

Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

VET sector requirement	Aspire's approach
<p>Australian Qualifications Framework</p> <p>The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework.</p> <p>You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.</p>	<p>Aspire's learning resources have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: www.aqf.edu.au.</p>
<p>Volume of learning</p> <p>When developing training and assessment strategies for this unit and the qualification for which it is relevant, you and your training organisation must take into account the volume of learning requirements as defined by the Australian Qualifications Framework. An explanation of volume of learning can be accessed at: www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf</p>	<p>Aspire ensures that each unit of competency is covered completely and in depth in both the learning content and the assessment. This approach will help you meet volume of learning requirements as you develop your training and assessment strategies.</p>

3.2 Learning mapping

TAEDEL301 Provide work skill instruction, Release 1

Unit of competency	Content	Activities
Element 1: Organise instruction and demonstration	Topic 1: Organise instruction and demonstration	n/a
1.1 Gather information about learner characteristics and learning needs	1A Gather information about the learner	1
1.2 Confirm a safe learning environment	1B Ensure a safe learning environment	2
1.3 Gather and check instruction, demonstration objectives, and seek assistance if required	1C Gather and check instruction and demonstration objectives	3
1.4 Access and review relevant learning resources and learning materials for suitability and relevance, and seek assistance to interpret the contextual application	1D Access and review learning resources and materials	4
1.5 Organise access to necessary equipment or physical resources required for instruction and demonstration	1E Organise equipment or physical resources	5
1.6 Notify learners of details regarding the implementation of the learning program and/or delivery plan	1F Notify learners about implementation of the learning program	6
Element 2: Conduct instruction and demonstration	Topic 2: Conduct instruction and demonstration	n/a
2.1 Use interpersonal skills with learners to establish a safe and comfortable learning environment	2A Establish a comfortable and supportive learning environment	7
2.2 Follow the learning program and/or delivery plan to cover all learning objectives	2B Follow the learning program and delivery plan	8

3.3 Solutions – general guidance

Activities within Aspire's learner guides are designed for formative assessment only; that is, for the purpose of determining how well a learner is progressing in their learning. These activities are not designed for use in summative (final) assessments.

The solutions to activities presented in section 3.4 should serve as a reliable guide to the type of information that should be included in the learner's response.

The answers provided by the learner will vary due to a number of factors, including the:

- learner's own experiences
- learner's workplace experiences
- training situations and strategies presented by the trainer
- interpretation of the activity by the learner/trainer
- type of organisation, work practices, processes and systems encountered by the learner.

The nature and variety of the tasks presented means that, in some cases, there will be numerous correct responses and the solutions provided cannot cater for all contexts and eventualities.

In general terms:

- For questions with a single answer, Aspire has provided the correct answer.
- For questions that do not have a single answer, it is understood that answers will vary within certain parameters.
- For questions where the candidate has to list a certain number of items, Aspire has provided a more comprehensive listing from which candidate responses may be drawn. However, this list may not in all cases be definitive, and trainers should account for other possible correct responses.
- For activities that involve responding to a case study, Aspire has provided an example of how the learner may respond. Depending on the question, the terminology used will indicate either what the learner should have included in their response, or may have included. However, trainers should take into account different phrasing used by the learner, or different responses that may be equally correct.
- For activities that take place in the workplace or involve workplace documentation, Aspire can only provide an example response. Trainers should consider whether the learner has achieved the intent of the activity, taking into account the learner's workplace context.
- For activities that involve writing reports or completing documentation provided, Aspire can only provide an example response. Trainers should again consider whether the learner's response is appropriate to the task within the context of the learner's training and/or workplace.

4.3 Assessment mapping

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Unit of competency	Part A – Portfolio of evidence	Part B – Questions	Part C – Observation
Element 1: Organise instruction and demonstration			
1.1 Gather information about learner characteristics and learning needs	P1	Q1	
1.2 Confirm a safe learning environment	P1	Q4	
1.3 Gather and check instruction, demonstration objectives, and seek assistance if required	P1	Q7	
1.4 Access and review relevant learning resources and learning materials for suitability and relevance, and seek assistance to interpret the contextual application	P1	Q9	
1.5 Organise access to necessary equipment or physical resources required for instruction and demonstration	P1	Q11	
1.6 Notify learners of details regarding the implementation of the learning program and/or delivery plan	P1	Q13	
Element 2: Conduct instruction and demonstration			
2.1 Use interpersonal skills with learners to establish a safe and comfortable learning environment		Q14	O1

Third-party observation report

Purpose	The candidate's work performance will be documented using a third-party report completed by a relevant supervisor.
Instructions to the candidate	Please provide the following third-party report to your relevant workplace representative to be completed.
Instructions to the third-party observer	<p>Thank you for taking the time to undertake a third-party report for the candidate, who is undertaking a nationally recognised course. Evidence is often collected by a qualified assessor. However, third parties – other people such as supervisors, trainers or other team members – can report what they see or hear to the assessor. Evidence collected in this manner is called third-party evidence.</p> <p>As part of the candidate's assessment for this unit, we are seeking evidence to support a judgment about the candidate's competence. As part of the process of gathering evidence, we are seeking reports from a supervisor and/or other people who work closely with the candidate. This report will be used to validate the skills and experience of the candidate, in different contexts and with repeated performance of skills over time.</p> <p>Use the following checklist to judge and record your observations of the candidate in workplace situations. Record your observations of the candidate's performance directly onto the checklist. You may record your observations during and/or after periods of workplace observation.</p> <p>The checklist has a series of items related to the unit of competency that form the evidence criteria.</p> <p>The checklist provides the opportunity for you to record that you have had the opportunity to observe the candidate applying these skills and knowledge. All items on the checklist must be observed in order for the assessor receiving this third-party report to record a satisfactory performance.</p> <p>You need to meet the following conditions:</p> <ul style="list-style-type: none"> • The necessary materials and resources must be provided to the candidate, and any concerns or questions the candidate has must be clarified or answered before the observation commences. • The period of observation should be over a work period sufficient to observe all the skills outlined in the checklist provided and to ensure that the candidate's performance is captured in full. This must be negotiated and agreed to by workplace colleagues to minimise interruptions to the everyday activities and functions of the workplace environment, as well as to the observation being undertaken. • The candidate must complete the observation task unassisted by the observer or other personnel.
Resources required	<p>The following materials are required for this observation to be undertaken:</p> <ul style="list-style-type: none"> • Access to any necessary workplace documents
Name of third party	
Phone number	

Contact email			
Candidate name			
Date			
Relationship to candidate	Please outline your relationship, role and experience of the candidate's performance:		
Observation task	The candidate should demonstrate skills in conducting individual and group instruction, demonstrating work skills and assessing the success of training and one's own training performance, using existing learning resources in a safe and comfortable learning environment.		
Task context	Outline the specific details of the environment and context for this candidate. This may include specific location, equipment selected/used, specific product/service demonstrated or specific customer/client characteristics.		
In my direct experience with the candidate, the candidate has consistently performed to the required work standard and has repeatedly over time demonstrated:			Satisfactory
O1	Using interpersonal skills with learners to establish a safe and comfortable learning environment		
Supervisor comments:			

4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the candidate, the assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the assessment tasks are completed and marked. An example is provided here.

Record of outcome

Training organisation name:		
Candidate name:		
Unit code and title:	TAEDEL301 Provide work skill instruction, Release 1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	Part A – Portfolio of evidence	<input type="checkbox"/>
	Part B – Questions	<input type="checkbox"/>
	Part C – Observation	<input type="checkbox"/>
	RPL candidates only – RPL documentation: <ul style="list-style-type: none"> Trainer/assessor capability record Professional résumé Position description of current role 	<input type="checkbox"/>

Declaration:	<p>In completing this assessment, I confirm that the candidate has demonstrated all unit outcomes through consistent and repeated application of skills and knowledge with competent performance demonstrated in multiple instances over a period of time.</p> <p>Evidence collected has been confirmed as:</p> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Valid</td> <td><input type="checkbox"/> Sufficient</td> </tr> <tr> <td><input type="checkbox"/> Current</td> <td><input type="checkbox"/> Authentic</td> </tr> </table>	<input type="checkbox"/> Valid	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Current	<input type="checkbox"/> Authentic
<input type="checkbox"/> Valid	<input type="checkbox"/> Sufficient				
<input type="checkbox"/> Current	<input type="checkbox"/> Authentic				
Final result:	<div style="border: 1px solid black; height: 20px;"></div>				
Result date:	<div style="border: 1px solid black; height: 20px;"></div>				
Assessor signature:	<div style="border: 1px solid black; height: 20px;"></div>				

Once this final record is complete, the candidate has officially completed the unit of competency.

Final result codes

Assessors are reminded that they should be entering one of the following final result codes in full on the record of outcome:

Competent	The unit has been completed by the candidate through training & assessment.
Recognition of prior learning – granted	The unit has been completed by the candidate by applying for, and achieving recognition of prior learning (RPL).
Recognition of prior learning – not granted	The candidate attempted assessment in the unit through RPL application but the assessment was deemed not satisfactory to meet unit requirements.
Withdrawn	The candidate withdrew from the unit after commencing the unit – this may be after satisfactorily completing one or more assessment tasks, but not all assessment tasks required.
Not competent	The candidate attempted full assessment in the unit (all assessment tasks) and, after multiple attempts to complete the assessment tasks satisfactorily, is to be deemed not competent (fail) as a final unit result.

Section 5: Forms and templates

Supplied with this trainer's and assessor's guide are a number of templates that can be adapted by trainers or learners.

- Feedback questionnaire
- Professional development plan
- Resource evaluation checklist

Also supplied are a number of forms that can be adapted by assessors:

- Validation plan – this sets out the requirements for assessment validation.
- Assessment validation report: assessment tool – this is designed to be used when developing assessment tools so they can be trialled with participants to ensure they meet all assessment requirements. Alternatively it can be used after assessment has taken place to consider the validity of assessment practices and judgments.
- Assessment validation report: assessment judgment – this is designed to be used in moderation sessions where assessment evidence and judgments are made. It includes an action plan and a checklist for the validation materials that need to be retained as evidence of validation processes.
- Trainer/assessor capability record – this is designed to be used as a record of evidence of the qualifications and industry currency of trainers and assessors, mapped to each unit they deliver and assess.

Section 6: Discussion topics

The following discussion topics may be used to generate discussion and debate about the learning content.

Topic 1

- Form two teams and debate the following topic: 'Delivering workplace training should be the role and responsibility of qualified trainers rather than supervisors and managers'.
- Discuss the criteria and methods you would use to source and select learning resources for a learning program to improve time management or ethical behaviour in your workplace.
- Contribute at least three suggestions to an online forum or group discussion that trainers can use to encourage employees to undertake training.

Topic 2

- Form two teams and debate the following topic: 'The most effective trainers do not follow a delivery plan – they respond directly to the learners' needs'.
- Select one of the delivery techniques discussed in Topic 2 and list five tips that you would give to a person who had not used the technique before. Contribute your tips to an online forum or group discussion.
- Share ideas with your peers about strategies you can use to encourage learners to persist when they are having trouble learning a new skill.

Topic 3

- Form two groups and debate the following topic: 'An effective workplace trainer has the ability to judge how learners are performing without spending time on measurement tools'.
- Do you think young or inexperienced learners are equipped to contribute meaningfully to a discussion about their performance and learning program?
- An experienced trainer tells you, 'I am not going to change the way I deliver training. It is up to the learner to change to suit my delivery method'. What would you say to them?

Topic 4

- A novice trainer tells you, 'There is little point in reflecting on your own performance. Only the learners can evaluate your delivery'. How would you respond? Compare your response with others in a group.

Section 7: Glossary of VET terminology

The following glossary is taken from the Standards for Registered Training Organisations (RTOs) 2015.

Access and equity means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

Accredited short course means a course accredited by the VET Regulator in accordance with the Standards for VET Accredited Courses that leads to an AQF statement of attainment.

AQF certification documentation is the set of official documents that confirms that an AQF qualification or statement of attainment has been issued to an individual.

AQF qualification means an AQF qualification type endorsed in a training package or accredited in a VET accredited course.

Assessment means the process of collecting evidence and making judgments on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

Assessment system is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment and the Rules of Evidence.

Assessors are persons who assess a learner's competence.

Audit means an audit or compliance audit undertaken by the VET Regulator.

Australian Qualifications Framework (AQF) means the framework for regulated qualifications in the Australian education and training system, as agreed by the Commonwealth, State and Territory ministerial council with responsibility for higher education.

Authenticated VET transcript has the meaning given in the *Student Identifiers Act 2014*.

Client means a learner, enterprise or organisation that uses or purchases the services provided by an RTO.

Code means the unique identifier for units of competency, skill sets, VET accredited courses, modules, AQF qualifications or training packages as required by the Standards for Training Packages and Standards for VET Accredited Courses.