

About this guide

This guide is for trainers and assessors of unit *TAEDEL402 Plan, organise and facilitate learning in the workplace*, Release 1. It complements the corresponding Aspire learner guide.

As a trainer, you must develop and use training and assessment strategies that embrace the learner's needs, educational background and preferred learning style and that meet the requirements of the training package.

This guide provides ideas on how you can encourage and support learners through the training and assessment process (including RPL) using Aspire resources. It is designed to help you optimise the learner's experience of *TAEDEL402 Plan, organise and facilitate learning in the workplace* and record details of their competency.

The guide is divided into seven sections:

- Section 1: Meeting VET sector requirements
- Section 2: Unit of competency information
- Section 3: Training requirements
- Section 4: Assessment
- Section 5: Forms and templates
- Section 6: Discussion topics
- Section 7: Glossary (VET sector terminology)

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
Australian Qualifications Framework 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. 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.	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 .
Volume of learning 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	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.

3.2 Learning mapping

TAEDEL402 Plan, organise and facilitate learning in the workplace, Release 1

Unit of competency	Content	Activities
Element 1: Establish effective work environment for learning	Topic 1: Establish an effective workplace learning environment	n/a
1.1 Establish and agree upon the objectives and scope of the work-based learning	1A Agree on workplace learning objectives	1
1.2 Analyse work practices and routines to determine their effectiveness in meeting established learning objectives	1B Analyse work practices and routines	2
1.3 Identify and address any work health and safety (WHS) implications of using work as the basis for learning	1C Address WHS implications	3
Element 2: Develop a work-based learning pathway	Topic 2: Develop a work-based learning pathway	n/a
2.1 Address contractual requirements and responsibilities for learning at work	2A Address contractual requirements	4
2.2 Arrange for the integration and monitoring of external learning activities with the work-based learning pathway	2B Arrange external activities	5
2.3 Obtain agreement from relevant personnel to implement the work-based learning pathway	2C Obtain necessary agreements	6
Element 3: Establish the learning–facilitation relationship	Topic 3: Establish the learning–facilitation relationship	n/a
3.1 Identify the context for learning and the individual's learning style	3A Identify the context for learning and the individual's learning style	7

4.4 Assessment solutions and marking guidance

General guidance

Assessors should review the solutions provided and adapt and/or contextualise them (and the final assessment tasks themselves where necessary) to suit the training and assessment context as part of their assessment planning activities.

The solutions to assessment tasks presented in this section should serve as a reliable guide to the type of information that should be included in the assessment candidate's responses. The answers provided by the assessment candidate will vary due to a number of factors, including:

- if they are an RPL candidate
- the candidate's own experiences
- the candidate's workplace experiences
- the interpretation of the assessment task by the assessment candidate/assessor
- the type of organisation, work practices, processes and systems encountered by the candidate.

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 assessors should account for other possible correct responses.
- For activities that involve responding to a scenario, Aspire has provided an example of how the candidate may respond. Depending on the question, the terminology used will indicate either what the candidate should have included in their response, or may have included. However, assessors should take into account different phrasing used by the candidate, or different responses that may be equally correct.
- For activities that take place in the workplace or involve workplace documentation, assessors should consider whether the candidate has achieved the intent of the activity, taking into account the candidate's workplace context.
- For activities that involve writing reports or completing documentation provided, Aspire can only provide an example response. Assessors should again consider whether the

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:	TAEDEL402 Plan, organise and facilitate learning in the workplace, 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"/>
	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"/>

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:

- Assessment validation report assessment judgment
- Validation plan
- Validation report assessment tool
- Trainer assessor capability record

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

- National competencies from accredited training packages are designed to provide flexibility when designing workplace training. Why is it important to allow for this flexibility?
- Do you need to know the entire WHS Act just so you can train in a workplace? What if you just know the basics?
- Workplace practices do not always meet the standards required of training. As the standards are developed by the industry for application across all workplaces, should you try to improve the work practices of the learner's work environment, or simply tell them to ignore what they see? What is your duty of care?

Topic 2

- Workplace training is about sharing the responsibility of training between the employer, the worker and the training organisation, where all parties benefit. Why do you think there needs to be a contract in place for such an amicable situation?
- Why do you need a learning pathway as well as a training plan? Aren't these more or less the same thing?
- What role do you think RTOs play in the process of starting a person on a new Australian apprenticeship? Discuss this now with the view that more information will be apparent as you progress through the learner guide. Record your discussion for later reflection.

Topic 3

- There seem to be so many learning style theories; how do you know which one to apply?
- In most cases the learner won't understand the theory behind the training techniques you use, so why should you explain it to them?
- WHS is a very important part of any training environment. How can you ensure you know what is needed for a safe and healthy learning setting?

Topic 4

- Sequencing should be carried out by planning the entire learning program and should then be applied to each individual learner. Discuss.
- Explaining the process of the learning will just increase the learner's anxiety as they realise how much will need to be done. Do you agree?
- Some people pick up new skills quickly, while others take a long time. Is it fair to put faster learners through the same duplication of tasks as slower learners? Discuss both the ethical and practical implications of this statement.

Topic 5

- Session plans can be more or less standardised. If the trainer wants to make small changes to the plan to cope with different learners, they can do that when they attend the training.
- If you're not a body language specialist or a mind reader, how can you know when learners are giving you cues?
- Everyone likes to think of themselves as moral, ethical and honest. Why do you think it is so difficult to evaluate and, if necessary, change your own values, beliefs and ethics?

Topic 6

- Why do you think it is necessary to provide documented learning outcomes to state training authorities? Discuss the pros and cons of this requirement from a trainer/ RTO perspective.
- Continuous improvement isn't necessary when the systems work and have been proven time and time again. Discuss.
- Discuss why you agree/disagree with the following statement: there's no point in providing recommendations or any other feedback after training, as it never seems to get actioned.

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.

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Current industry skills are the knowledge, skills and experience required by VET trainers and assessors and those who provide training and assessment under supervision to ensure that their training and assessment is based on current industry practices and meets the needs of industry. Current industry skills may be informed by consultations with industry and may include, but is not limited to:

- having knowledge of and/or experience using the latest techniques and processes
- possessing a high level of product knowledge
- understanding and knowledge of legislation relevant to the industry and to employment and workplaces
- being customer/client-oriented
- possessing formal industry and training qualifications
- training content that reflects current industry practice.

Data Provision Requirements are the requirements for data provision as agreed by the Industry and Skills Council and implemented by the VET Regulator as required by its governing legislation.

Educational and support services may include, but are not limited to:

- pre-enrolment materials
- study support and study skills programs
- language, literacy and numeracy (LLN) programs or referrals to these programs
- equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity
- learning resource centres
- mediation services or referrals to these services
- flexible scheduling and delivery of training and assessment
- counselling services or referrals to these services
- information and communications technology (ICT) support
- learning materials in alternative formats, for example, in large print
- learning and assessment programs contextualised to the workplace
- any other services that the RTO considers necessary to support learners to achieve competency.

Executive officer means:

- a person, by whatever name called and whether or not a director of the organisation, who is concerned in or takes part in the management of the RTO