has proposed to introduce new and updated skill sets which seek to align TAE training package with the requirements under the <i>Standards for RTOs 2015</i> . The intention of this approach is to ensure that the TAE skill sets align in a "stackable" format, allowing for incremental completion of the new Certificate IV, therefore fostering greater pathways into and opportunities within the sector.

## 11 Link to full content of the proposed training package components

The link to the training package components proposed for endorsement is included [here](#).

This Case for Endorsement was agreed to by the Education IRC.

**Name of Chair**

Andrew Shea

**Signature of Chair**

TBC

**Date**

TBC

## Appendix A: Training products submitted for approval

The table below sets out the TAE training products submitted for approval, and whether they are updated, new or deleted products.

### Key

Updated	
New	
Deleted	

Code and title (superseded)	Code and title (updated)	Type of change	Equivalence/ non-equivalence	Rationale for equivalence/ non-equivalence
<b>Qualifications</b>				
TAE40116 Certificate IV in Training and Assessment	TAE40122 Certificate IV in Training and Assessment	Updated	E	Qualification structure, packaging rules, and listed units of competency changed. Change in composition of units, however occupational outcome for entry-level VET teachers, trainers and assessors is deemed equivalent to previous version. This qualification should be recognised as a successor to the previous version.
TAE50116 Diploma of Vocational Education and Training	TAE50122 Diploma of Vocational Education and Training	Updated	NE	Qualification structure, packaging rules and listed units of competency changed. Specialisations introduced. Design and development requirements in now deleted TAE50216 Diploma of Training Design and Development integrated as a specialisation. Occupational outcome of overall qualification is deemed not equivalent.

Code and title (superseded)	Code and title (updated)	Type of change	Equivalence/ non-equivalence	Rationale for equivalence/ non-equivalence
TAE50216 Diploma of Training Design and Development	N/A	Deleted	D	Design and development requirements in this now deleted qualification integrated as a specialisation into the revised TAE50122 Diploma of Vocational Education and Training.
<b>Units of competency</b>				
TAEASS301 Contribute to assessment	TAEASS311 Contribute to assessment	Updated	E	Minor updates throughout the unit. Foundation skills section content revised. Performance evidence and knowledge evidence items clarified. Assessment conditions resource items added.
TAEASS401 Plan assessment activities and processes	N/A	Deleted	D	Deleted. Assessment planning is now covered in TAEASS412 Assess competence.
TAEASS402 Assess competence	TAEASS412 Assess competence	Updated	E	Customising assessment tools and moderation added. Planning assessment, supporting candidates and reviewing own assessment practice strengthened. References to training and assessment strategy and delivery plan added. Candidate support, including foundation skills support, strengthened. Unit structure revised. Foundation skills section content revised. Updated performance and knowledge evidence and assessment conditions to reflect unit changes and industry requirements. Resources added to Assessment Conditions.
TAEASS403 Participate in assessment validation	TAEASS413 Participate in assessment validation	Updated	E	Minor updates throughout the unit. Review of own assessment validation practice and requirement for both pre- and post-validation of tools added. Foundation skills section content



Code and title (superseded)	Code and title (updated)	Type of change	Equivalence/ non-equivalence	Rationale for equivalence/ non-equivalence
				revised. Updated performance and knowledge evidence and assessment conditions to reflect unit changes and industry requirements. Resources added to Assessment Conditions.
TAEASS501 Provide advanced assessment practice	TAEASS511 Lead assessment	Updated	NE	Change to title. Prerequisite unit added. Unit structure revised. Team-based assessment added. Development of own and others' assessment practices strengthened. Foundation skills section content revised. Updated performance and knowledge evidence and assessment conditions to reflect unit changes and industry requirements. Resources added to Assessment Conditions.
TAEASS502 Design and develop assessment tools	TAEASS512 Design and develop assessment tools	Updated	NE	Prerequisite unit added. Planning added. RPL made more explicit. Strengthened to reflect ASQA assessment tool requirements. Foundation skills section content revised. Updated performance and knowledge evidence and assessment conditions to reflect unit changes and industry requirements. Resources added to Assessment Conditions.
TAEASS503 Lead assessment validation processes	TAEASS513 Lead assessment moderation and validation processes	Updated	NE	Change to title and unit content to reflect addition of moderation. Unit structure revised. Requirement for both pre- and post-validation of tools added. Review of assessment validation and moderation added. Prerequisite unit added. Foundation skills section content revised. Updated performance and knowledge evidence and assessment conditions to reflect unit changes and industry requirements. Resources added to Assessment Conditions.

Code and title (superseded)	Code and title (updated)	Type of change	Equivalence/ non-equivalence	Rationale for equivalence/ non-equivalence
TAEASS504 Develop and implement recognition strategies	TAEASS514 Develop and implement recognition strategies	Updated	E	Minor updates throughout the unit. Foundation skills section content revised. Updated performance and knowledge evidence and assessment conditions to reflect unit changes and industry requirements. Resources added to Assessment Conditions.
TAEASS505 Lead and coordinate assessment systems and services	N/A	Deleted	D	Deleted.
TAEDEL301 Provide work skill instruction	TAEDEL311 Provide work skill instruction	Updated	E	Minor updates throughout the unit and rearrangement of performance criteria. Foundation skills section content revised. Updated performance and knowledge evidence and assessment conditions to reflect unit changes and industry requirements. Resources added to Assessment Conditions.
TAEDEL401 Plan, organise and deliver group-based learning	TAEDEL411 Facilitate accredited vocational training	Updated	E	Change to title. Delivery to individual learners customising session plans, presentation skills, accredited training against national recognised training products and review of own practice added. Learner support, including foundation skills support, strengthened. Reference to training and assessment strategy made explicit. Unit structure revised. Foundation skills section content revised. Updated performance and knowledge evidence and assessment conditions to reflect unit changes and industry requirements. Resources added to Assessment Conditions.

Code and title (superseded)	Code and title (updated)	Type of change	Equivalence/ non-equivalence	Rationale for equivalence/ non-equivalence
TAEDEL402 Plan, organise and facilitate learning in the workplace	TAEDEL412 Facilitate workplace-based learning	Updated	E	Change to title. Accredited training against national recognised training products made explicit. Learner support, including foundation skills support, and review of own practice strengthened. Foundation skills section content revised. Updated performance and knowledge evidence and assessment conditions to reflect unit changes and industry requirements. Resources added to Assessment Conditions.
TAEDEL403 Coordinate and facilitate distance-based learning	TAEDEL413 Facilitate distance-based training	Updated	E	Change to title. Unit structure revised. Accredited training against national recognised training products made explicit. Learner support, including foundation skills support, strengthened. Foundation skills section content revised. Updated performance and knowledge evidence and assessment conditions to reflect unit changes and industry requirements. Resources added to Assessment Conditions.
TAEDEL404 Mentor in the workplace	TAEDEL414 Mentor in the workplace	Updated	E	Minor updates throughout the unit. Foundation skills section content revised. Updated performance and knowledge evidence and assessment conditions to reflect unit changes and industry requirements. Resources added to Assessment Conditions.
N/A	TAEDEL415 Complete a practicum in a vocational education and training environment	New	NC	Newly created unit.

Code and title (superseded)	Code and title (updated)	Type of change	Equivalence/ non-equivalence	Rationale for equivalence/ non-equivalence
N/A	TAEDEL416 Facilitate learning for young vocational learners	New	NC	Newly created unit.
TAEDEL501 Facilitate e-learning	TAEDEL511 Facilitate e-learning	Updated	E	Accredited training against national recognised training products made explicit. Learner support, including foundation skills support, strengthened. Foundation skills section content revised. Updated performance and knowledge evidence and assessment conditions to reflect unit changes and industry requirements. Resources added to Assessment Conditions.
TAEDEL502 Provide advanced facilitation practice	TAEDEL512 Lead training facilitation	Updated	NE	Change to title. Prerequisite unit added. Unit structure revised. Development of others and team-based training added. Foundation skills section content revised. Updated performance and knowledge evidence and assessment conditions to reflect unit changes and industry requirements. Resources added to Assessment Conditions.
TAEDES401 Design and develop learning programs	TAEDES412 Design and develop plans for accredited vocational training	Updated	NE	Change to title. Focus of unit clarified to refer to development of session plans for accredited training delivery to individuals and groups of learners. Design content strengthened. Coverage of whole units added. Unit structure revised. Foundation skills section content revised. Updated performance and knowledge evidence and assessment conditions to reflect unit changes and industry requirements. Resources added to Assessment Conditions.

Code and title (superseded)	Code and title (updated)	Type of change	Equivalence/ non-equivalence	Rationale for equivalence/ non-equivalence
TAEDS402 Use training packages and accredited courses to meet client needs	TAEDS411 Use nationally recognised training products for accredited vocational training and assessment	Updated	E	Change to title. Outcomes related to contextualisation and advising clients removed. Elements, performance criteria and foundation skills content revised. Updated performance and knowledge evidence and assessment conditions to reflect unit changes and industry requirements. Resources added to Assessment Conditions.
TAEDS501 Design and develop learning strategies	TAEDS511 Design and develop strategies for training and assessment	Updated	NE	Change to title. Prerequisite unit added. Focus of the unit clarified to refer to training and assessment strategies for the delivery of nationally recognised training products. References to learning programs and strategies removed. Foundation skills section content revised. Updated performance and knowledge evidence and assessment conditions to reflect unit changes and industry requirements. Resources added to Assessment Conditions.
TAEDS502 Design and develop learning resources	TAEDS512 Design and develop print-based learning resources	Updated	NE	Change to title. References to 'client' and focus on developing resources for a client removed. Planning element added. Requirement for accredited training using nationally accredited units of competency, for the development of both learning and training resources and for review of own practice added. Requirement to trial resources removed. Foundation skills section content revised. Updated performance and knowledge evidence and assessment conditions to reflect unit changes and industry requirements. Resources added to Assessment Conditions.

Code and title (superseded)	Code and title (updated)	Type of change	Equivalence/ non-equivalence	Rationale for equivalence/ non-equivalence
TAEDS503 Design and develop e-learning resources	TAEDS513 Design and develop e-learning resources	Updated	NE	References to 'client' and focus on developing resources for a client removed. Scope of e-learning clarified to include a course shell for a learning management system and synchronous and asynchronous learning. Planning element added. Foundation skills section content revised. Requirement for accredited training using nationally accredited units of competency, for the development of both learning and training resources and for review of own practice added. Updated performance and knowledge evidence and assessment conditions to reflect unit changes and industry requirements. Resources added to Assessment Conditions.
TAEDS504 Research and develop units of competency	TAEDS514 Research and develop nationally recognised training products	Updated	NE	Change to title. Focus on workplace removed. Focused changed to nationally recognised training products. Intent of Element 3 clarified. Foundation skills section content revised. Updated performance and knowledge evidence and assessment conditions to reflect unit changes and industry requirements. Resources added to Assessment Conditions.
TAEDS505 Evaluate a training program	TAEDS515 Evaluate training	Updated	NE	Change to title. Nationally recognised training products and review of own practice added. Foundation skills section content revised. Updated performance and knowledge evidence and assessment conditions to reflect unit changes and industry requirements. Resources added to Assessment Conditions.

Code and title (superseded)	Code and title (updated)	Type of change	Equivalence/ non-equivalence	Rationale for equivalence/ non-equivalence
TAEICR501 Work in partnership with industry, enterprises and community groups	TAEICR511 Work in partnership with industry, enterprises and community groups	Updated	E	Minor updates throughout the unit. Foundation skills section content revised. Updated performance and knowledge evidence and assessment conditions to reflect unit changes and industry requirements. Resources added to Assessment Conditions.
TAELLN411 Address adult language, literacy and numeracy skills	TAELLN421 Integrate core skills support into training and assessment	Updated	NE	Change to title. Scope clarified to include both training and assessment. Unit structure revised. Element added to make coverage of the delivery of integrated core skill training and assessment explicit. Expectations of entry-level (Certificate IV) VET teachers, trainers and assessors in regard to identifying core skill levels and demands clarified. Reference to Australian Core Skills Framework broadened to 'current authorised Australian frameworks relevant to core skills' to reflect release of the Digital Literacy Skills Framework and the potential future release of other frameworks. Requirement to facilitate access to specialist LLN practitioners clarified to intend referral. Foundation skills section content revised. Updated performance and knowledge evidence and assessment conditions to reflect unit changes and industry requirements. Resources added to Assessment Conditions. Requirement to demonstrate skills with 'real' vocational learners removed from Assessment Conditions. Requirements of assessors of this unit added to Assessment Conditions. Resources added to Assessment Conditions.



Code and title (superseded)	Code and title (updated)	Type of change	Equivalence/ non-equivalence	Rationale for equivalence/ non-equivalence
TAELLN412 Access resources and support to address foundation skills in vocational practice	TAELLN422 Use foundation skills resources, strategies and advice	Updated	E	Change to title. Unit structure revised. Coverage of integrated foundation skills and use of supports made more explicit. Foundation skills section content revised. Updated performance and knowledge evidence and assessment conditions to reflect unit changes and industry requirements. Requirements of assessors of this unit added to Assessment Conditions. Resources added to Assessment Conditions.
TAELLN413 Integrate foundation skills into vocational training delivery	TAELLN423 Integrate employability skills support into training and assessment	Updated	NE	Change to title. Scope clarified to include both training and assessment. Focus of unit changed to identifying and addressing employability skills needs. Requirement to facilitate access to employability skills support clarified to intend referral. Foundation skills section content revised. Updated performance and knowledge evidence and assessment conditions to reflect unit changes and industry requirements. Requirements of assessors of this unit added to Assessment Conditions. Resources added to Assessment Conditions.
TAELLN501 Support the development of adult language, literacy and numeracy skills	TAELLN511 Lead the development of adult literacy skills	Updated	NE	<p>Change to title. Focus clarified to refer to:</p> <ul style="list-style-type: none"> <li>• ‘LLN skills’: digital literacy, learning, oral communication, reading and writing skills</li> <li>• Providing literacy advice to VET teachers, trainers and assessors.</li> </ul> <p>Requirement to implement the training and assessment removed. Foundation skills section content revised. Updated performance and knowledge evidence and assessment conditions to reflect unit changes and industry</p>

Code and title (superseded)	Code and title (updated)	Type of change	Equivalence/ non-equivalence	Rationale for equivalence/ non-equivalence
				requirements. Requirements of assessors of this unit added to Assessment Conditions. Resources added to Assessment Conditions.
N/A	TAELLN512 Lead the development of adult numeracy skills	New	NC	New unit developed to build skills and knowledge in providing numeracy advice to VET teachers, trainers and assessors and assist them in providing support with numeracy skill needs, including digital literacy, learning and numeracy skills.
N/A	TAEPDD401 Apply knowledge of the vocational education and training sector	New	NC	New unit developed for those new to the VET sector to build skills and knowledge in applying VET sector information relevant to own job role.
	TAEPDD502 Lead and mentor VET teachers, trainers and assessors	New	NC	New unit developed to build the skills and knowledge of experienced VET teachers, trainers and assessors so that they can lead and mentor others in VET.
TAEPDD501 Maintain and enhance professional practice	TAEPDD511 Maintain and enhance professional practice	Updated	E	Unit structure revised. The 'review' element and reference to industry currency added. Foundation skills section content revised. Updated performance and knowledge evidence and assessment conditions to reflect unit changes and industry requirements. Performance evidence volume increased. Resources added to Assessment Conditions.
TAERES501 Apply research to training and assessment practice	TAERES511 Apply research to training and assessment practice	Updated	E	Minor updates throughout the unit. Foundation skills section content revised. Updated performance and knowledge evidence and assessment conditions to reflect unit changes and industry requirements. Performance

Code and title (superseded)	Code and title (updated)	Type of change	Equivalence/ non-equivalence	Rationale for equivalence/ non-equivalence
				evidence volume increased. Resources added to Assessment Conditions.
TAESUS501 Analyse and apply sustainability skills to learning programs	N/A	Deleted	D	Deleted. Industry feedback indicated that unit content was no longer suited to the roles covered in the TAE Training and Education Training Package. Sustainability content now embedded in other TAE units of competency.
TAESUS502 Identify and apply current sustainability education principles and practice to learning programs	N/A	Deleted	D	Deleted. Industry feedback indicated that unit content was no longer suited to the roles covered in the TAE Training and Education Training Package. Sustainability content now embedded in other TAE units of competency.
TAETAS401 Maintain training and assessment information	TAETAS411 Maintain training and assessment information	Updated	E	Minor updates throughout the unit. Focus of reporting responsibility changed to contributing. Volume of performance evidence added. Foundation skills section content revised. Updated performance and knowledge evidence and assessment conditions to reflect unit changes and industry requirements. Resources added to Assessment Conditions.
TAETAS501 Undertake organisational training needs analysis	TAETAS511 Undertake organisational training needs analysis	Updated	E	Minor updates throughout the unit. Unit structure revised. 'Review' and planning elements added. Updates to unit content to reflect current industry practice. Foundation skills section content revised. Updated performance and knowledge evidence and assessment conditions to reflect unit changes and industry requirements. Resources added to Assessment Conditions.

Code and title (superseded)	Code and title (updated)	Type of change	Equivalence/ non-equivalence	Rationale for equivalence/ non-equivalence
TAEXDB401 Plan and implement individual support plans for learners with disability	TAEXDB411 Plan and implement individual support plans for learners with disability	Updated	E	Minor updates to unit content and explicit reference to assessment added. Focus on successful participation in learning and assessment strengthened. Requirements to consult with learners with disability clarified in the performance evidence. Foundation skills section content revised.
TAEXDB501 Develop and implement accessible training and assessment plans for learners with disability	TAEXDB511 Develop and implement training and assessment strategies for learners with disability	Updated	E	Change to title. Minor updates to unit content. Focus on successful participation in learning and assessment strengthened. Foundation skills section content revised.
<b>Skill sets</b>				
N/A	TAESS00019 Assessor Skill Set	New	N/A	Equivalence determination not required for newly created skill sets.
N/A	TAESS00020 Enterprise - Workplace Trainer Skill Set	New	N/A	Equivalence determination not required for newly created skill sets.
N/A	TAESS00021 Trainer/Presenter Skill Set	New	N/A	Equivalence determination not required for newly created skill sets.

Code and title (superseded)	Code and title (updated)	Type of change	Equivalence/ non-equivalence	Rationale for equivalence/ non-equivalence
N/A	TAESS00022 Young Learner Delivery Skill Set	New	N/A	Equivalence determination not required for newly created skill sets.
TAESS00009 Address Foundation Skills in Vocational Practice Skill Set	TAESS00009 Address Foundation Skills in Vocational Practice Skill Set (release 2)	Updated	E	Superseded units have been updated.
TAESS00010 Advanced Assessor Skill Set	TAESS00010 Advanced Assessor Skill Set (release 2)	Updated	E	Superseded units have been updated.
TAESS00012 Enterprise and Industry Engagement Skill Set	TAESS00012 Enterprise and Industry Engagement Skill Set (release 2)	Updated	E	Superseded units have been updated.
TAESS00017 Workplace Supervisor Skill Set	TAESS00017 Workplace Supervisor Skill Set (release 2)	Updated	E	Superseded units have been updated.
TAESS00018 Deliver E-Learning Skill Set	TAESS00018 Deliver E-Learning Skill Set (release 2)	Updated	E	Superseded units have been updated.
TAESS00011 Assessor Skill Set	N/A	Deleted	N/A	Equivalence determination not required for deleted skill sets.

Code and title (superseded)	Code and title (updated)	Type of change	Equivalence/ non-equivalence	Rationale for equivalence/ non-equivalence
TAESS00013 Enterprise Trainer - Mentoring Skill Set	N/A	Deleted	N/A	Equivalence determination not required for deleted skill sets.
TAESS00014 Enterprise Trainer - Presenting Skill Set	N/A	Deleted	N/A	Equivalence determination not required for deleted skill sets.
TAESS00015 Enterprise Trainer and Assessor Skill Set	N/A	Deleted	N/A	Equivalence determination not required for deleted skill sets.
TAESS00016 Sustainable Practice Skill Set	N/A	Deleted	N/A	Equivalence determination not required for deleted skill sets.

## Appendix B: How qualification updates support job roles

The table below details how the proposed updates to the qualifications being changed in TAE Version 4 will better support job roles.

How proposed updates to TAE qualifications will better support job roles		
Job role	Qualification	Proposed updates and how they better support the job role
Vocational education trainers and assessors  Enterprise trainers and assessor  Workplace trainer and assessors	TAE40122 Certificate IV in Training and Assessment	<p>Based on industry feedback, this qualification has been updated to better align skills and knowledge to the role of entry level teachers, trainers and assessors.</p> <p>Core units have been updated to reflect skills in tasks and responsibilities expected within job outcomes including the removal of Language, Literacy and Numeracy units and the addition of a professional development unit that builds a learner's work-ready skills and develops an awareness of the VET working context. Elective units were also included to further support relevant skills in job outcomes.</p> <p>All units of competency updated to ensure that the skills in the qualification reflect current industry practices.</p>
Senior Trainer and Assessor  Program designer  Instructional designer	TAE50122 Diploma of Vocational Education and Training	<p>Update of units of competency (both core and elective) to differentiate in terms of the skills and knowledge that they deliver to learners to address duplication and strengthen the qualification to ensure that learners are prepared for career pathways or areas of potential specialisation (e.g. assessment; instructional design; compliance; etc.) that exist in the VET sector. The packaging rules, qualification composition and the introduction of specialisations and entry requirements also reflect the desire to support learners in more specialised job roles.</p>



## Appendix C: Stakeholder consultation

### Summary of feedback by stakeholder type

Summary of feedback by stakeholder type		
Stakeholder type	Key feedback points	Actions taken to address feedback
<b>Industry reference committee (IRC) representatives</b>	All members of the Education IRC were provided with all draft training products for review. All changes to training products were the subject of extensive IRC discussion throughout the review, with discussions resulting in IRC support for the final draft amended training products.	IRC members were kept informed of minor and significant changes to the training products through regular meetings and notifications over the course of the project.  IRC members were also notified and consulted on the updates which came into effect post-Public Validation period.
<b>Peak industry bodies</b>	Peak body stakeholders provided feedback that: <ul style="list-style-type: none"> <li>Noted broad support of the proposed structure, including groupings and electives.</li> <li>They were not supportive of training packages being too prescriptive,</li> <li>The treatment of foundation skills still required further consideration.</li> <li>Some of the terminology remains unclear and encouraged the use of clear and consistent language throughout the training package, particularly in the assessment requirements.</li> </ul>	Various peak body stakeholders were consulted on specific unit content as well as ensuring the revised Certificate IV qualification was an accurate reflection of the skills and knowledge required of entry level trainers and assessor. Amendments were made accordingly.
<b>Employers (Non-IRC)</b>	RTO owners and managers were among those who provided detailed feedback on the draft training products during the public review period. Feedback included suggestions to improve content and wording of training products.	All feedback provided was considered by the IRC and/or project working group and, where suitable, incorporated into the draft product.
<b>Regulators</b>	Regulators were consulted on the draft training products and indicated strong support for the review of the TAE training package.	Education IRC members and ASQA were consulted in relation to changes to TAE training products to ensure that updates could remain

Summary of feedback by stakeholder type		
Stakeholder type	Key feedback points	Actions taken to address feedback
		‘future proof’ where possible given the ambiguity of potential updates to the <i>Standards for RTOs 2015</i> .
<b>Registered training organisations (RTOs)</b>	As may be seen in the table above, a range of RTO stakeholders in diverse roles provided detailed feedback on the draft training products during the public review period. Feedback included suggestions to improve content and wording of training products.	All feedback provided was considered by the IRC and/or project working group and, where suitable, incorporated into the draft product.
<b>State and territory training authorities (STAs)</b>	SA, VIC and WA STA network members provided detailed feedback on the draft training products during the public review periods and were consulted separately and consistently with regard to. Feedback included suggestions to improve content, wording of training products, packaging rules and broader accessibility considerations. VIC STA provided consistent feedback that stressed the importance that qualifications and individual units of competency should reflect the role of the entry level trainer and assessors	All feedback provided was considered by the IRC and/or project working group and, where suitable, incorporated into the draft product.
<b>Unions</b>	There is union representation on the IRC from the Australian Education Union (AEU). AEU provided feedback on the draft training products and indicated strong support for the review of the TAE training package.	N/A

#### Summary of Issues raised during stakeholder consultation

Summary of issues raised during stakeholder consultation		
Issue raised	Key feedback points	Actions taken to address feedback
Request that the TAE training product be worded to meet the needs of non-accredited training	Feedback received from industry stakeholders during the Initial Town Halls and webinars expressed support for TAE training products being reviewed and adapted to meet the needs of teachers, trainers and assessors delivering non-accredited	The IRC considered this feedback at several IRC meetings, and considered the impact and consequences this would have on the broader usability of the TAE training products. The IRC completed a formal survey on this issue and considered the use of ‘accredited training’ and ‘nationally recognised training product’ at its final

Summary of issues raised during stakeholder consultation		
Issue raised	Key feedback points	Actions taken to address feedback
	training. This was supported by a PWG member who noted that a Certificate IV for non VET would be useful.	meeting prior to Public Validation.  Where possible, TAE training products have been adapted and updated for broader use, including the needs of non-accredited training.
Concern with the equivalence status of version of the 2 qualifications which were released for public review.	The IRC considered the policy requirements in relation to equivalence at IRC meetings and the requirement to map vocational outcomes between training products (Clause 3.4.2 TP Products)	The IRC deemed the Diploma to be not equivalent to its previous version due to the merging of the separate Diplomas and introduction of specialisation streams. The Certificate IV was determined to be equivalent by the IRC following an analysis to its previous version.
Certificate IV deemed the the successor to the TAE40116.	The IRC considered the prescribed requirements under the <i>Standards for RTOs 2015</i> in order to minimise disruption to the sector and workforce as a result of the TAE 40122 release.	IRC considers TAE40122 the successor to TAE40116. This has been referenced in the qualification description to reflect the IRC's intent and decision.
Requested extension to transition period to 2 years given that nature and scope of changes	Given the nature and scope of changes proposed to the updated TAE40122, WA STA feedback noted that a 2 years extension to transition period is requested in the CfE to assist industry with transitioning to the new qualification.	IRC agreed to reflect this request in this CfE.
LLN411 in the Certificate IV	Public feedback indicated that LLN411 is too specialised for entry-level trainers and is not suitable for inclusion as an elective in Certificate IV.	This was considered by the LLND PWG who advised that the revised version of the unit (TAELLN421) had been significantly reviewed to ensure it was suitable as an elective in the Certificate IV  The IRC also discussed this matter at numerous IRC meetings. PwC's SFA prepared a briefing note outlining the background and rationale for the decision which was discussed with the LLND PWG.
Content duplication in suite of the DEL & ASS units	Feedback identified that a number of the Delivery and Assessment units had overlapping or duplicative content.	The DEL and ASS PWG were asked to consider this in the revised draft units, who considered any potentially overlapping content throughout the suite of DEL & ASS TAE units.  The PWG advised that any similar content is sufficiently differentiated and not duplicative. The IRC agreed with this advice.

Summary of issues raised during stakeholder consultation		
Issue raised	Key feedback points	Actions taken to address feedback
Development of new units of competency following public review	IRC approved the development of 2 additional new units in response to feedback received during public review and items outlined in the CfC. Policy mandates that all units must go out for 4 weeks of public review.	<p>Following the development of these units, a separate public review period was arranged and the new units were released for 4 weeks of public review prior to public validation.</p> <p>The SSO and IRC chair also engaged early with the STAs to ensure any risks and concerns were addressed proactively.</p>
Standards for RTOs	IRC advised the challenge associated with reviewing and updating TAE units and qualifications within the current standards framework.	<p>IRC made a submission to the Commonwealth Department of Education, Skills and Employment (DESE) on the <i>Standards for RTOs 2015</i>, which included a number of recommendations relevant to the review.</p> <p>In consultation with ASQA and other bodies, the IRC has ‘future-proofed’ references to frameworks and standards throughout the TAE units where possible.</p>
Introduced entry requirements in the Diploma	The IRC introduced entry requirements to the diploma to ensure that only learners with the adequate skills, knowledge and experience were able to undertake the Diploma. Entry requirements did not exist in the previous version of this qualification and the IRC (along with other stakeholders) were concerned that this may be too restrictive for candidates looking to gain access to the qualification.	<p>The IRC extensively considered the appropriateness and wording of the diploma entry requirements over a number of meetings. The IRC also considered whether introducing this requirement would be putting up a perceived barrier to entering the sector.</p> <p>IRC retained entry requirements but updated wording to ensure it was sufficient to ensure learners enrolling in the qualification possessed the required knowledge and experience without being overly restrictive.</p>
Packaging rules in the new Certificate IV	IRC significantly changed the packaging rules of the Certificate IV, including the addition and removal of units in the core/electives which changed the overall composition of the qualification. IRC whether doing so could be diluting the outcome and quality of the qualification.	IRC considered at length the composition of the qualification and discussed the appropriate packaging rules to accompany the revised qualification. PWG members were also consulted, where the packaging rules and unit composition was deemed appropriate and reasonable for entry level trainers, teachers and assessors undertaking the new qualification..
Introduction of a ‘practicum unit’ to the Certificate IV	The IRC approved the development of a ‘practicum unit’ to be included in Certificate IV as they believed it would add value to the qualification. Concern was raised that doing so may create an unnecessary barrier if all learners must do a work placement as there would be more students seeking placement	The IRC decided to include this unit in electives of the Certificate IV to ensure a placement was not mandated for all learners as part of the qualification and that no learners were disadvantaged by not having access to placements. Access issues were also considered for rural or remote learners.

Summary of issues raised during stakeholder consultation		
Issue raised	Key feedback points	Actions taken to address feedback
	than there are available. The mandating of specific hours in this unit also triggers a mandatory workplace requirement (MWR) disclosure in the CfE.	Industry support for this requirement has been mentioned in appendix D.
Additional unit on working with learners with additional learning needs	Following feedback received during public review, the IRC approved the development of a unit on working with learners with additional learning needs. A new unit was developed, however concerns were raised around content duplication with existing TAE units and the overall need for this unit in the qualification.	The IRC decided to review content for what could be included in existing units, with a recommendation to be provided to the new industry cluster for them to consider as a potential unit to be included in the training package in the future.
Strengthening of foundation skills across the suite of TAE units and removal of TAE LLN421 from the core	LLN421 was removed from the core of the certificate IV as the view was that this unit was too specialised for entry level trainers and assessors. Concern with moving this unit from the core will dilute and reduce the rigor of the qualification by not covering foundation skills.	Foundation Skills has been specifically referred to in the content of several units. Explicit reference has also been strengthened throughout all delivery and assessment units. All PWGs were consulted on this issue and they were comfortable that foundation skills had been sufficiently strengthened to warrant the removal of LLN421 from the core.
Scope, depth and complexity of the 'holistic review'	Given current time constraints with the new industry cluster system coming into play at the end of 2022, IRC concerned that there will not be enough time to appropriately and comprehensively complete the review	Both AQF 8 qualifications were removed from the scope of the review (and handed over to the new industry clusters in 2023) to ensure that there is sufficient time for these qualifications to be reviewed and updated appropriately.

## Appendix D: Mandatory workplace requirements in training products

The table below sets out the TAE training products that include a mandatory workplace requirement (i.e. which must be completed in a workplace)

Code and title	Description of requirement (e.g. work placement, assessment requirement)	Rationale for inclusion	Evidence of employer support
DEL415 Complete a practicum in a vocational education and training environment	Individuals must conduct a minimum of 30 hours of engagement in the facilitation of training in a vocational education and training (VET) environment under the direct supervision of another VET teacher or trainer	During consultation undertaken as part of the case for change, feedback was provided that a mandatory work placement requirement in the training package's entry-level qualification (Certificate IV in Training and Assessment) focussing on practical experience in delivery would support TAE students to develop work-ready skills. The demand for a competency in this area was validated following feedback received during the public review period. As a result, the IRC approved the development of a practicum unit (TAED415) intended to support learners in implementing their skills and knowledge within a Vocational Education and Training Environment whilst under direct supervision of another VET teacher or trainer.	Refer to attached (appendix G) submission from the Australian Council of Deans of Education Vocational Education Group (ACDEVEG) outlining key industry and employer support for a practicum unit involving a workplace assessment requirement.  <i>"We believe that such a unit would be a popular and very useful elective for high quality RTOs to offer to Cert IV learners. In our own qualifications (university programs for VET teachers), our students frequently report how underprepared they felt for the work of VET teaching, having just completed their Cert IVs. This creates considerable stress for new teachers and trainers, and is also a burden to RTOs who need to set up extensive mentoring and support networks for novice teachers who have no experience at all of teaching/training in a RTO environment. A period of practice in an RTO as part of a Cert IV, even if short, would go some way to reducing this problem."</i>

## Appendix E: No enrolment and low enrolment training products

### No enrolment:

The table below sets out those training products that have had no enrolments over the past three years for which data is available.

Units of Competency		
Unit code and title	Proposed for retention/deletion	Rationale for retention
N/A - there are no TAE units of competency with no enrolments proposed for retention / deletion under this review.		
Qualifications		
Qualification code and title	Proposed for retention/deletion	Rationale for retention
N/A - there are no TAE qualifications with no enrolments proposed for retention / deletion under this review.		

### Low enrolment:

Please set out in the table below those training products that have had low enrolments over the past three years for which data is available.<sup>1</sup>

Units of Competency		
Unit code and title	Proposed for retention/deletion	Rationale for retention
TAEASS505 - Lead and coordinate assessment systems and services	Proposed for deletion.	N/A - this unit will not be retained in any TAE qualification.
TADEL403 - Coordinate and facilitate distance-based learning	Proposed for retention.	To be superseded by updated unit with current industry practices and regulations.

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<sup>1</sup> Low enrolment training products are qualifications or units of competency that have had less than 42 enrolments in each of the past three years (*this is the maximum no. of enrolments for the bottom 25% of qualifications based on average enrolments over 2016 - 2018*)



TAEDS504 - Research and develop units of competency	Proposed for retention.	To be superseded by updated unit with current industry practices and regulations.
TAEICR501 Work in partnership with industry, enterprises and community groups	Proposed for retention.	To be superseded by updated unit with current industry practices and regulations.
TAELLN413 - Integrate foundation skills into vocational training delivery	Proposed for retention.	To be superseded by updated unit with current industry practices and regulations.
TAESUS501 - Analyse and apply sustainability skills to learning programs	Proposed for deletion.	N/A - this unit will not be retained in any TAE qualification.
TAESUS502 Identify and apply current sustainability education principles and practice to learning programs	Proposed for deletion.	N/A - this unit will not be retained in any TAE qualification.
<b>Qualifications</b>		
<b>Qualification code and title</b>	<b>Proposed for retention/deletion</b>	<b>Rationale for retention</b>
<i>N/A - there are no TAE qualifications with no enrolments proposed for retention / deletion under this review.</i>		

## **Appendix F: Quality assurance reports**

**Note: the training products have yet to be subject to the required Quality Assurance processes. This appendix will be populated following those processes.**

- Independent Quality Report
- Editorial Report
- Equity Report

## Quality Report

## Editorial Report

## Equity Report

## **Appendix G: Evidence of employer support**