

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

TAEDEL404 Mentor in the workplace, Release 1

Unit of competency	Content	Activities
Element 1: Develop a mentoring plan	Topic 1: Develop a mentoring plan	n/a
1.1 Identify scope and boundaries of the mentoring relationship according to organisational procedures	1A Identify the scope and boundaries of the mentoring relationship	1
1.2 Document mentoring plan in accordance with organisational requirements	1B Document mentoring plan	2
1.3 Establish ground rules and negotiate realistic expectations	1C Establish ground rules and expectations	3
1.4 Establish and maintain confidentiality of the relationship in accordance with legislation, policy and procedures	1D Establish and maintain confidentiality	4
Element 2: Facilitate mentoring relationship	Topic 2: Facilitate the mentoring relationship	n/a
2.1 Develop learner's confidence, self-esteem, respect and trust in the mentoring relationship	2A Develop learner attributes and trust in the mentoring relationship	5
2.2 Share personal experiences and knowledge with the person being mentored according to agreed objectives	2B Share personal experiences and knowledge	6
2.3 Support the person being mentored to develop and use skills in problem solving and decision making	2C Support problem-solving and decision-making skill development	7

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

TAEDEL404 Mentor in the workplace, Release 1

Unit of competency	Part A – Portfolio of evidence	Part B – Questions	Part C – Observation
Element 1: Develop a mentoring plan			
1.1 Identify scope and boundaries of the mentoring relationship according to organisational procedures	P1	Q1	
1.2 Document mentoring plan in accordance with organisational requirements	P1	Q6	
1.3 Establish ground rules and negotiate realistic expectations	P1	Q8, Q9	
1.4 Establish and maintain confidentiality of the relationship in accordance with legislation, policy and procedures	P1	Q10	
Element 2: Facilitate mentoring relationship			
2.1 Develop learner's confidence, self-esteem, respect and trust in the mentoring relationship	P3	Q12, Q13, Q14, Q15	
2.2 Share personal experiences and knowledge with the person being mentored according to agreed objectives	P3		O2
2.3 Support the person being mentored to develop and use skills in problem solving and decision making	P3	Q18, Q19	

candidate's response is appropriate to the task within the context of the candidate's training and/or workplace.

Solutions to the assessment tasks

Part A – Portfolio of evidence

Instructions to the assessor (relates to all candidates, including RPL)	<p>Please refer to the assessment task as outlined in the Aspire Assessment and RPL resource.</p> <p>The candidate will collate and submit evidence (documents, photographs, videos or logbooks, etc.) that you will use to determine their competency.</p> <p>You need to use your judgment to decide if the candidate's evidence is satisfactory against the criteria listed in the Assessment evidence: Portfolio checklist provided.</p> <p>The checklist provides the candidate with criteria on which their evidence will be judged. You can use this checklist to record and confirm the evidence supplied to you and determine whether it meets the rules of evidence.</p> <p>The format for the portfolio of evidence should be discussed with the candidate in the Assessment Plan. You may require evidence to be submitted via hard copy or by electronic means.</p> <p>The candidate should remove references to personal, financial or commercially sensitive information before it is submitted as evidence. Evidence submitted as assessment will be retained by the assessor/RTO for a period of time. Original copies of official certificates must be sighted and authenticated by the assessor and returned to the candidate.</p> <p>You may undertake an interview with the candidate to discuss the evidence they have presented. At the interview, you may ask questions to clarify the depth of their knowledge. You may direct candidates to undertake gap training where necessary.</p>
Reasonable adjustment	<p>The format for the portfolio can be negotiated with the candidate as there are many different types and formats suitable as portfolio evidence.</p>
Feedback/unsatisfactory outcomes	<p>All portfolio criteria items must be satisfactorily demonstrated by the candidate.</p> <p>Where a portfolio item is judged to be incomplete or unsatisfactory, you may provide the candidate with feedback on how the evidence can be improved or provide examples of additional evidence that would be suitable. Usually, the candidate would only be required to focus on the portfolio items that were not satisfactory in the submission.</p> <p>The portfolio item(s) may be re-submitted at your discretion and must be in line with the training organisation's assessment policies and procedures.</p>

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 a mentee for three mentoring sessions
Name of third party	
Phone number	

Supervisor comments:			
O3	Using appropriate communication techniques to build rapport, trust, engagement and provide guidance and feedback		
Supervisor comments:			
O4	Using techniques for resolving differences where these occur without damaging the relationship, and obtaining assistance according to organisational policy and procedures		
Supervisor comments:			
O5	Providing planning assistance and guidance to meet objectives as requested by the person being mentored in a form and style to suit their requirements		
Supervisor comments:			
O6	Cooperating and consulting with others to clarify understanding and seek feedback		
Supervisor comments:			
O7	Negotiating and managing closure of the mentoring arrangement once objectives have been met		
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:	TAEDEL404 Mentor 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"/>
	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.

- Mentoring agreement

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

- The scope and boundaries of a mentoring relationship should be rigidly adhered to so that there is no room for misunderstanding as to the purpose of the relationship.
- Both the mentor and mentee need ground rules and expectations as to the conduct of the relationship. Negotiating and agreeing to these up-front will ensure that the relationship is based on mutual agreement and understanding.
- A successful mentor–mentee relationship requires that both parties keep their conversations confidential.

Topic 2

- Building a good relationship with a mentee is essential to helping them achieve their goals.
- A mentor should be aware that mentees with different cultural backgrounds will have different 'norms' in terms of acceptable behaviours.
- One of the ways a mentor can help a mentee is to help them develop strategies for solving their own problems.

Topic 3

- To achieve a goal, planning is essential. But it doesn't have to be a written strategy; a lot of planning can be done in your head.
- Mentors and mentees who do not get along should not be forced to continue in the relationship.
- Some people stress too much about providing feedback that is politically correct. It is better to be up-front and honest with a person when talking about their progress.

Topic 4

- A workplace mentoring program should focus on the benefits to the mentee, not necessarily benefits to the mentor or organisation.
- Without evaluating mentoring programs, it is difficult to understand whether the program has been successful or not.
- There is a cost associated with mentoring programs such as the cost of establishment and maintaining the program, as well as the time of the mentor and mentee. Evaluation of

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.