

TAE40110 Certificate IV in Training and Assessment

TAE10: Training and Education Training Package

Assessor Guide

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SAMPLE ONLY

Assessment 4: Questions (Learning Guide Section 5)

The answers may be completed by the candidate during workshop sessions, or as a self-paced assignment.

The candidate may refer to their learning materials and conduct any necessary research when completing the answers.

These questions relate to Section 5 of the Learning Guide.

Question and Benchmark Answer	Mapping
<p>1. There are 4 dimensions of competency that everybody needs (generic) in order to successfully achieve any task. What are they?</p> <p>Answer</p> <ol style="list-style-type: none"> 1. Task skills 2. Task management skills 3. Contingency management skills 4. Job/role environment skills 	TAEDES402A-RK3
<p>2. Give an example of how job/role environment skills relate to the generic requirements for driving a car.</p> <p>Answer</p> <p>Knowing the road rules and what is expected of you</p>	TAEDES402A-RK3
<p>3. When you are packaging a qualification and selecting units to meet client needs, you need to refer to the Packaging Rules for a qualification in the relevant Training Package? What would you search for on the training.gov.au website to find the Packaging Rules?</p> <p>Answer</p> <p>The code of the qualification</p>	TAEDES402A-RK7 TAEASS402B-RK1 TAEDES401A-PC2.2
<p>4. How does the Range Statement of TAEDES402A define “contextualisation”?</p> <p>Answer</p> <p>linking the requirements of the competency standard to the work environment of a particular client or client group</p>	TAEDES402A-RK9 TAEASS401B-RK5
<p>5. In contextualising units of competency, RTOs must NOT ... (complete the sentence).</p> <p>Answer</p> <p>Remove or add to the number and content of elements and performance criteria</p>	TAEDES402A-RK9 TAEASS401B-RK5 TAEDES402A-PC5.1
<p>6. If the Range Statement of a unit of competency states “may include” do you need to include every item in your assessment? (Yes or no)</p> <p>Answer</p> <p>No</p>	TAEDES402A-RK9 TAEASS401B-RK5 TAEDES402A-PC5.1

Question and Benchmark Answer	Mapping
<p>7. If the Range Statement of a unit of competency states “must include” do you need to include every item in your assessment? (Yes or no)</p> <p>Answer Yes</p>	<p>TAEDES402A-RK9 TAEASS401B-RK5 TAEDES402A-PC5.1</p>
<p>8. Can you contextualise your learning delivery and assessment process to substitute industry specific jargon that means the same thing? (Yes or no)</p> <p>Answer Yes</p>	<p>TAEDES402A-RK9 TAEASS401B-RK5 TAEDES402A-PC5.1</p>
<p>9. The assessment of competency MUST be based on the competency standard (unit or module). This means that you need evidence that the candidate is competent in 4 things. What are they?</p> <p>Answer</p> <ol style="list-style-type: none"> 1. All Performance Criteria 2. All Required Knowledge 3. All Required Skills 4. All Employability Skills 	<p>TAEASS401B-RK4 TAEASS402B-RK1 TAEASS403B-RK1</p>
<p>10. The unit of competency has an Evidence Guide. What is the heading that lists the evidence of competency that you must gather, record and retain?</p> <p>Answer Critical aspects of evidence</p>	<p>TAEASS401B-RK4 TAEASS403B-RK1</p>
<p>11. There are 2 approaches to Training Needs Analysis. What are they?</p> <p>Answer</p> <ol style="list-style-type: none"> 1. Enterprise based; and 2. Individual based 	<p>TAEDEL402A-RK4</p>
<p>12. Once you have completed both Training Needs Analyses, what type of analysis can you then perform so that you can develop a Learning Program?</p> <p>Answer Gap Analysis</p>	<p>TAEDEL402A-RK4</p>
<p>13. List 3 types of individuals who may be required to conduct Training Needs Analysis.</p> <p>Answer should give 3 of the following:</p> <ul style="list-style-type: none"> • A team leader or manager • Human Resources personnel • Change Management personnel • External consultants • RTO staff and trainers acting as external consultants • RTO staff and trainers developing learning programs for individual trainees • RTO staff and trainers developing learning programs for target groups 	<p>TAEDEL402A-RK4</p>

Question and Benchmark Answer	Mapping
<p>14. When selecting a qualification to develop a career path for an individual or group, how would it help you to research the Qualification Packaging Rules?</p> <p>(HINT: What 2 headings in the Qualification Packaging Rules might assist in matching the qualification to the job and future career pathways?)</p> <p>Answer should indicate:</p> <ol style="list-style-type: none"> 1. Job roles associated with the qualification 2. Pathways from the qualification <p>Assessor note: These headings do not appear in all Training Package qualifications (particularly the older Training Packages). The candidate's answer should reflect qualifications in their own area of expertise and therefore may vary.</p>	BSBLED401A-RK4
<p>15. If you were selecting a qualification for an experienced frontline manager to further their career into senior management, what AQF level/s would you select?</p> <p>Answer</p> <p>Diploma or above</p>	BSBLED401A-RK4 TAEDES402A-PC5.1
<p>16. List 4 types of high risk work that have licensing requirements.</p> <p>Answer</p> <ol style="list-style-type: none"> 1. driving a truck 2. operating a fork lift 3. operating earthmoving equipment 4. operating cranes <p>Assessor note: The above is the list identified in the Learning Guide. The candidate may select other occupations relevant to their own expertise, provided that these occupations/qualifications have licensing requirements.</p>	TAEASS402B-RK4
<p>17. Units of competency state whether there are (or may be) licensing requirements. You should also consult with the relevant [finish the sentence].</p> <p>Answer</p> <p>State or Territory Licensing Authority</p>	TAEASS402B-RK4 TAEDES401A-PC2.1

Question and Benchmark Answer	Mapping
<p>18. List the title and major headings in the competency standard TAEDES402A</p> <p>Answer</p> <ul style="list-style-type: none"> • TAEDES402A: Use training packages and accredited courses to meet client needs • Description • Employability Skills • Application Of Unit • Unit Sector • Performance criteria • Skills and Knowledge • Range statement • Evidence guide 	<p>TAEDES402A_RK5</p>
<p>19. List the sub-headings in the Evidence Guide of TAEDES402A</p> <p>Answer</p> <ul style="list-style-type: none"> • Overview of assessment • Critical aspects for assessment and evidence required to demonstrate competency in this unit • Context of and specific resources for assessment • Method of assessment • Guidance information for assessment 	<p>TAEDES402A_RK5 TAEDES402A-PC5.1</p>
<p>20. The Evidence Guide of a unit contains guidance for assessment. What is the other area of a Training Package that you should ALWAYS read for guidance on assessment? (Hint: It is an endorsed component of the Training Package).</p> <p>Answer Assessment Guidelines</p>	<p>TAEDES402A-PC5.1</p>

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SAMPLE ONLY

Assessment 8 - Project: Analyse a unit (own area)

MAPPING - TAEDES402A: Use training packages and accredited courses to meet client needs			
CAE 1-2	PC 3.1-3.4, 4.1-4.2	RS 1-4	RK 5 6 7 8 9 11

The candidate is required to analyse a unit of competency in their **own area of expertise**.

The unit should be either at **AQF level Certificate III or AQF level Certificate IV**.

It is recommended that the candidate select a unit from the qualification they unpacked in Assessment 6.

They are required to demonstrate the ability to locate the Training Package on training.gov.au and select the relevant unit.

The candidate should print the unit of competency and submit the printout together with their assessment. The trainer/assessor may assist with searching, selecting and printing, if required.

The candidate should then use the information in the printout to complete the following form.

Assessor note

The Assessment Guidance in the TAE10 Training Package requires assessment to be directly relevant to the candidate's own work environment and subject matter expertise. This means that specific benchmark answers cannot be provided for this assessment.

You (the assessor) should confirm that the candidate has correctly identified and analysed the following:

- Written the code and name of the unit correctly.
- Copied the unit description (or summarised correctly if it is very long).
- Identified whether there are relevant licensing requirements that relate to the unit.
- Identified any prerequisites for the unit, or alternatively stated "no prerequisites identified".
- Correctly identified the relevant Qualification code and name where Employability Skills are stated.
- Identified job roles associated with the unit. These may not be specifically stated in the unit, and in this case the candidate should use their own experience to identify relevant job roles.
- Copied all of the elements accurately.
- Listed headings in the Range Statement that may allow for contextualisation and differentiated headings in the Range Statement where "must include" does not allow for contextualisation.

- Copied or summarised the Critical Aspects of Evidence
- Summarised appropriate assessment methods and contexts - referring to the information in the Evidence Guide.

The following form is provided in the candidate's Assessment Workbook for completing this assessment task.

Code and Title of Unit		
Description		
Licensing requirements		
Employability Skills	STATEMENT IN THE UNIT:	CODE OF RELEVANT QUALIFICATION
Relevant Job roles		
Element 1		
Element 2		
Element 3		
Element 4		
Element 5		
Element 6		
Element 7		
Element 8		
Element 9		
Headings in Range statement allowing for contextualisation		
Headings in Range Statement *must include" (if any)		
Critical aspects of evidence (copy or summarise)		
Assessment methods (context and resources assessment guidance in Evidence Guide)		

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SAMPLE ONLY

Assessment 11 - Project: Training Needs Analysis (own area)

MAPPING - TAEDES401A: Design and develop learning programs			
	PC 1.1-1.4		RK 3 5 12
MAPPING -TAEDES402A: Use training packages and accredited courses to meet client needs			
	PC 1.1, 2.3, 4.1, 5.2	RS 1 2	RK 3 7
MAPPING -BSBLED401A: Develop teams and individuals			
CAE 1	PC 1.1, 1.3-1.4 PC 2.1	RS 4	

The candidate is required to complete Training Needs Analysis (TNA) based upon the qualification that they unpacked in Assessment 6 in their **own area of expertise**.

The candidate is to identify an organisation that employs workers who use the skills and knowledge relevant to the unpacked qualification. Ideally this should be the candidate's own work environment. Where this is not possible, the trainer/assessor should advise the candidate on the selection of a real or simulated organisation.

The objective of the TNA is to identify a qualification or partial qualification (preferably more than one unit) which will be relevant for the target group.

This TNA will also require the candidate to identify one individual with special needs. The special need should preferably relate to a physical disability or LLN issue that limits the individual's functionality or ability to learn, but would not prevent them from doing the job. The example used in this Assessor Guide is a fork-lift driver who has a prosthetic left arm. This will not prevent the individual from doing the job, but they would need assistance with manual lifting where relevant.

The TNA will have 3 sections:

1. Enterprise based

The candidate may provide a typed report or use the form provided in their Assessment Workbook for this purpose.

They should research and identify the skills and knowledge that the organisation requires for their workers in the specified field (department/section). This needs to take into account specific work skills for the job and also "generic" skills.

2. Individual based - target group

The candidate may provide a typed report or use the form provided in their Assessment Workbook for this purpose.

They should identify the workers and their job role as it relates to the qualification.

They should analyse the current skills and knowledge of the workers. This should include generic skills (such as LLN) as well as existing skills and knowledge for the tasks they need to perform.

The TNA should also identify the consultation processes undertaken and the feedback received - particularly from the individual workers.

The final section of the TNA should be a gap analysis and recommendation to undertake training and assessment leading to the qualification identified in Assessment 6.

3. Individual based - special needs

The candidate may provide a typed report or use the form provided in their Assessment Workbook for this purpose.

They should identify one worker with special needs who was included in the second TNA.

The special need may be a disability or other relevant special need such as LLN difficulties. The individual is to undertake the qualification identified in Assessment 6.

The candidate should explain how the special need affects the individual and why the disability does not prevent the worker from achieving the learning and assessment outcome and performing the required work tasks.

The TNA should also identify the consultation processes undertaken and the feedback received - from the individual worker in relation to their special need.

The final section should recommend reasonable adjustments to the training and assessment process in order to support the learner in achieving the qualification.

Suggested special needs list

Physical disability such as: <ul style="list-style-type: none"> • missing limb • vision impairment • hearing impairment • back injury • medical condition causing fatigue 	Mental disability such as: <ul style="list-style-type: none"> • depression • schizophrenia • mental impairment eg Downs Syndrome • Attention deficit disorder, • Asperger's syndrome or autism
Learning disability such as: <ul style="list-style-type: none"> • Dyslexia: reading difficulty • Dysgraphia: writing difficulty • Dyspraxia: motor difficulties • Dyscalculia: a difficulty performing mathematical calculations 	Cultural special needs <ul style="list-style-type: none"> • religion (eg Islam prayer breaks) • race (eg Aboriginal suffering prejudice in Australian society) • immigrants (eg dealing with trauma, victim of torture, culture shock)

Assessor note

The Assessment Guidance in the TAE10 Training Package requires assessment to be directly relevant to the candidate's own work environment and subject matter expertise. This means that specific benchmark answers cannot be provided for this assessment.

The candidate's Assessment Workbook contains the following form. Assessor guidance on benchmark criteria has been included in this Assessor Guide *in italics*.

1. Training Needs Analysis - Enterprise Based

Name of the organisation
Brief outline of the organisation's purpose / function
<i>example may be a retail organisation such as Woolworths - purpose to sell food and household products to the general public</i>
Role of the department/team/workgroup investigated
<i>example may be warehousing team involving goods receipt, goods storage, goods despatch.</i>
Outline of the tasks performed by the team/workgroup
<p><i>examples may be:</i></p> <ul style="list-style-type: none"> • <i>communication with suppliers, transporters and stores by telephone</i> • <i>checking incoming goods and completing delivery records</i> • <i>stocktakes and comparison with inventory records</i> • <i>reporting stock discrepancies</i> • <i>safe operation of a forklift</i> • <i>safe manual handling</i> • <i>compliance with organisational policies and procedures</i>
Summary of the generic skills required
<p><i>examples may be:</i></p> <ul style="list-style-type: none"> • <i>reading and writing</i> • <i>verbal communication</i> • <i>telephone communication</i> • <i>teamwork</i> • <i>problem solving</i> • <i>technology skills</i>
Summary of the work specific knowledge required for the tasks
<p><i>examples may be:</i></p> <ul style="list-style-type: none"> • <i>OHS requirements</i> • <i>organisational policies and procedures</i> • <i>legislative requirements</i> • <i>use-by dates</i> • <i>MSDS</i> <p><i>NOTE: The candidate should refer to the selected qualification and summarise the knowledge requirements. This can be a list of the relevant units.</i></p>

Summary of the work specific skills required for the tasks
<p><i>examples may be:</i></p> <ul style="list-style-type: none"> • <i>technology skills (computers / databases / email etc)</i> • <i>mathematical skills for inventory management</i> • <i>operation of forklift</i> • <i>safe manual handling</i>
Organisational stakeholders - management and HR personnel consulted and their feedback
<p><i>examples may be:</i></p> <ul style="list-style-type: none"> • <i>Warehouse manager</i> • <i>HR manager</i> <p><i>feedback may be:</i></p> <ul style="list-style-type: none"> • <i>Errors in inventory management</i> • <i>Ineffective teamwork</i> • <i>High staff turnover</i>

2. Training Needs Analysis - Individual Based

Names of the individual interviewed and their job titles		
<p><i>example may be:</i></p> <ul style="list-style-type: none"> • <i>individual A - warehouse inventory officer</i> • <i>individual B - warehouse forklift driver</i> • <i>individual C - warehouse receipt and despatch officer</i> <p><i>All individuals may also be identified as having the same job title.</i></p>		
Generic skills assessment - related to TNA 1 list		
Generic Skills List	Manager grade (1-5)	Average of self-assessments grade (1-5)
<i>reading and writing</i>	3	4
<i>verbal communication</i>	3	4
<i>telephone communication</i>	3	3
<i>teamwork</i>	2	4
<i>problem solving</i>	1	3
<i>technology</i>	2	2

Work specific knowledge assessment - related to TNA 1 list		
Work specific knowledge list	Manager grade (1-5)	Average of self-assessments grade (1-5)
<i>OHS requirements</i>	3	4
<i>organisational policies and procedures</i>	3	3
<i>legislative requirements</i>	2	4
<i>use-by dates</i>	1	3
<i>MSDS</i>	2	2
Work specific skills assessment - related to TNA 1 list		
Work specific skills list	Manager grade (1-5)	Average of self-assessments grade (1-5)
<i>technology skills (computers / databases / email etc)</i>	3	4
<i>mathematical skills for inventory management</i>	3	3
<i>operation of forklift</i>	2	4
<i>safe manual handling</i>	1	3
Feedback from interviews of individuals in the work group - their self-assessment and personal wishes for self-development		
<p><i>This should be a paragraph explaining how the workers individually felt about their career path and/or job role and their personal motivations for self-development and undertaking training.</i></p>		
Gap analysis and recommendations for learning program		
<p><i>This should be a paragraph identifying the key gaps and recommending a learning program, including preferences for delivery and assessment methods - work based learning and theory learning - time frame etc.</i></p> <p><i>There should be a final paragraph recommending the individuals undertake a learning and assessment pathway to achieve the qualification identified in Assessment 6 - listing the relevant units.</i></p>		

3. Training Needs Analysis - individual with special needs

Names of the individual with special needs (one of the individuals identified in TNA 2)
<p><i>example may be:</i></p> <ul style="list-style-type: none"> • <i>individual B - warehouse forklift driver</i>
Identification of the individual's special need
<p><i>example may be: prosthetic left arm</i></p>
Explanation of the individual's ability to do the job and undertake training / assessment
<p><i>example may be that it does not affect their ability to drive a forklift or to undertake inventory, receipt and despatch tasks but limits their ability for manual handling.</i></p>
Generic skills assessment
Work specific knowledge assessment
Work specific skills assessment
Refer to TNA 2 - This individual was included in the TNA for the team.
Feedback from the individual to identify reasonable adjustments
<p><i>example may be the individual cannot lift heavy objects manually and is limited in their ability to write quickly because they are left-handed - they have learned to write with their right hand but they are slow. OK to fill in forms but not write "essays".</i></p>
Recommendations for reasonable adjustments
<p><i>example may be to omit manual handling observation tasks and to use oral questioning for confirmation of knowledge rather than writing assignments.</i></p>

These pages have been deleted from the sample.

SAMPLE ONLY

Assessment 16 - Project: Assessment Plan (own area)

MAPPING - TAEASS401B: Plan assessment activities and processes			
CAE 1-2	PC 1.1-1.2 PC 2.1-2.3	RS 1 3 4	RK 2 3 4 5 9 10

The candidate is required to design an Assessment Plan based upon:

- The **qualification** in their **own area of expertise** that they unpacked in Assessment 6.
- The **learning program** that they developed for the group of learners in Task 2 of Assessment 11. This assessment plan does not need to consider reasonable adjustments. In practice, this would require a second (different) assessment plan.

The format used may be a typed report, or the candidate may use the Assessment Matrix form provided in their workbook.

The Assessment Plan (matrix) for this course (TAE40110 Certificate IV in Training and Assessment) is provided at the end of the candidate's Assessment Workbook for reference.

The Assessment Plan should identify a range of (suggest 3) methods of assessment for each unit of competency. (Third Party verification, although supplementary, may be the 3rd method of assessment identified). The purpose of the Assessment Plan is to identify the Assessment Instruments that will need to be developed or sourced.

The candidate may also identify areas where assessments can be clustered (ie one observation checklist may cover the required skills for more than one unit)

The Assessment Guidance in the TAE10 Training Package requires assessment to be directly relevant to the candidate's own work environment and subject matter expertise. This means that specific benchmark answers cannot be provided for this assessment.

Assessment criteria

- *The unit code and name should be cited in each row.*
- *The units should be in a logical chronological order for assessment. Often this will place the core units (such as OHS) as the first units but not always.*
- *It is sufficient to place an X in the relevant columns. The key aspects are to demonstrate selecting appropriate assessment methods for the unit, and ensuring that a range of assessment methods is always used.*
- *There is no specific requirement for 3 assessment methods - however this tends to be the practice. The candidate may identify more than 3 assessment methods if this is relevant for the unit of competency.*
- *The candidate may identify self-assessment in all cases, on the basis that an individual should not be assessed as competent unless the individual personally believes they are competent.*

Assessor note: The form in the candidate's Assessment Workbook has 12 rows. If the qualification selected by the candidate has more than 12 units, they may complete the Assessment Matrix for a partial qualification of only 12 units.

Assessment Matrix (Assessment Plan)

Qualification Code and Title	<i>same as Learning Program Assessment 13</i>					
Target group of candidates	<i>same as Learning Program Assessment 13</i>					
Assessment context/s (environment)	<i>as identified in Learning Program Assessment 13</i>					
OHS considerations and strategy	<i>as identified in Learning Program Assessment 13</i>					
Assessment method / instruments required						
Unit Code and Name (in chronological order of assessment)	Written Questions	Oral Questions	Projects / Practical	Observation / Practical	Third party	Self-assessment
<i>Unit code and name (of the first unit)</i>	X		X		X	X
<i>Second unit</i>	X		X		X	X
<i>Third unit etc</i>	X		X		X	X

These pages have been deleted from the sample.

SAMPLE ONLY

Assessment 21: Questions (Section 10)

The answers may be completed by the candidate during workshop sessions, or as a self-paced assignment.

The candidate may refer to their learning materials and conduct any necessary research when completing the answers.

These questions relate to Section 10 of the Learning Guide.

Question and Benchmark Answer	Mapping
<p>1. List 5 kinds of specialist support that you may need to arrange under the requirement for reasonable adjustments.</p> <p>Answer - 5 of:</p> <ol style="list-style-type: none"> 1. Assistance by third party, such as carer or interpreter 2. Support from specialist educator 3. Provision of developed online assessment activities 4. Support for remote or isolated candidates and assessors 5. Support from subject matter or safety experts 6. Advice from regulatory authorities 7. Assessment teams and panels 8. Support from lead assessors 9. Advice from policy development experts. 	TAEASS402B-RK1
<p>2. If a candidate has a disability, language problem or other special needs, you are required to make reasonable adjustments to the assessment process. What is the one situation when you would not permit the candidate to undertake either training and/or assessment?</p> <p>Answer should indicate If the special need was such that they would not be able to do the job.</p>	TAEASS402B-RK1
<p>3. Reasonable adjustments are a requirement under the AQTF because it is client-focused. List the 4 principles that underpin this requirement in relation to assessment?</p> <p>Answer (Principles of assessment)</p> <ol style="list-style-type: none"> 1. Fair 2. Flexible 3. Reliable 4. Valid 	TAEASS402B-RK1
<p>4. Is it a requirement under the principle of fairness to always agree upon the assessment process with the candidate and to give feedback?</p> <p>Answer Yes</p>	TAEASS402B-RK1

Question and Benchmark Answer	Mapping
<p>5. If a candidate was seeking RPL, what document would you always ask them for, regardless of the qualification?</p> <p>Answer</p> <p>Curriculum Vitae</p>	TAEASS402B-RK2
<p>6. What is the most common organisational procedure for authenticating an RPL candidate's work experience?</p> <p>Answer</p> <p>2 references (third party verification)</p>	TAEASS402B-RK2
<p>7. If you are conducting assessment in a high risk environment such as drilling, rigging, construction or mining, what must you do prior to the assessment?</p> <p>Answer</p> <p>Complete a risk assessment and implement risk control measures</p>	TAEASS402B-RK5 TAEASS403B-RK1
<p>8. If at any time during the assessment process you believe that any person is at risk, what must you do?</p> <p>Answer</p> <p>Immediately abort the assessment and report or resolve the hazard.</p>	TAEASS402B-RK5 TAEASS403B-RK1
<p>9. If you fail to correctly record an assessment and this fact is identified during an audit, what can happen to the RTO?</p> <p>Answer</p> <p>The RTO may be marked as "non-compliant" and their scope of registration will be at risk</p>	TAEASS402B-RK4
<p>10. An RTO should inform candidates of their rights and responsibilities prior to assessment. This should include the RTOs commitment to confidentiality and the relevant parties who will have access to personal information and results of assessment decisions.</p> <p>What should you make sure that the candidate does before commencing the assessment?</p> <p>Answer</p> <p>Agree to the terms at the outset.</p>	TAEASS402B-RK4
<p>11. If a candidate advises you that they have a medical condition and they need to request an extension of time, what information should you pass on?</p> <p>Answer</p> <p>Only the information required to gain the extension - not the personal details</p>	TAEASS402B-RK4

Assessment 22 - Project: Assess Competence - RIICOM201A: Communicate in the workplace

The candidate is required to assess a candidate for competence in the unit RIICOM201A: Communicate in the workplace.

The completed Assessment Task Workbook is on the following pages.

- The candidate (Joe Smith) has completed the answers to the written questions.
- The practical activities are not yet completed.

You (the assessor) should give the candidate the Assessor Guide handout **RIICOM201A_Assessor Guide_HANDOUT** and the candidate should read this through prior to completing the assessment project.

NOTE: The assessment task workbook has been provided in full, even though the candidate is only required to complete the assessment of the written questions.

You (the assessor) should use questioning to confirm that the candidate has knowledge of the difference between an assessment instrument and an assessment tool.

Benchmark answers are provided in italics in this assessor guide.

SAMPLE ONLY

The Assessment Tasks

This document contains all of the summative assessment tasks required for the unit
RIICOM201A: Communicate in the workplace.

Methods of Assessment

The Assessment task workbook uses a range of assessment methods which should be conducted over a period of time. There are two main projects, as follows:

Project 1:	A written test in a classroom environment
Project 2:	A practical demonstration, observed by your assessor.

Both projects must be completed satisfactorily within the assessor's expert professional judgement. The forms in the candidate's Assessment task workbook should be completed and signed at each stage of the assessment process by the assessor and the candidate (student). If **at any stage of the assessments**, the assessor believes that **the safety of anyone is in jeopardy**, they will **abort the assessment** session.

Assessment Project 1: Written Test

This test may be completed in a classroom environment.
The test must be completed by you individually, working alone.

Questions <i>Write the answers in the spaces below</i>	Satisfactory / Not Yet Satisfactory	
	S ✓	NYS ✓
1. Give 2 reasons why you need to communicate constantly with other members of the team, while you are doing the job. <i>So they know what you are doing</i> <i>So you know what they are doing</i>	✓	
Assessor Comments: <i>Answer accepted - candidate did not mention safety but the answer is appropriate</i>		
2. List the 5 key responsibilities of workers under the Workplace Health & Safety Act (Qld). 1. <i>Comply with instructions given for workplace health and safety</i> 2. <i>Use personal protective equipment if the employer provides it and if you are properly instructed in its use</i> 3. <i>Not wilfully or recklessly interfere with or misuse anything provided for workplace health and safety at the workplace</i> 4. <i>Not wilfully place others at risk</i> 5. <i>Not wilfully injure yourself.</i>	✓	

ASSESSMENT TASK WORKBOOK:
RIICOM201A: COMMUNICATE IN THE WORKPLACE

Questions <i>Write the answers in the spaces below</i>	Satisfactory / Not Yet Satisfactory	
	S ✓	NYS ✓
Assessor Comments: <i>correct in all details</i>		
3. If a Code of Practice applies in your workplace, you (or your employer) has 2 choices - they MUST do one or the other. What are the 2 choices? <i>Do what the code says Do it a better way than the code says</i>	✓	
Assessor Comments: <i>answer has summarised benchmark answer in the candidate's own words</i>		
4. What is the name of the Act that makes disability discrimination unlawful and aims to promote equal opportunity and access for people with disabilities? <i>Disability Discrimination Act</i>	✓	
Assessor Comments: <i>correct - date omitted but this is acceptable</i>		
5. List 4 safety procedures that you would comply with, when using communication equipment. <i>site safety plan traffic management plan environmental management plan follow instructions check equipment before use</i>	✓	
Assessor Comments: <i>answer does not directly comply with benchmark but is more specific and demonstrates knowledge</i>		
6. List 5 signalling methods to convey information that may apply at a construction work site. <i>hand signals whistles lights signs sirens</i>	✓	

ASSESSMENT TASK WORKBOOK:
RIICOM201A: COMMUNICATE IN THE WORKPLACE

Questions <i>Write the answers in the spaces below</i>	Satisfactory / Not Yet Satisfactory	
	S ✓	NYS ✓
Assessor Comments: <i>correct in context of candidate's work environment</i>		
7. List 2 types of earthmoving plant where you may need to act as a "spotter" and give hand signals to guide the operator. <i>bobcat</i> <i>digger</i>	✓	
Assessor Comments: <i>these are not listed in benchmarks but answer is correct</i>		
8. What are the 2 hand signals that every construction site worker must know? <i>stop</i> <i>emergency stop</i>	✓	
Assessor Comments: <i>correct</i>		
9. How do you know when a 2-way radio battery is dead? <i>it beeps</i>	✓	
Assessor Comments: <i>correct</i>		
10. What is the usual procedure for communicating a serious accident? <i>dial 000</i> <i>report to supervisor</i> <i>tell other people around</i> <i>make the area safe</i> <i>help the person</i>	✓	
Assessor Comments: <i>much more detailed answer than required by benchmark - good work</i>		

ASSESSMENT TASK WORKBOOK:
RIICOM201A: COMMUNICATE IN THE WORKPLACE

Questions <i>Write the answers in the spaces below</i>	Satisfactory / Not Yet Satisfactory	
	S ✓	NYS ✓
11. What are the 5 steps in active listening? 1. Pay attention. 2. Show that you are listening. 3. Provide feedback. 4. Defer judgement. 5. Respond appropriately.	✓	
Assessor Comments: <i>correct</i>		
12. If you located underground services that were damaged, what type of equipment would you use to record and report the damage? camera phone	✓	
Assessor Comments: <i>correct with additional information - good</i>		
13. List 6 ways that you can communicate cooperatively in meetings. Be on time Listen Don't talk to people Question Give opinion Stick to facts	✓	
Assessor Comments: <i>wording varies from benchmark but means the same</i>		
14. List 2 reasons why you need to complete documentation to track (log) supplies. budgeting having materials when you need them	✓	

ASSESSMENT TASK WORKBOOK:
RIICOM201A: COMMUNICATE IN THE WORKPLACE

Questions <i>Write the answers in the spaces below</i>	Satisfactory / Not Yet Satisfactory	
	S ✓	NYS ✓
Assessor Comments: <i>wording differs from benchmark but means the same</i>		
15. When are personal danger tags attached to a piece of machinery or equipment? <i>When it's being maintained</i>	✓	
Assessor Comments: <i>wording differs from benchmark but means the same</i>		
Total Number of Questions	15	
Result (total satisfactory answers)	15	

ASSESSMENT TASK WORKBOOK:
RIICOM201A: COMMUNICATE IN THE WORKPLACE

Assessment Checklist – Project 1: Written Test					
Student name	Joseph Smith		Student Number	1234	
Assessor name	NAME TO BE WRITTEN HERE				
Candidate Assessment Declaration (tick the relevant box)					
The purpose and outcomes of the assessment have been explained to me		Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
I have received information about the qualification		Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
I understand the type of evidence to be collected		Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
The appeals system has been explained to me		Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
I have informed my assessor of any special needs that may need to be considered during the assessment		Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Candidate signature		Date			
Joe Smith		DATE TO BE WRITTEN HERE			
Assessor comments (tick the relevant box)					
RPL / accelerated progression required		Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Language / Literacy / Numeracy support required		Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Any other special needs (describe in the space below)		Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Assessor signature		Date			
SIGNATURE TO BE WRITTEN HERE		DATE TO BE WRITTEN HERE			
Result of assessment - Project 1: Written Test					
Attempt No 1: S <input checked="" type="checkbox"/> NYS <input type="checkbox"/>	Attempt No 2: S <input type="checkbox"/> NYS <input type="checkbox"/>	Attempt No 3: S <input type="checkbox"/> NYS <input type="checkbox"/>			
The candidate's overall performance was		Satisfactory <input type="checkbox"/> Not Yet			
Satisfactory <input checked="" type="checkbox"/>					
Feedback to candidate on overall performance					
You show a clear and good understanding of the required knowledge for this unit.					
Assessor signature		Date			
SIGNATURE TO BE WRITTEN HERE		DATE TO BE WRITTEN HERE			
I intend to lodge an appeal on the above decision		Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Candidate signature		Date			
Joe Smith		DATE TO BE WRITTEN HERE			

SAMPLE ONLY

Assessment Project 2: Practical Demonstration Tasks

You will be asked to complete a number of practical tasks to demonstrate your competency. Your assessor will observe you individually completing the task or, where relevant, completing the task as part of a team.

The tasks will be completed either in a real workplace or a realistic simulated workplace.

Your assessor will complete the Task Checklists in your Assessment task workbook while they observe you demonstrating the tasks. Your assessor will discuss your performance and give you feedback and support during the practical demonstration and after it is completed.

The assessor may ask you to explain the purpose or reasons for your actions as you perform each task. This is to confirm that you have the underpinning knowledge relating to the qualification and units of competency.

Task Instructions to Candidate

Task 1:

You are required to access a site traffic management plan (your assessor may provide this, or it may be a traffic management plan for your current work site).

1. Explain the meaning of the symbols and words on the traffic management plan to your assessor.
2. Explain the reason for having a site traffic management plan to your assessor.
3. Explain how you comply with the site traffic management plan for a nominated job. (This may be a job that you are required to complete as part of the assessment for another unit in your qualification or a work job that you are required to complete as part of your job role).

Assessor Checklist:

- Explained and applied documented site procedures
- Clear and concise communication skills
- Explained the purpose of the traffic management plan in terms site safety requirements and public safety
- Knowledge of relevant signs and symbols

Assessor comments and reasons for decision

Satisfactory Not Satisfactory

Task 2:

You are required to access a 2-way radio at your workplace or a realistic simulated workplace.

1. Check that the radio is fully operational and explain to your assessor how you check the radio, and how you rectify any faults or report the faults.
2. Explain the safety requirements associated with using a 2-way radio on a civil construction worksite.
3. Use the 2-way radio to communicate either with your assessor or another worker, on a real work job.

Assessor Checklist:

- Identified communications equipment faults and methods of resolving / reporting
- Operated the communications equipment effectively
- Communicated using standard phrases for 2-way radio
- Communicated effectively and concisely
- Applied all operational safety requirements

Assessor comments and reasons for decision

Satisfactory Not Satisfactory

Task 3

You are required to use hand signals to communicate with a plant operator.

1. Describe to your assessor and demonstrate the range of hand signals.
2. Explain to your assessor the safety aspects of hand signalling and the reasons why you need to use hand signals.
3. Guide a plant operator to complete a work job safely, using hand signals.

Assessor Checklist:

- Correctly interpreted and used hand signals
- Ensured that the plant operator understood the signalling before commencing the work
- Applied all operational safety requirements - effectively guiding the plant operator
- Explained why hand signals are required

Assessor comments and reasons for decision

Satisfactory Not Satisfactory

Task 4

You are required to participate in a site meeting to plan a job.

1. Demonstrate active listening and active participation.
2. Communicate in a clear and concise manner
3. Ask questions and confirm the meaning of instructions
4. Ensure that you have obtained and communicated all relevant information
5. Demonstrate appropriate communication and language, and co-operation with others

Assessor Checklist:

- Demonstrated active listening - concentrating on what was being said.
- Did not indulge in side discussions
- Demonstrated focusing on the team goal of achieving the job
- Participated actively in the meeting, making suggestions, asking questions
- Spoke clearly and concisely
- Used appropriate language - plain English - non-discriminatory language.
- Demonstrated active co-operation with others.

Assessor comments and reasons for decision

Satisfactory Not Satisfactory

Task 5

You are required to complete a Job Safety Analysis for a specific job

1. Demonstrate identification of hazards and documenting the hazards clearly.
2. Demonstrate assessment of risks associated with the hazards and document the risks clearly.
3. Demonstrate analysis of risk control measures, and document the risk control measures
4. Pass on the document to your assessor and include it in your evidence portfolio.

Assessor Checklist:

- Written communication skills
- Ability to transfer thoughts and verbal communication to clear written communication
- Following organisational procedures for safe work practices and risk management
- Following organisational procedures for reporting.

Assessor comments and reasons for decision

Satisfactory Not Satisfactory

ASSESSMENT TASK WORKBOOK:
RIICOM201A: COMMUNICATE IN THE WORKPLACE

Assessment Checklist – Project 2 Practical Demonstration			
Student name		Student Number	
Assessor name			
Candidate Assessment Declaration <i>(tick the relevant box)</i>			
The purpose and outcomes of the assessment have been explained to me		Yes	<input type="checkbox"/> No <input type="checkbox"/>
I have received information about the unit		Yes	<input type="checkbox"/> No <input type="checkbox"/>
I understand the type of evidence to be collected		Yes	<input type="checkbox"/> No <input type="checkbox"/>
The appeals system has been explained to me		Yes	<input type="checkbox"/> No <input type="checkbox"/>
I have informed my assessor of any special needs that may need to be considered during the assessment		Yes	<input type="checkbox"/> No <input type="checkbox"/>
Candidate signature		Date	
Assessor comments <i>(tick the relevant box)</i>			
RPL / accelerated progression required		Yes	<input type="checkbox"/> No <input type="checkbox"/>
Language / Literacy / Numeracy support required		Yes	<input type="checkbox"/> No <input type="checkbox"/>
Any other special needs <i>(describe in the space below)</i>		Yes	<input type="checkbox"/> No <input type="checkbox"/>
Assessor signature		Date	
Result of assessment Project 2 Practical Demonstration			
Attempt No 1: S <input type="checkbox"/> NYS <input type="checkbox"/>	Attempt No 2: S <input type="checkbox"/> NYS <input type="checkbox"/>	Attempt No 3: S <input type="checkbox"/> NYS <input type="checkbox"/>	
The candidate's overall performance was Satisfactory <input type="checkbox"/>		Satisfactory <input type="checkbox"/> Not Yet <input type="checkbox"/>	
Feedback to candidate on overall performance			
Assessor signature		Date	
I intend to lodge an appeal on the above decision		Yes	<input type="checkbox"/> No <input type="checkbox"/>
Candidate signature		Date	

Summative Assessment Record

RIICOM201A: Communicate in the workplace				
Student's name	Joseph Smith			
	Date of assessment	Signature of Assessor	S	NS
Assessment 1: Written Date: Date:				
Assessment 2: Practical Date: Date:				
Assessor's comments:				
<p style="font-size: 48px; opacity: 0.5; transform: rotate(-30deg);">SAMPLE ONLY</p>				
Competent	<input type="checkbox"/>	Not yet competent	<input type="checkbox"/>	
Re-assessment required				
Assessor's name				
Assessor's signature				
Student's signature				
Date				

These pages have been deleted from the sample.

SAMPLE ONLY

Assessment 25 - Project: Validation (own area)

MAPPING - TAEASS403B: Participate in assessment validation			
CAE 1-6	PC 1.1-1.3 PC 2.1-2.3 PC 3.1-3.3	RS 1-4	RK 1-3
MAPPING: TAEASS401B: Plan assessment activities and processes			
	PC 3.2 3.3 3.5	RS 1 3-6	RK 1-10

Option 1:

The candidate is required to actively participate in a validation of one of the assessment instruments that were designed in Assessment 18: This may be the instrument that they personally designed or an instrument designed by another person.

This activity can be completed in a simulated workplace environment, with small groups holding meetings and documenting the outcomes. All participants must sign the documented outcome and submit a copy in their evidence portfolio.

Option 2:

The candidate is required to attend a validation meeting in their workplace for the purpose of validating an assessment instrument or tool.

The documented outcome (minutes and action plan) from the meeting must be presented in the candidate's evidence portfolio.

In both options, the candidate is required to:

- Arrange all of the materials required for the validation - including the unit of competency, the assessment tool / instrument and a checklist or form designed to guide the meeting. (NOTE: The form on the following page may be used for this purpose).
- Actively participate in the meeting.
- Apply the principles of assessment and the rules of evidence.
- Make recommendations for improvement.
- Ensure that the outcome of the meeting is correctly documented together with an action plan for implementing improvements.

Assessor note: The following form is partially completed to provide benchmark criteria. The answers provided are a guide only. The candidate's answers may vary.

It should be noted by the participants in the meeting that the assessment instrument is not sufficient alone to assess competence for the whole unit and there should be recommendations for development of other assessment instruments.

NOTE: The benchmark answers provided in italics on the following form may not apply. This will depend upon the assessment instrument that is validated. They are provided simply as a guide for you, the assessor.

Validation form for assessment instrument

Benchmarks for assessment		
Training package code and name	Unit of competency code and name	
Date assessment instrument created		
Date of validation session		
Participants in validation session		
Brief description of the assessment instrument and its purpose	<i>Observation checklist and instructions to the candidate on task to be performed To be used by the assessor in the workplace or realistic simulated workplace to record observation of the candidate performing a specific work task.</i>	
Outcomes of Validation Session		
Questions – does the instrument:	Y/N	Comments/improvements/ amendments required*
1. provide a valid measure of competency which enables consistent and accurate assessments to be made?	Y	<i>There is sufficient guidance for the assessor incorporated into the observation checklist. The task relates directly to the required skills for the competency standard. It incorporates all skills in the competency standard and does not require skills that are additional to the competency standard.</i>
2. provide sufficient evidence to measure competency for the whole unit of competency?	N	<i>The instrument is insufficient alone to cover the entire unit of competency. A range of assessment methods needs to be used. Performance criteria, required knowledge and critical aspects of evidence are not incorporated in the assessment instrument.</i>
3. provide a way of ensuring the evidence demonstrates the candidate's current knowledge and skills?	Y	<i>The instrument is an observation to be conducted by the assessor and therefore requires the candidate to demonstrate current skills (but not current knowledge)</i>
4. provide a way of confirming that the evidence is authentic and the candidate's own work?	Y	<i>The instrument is an observation to be conducted by the assessor.</i>
5. provide a fair measure which meets requirements of access and equity and allows for reasonable adjustments for special needs?	Y	<i>The instrument can be used in the workplace for any candidate who is capable of doing the task. The task relates directly to the required skills for the competency standard.</i>

6. provide for situations where the assessment may need to be contextualised for a particular industry or type of employment?	Y	<i>The instrument is to be used for observing actual work skills in the workplace.</i>
7. provide appropriate flexibility in the method of assessment to maintain a client-focused approach?	Y	<i>The instrument can be used in the workplace or a simulated workplace for any candidate who is capable of doing the task.</i>
8. incorporate assessment of the dimensions of competency ?	N	<i>The instrument incorporates task skills. There is an element of task management skills, contingency management skills and job/role environment skills, but this would need to be supplemented by other forms of assessment</i>
9. incorporate required skills and knowledge ?	N	<i>Incorporates required skills only - not required knowledge.</i>
10. incorporate employability skills ?	N	<i>The instrument does not fully incorporate all employability skills. It would need to be supplemented by other forms of assessment.</i>
<p>Final Recommendations and Comments:</p> <p><i>The instrument meets the rules of evidence and principles of assessment for assessing a portion only of the competency standard.</i></p> <p><i>suggestions for further instruments to be developed:</i></p> <ul style="list-style-type: none"> • <i>Oral or written questioning for required knowledge</i> • <i>Third party verification - supplementary</i> • <i>A project that covers all performance criteria and critical aspects of evidence</i> 		
Signed by all participants in the validation session:		
1. _____	2. _____	3. _____
4. _____	5. _____	6. _____
7. _____	8. _____	9. _____
10. _____	11. _____	12. _____

* **Comments must be completed for each question.**

These pages have been deleted from the sample.

SAMPLE ONLY

Assessment 30: Questions (Section 15)

The answers may be completed by the candidate during workshop sessions, or as a self-paced assignment.

The candidate may refer to their learning materials and conduct any necessary research when completing the answers.

These questions relate to Section 15 of the Learning Guide.

Question and Benchmark Answer	Mapping
<p>1. What are the 2 main purposes of a presentation?</p> <p>Answer</p> <ol style="list-style-type: none"> 1. To impart information. 2. To present ideas and to persuade. 	BSBCMM401A-RK 4
<p>2. List 3 audience characteristics that would influence your presentation strategy.</p> <p>Answer - 3 of:</p> <ol style="list-style-type: none"> 1. Age 2. Language background 3. Educational background or general knowledge 4. Gender 5. Culture 6. Religion 	BSBCMM401A-RK 4
<p>3. List 3 legislative or ethical considerations that you would take into account when preparing a presentation.</p> <p>Answer - 3 of:</p> <ol style="list-style-type: none"> 1. Anti-discrimination legislation 2. Ethical principles 3. Codes of practice 4. Privacy laws 5. Environmental issues 6. Occupational health and safety 	BSBCMM401A-RK3

Question and Benchmark Answer	Mapping
<p>4. List 5 types of presentation aid.</p> <p>Answer</p> <ol style="list-style-type: none"> 1. Computer simulations and presentations 2. Diagrams, charts and posters 3. Models 4. Overhead projector 5. Paper-based materials 6. Video and audio recordings 7. Whiteboard 	BSBCMM401A-RK 5
<p>5. List 3 benefits of using PowerPoint as a presentation aid.</p> <p>Answer - 3 of:</p> <ol style="list-style-type: none"> 1. It is a visual aid that can be used to emphasise key points. 2. The PowerPoint slides can be printed as handouts, acting as a memory aid for the audience to take away with them. 3. It can display pictures and graphical images. 4. It can display charts 5. It can be used instead of keyword notes, as a prompt to keep the speaker on track. 6. The slides can be printed together with a Notes Page, for the speaker's reference. 7. The slide show can be enhanced with animation and movement. 8. The slide show can be enhanced with sound. 	BSBCMM401A-RK 5
<p>6. What are the 3 most common mistakes that speakers make when using PowerPoint as a presentation aid?</p> <p>Answer</p> <ol style="list-style-type: none"> 1. Reading from the PowerPoint slide without expanding upon the concepts presented. 2. Too much information on a slide. Slides should contain no more than 6 bullet points. If there are more points, they should be on separate slides. 3. The speaker standing in front of the slide projection or walking past it. The slide will then be projected on to the speaker's body, which is distracting for the audience. 	BSBCMM401A-RK 5
<p>7. What are the 2 key benefits of making eye contact with your audience?</p> <p>Answer</p> <ol style="list-style-type: none"> 1. The audience feels acknowledged and valued. 2. The speaker can gauge audience reaction and respond quickly. 	BSBCMM401A-RK 4

Question and Benchmark Answer	Mapping
<p>8. What percentage of information is likely to be remembered by your audience in a presentation or training session?</p> <p>Answer</p> <p>20%</p>	<p>BSBCMM401A-RK 4</p>
<p>9. What kind of Learning Domain outcome are you usually seeking in a presentation?</p> <p>Answer</p> <p>Affective</p>	<p>BSBCMM401A-RK 4</p>
<p>10. List 2 ways that you can collect data that will support your review of a presentation.</p> <p>Answer</p> <ol style="list-style-type: none"> 1. Seek feedback 2. Action research 	<p>BSBCMM401A-RK 1</p>

SAMPLE ONLY

Assessment 31 - Project: 2 Delivery Sessions

MAPPING - TAEDEL401A: Plan, organise and deliver group-based learning			
CAE 1-3	PC 1.1-1.4 PC 2.1-2.3 PC 3.1-3.3 PC 4.1-4.4 PC 5.1-5.4	RS 1-6	RK 4 5 6 7 14
MAPPING - TAEDEL402A: Plan, organise and facilitate learning in the workplace			
CAE 1-3	PC 1.1-1.3 PC 3.1-3.2 3.4-3.5 PC 4.1-4.4 PC 5.1-5.4 PC 6.1-6.2	RS 1-6	RK 5 7
MAPPING- TAEDEL301A: Provide work skill instruction			
CAE 1	PC 1.2-1.6 PC 2.1-2.8 PC 3.1-3.2	RS 1-3 5-8	RK 1-5 7
MAPPING - BSBCEM401A: Make a presentation			
CAE 1-2	PC 1.1-1.3 PC 2.1-2.6	RS 1-3	RK 2-5
MAPPING - BSBLED401A: Develop teams and individuals			
CAE 2	PC 2.2-2.4	RS 1-6	RK 1-2

The candidate is required to **prepare and deliver 2** training sessions for group delivery to **2 different groups**.

The sessions should relate to the unit of competency that the candidate analysed in **Assessment 8**. This is the unit of competency within the candidate's own area of expertise.

The first training session should be designed for the learner group identified in **Assessment 11 - Training Needs Analysis - Task 2**.

The second training session should be designed for a group that includes the learner with special needs identified in **Assessment 11 - Training Needs Analysis - Task 3**.

Each session must be at least 40 minutes duration.

Session 1 should be a 40 minute theory session - involving:

- Introduction of the learning outcome - based upon the unit description
- A 20 minute presentation of the theory (including a PowerPoint or other type of presentation aid)
- Facilitation of discussion and questioning
- A short examination (formative assessment)
- Review of the examination and further discussion
- Explanation of activities to be completed in Session 2.
- Summary of the session
- Group to complete evaluation sheets.

Session 2 should be a presentation followed by a practical session of 40 minutes duration - involving:

- A 15 minute presentation which includes demonstration and instruction in work based skills, using a presentation aid (model, equipment etc)

- A 5 minute (per trainee) activity for each of the trainees in the group to practice work-based skills while being coached/mentored by the candidate.
- 5 minute discussion and questioning.
- Summary of the outcomes of the session
- Group to complete evaluation sheets

For session 1 the candidate should prepare:

- The session plan
- The presentation “speech”
- The presentation aid (eg PowerPoint or a model, plan, overheads, samples, pictures, charts, equipment etc)
- The examination - a one page handout with short answer questions.
- The evaluation form.

NOTE: Section 13 of the Learning Guide contains an example of an evaluation form. The candidate may use this format or use a different format that will achieve the same outcome.

For session 2 the candidate should prepare:

- The session plan
- The presentation
- Instructions, materials and/or equipment for a 5 minute practical activity for each trainee.
- The evaluation form.

The Session Plan forms on the following pages have been partially completed, in order to guide the candidate in preparing the two sessions. *The candidate should complete all blank sections of the session plan forms.*

Two Observation Checklist forms have been supplied in this Assessor Guide and in the candidate’s Assessment Workbook. These may be used by you (the assessor) to conduct a formal observation of delivery.

Alternatively, you may nominate another person to complete the observations. The Critical Aspects of Evidence for the units do not specifically state that the delivery sessions must be observed by a qualified assessor (see CAE on the next page).

The CAE require evidence that the training sessions **have been delivered** by the candidate. Evaluation forms from participants, together with observation forms from an observer will meet these evidence requirements, provided that they can be **authenticated**.

The Assessment Guidelines in the TAE10 Training and Education Training Package specify that assessment should take place **in the workplace** wherever possible.

Where assessment is being conducted in a “workshop” environment, this assessment activity **must relate to the candidate’s own area of expertise** and it **must result in evidence which meets all of the Critical Aspects of Evidence** that are shown on the next page.

Critical Aspects of Evidence relevant to this Assessment:

TAEDEL401A: Plan, organise and deliver group-based learning

- | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CAE 1. •facilitate group-based learning by preparing and delivering a series of training sessions, including:
a. ◦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
b. ◦at least one session delivered to a different learner group, with evidence of how the characteristics and needs of this group were addressed |
| CAE 2. •identify and respond to diversity and individual needs |
| CAE 3. •access and use documented resources and support personnel to guide inclusive practices. |

TAEDEL402A: Plan, organise and facilitate learning in the workplace

- | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CAE 1. •prepare and facilitate work-based learning |
| CAE 2. •provide evidence of a minimum of two examples of developing work-based learning pathways, that include:
a. ◦identifying needs for learning
b. ◦analysing work practices, work environment and work activities
c. ◦organising and allocating work in a way that reflects learning needs and provides effective learning opportunities through work processes |
| CAE 3. •provide a minimum of two examples of a learning facilitation relationship being conducted:
a. ◦with different individuals
b. ◦demonstrating communication skills and flexibility
c. ◦demonstrating one or more of the processes or techniques identified. |

TAEDEL301A: Provide work skill instruction

- | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CAE 1. •carry out a minimum of three training sessions, involving demonstrating and instructing particular work skills for different groups; with each session addressing:
a. ◦different learning objectives
b. ◦a range of techniques and effective communication skills appropriate to the audience. |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

BSBLED401A: Develop teams and individuals

- | |
|----------------------------------------------------------------------------------------------------------------|
| CAE 2 •giving and receiving feedback from team members to encourage participation in and effectiveness of team |
|----------------------------------------------------------------------------------------------------------------|

BSBCMM401A: Make a presentation

- | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| CAE 1. •preparation, delivery and evaluation of the effectiveness of at least two presentations related to the candidate's occupation or area of interest |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|

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SAMPLE ONLY

Assessment 32 - Project: Review of Delivery

MAPPING - TAEDEL401A: Plan, organise and deliver group based training			
CAE 2		RS 6	RK 11
MAPPING - TAEDEL402A: Plan, organise and facilitate learning in the workplace			
	PC 6.2-6.3 PC 7.1-7.3		
MAPPING - TAEDEL301A: Provide work skill instruction			
	PC 3.3 PC 4.1	RS 4-5 8	RK 1 6
MAPPING - BSBCMM401A: Make a presentation			
CAE 1-2	PC 1.5 PC 3.1-3.2		RK 1 4
MAPPING - BSBLED401A: Develop teams and individuals			
	PC 3.1-3.2	RS 1	RK 2

The candidate is required to analyse the feedback from the 2 delivery sessions conducted in Assessment 31 and review the effectiveness of the delivery, identifying strategies for improvement.

The candidate may submit the review as a report, or complete the form on the following page.

The report should state.

1. The characteristics of each group, identifying the differences between the two groups.
2. The required learning outcomes for each of the sessions.
3. How the learning outcomes were measured.
4. How feedback was sought.
5. How feedback was analysed.
6. The result of the analysis.
7. Identifying the trainer's strengths and "what worked well".
8. Identifying areas and strategies for improvement in the presentation segments of the sessions.
9. Identifying areas and strategies for improvement in the facilitation methods used for session 1.
10. Identifying areas and strategies for improvement in the demonstration methods used for session 2.
11. Identifying areas and strategies for improvement in the methods used to provide opportunities for practice and skills development in session 2.

Review of Presentations and Training Delivery

Delivery date/s	
Unit of Competency	
Group 1 characteristics	
Group 2 characteristics	
Learning outcome statement session 1	
Learning outcome statement session 2	
Formative assessment methods	
Methods of seeking feedback	
Methods of analysing feedback	
Result of feedback analysis	
Trainer overall strengths (what worked well)	

Presentations - areas for improvement	
Facilitation - areas for improvement	
Demonstration - areas for improvement	
Trainee practice / skills development - areas for improvement	

SAMPLE ONLY

These pages have been deleted from the sample.

SAMPLE ONLY

Assessor note:

The following form is provided in the candidate's Assessment Workbook for them to complete. The form must be completed in full and signed by the candidate prior to the final assessment.

You (the assessor) should complete all of the forms in the candidate's Assessment Workbook where indicated, including the summative assessment forms at the end of the Workbook.

Candidate self-assessment and submission of evidence

Self-assessment:

I have successfully completed the training course and all formative and summative assessment activities for the qualification TAE40110 Certificate IV in Training and Assessment.

I consider that I am competent in all of the following units:

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| <ol style="list-style-type: none">1. TAEDES401A: Design and develop learning programs2. TAEDES402A: Use training packages and accredited courses to meet client needs3. TAEASS401B: Plan assessment activities and processes4. TAEASS402B: Assess competence5. TAEASS403B: Participate in assessment validation6. TAEDEL401A: Plan, organise and deliver group-based learning7. TAEDEL402A: Plan, organise and facilitate learning in the workplace8. TAEDEL301A: Provide work skill instruction9. BSBLED401A: Develop teams and individuals10. BSBCMM401A: Make a presentation |
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Submission of evidence portfolio

I have submitted:

- My Assessment Workbook - fully completed.
- Curriculum vitae detailing my work experience for the past 5 years.
- Documentary evidence of my skills and knowledge in my own area of expertise.

Confirmation of authenticity

I confirm that the evidence I have submitted for assessment is my own work and/or the result of my own research.

Candidate: _____
(print name) (signature) (date)

Mapping Summary

TAEDES401A: Design and develop learning programs	Assessment #
1. Define parameters of the learning program	
1.1 Clarify purpose and type of learning program with key stakeholders	11
1.2 Access and confirm the competency standards and other training specifications on which to base the learning program	11
1.3 Identify language, literacy and numeracy requirements of the program	11
1.4 Identify and consider characteristics of the target learner group	11
2. Work within the vocational education and training (VET) policy framework	
2.1 Access relevant VET policies and frameworks, and apply to work practices	1 3 4
2.2 Identify changes to training packages and accredited courses and apply these to program development	1 2 4
2.3 Conduct work according to organisational quality assurance policies and procedures	1 14
3. Develop program content	
3.1 Research, develop and document specific subject matter content according to agreed design options	12 13
3.2 Evaluate existing learning resources for content relevance and quality	12 13
3.3 Specify assessment requirements of the learning program	12 13
4. Design structure of the learning program	
4.1 Break the learning content into manageable segments and document timeframe for each segment	12 13
4.2 Determine and confirm delivery strategies and required assessment methods and tools	12 13
4.3 Document complete learning program in line with organisational requirements	12 13 14
4.4 Review complete program with key stakeholders and adjust as required	12 13
4.5 Ensure a safe learning progression by analysing risks in the learning environment and including a risk control plan	12 13
Required skills	
RS 1. •organisational skills to ensure resources are available and suitable	12 13
RS 2. •evaluation skills to determine the time required for each learning segment and the overall timelines of the learning program	12 13
RS 3. •cognitive skills to develop the learning program content and design its structure	12 13
RS 4. •language and literacy skills to read and interpret a range of documentation, including technical and subject matter documents, references and texts	12 13
Required knowledge	
RK 1. •information about training package developers and course accreditation agencies responsible for specific learning program parameters	1
RK 2. •training packages and relevant competency standards to be used as the basis of the learning program	1 12 13
RK 3. •other performance standards and criteria to be used as the basis of the learning program, where relevant	1 11 12 13
RK 4. •distinction and relationship between a training package/accredited course, learning strategy and learning program, where linked	12 13
RK 5. •different purposes and focus of learning programs	10 11 12 13
RK 6. •sound knowledge of learning principles	10
RK 7. •instructional design principles relating to different design options for learning program design and structure	10 12 13
RK 8. •availability and types of different relevant learning resources, learning materials and pre-developed learning activities	10 12 13

TAEDES401A: Design and develop learning programs		Assessment #
RK 9.	•methodology relating to developing and documenting new learning activities and related learning materials	10 12
RK 10.	•different delivery modes and methods	12
RK 11.	•relevant policies, legal requirements, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the VET sector	1 3 14
RK 12.	•relevant OHS knowledge relating to the work role, and OHS considerations that need to be included in the learning program	11 12 13 14
Critical aspects for assessment and evidence required to demonstrate competency in this unit Evidence of the ability to:		
CAE 1.	•design, develop and review learning programs within the VET context	12 13
CAE 2.	•prepare and develop a minimum of two learning programs: <ul style="list-style-type: none"> a. °that contain differentiated learning program designs to reflect particular needs, contexts and timelines b. °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. 	12 13

TAEDES402A: Use training packages and accredited courses to meet client needs		Assessment #
1. Select appropriate training package or accredited course		
1.1	Confirm training and/or assessment needs of client	11
1.2	Identify and source training packages and/or accredited courses which could satisfy client needs	13
1.3	Use training products in line with the training and assessment organisation's quality assurance policies and procedures	14
2. Analyse and interpret the qualifications framework		
2.1	Read and interpret qualification rules	5 6
2.2	Review and determine applicable licensing requirements and prerequisites	5 6
2.3	Determine suitable electives that meet client needs and job roles	5 6 11
3. Analyse and interpret units of competency and accredited modules		
3.1	Select individual unit or accredited module to meet client needs	7 8
3.2	Read, analyse and interpret all parts of the unit or accredited module for application to client needs	7 8
3.3	Analyse links between unit and/or accredited module to develop effective applications for the client	7 8
3.4	Document analysis of unit or accredited module in a clear and accessible manner	7 8
4. Contextualise units and modules for client applications		
4.1	Use information from the client to contextualise the unit or accredited module to meet client needs	7 8 11
4.2	Use advice on contextualisation produced by the training package developer or course developer to meet client needs	7 8
5. Analyse and interpret assessment guidance		
5.1	Read, analyse and apply the assessment guidance of the relevant training package or accredited course	3 4
5.2	Determine any special requirements for assessment or reasonable adjustment to suit client needs	11
Required skills		
RS 1.	•communication and interpersonal skills to collaborate with others in using training products	5 6 7 8 11
RS 2.	•planning skills to develop a structure for a particular application of training packages and accredited courses	5 6 7 8 11

TAEDES402A: Use training packages and accredited courses to meet client needs		Assessment #
RS 3.	•cognitive skills to analyse, interpret and apply the various components of selected training packages and accredited courses	5 6 7 8
RS 4.	•research skills to analyse and interpret training package and accredited course content to meet client needs	5 6 7 8
Required knowledge		
RK 1.	•Australian Qualifications Framework (AQF) guidelines, including characteristics of AQF qualification levels	1 3 5 6
RK 2.	•functions and responsibilities of training package developers and course accreditation agencies, and their roles as key vocational education and training (VET) organisations	1
RK 3.	•dimensions of competency	4 11
RK 4.	•format and structure of accredited courses	1
RK 5.	•format and structure of competency standards	4 7 8
RK 6.	•function of training packages and accredited curriculum as benchmarks in a competency-based VET training and assessment system	1 3 5 6 7 8
RK 7.	•methodology relating to analysing and using competency standards for a range of applications and purposes to meet the needs of a diverse range of VET clients	4 5 6 7 8 11
RK 8.	•language and terminology used in training packages and accredited courses	2 5 6
RK 9.	•parts of training packages that can be contextualised and parts that cannot	4 8
RK 10.	•structure of training packages and the role and purpose of each endorsed component	2 3
RK 11.	•sources of training package information	2 5 6 7 8
Critical aspects for assessment and evidence required to demonstrate competency in this unit Evidence of the ability to:		
CAE 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	5 6 7 8
CAE 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	5 6 7 8

TAEASS401B: Plan assessment activities and processes		Assessment #
1. Determine assessment approach		
1.1	Identify candidate and confirm purposes and context of assessment/RPL with relevant people according to legal, organisational and ethical requirements	16 20
1.2	Identify and access benchmarks for assessment/RPL and any specific assessment guidelines	16 20
2. Prepare the assessment plan		
2.1	Determine evidence and types of evidence needed to demonstrate competence, according to the rules of evidence	16 20
2.2	Select assessment methods which will support the collection of defined evidence, taking into account the context in which the assessment will take place	16 20
2.3	Document all aspects of the assessment plan and confirm with relevant personnel	16 20
3. Develop assessment instruments		
3.1	Develop simple assessment instruments to meet target group needs	17 18 19
3.2	Analyse available assessment instruments for their suitability for use and modify as required	17 18 19 25
3.3	Map assessment instruments against unit or course requirements	17 18 19 25

TAEASS401B: Plan assessment activities and processes	Assessment #
3.4 Write clear instructions for candidate about the use of the instruments	17 18 19
3.5 Trial draft assessment instruments to validate content and applicability, and record outcomes	17 18 19 25
Required skills	
RS 1. cognitive interpretation skills to: a. interpret competency standards and other assessment documentation, including material relating to reasonable adjustment b. identify opportunities for integrated competency assessment c. contextualise competency standards to the operating assessment environment, including RPL d. consider access and equity needs of diverse candidates	16 17 18 19 20 25 26
RS 2. technology skills to use appropriate equipment and software to communicate effectively with others	18
RS 3. research and evaluation skills to: a. obtain competency standards, assessment tools and other relevant assessment resources b. research candidate characteristics and any reasonable adjustment needs c. evaluate feedback, and determine and implement improvements to processes	16 17 18 19 20 25 26
RS 4. literacy skills to read and interpret relevant information to design and facilitate assessment and recognition processes	16 17 18 19 20 25 26
RS 5. communication skills to discuss assessment, including RPL processes with clients and other assessors	19 20 25 26
RS 6. interpersonal skills to: a. demonstrate sensitivity to access and equity considerations and candidate diversity b. promote and implement equity, fairness, validity, reliability and flexibility in planning an assessment processes.	19 20 25 26
Required knowledge	
RK 1. ethical and legal requirements of an assessor	15 25
RK 2. competency based assessment, including: a. work focused b. criterion referenced c. standards based d. evidence based	15 16 17 18 19 20 25 26
RK 3. different purposes of assessment and different assessment contexts, including RPL	15 16 18 19 20 25 26
RK 4. how to read and interpret the identified competency standards as the benchmarks for assessment	4 16 17 1 19 25 26
RK 5. how to contextualise competency standards within relevant guidelines	4 16 17 18 19 25 26
RK 6. four principles of assessment and how they guide the assessment process	15 17 18 19 20 25 26
RK 7. purpose and features of evidence, and different types of evidence used in competency-based assessments, including RPL	15 17 18 19 20 25 26
RK 8. rules of evidence and how they guide evidence collection	15 17 18 19 25 26
RK 9. different types of assessment methods, including suitability for collecting various types of evidence	15 16 17 18 19 20 25 26
RK 10. assessment instruments and their purpose; different types of instruments; relevance of different instruments for specific evidence-gathering opportunities.	15 16 17 18 19 20 25 26

TAEASS401B: Plan assessment activities and processes	Assessment #
Critical aspects for assessment and evidence required to demonstrate competency in this unit Evidence of the ability to:	
CAE 1. plan and organise the assessment process on a minimum of two occasions	16 17 18 19 20
CAE 2. collect evidence that demonstrates: <ul style="list-style-type: none"> a. documented assessment plans b. having covered a range of assessment events c. catering for a number of candidates d. different competency standards or accredited curricula e. an RPL assessment f. contextualisation of competency standards and the selected assessment tools, where required g. incorporation of reasonable adjustment strategies h. development of simple assessment instruments for use in the process i. organisational arrangements. 	16 17 18 19 20

TAEASS402B: Assess competence	Assessment #
1. Prepare for assessment	
1.1 Interpret assessment plan and confirm organisational, legal and ethical requirements for conducting assessment with relevant people	18 19 22 23
1.2 Access and interpret relevant benchmarks for assessment and nominated assessment tools to confirm the requirements for evidence to be collected	18 19 22 23
1.3 Arrange identified material and physical resource requirements according to assessment system policies and procedures	18 19 22 23
1.4 Organise specialist support required for assessment	18 19 22 23
1.5 Explain, discuss and agree details of the assessment plan with candidate	18 19 22 23
2. Gather quality evidence	
2.1 Use agreed assessment methods and instruments to gather, organise and document evidence in a format suitable for determining competence	18 19 22 23
2.2 Apply the principles of assessment and rules of evidence in gathering quality evidence	18 19 22 23
2.3 Determine opportunities for evidence gathering in actual or simulated activities through consultation with the candidate and relevant personnel	18 19 22 23
2.4 Determine opportunities for integrated assessment activities and document any changes to assessment instruments where required	18 19 22 23
3. Support the candidate	
3.1 Guide candidates in gathering their own evidence to support recognition of prior learning (RPL)	18 19 22 23
3.2 Use appropriate communication and interpersonal skills to develop a professional relationship with the candidate that reflects sensitivity to individual differences and enables two-way feedback	18 19 22 23
3.3 Make decisions on reasonable adjustments with the candidate, based on candidate's needs and characteristics	18 19 22 23
3.4 Access required specialist support in accordance with the assessment plan	18 19 22 23
3.5 Address any OHS risk to person or equipment immediately	18 19 22 23
4. Make the assessment decision	
4.1 Examine collected evidence and evaluate it to ensure that it reflects the evidence required to demonstrate competence	18 19 22 23
4.2 Use judgement to infer whether competence has been demonstrated, based on the available evidence	18 19 22 23
4.3 Make assessment decision in line with agreed assessment procedures and according to agreed assessment plan	18 19 22 23

TAEASS402B: Assess competence	Assessment #
4.4 Provide clear and constructive feedback to candidate regarding the assessment decision and develop any follow-up action plan required	18 19 22 23
5. Record and report the assessment decision	
5.1 Record assessment outcomes promptly and accurately	18 19 22 23
5.2 Complete and process an assessment report according to agreed assessment procedures	18 19 22 23
5.3 Inform other relevant parties of the assessment decision according to confidentiality conventions	18 19 22 23
6. Review the assessment process	
6.1 Review the assessment process in consultation with relevant people to improve own future practice	18 19 22 23
6.2 Document and record the review according to relevant assessment system policies and procedures	18 19 22 23
Required skills	
RS 1. analysis and interpretation skills to: a. break down competency standards b. interpret assessment tools and other assessment information, including those used in RPL c. identify candidate needs d. make judgements based on assessment of available evidence	18 19 22 23
RS 2. observation skills to: a. recognise candidate's prior learning b. determine candidate's performance c. identify when candidate may need assistance during the assessment processes	18 19 22 23
RS 3. research and evaluation skills to: a. access required human and material resources for assessment b. access assessment system policies and procedures c. access RPL policies and procedures d. evaluate evidence e. evaluate assessment process	18 19 22 23
RS 4. cognitive skills to: a. weigh up the evidence and make a judgement b. consider and recommend reasonable adjustments	18 19 22 23
RS 5. decision-making skills to: a. recognise a candidate's prior learning b. make a decision on a candidate's competence	18 19 22 23
RS 6. literacy skills to: a. read and interpret relevant information to conduct assessment b. prepare required documentation and records or reports of assessment outcomes in required format	18 19 22 23
RS 7. communication and interpersonal skills to: a. explain the assessment, including RPL process b. give clear and precise instructions c. ask effective questions d. provide clarification e. discuss process with other relevant people f. give appropriate feedback g. discuss assessment outcome h. use language appropriate to candidate and assessment environment i. establish a working relationship with candidate.	18 19 22 23

TAEASS402B: Assess competence		Assessment #
Required knowledge		
RK 1.	<p>competency-based assessment, including:</p> <ul style="list-style-type: none"> a. vocational education and training as a competency-based system b. criterion-referenced assessment as distinct from norm-referenced assessment c. competency standards as the basis of qualifications d. structure and application of competency standards e. principles of assessment and how they are applied f. rules of evidence and how they are applied g. range of assessment purposes and assessment contexts, including RPL h. different assessment methods, including suitability for gathering various types of evidence, suitability for content of units, and resource requirements and associated costs i. reasonable adjustments and when they are applicable j. types and forms of evidence, including assessment instruments that are relevant to gathering different types of evidence used in competency-based assessment, including RPL k. potential barriers and processes relating to assessment tools and methods l. assessment system, including policies and procedures established by the industry, organisation or training authority 	1 3 4 15 18 19 22 23
RK 2.	RPL policies and procedures established by the organisation	18 19 22 23
RK 3.	cultural sensitivity and equity considerations	14 18 19 22 23
RK 4.	<p>relevant policy, legislation, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector, such as:</p> <ul style="list-style-type: none"> a. copyright and privacy laws in terms of electronic technology b. security of information c. plagiarism d. training packages and competency standards e. licensing requirements f. industry and workplace requirements g. duty of care under common law h. recording information and confidentiality requirements i. anti-discrimination, including equal employment opportunity, racial vilification and disability discrimination j. workplace relations k. industrial awards and enterprise agreements 	4 18 19 22 23
RK 5.	<p>OHS responsibilities associated with assessing competence, such as:</p> <ul style="list-style-type: none"> a. requirements for reporting hazards and incidents b. emergency procedures c. procedures for use of relevant personal protective equipment d. safe use and maintenance of relevant equipment e. sources of OHS information. 	14 18 19 22 23
Critical aspects for assessment and evidence required to demonstrate competency in this unit Evidence of the ability to:		
CAE 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	18 19 22 23
CAE 2.	assess at least one candidate for RPL	18 19 22 23
CAE 3.	consider reasonable adjustment and the reasons for decisions in at least one assessment	18 19 22 23

TAEASS402B: Assess competence	Assessment #
CAE 4. cover an entire unit of competency and show: <ol style="list-style-type: none"> a. the application of different assessment methods and instruments involving a range of assessment activities and events b. two-way communication and feedback c. how judgement was exercised in making the assessment decision d. how and when assessment outcomes were recorded and reported e. assessment records and reports completed in accordance with assessment system and organisational, legal and ethical requirements f. how the assessment process was reviewed. 	18 19 22 23

TAEASS403B: Participate in assessment validation	Assessment #
1. Prepare for validation	
1.1 Discuss and confirm the approach to validation according to defined purposes, context, and relevant assessment system policies and procedures	25 26
1.2 Analyse relevant benchmarks for assessment and agree on the evidence needed to demonstrate competence	25 26
1.3 Arrange materials for validation activities	25 26
2. Contribute to validation process	
2.1 Demonstrate active participation in validation sessions and activities using appropriate communication skills	25 26
2.2 Participate in validation sessions and activities by applying the principles of assessment and rules of evidence	25 26
2.3 Check all documents used in the validation process for accuracy and version control	25 26
3. Contribute to validation outcomes	
3.1 Collectively discuss validation findings to support improvements in the quality of assessment	25 26
3.2 Discuss, agree and record recommendations to improve assessment practice	25 26
3.3 Implement changes to own assessment practice, arising from validation	25 26
Required skills	
RS 1. planning skills to participate in validation activities within agreed timeframes	25 26
RS 2. problem-solving skills to identify information that is inconsistent, ambiguous or contradictory	25 26
RS 3. evaluation skills to: <ol style="list-style-type: none"> a. determine evidence requirements from competency standards b. review assessment process, tools and methods c. review collected evidence 	25 26
RS 4. communication skills to share information in validation meetings.	25 26

TAEASS403B: Participate in assessment validation		Assessment #
Required knowledge		
RK 1.	how to interpret competency standards and other related assessment information to determine the evidence needed to demonstrate competence, including: <ol style="list-style-type: none"> criterion-referenced assessment as distinct from norm-referenced assessment various reasons for carrying out validation and the different approaches to validation that may be appropriate before, during and after assessment critical aspects of validation, including validation of assessment processes, methods and products relevant OHS legislation, codes of practice, standards and guidelines, impacting on assessment legal and ethical requirements of assessors, particularly in relation to validation activities 	4 15 21 24 25 26
RK 2.	principles of assessment	15 24 25 26
RK 3.	rules of evidence.	15 24 25 26
Critical aspects for assessment and evidence required to demonstrate competency in this unit Evidence of the ability to:		
CAE 1.	actively participate in a minimum of two validation sessions or meetings which, in combination, address the critical aspects of validation using different validation approaches and activities	25 26
CAE 2.	clearly explain purposes of validation and the legal and ethical responsibilities of assessors	25 26
CAE 3.	collate documentation relating to validation process in a logical manner	25 26
CAE 4.	demonstrate communication and liaison with relevant people	25 26
CAE 5.	provide feedback and interpret documentation in validation sessions	25 26
CAE 6.	record contribution to validation findings.	25 26

TAEDEL401A: Plan, organise and deliver group-based learning		Assessment #
1. Interpret learning environment and delivery requirements		
1.1	Access, read and interpret learning program documentation to determine delivery requirements	31
1.2	Use available information and documentation to identify group and individual learner needs and learner characteristics	31
1.3	Identify and assess constraints and risks to delivery	31
1.4	Confirm personal role and responsibilities in planning and delivering training with relevant personnel	31
2. Prepare session plans		
2.1	Refine existing learning objectives according to program requirements and specific needs of individual learners	31
2.2	Develop session plans and document these for each segment of the learning program	31
2.3	Use knowledge of learning principles and theories to generate ideas for managing session delivery	31
3. Prepare resources for delivery		
3.1	Contextualise existing learning materials to meet the needs of the specific learner group	31
3.2	Finalise learning materials and organise facility, technology and equipment needs in time for delivery of learning sessions	31
3.3	Confirm overall delivery arrangements with relevant personnel	31
4. Deliver and facilitate training sessions		
4.1	Conduct each session according to session plan, modified where appropriate to meet learner needs	31

TAEDEL401A: Plan, organise and deliver group-based learning		Assessment #
4.2 Use the diversity of the group as another resource to support learning		31
4.3 Employ a range of delivery methods as training aids to optimise learner experiences		31
4.4 Demonstrate effective facilitation skills to ensure effective participation and group management		31
5. Support and monitor learning		
5.1 Monitor and document learner progress to ensure outcomes are being achieved and individual learner needs are being met		31
5.2 Make adjustments to the delivery sessions to reflect specific needs and circumstances		31
5.3 Manage inappropriate behaviour to ensure learning can take place		31
5.4 Maintain and store learner records according to organisational requirements		31
Required skills		
RS 1. •presentation skills to ensure delivery is engaging and relevant, including: a. ◦synthesising information and ideas b. ◦preparing equipment, such as data projectors and computer presentation applications c. ◦speaking with appropriate tone and pitch d. ◦using language appropriate to audience e. ◦encouraging and dealing appropriately with questions		31
RS 2. •group facilitation skills to ensure that: a. ◦every individual has an opportunity for participation and input b. ◦group cohesion is maintained c. ◦behaviour that puts others at risk is observed, interpreted and addressed d. ◦discussion and group interaction are enhanced		31
RS 3. •conflict resolution and negotiation skills to: a. ◦identify critical points, issues, concerns and problems b. ◦identify options for changing behaviours		31
RS 4. •oral communication and language skills to: a. ◦motivate learners to transfer skills and knowledge b. ◦engage with the learner		31
RS 5. •interpersonal skills to maintain appropriate relationships and ensure inclusivity		31
RS 6. •observation skills to monitor individual and group progress		31 32
Required knowledge		
RK 1. •introductory knowledge of learning theories		27
RK 2. •sound knowledge of learning principles		27
RK 3. •sound knowledge of learner styles		27
RK 4. •industry area and subject matter of the delivery		31
RK 5. •learner group profile, including characteristics and needs of individual learners in the group		27 31
RK 6. •content and requirements of the learning program and/or delivery plan		10 31
RK 7. •different delivery methods and techniques appropriate to face-to-face group delivery		27 31
RK 8. •techniques for the recognition and resolution of inappropriate behaviours		27
RK 9. •behaviours in learners that may indicate learner difficulties		27
RK 10. •organisational record-management systems and reporting requirements		28
RK 11. •evaluation and revision techniques		28 32
RK 12. •specific resources, equipment and support services available for learners with special needs		27

TAED401A: Plan, organise and deliver group-based learning		Assessment #
RK 13.	•relevant policy, legal requirements, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector	14
RK 14.	•OHS relating to the facilitation of group-based learning, including: a. ◦assessment and risk control measures b. ◦reporting requirements for hazards c. ◦safe use and maintenance of relevant equipment d. ◦emergency procedures e. ◦sources of OHS information f. ◦role of key workplace persons	14 31
RK 15.	•policies and procedures relevant to the learning environment	14
Critical aspects for assessment and evidence required to demonstrate competency in this unit Evidence of the ability to:		
CAE 1.	•facilitate group-based learning by preparing and delivering a series of training sessions, including: a. ◦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 b. ◦at least one session delivered to a different learner group, with evidence of how the characteristics and needs of this group were addressed	31
CAE 2.	•identify and respond to diversity and individual needs	31
CAE 3.	•access and use documented resources and support personnel to guide inclusive practices.	31

TAED402A: Plan, organise and facilitate learning in the workplace		Assessment #
1. Establish effective work environment for learning		
1.1	Establish and agree upon objectives and scope of the work-based learning	31
1.2	Analyse work practices and routines to determine their effectiveness in meeting established learning objectives	31
1.3	Identify and address OHS implications of using work as the basis for learning	31
2. Develop a work-based learning pathway		
2.1	Address contractual requirements and responsibilities for learning at work	29
2.2	Arrange for integration and monitoring of external learning activities with the work-based learning pathway	29
2.3	Obtain agreement from relevant personnel to implement the work-based learning pathway	29
3. Establish the learning-facilitation relationship		
3.1	Identify context for learning and individual's learning style	31
3.2	Select appropriate technique or process to facilitate learning and explain the basis of the technique to learner	31
3.3	Develop, document and discuss individualised learning plan with learner	10
3.4	Access, read and interpret documentation outlining the OHS responsibilities of the various parties in the learning environment	14 31
3.5	Monitor supervisory arrangements appropriate to learner's levels of knowledge, skill and experience to provide support and encouragement and ensure learner's health and safety	31
4. Implement work-based learning pathway		
4.1	Sequence introduction of workplace tasks, activities and processes to reflect the agreed work-based learning pathway	31
4.2	Explain objectives of work-based learning and the processes involved to learner	31
4.3	Encourage learner to take responsibility for learning and to self-reflect	31

TAEDEL402A: Plan, organise and facilitate learning in the workplace	Assessment #
4.4 Develop techniques that facilitate learner's transfer of skills and knowledge	31
5. Maintain and develop the learning/facilitation relationship	
5.1 Prepare for each session	31
5.2 Structure learning activities to support and reinforce new learning, build on strengths, and identify areas for further development	31
5.3 Observe learner cues and change approaches where necessary to maintain momentum	31
5.4 Practise ethical behaviour at all times	14 31
5.5 Monitor effectiveness of the learning/facilitation relationship through regular meetings between the parties	29
6. Close and evaluate the learning/facilitation relationship	
6.1 Carry out the closure smoothly, using appropriate interpersonal and communication skills	31
6.2 Seek feedback from learner on the outcomes achieved and value of the relationship	31 32
6.3 Evaluate and document process, including impact, self evaluation and reflection, and file according to legal and organisational requirements	32
7. Monitor and review the effectiveness of the work-based learning pathway	
7.1 Document work performance and learning achievement and keep records according to organisational requirements	32
7.2 Evaluate effectiveness of the work-based pathway against the objectives, processes and techniques used	32
7.3 Recommend improvements to work-based practice in light of the review process	32
Required skills	
RS 1. •oral communication and language skills to: a. ◦motivate the learner b. ◦transfer skills and knowledge	31
RS 2. •interpersonal skills to maintain appropriate relationships	31
RS 3. •observation skills to monitor individual progress	31
RS 4. •literacy skills to: a. ◦read and interpret organisational documents, legal documents and contracts b. ◦complete and maintain documentation	4 31
RS 5. •organisational skills to provide guidance and feedback to individuals	27 31
RS 6. •communication skills, including: a. ◦using effective verbal and non-verbal language b. ◦using critical listening and questioning techniques c. ◦giving constructive and supportive feedback d. ◦assisting learners to paraphrase advice or instructions back to the trainer/facilitator e. ◦providing clear and concrete options and advice f. ◦using appropriate industry/profession terminology and language g. ◦ensuring language, literacy and numeracy used is appropriate to learners	31
Required knowledge	
RK 1. •systems, processes and practices within the organisation where work-based learning is taking place	29
RK 2. •operational demands of the work and impact of changes on work roles	29
RK 3. •organisational work culture, including industrial relations environment	29
RK 4. •systems for identifying skill needs	29

TAEDEL402A: Plan, organise and facilitate learning in the workplace		Assessment #
RK 5.	<ul style="list-style-type: none"> •introductory knowledge of different learning styles and how to encourage learning in each, for example: <ul style="list-style-type: none"> a. ◦visual learners b. ◦audio learners c. ◦kinaesthetic learners d. ◦theoretical learners 	29 31
RK 6.	<ul style="list-style-type: none"> •relevant policy, legislation, codes of practice and national standards that may affect training and assessment in the vocational education and training sector 	14
RK 7.	<ul style="list-style-type: none"> •OHS relating to the work role, including: <ul style="list-style-type: none"> a. ◦hazards relating to the industry and specific workplace b. ◦reporting requirements for hazards and incidents c. ◦specific procedures for work tasks d. ◦safe use and maintenance of relevant equipment e. ◦emergency procedures f. ◦sources of OHS information 	14 31
Critical aspects for assessment and evidence required to demonstrate competency in this unit Evidence of the ability to:		
CAE 1.	<ul style="list-style-type: none"> •prepare and facilitate work-based learning 	31
CAE 2.	<ul style="list-style-type: none"> •provide evidence of a minimum of two examples of developing work-based learning pathways, that include: <ul style="list-style-type: none"> a. ◦identifying needs for learning b. ◦analysing work practices, work environment and work activities c. ◦organising and allocating work in a way that reflects learning needs and provides effective learning opportunities through work processes 	31
CAE 3.	<ul style="list-style-type: none"> •provide a minimum of two examples of a learning facilitation relationship being conducted: <ul style="list-style-type: none"> a. ◦with different individuals b. ◦demonstrating communication skills and flexibility c. ◦demonstrating one or more of the processes or techniques identified. 	31

TAEDEL301A: Provide work skill instruction		Assessment #
1. Organise instruction and demonstration		
1.1	Gather information about learner characteristics and learning needs	11
1.2	Confirm a safe learning environment	31 33
1.3	Gather and check instruction and demonstration objectives and seek assistance if required	31 33
1.4	Access and review relevant learning resources and learning materials for suitability and relevance, and seek assistance to interpret the contextual application	31 33
1.5	Organise access to necessary equipment or physical resources required for instruction and demonstration	31 33
1.6	Notify learners of details regarding the implementation of the learning program and/or delivery plan	31 33
2. Conduct instruction and demonstration		
2.1	Use interpersonal skills with learners to establish a safe and comfortable learning environment	31 33
2.2	Follow the learning program and/or delivery plan to cover all learning objectives	31 33
2.3	Brief learners on any OHS procedures and requirements prior to and during training	31 33
2.4	Use delivery techniques to structure, pace and enhance learning	31 33
2.5	Apply coaching techniques to assist learning	31 33

TAEDEL301A: Provide work skill instruction	Assessment #
2.6 Use communication skills to provide information, instruct learners and demonstrate relevant work skills	31 33
2.7 Provide opportunities for practice during instruction and through work activities	31 33
2.8 Provide and discuss feedback on learner performance to support learning	31 33
3. Check training performance	
3.1 Use measures to ensure learners are acquiring and can use new technical and generic skills and knowledge	31
3.2 Monitor learner progress and outcomes in consultation with learner	31
3.3 Review relationship between the trainer/coach and the learner and adjust to suit learner needs	32
4. Review personal training performance and finalise documentation	
4.1 Reflect upon personal performance in providing instruction and demonstration, and document strategies for improvement	32
4.2 Maintain, store and secure learner records according to organisational and legal requirements	28
Required skills	
RS 1. •verbal and non-verbal communication techniques, such as: a. ◦asking relevant and appropriate questions b. ◦providing explanations c. ◦demonstrating d. ◦using listening skills e. ◦providing information clearly	31 33
RS 2. •safety skills to implement OHS requirements, by acting and responding safely in order to: a. ◦identify hazards b. ◦conduct pre start-up checks if required c. ◦observe and interpret learner behaviour that may put people at risk	31 33
RS 3. •time-management, skills to: a. ◦ensure all learning objectives are covered b. ◦pace learning	31 33
RS 4. •reflection skills in order to: a. ◦identify areas for improvement b. ◦maintain personal skill development	31 33
RS 5. •literacy skills to: a. ◦complete and maintain documentation b. ◦read and follow learning programs and plans c. ◦read and analyse learner information	31 33
RS 6. •technology skills to operate audio-visual and technical equipment	31 33
RS 7. •interpersonal skills to: a. ◦engage, motivate and connect with learners b. ◦provide constructive feedback c. ◦maintain appropriate relationships d. ◦establish trust e. ◦use appropriate body language f. ◦maintain humour g. ◦demonstrate tolerance h. ◦manage a group i. ◦recognise and be sensitive to individual difference and diversity	31 33

TAEDEL301A: Provide work skill instruction		Assessment #
RS 8.	<ul style="list-style-type: none"> •observation skills to: <ul style="list-style-type: none"> a. ◦monitor learner acquisition of new skills, knowledge and competency requirements b. ◦assess learner communication and skills in interacting with others c. ◦identify learner concerns d. ◦recognise learner readiness to take on new skills and tasks 	31 33
Required knowledge		
RK 1.	•learner characteristics and needs	27 29 31 32 33
RK 2.	•content and requirements of the relevant learning program and/or delivery plan	10 28 29 31 33
RK 3.	•sources and availability of relevant learning resources and learning materials	28 31 33
RK 4.	•content of learning resources and learning materials	28 31 33
RK 5.	•training techniques that enhance learning and when to use them	27 28 29 31 32 33
RK 6.	•introductory knowledge of learning principles and learning styles	27
RK 7.	<ul style="list-style-type: none"> •key OHS issues in the learning environment, including: <ul style="list-style-type: none"> a. ◦roles and responsibilities of key personnel b. ◦responsibilities of learners c. ◦relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency procedures d. ◦risk controls for the specific learning environment 	14 31 33
Critical aspects for assessment and evidence required to demonstrate competency in this unit Evidence of the ability to:		
CAE 1.	<ul style="list-style-type: none"> •carry out a minimum of three training sessions, involving demonstrating and instructing particular work skills for different groups; with each session addressing: <ul style="list-style-type: none"> a. ◦different learning objectives b. ◦a range of techniques and effective communication skills appropriate to the audience. 	31 33

BSBLED401A: Develop teams and individuals		Assessment #
1. Determine development needs		
1.1	Systematically identify and implement learning and development needs in line with organisational requirements	11 12 13
1.2	Ensure that a learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented	12 13
1.3	Encourage individuals to self-evaluate performance and identify areas for improvement	11
1.4	Collect feedback on performance of team members from relevant sources and compare with established team learning needs	11
2. Develop individuals and teams		
2.1	Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of competency standards relevant to the industry	11 12 13
2.2	Ensure that learning delivery methods are appropriate to the learning goals, the learning style of participants, and availability of equipment and resources	31 12 13
2.3	Provide workplace learning opportunities, and coaching and mentoring assistance to facilitate individual and team achievement of competencies	31
2.4	Create development opportunities that incorporates a range of activities and support materials appropriate to the achievement of identified competencies	31
2.5	Identify and approve resources and time lines required for learning activities in accordance with organisational requirements	12 13

BSBLED401A: Develop teams and individuals		Assessment #
3. Monitor and evaluate workplace learning		
3.1 Use feedback from individuals or teams to identify and implement improvements in future learning arrangements		32
3.2 Assess and record outcomes and performance of individuals/teams to determine the effectiveness of development programs and the extent of additional development support		32
3.3 Negotiate modifications to learning plans to improve the efficiency and effectiveness of learning		13
3.4 Document and maintain records and reports of competency according to organisational requirements		13
Required skills		
RS 1. •communication skills to receive and report on feedback, to maintain effective relationships and to manage conflict		31 32
RS 2. •culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities		13 31
RS 3. •leadership skills to gain trust and confidence of clients and colleagues		31
RS 4. •literacy skills to read, write and understand a variety of texts; and to edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information		11 31
RS 5. •negotiation skills to achieve mutually acceptable outcomes		31
RS 6. •technology skills to support effective communication and presentation.		31
Required knowledge		
RK 1. •key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: a. ◦anti-discrimination legislation b. ◦ethical principles c. ◦codes of practice d. ◦privacy laws e. ◦occupational health and safety (OHS)		14 31
RK 2. •facilitation techniques to encourage team development and improvement		27 28 29 31 32
RK 3. •organisational policies, plans and procedures		14
RK 4. •career paths and competency standards relevant to the industry.		4 10 12 29
Critical aspects for assessment and evidence required to demonstrate competency in this unit Evidence of the following is essential:		
CAE 1. •identifying and implementing learning opportunities for others		11 12
CAE 2. •giving and receiving feedback from team members to encourage participation in and effectiveness of team		31
CAE 3. •creating learning plans to match skill needs		12
CAE 4. •knowledge of relevant legislation.		14

BSBCMM401A: Make a presentation		Assessment #
1. Prepare a presentation		
1.1 Plan and document presentation approach and intended outcomes		31
1.2 Choose presentation strategies, format and delivery methods that match the characteristics of the target audience, location, resources and personnel needed		31
1.3 Select presentation aids, materials and techniques that suit the format and purpose of the presentation, and will enhance audience understanding of key concepts and central ideas		31
1.4 Brief others involved in the presentation on their roles/responsibilities within the presentation		33
1.5 Select techniques to evaluate presentation effectiveness		32

BSBCMM401A: Make a presentation	Assessment #
2. Deliver a presentation	
2.1 Explain and discuss desired outcomes of the presentation with the target audience	31
2.2 Use presentation aids, materials and examples to support target audience understanding of key concepts and central ideas	31
2.3 Monitor non-verbal and verbal communication of participants to promote attainment of presentation outcomes	31
2.4 Use persuasive communication techniques to secure audience interest	31
2.5 Provide opportunities for participants to seek clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences	31
2.6 Summarise key concepts and ideas at strategic points to facilitate participant understanding	31
3. Review the presentation	
3.1 Implement techniques to review the effectiveness of the presentation	32
3.2 Seek and discuss reactions to the presentation from participants or from key personnel involved in the presentation	32
3.3 Utilise feedback from the audience or from key personnel involved in the presentation to make changes to central ideas presented	32
Required skills	
RS 1. •culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities	31
RS 2. •facilitation and presentation skills to communicate central ideas of a message in an informative and engaging manner, and to utilise verbal and non-verbal techniques to sustain participant engagement	31
RS 3. •literacy skills to prepare presentation information and to write in a range of styles for different target audiences.	31
Required knowledge	
RK 1. •data collection methods that will support review of presentations	32
RK 2. •industry, product/service	31
RK 3. •key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as: a. ◦anti-discrimination legislation b. ◦ethical principles c. ◦codes of practice d. ◦privacy laws e. ◦environmental issues f. ◦occupational health and safety	14 30
RK 4. •principles of effective communication	27 30 32
RK 5. •range of presentation aids and materials available to support presentations.	30
Critical aspects for assessment and evidence required to demonstrate competency in this unit Evidence of the following is essential:	
CAE 1. •preparation, delivery and evaluation of the effectiveness of at least two presentations related to the candidate's occupation or area of interest	31 32
CAE 2. •knowledge of the principles of effective communication.	31 32

EMPLOYABILITY SKILLS	Assessment Task 9
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