

UNITS OF COMPETENCY

The following outlines the units covered throughout a Face to Face TAE40116 course.

Part 1 Workshop

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| TAEDEL401 | Plan, organise and deliver group-based learning |
| TAEDEL402 | Plan, organise and facilitate learning in the workplace |
| TAEDES401 | Design and develop learning programs |
| TAEDES402 | Use training packages and accredited courses to meet client needs |
| TAEELN411 | Address adult language, literacy and numeracy skills |

Part 2 Workshop

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| TAEASS401 | Plan assessment activities and processes |
| TAEASS402 | Assess competence |
| TAEASS403 | Participate in assessment validation |
| TAEASS502 | Design and develop assessment tools |

Day 1 Assessment Facilitation Workshop

You will have an opportunity to delivery your final (40 minute) presentation to a group of 8, for the following unit:

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| TAEDEL401 | Plan, organise and deliver group-based learning |
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Day 2 Assessment Facilitation Workshop

You will have an opportunity to conduct your assessments on your candidates as required, covering the following units:

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| TAEASS502 | Design and develop assessment tools |
| TAEASS402 | Assess competence |

UNIT REQUIREMENTS

| Code | Title | Summary of Requirements |
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| TAEASS401 | Plan assessment activities & processes | <ol style="list-style-type: none"> 1. plan and organise the assessment process on a minimum of five occasions 2. collect evidence that demonstrates: <ul style="list-style-type: none"> • documented assessment plans • having covered a range of assessment events • catering for a number of candidates • different competency standards or accredited curricula • an RPL assessment • contextualisation of competency standards and the selected assessment tools, where required • incorporation of reasonable adjustment strategies • development of simple Assessment Instruments for use in the process • organisational arrangements. |
| TAEASS402 | Assess competence | <ol style="list-style-type: none"> 1. assess competence of a number of candidates within the Vocational Education and Training context against different Units of Competency or accredited curricula, following the relevant assessment plan 2. assess at least one candidate for RPL 3. consider reasonable adjustment and the reasons for decisions in at least one assessment 4. cover an entire Unit of Competency and show: <ul style="list-style-type: none"> • the application of different assessment methods and tools involving a range of assessment activities and events • two-way communication and feedback • how judgement was exercised in making the assessment decision • how and when assessment outcomes were recorded and reported • assessment records and reports completed in accordance with assessment system and organisational, legal and ethical requirements • how the assessment process was reviewed. |
| TAEASS403 | Participate in assessment validation | <ol style="list-style-type: none"> 1. actively participate in a minimum of three validation sessions or meetings which, in combination, address the Critical Aspects of Validation using different validation approaches and activities 2. clearly explain purposes of validation and the legal and ethical responsibilities of assessors 3. collate documentation relating to validation process in a logical manner 4. demonstrate communication and liaison with relevant people 5. provide feedback and interpret documentation in validation sessions 6. record contribution to validation findings. |

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| TAEASS502 | Design & develop assessment tools | <ol style="list-style-type: none"> 1. design three assessment tools that address the requirements of 3 units of competency 2. review these tools to ensure that they meet the Principles of Assessment and Rules of Evidence |
| TAEDEL401 | Plan, organise & deliver group-based learning | <ol style="list-style-type: none"> 1. facilitate group-based learning by preparing and delivering a series of training sessions, including: <ul style="list-style-type: none"> • at least two consecutive sessions, of a duration commensurate with a substantive training session (e.g. 40-60 minutes), that follow one of the learning program designs • at least one session delivered to a different learner group, with evidence of how the characteristics and needs of this group were addressed 2. identify and respond to diversity and individual needs 3. access and use documented resources and support personnel to guide inclusive practices. |
| TAEDEL402 | Plan, organise & facilitate learning in the workplace | <ol style="list-style-type: none"> 1. prepare and facilitate work-based learning 2. provide evidence of a minimum of two examples of developing work-based learning pathways, that include: <ul style="list-style-type: none"> • identifying needs for learning • analysing work practices, work environment and work activities • organising and allocating work in a way that reflects learning needs and provides effective learning opportunities through work processes 3. provide a minimum of two examples of a learning facilitation relationship being conducted: <ul style="list-style-type: none"> • with different individuals • demonstrating communication skills and flexibility • demonstrating one or more of the processes or techniques identified. |
| TAEDES401 | Design & develop learning programs | <ol style="list-style-type: none"> 1. design, develop and review learning programs within the VET context 2. prepare and develop a minimum of two learning programs: <ul style="list-style-type: none"> • that contain differentiated learning program designs to reflect particular needs, contexts and timelines • at least one of which must be based on competency standards or accredited courses and must cover at least one entire Unit of Competency or accredited course module. |
| TAEDES402 | Use training packages & accredited courses to meet client needs | <ol style="list-style-type: none"> 1. analyse a Training Package and or accredited course to examine its component parts, identify relevant Units of Competency or modules, and contextualise those to meet a specific client need 2. demonstrate a minimum of two examples of analysing training specifications, including at least one Training Package; the other may be another Training Package or an accredited course that meets a specific client need. |

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| TAE411 | Address adult language, literacy & numeracy skills | <ol style="list-style-type: none"> 1. use tools to identify the LLN skill requirements (reading, writing, speaking, listening and numeracy) of the training specification and/or assessment process relevant to vocational delivery 2. use various sources to gather information on the current LLN skills of a learner group 3. identify available sources of support to address at least two of the identified LLN skill needs of the learner group 4. customise and use at least two learning resources to address LLN requirements 5. select, use and review at least two instructional strategies that directly address the identified LLN needs of the learner group 6. use advice from specialist LLN practitioners to inform practice 7. select, use and review at least two assessment strategies that cater for the identified LLN needs of the learner group 8. determine areas for improvement of own practice. |
| BSBCMM401 | Make a presentation | <ol style="list-style-type: none"> 1. preparation, delivery and evaluation of the effectiveness of at least two presentations related to the candidate's occupation or area of interest 2. knowledge of the principles of effective communication. |