

# Start *G*uide

Pre-course instructions for the nationally accredited qualification:

TAA40104/ TAE40110

Certificate IV in Training and Assessment



*'It really doesn't matter how intelligent, creative  
or hard working you are  
...if no-one is listening*

*Anyone can be an exceptional presenter.  
It's just a matter of  
**knowing what to do and doing it'***

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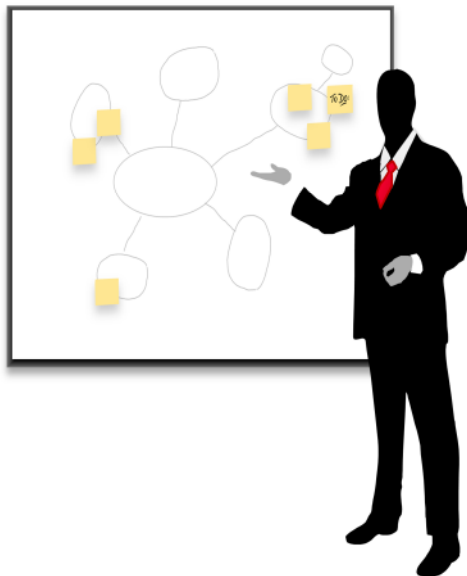
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Write any pearls of wisdom here

# Welcome!

*“No skill can open more doors, create more visibility and provide more satisfaction than the ability to influence individuals.”*



You're about to commence a demanding course that will include valued life skills and provide you with a nationally recognised qualification. In today's highly competitive world technical skills and disciplines are simply not enough. Having expertise turns out to be of little value unless you are able to transfer what you know to others with clarity and effect. The Cert IV qualification does take considerable effort to complete; it is a productive investment in your own future performance.

## **Purpose**



The aim of this **StartGuide** is to provide you with an introduction, a head start - so you can hit the ground running, before the training actually begins. The recommended **pre-course activities** will prepare you for the knowledge requirements the course covers, particularly if you are new to the industry. Self-paced activities will introduce you to Vocational and Educational Training (VET) industry sector jargon and **acronyms**.

Version 2 of the TAE10 Training Package has been nationally endorsed and is now available from the developer IBSA. RTOs have an implementation period to make any adjustments. The changes will not affect you if you are currently enrolled in this course.



## StartGuide action list

...do these *four tasks* before the course commences

### Why should you do this?

StartGuide  
page  
number/s

1	<p><b>Familiarise yourself with the information in this StartGuide</b></p> <ul style="list-style-type: none"> <li>• Introduction to the qualification evolution</li> <li>• What the changes actually mean for you</li> <li>• Cert IV – Summary of objectives and comparing qualification requirements</li> <li>• Vocational and Educational Training (VET) terminology, industry jargon and acronyms</li> </ul>	<ul style="list-style-type: none"> <li>• To discover the changes to the Cert IV qualification and how they may affect you</li> <li>• To confirm that course objectives meet your needs</li> <li>• To understand the make-up of the qualification</li> <li>• Clustering units for course delivery</li> <li>• To learn how to find and work with units</li> <li>• To get to know VET industry jargon, acronyms, AQF</li> </ul>	<p>4-7 9 11-12 13 14-15 17-20</p>
2	<p>Go to <a href="http://www.training.gov.au">www.training.gov.au</a>, navigate the website and locate any industry training package <b>in which you have current knowledge/skills</b>. Then select/print <b>three (3) units</b> of competence and bring these with you each day.</p>	<ul style="list-style-type: none"> <li>• To learn to navigate the website</li> <li>• To know your industry Training Package - you'll be using units to learn how to develop competency-based learning and assessment resources to deliver training and assess competence.</li> </ul>	
3	<p><b>Depending which qualification you are attempting in 2010/11</b>, either: -</p> <ul style="list-style-type: none"> <li>✓ download from <a href="http://www.training.com.au">www.training.com.au</a> the complete TAA04 Training Package and examine the fourteen units comprising TAA40104 Cert IV, or</li> <li>✓ download the TAE10 Training Package from <a href="http://www.training.gov.au">www.training.gov.au</a> and examine the ten units comprising TAE40110 Cert IV.</li> <li>✓ Examine the <b>Glossary</b> for definitions</li> </ul>	<p>You'll get the information needed to complete the assessments well in advance. We are, of course, talking about the standards (TAA/TAE units of competence) against which you will be assessed for the Cert IV qualification.</p> <p>The sooner you familiarise yourself with all aspects of these units the sooner you'll be able to do or demonstrate what is required to support your claim of being competent.</p>	
4	<p>Go to <a href="http://www.vetinfonet.det.wa.edu.au">www.vetinfonet.det.wa.edu.au</a> where you can download a variety of publications; -resources that will help you to learn, further broaden your knowledge and skills throughout the course</p>	<p><b>This is a great site for free learning resources:</b></p> <ul style="list-style-type: none"> <li>• Designing assessment tools for quality outcomes in VET</li> <li>• Troubleshooting guide – assessment in VET (3<sup>rd</sup> Ed)</li> <li>• Clustering units of competence</li> <li>• Recognition of prior learning</li> <li>• Reasonable adjustments</li> <li>• Guidelines for assessing competence in VET</li> </ul>	

# Introduction to the Qualification's Evolution



You may be aware of recent changes to the **Australian Qualification Framework (AQF)** vocational qualification - Certificate IV in Training and Assessment. The TAA04 Training Package has now been replaced by the **Training and Education - TAE10 Training Package**. Specific aspects of the qualification changes will be explained on your course.

In summary, the new TAE Cert IV in Training and Assessment requires completion of **7 core units and three elective units**, instead of the twelve core and two elective units that comprised the TAA Cert IV. Despite this review and change, the actual amount of work to get the qualification remains more or less the same as before. Much greater emphasis will be placed on the knowledge requirements for each of the ten TAE units.

That is why you will find this **StartGuide** particularly helpful.

## Background

The nationally accredited Certificate IV in Training and Assessment reflects the role of individuals delivering training and assessment services in the VET sector.<sup>1</sup>

**TAE10 Training and Education Training Package** is the most current revision of TAA04 Training and Assessment Training Package, which was itself a revision of BSZ98 Assessment and Workplace Training Package. The Training Package (TAE10) represents the qualifications environment for training and education in the VET environment, including the job roles listed below. The new qualification is still called the Certificate IV in Training and Assessment (*not the Certificate IV in Training and Education*).

### **Job roles that have specific relevance for this training package:**

- training and development professional
- presenter
- workplace assessor
- training centre manager
- vocational education teacher
- career counsellor
- curriculum advisory teacher e-learning
- education adviser and reviewer
- teacher of English as a second language (ESL)
- industry trade trainer

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<sup>1</sup> Extracted from the *Introduction* of the TAE 10 Training Package

## The Qualification Change - what it means to you:



**Holders of TAA40104 Certificate IV in Training and Assessment** hold *equivalent competencies* to the new TAE40110. In the longer term it is advisable, together with current evidence of vocational competency and/or professional practice to RPL to the latter qualification. The qualification transition from the Cert IV in TAA to Cert IV in TAE should be relatively straight forward for *current practitioners* in training and assessment.<sup>2</sup>

Please note that 'equivalency' doesn't mean equal. While some units in the TAE are mapped as equivalent to units in the TAA, it does not mean that they are equal for credit transfer. Your RTO will be the best guide of what is required when you make your application to RPL.

**Holders of BSZ40198 Certificate IV in Workplace Training and Assessment** It is important to note that the new policy includes provision for trainers and assessors to 'demonstrate equivalent competencies'. In other words, **it is not the NQC's intention to require trainers and assessors to upgrade their formal qualifications** if they are able to demonstrate they have gained the required competencies through continued professional practice.

### Summary of AQF qualifications available in TAA04/TAE10

TAA04	Training Package
Code	Qualification Title
TAA40104	Certificate IV in Training and Assessment
TAA50104	Diploma in Training and Assessment

Previous TAA  
Cert IV  
qualification

TAE10	Training Package
Code	Qualification Title
TAE40110	Certificate IV in Training and Assessment
TAE50110	Diploma in Training and Assessment (yet to be approved)
TAE50310	Diploma of International Education Services
TAE70110	Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice
TAE70210	Vocational Graduate Certificate in Management (Learning)
TAE70310	Vocational Graduate Certificate in International Education Services
TAE80110	Vocational Graduate Diploma of Adult Language, Literacy and Numeracy Leadership
TAE80210	Vocational Graduate Diploma of Management (Learning)

Revised TAE  
Cert IV  
qualification

Six newly added TAE  
qualifications

<sup>2</sup> National Quality Council (NQC) Appendix 2 to the User's Guide to the AQTF Essential Conditions and Standards for Initial Registration  
NQC Special Bulletin dated 7<sup>th</sup> July 2010

# Certificate IV in Training and Assessment

During the course you will be supplied with the relevant information, instructions and templates that will assist you to develop and demonstrate the required vocational skills and knowledge expected of a Vocational Education and Training (VET) practitioner in the fields of training and assessment.

## ***Summary of TAE Cert IV Course Objectives and Outcomes***

### **As a course participant, you will learn how to apply skills, knowledge and attributes to:**

- ✓ use training packages and accredited courses to meet client needs
- ✓ design and develop learning programs
- ✓ provide work skill instructions
- ✓ plan, organise and deliver group-based learning
- ✓ plan, organise and facilitate learning in the workplace
- ✓ mentor in the workplace
- ✓ plan assessment activities and processes
- ✓ contribute to assessment
- ✓ assess competence
- ✓ participate in assessment validation

Notes: 1. Includes outcomes for elective TAE units

2. Outcomes for the TAA40104 Cert IV core and elective are similar to those listed above.

### **The above competencies enable an individual with this qualification to:**

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of industry contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.

Note:

## TAE Unit Descriptors for the Seven Core Units of the qualification

Unit Code	Unit Descriptor ( tells you what you must be able to do to be competent for each unit)
TAEDES401A	<p><b>Design and develop learning programs</b></p> <p>This unit describes the performance outcomes, skills and knowledge required to conceptualise, design, develop and review learning programs to meet an identified need for a group of learners. The unit addresses the skills and knowledge needed to identify the parameters of a learning program, determine the design, outline the content and review its effectiveness.</p>
TAEDES402A	<p><b>Use training packages and accredited courses to meet client needs</b></p> <p>This unit describes the performance outcomes, skills and knowledge required to use training packages and accredited courses as tools to support industry, organisation and individual competency development needs.</p>
TAEDEL401A	<p><b>Plan, organise and deliver group-based learning</b></p> <p>This unit describes the performance outcomes, skills and knowledge required to plan, organise and deliver training for individuals within a group.</p>
TAEDEL402A	<p><b>Plan, organise and facilitate learning in the workplace</b></p> <p>This unit describes the performance outcomes, skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace.</p>
TAEASS401A	<p><b>Plan assessment activities and processes</b></p> <p>This unit describes the performance outcomes, skills and knowledge required to plan and organise the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system. It also includes the development of simple assessment instruments.</p>
TAEASS402A	<p><b>Assess competence</b></p> <p>This unit describes the performance outcomes, skills and knowledge required to assess the competence of a candidate</p>
TAEASS403A	<p><b>Participate in assessment validation</b></p> <p>This unit describes the performance outcomes, skills and knowledge required to participate in an assessment validation process.</p>

## Comparing Qualification Requirements for Certificate IV in Training and Assessment (TAA40104/TAE40110)

TAA40104 Cert IV in Training & Assessment requires completion of 14 units:		TAE40110 Cert IV in Training & Assessment requires completion of 10 units:	
12 Core Units you must do		7 Core units you must do	
TAAENV401B	Work effectively in vocational education and training	<div style="border: 1px solid black; padding: 5px; background-color: #e1eef6;">                     Critical aspects from this group of TAA environment units are now included in the TAE units                 </div>	
TAAENV402B	Foster and promote an inclusive learning culture		
TAAENV403B	Ensure a healthy and safe learning environment		
TAADES401B	Use training packages to meet client needs	TAEDES402A	Use training packages and accredited courses to meet client needs
TAADES402B	Design and develop learning programs	TAEDES401A	Design and develop learning programs
TAADEL401B	Plan and organise group-based delivery	TAEDEL401A	Plan, organise and deliver group-based learning
TAADEL403B	Facilitate individual learning	<div style="border: 1px solid black; padding: 5px; background-color: #e1eef6;">                     Skills &amp; knowledge have been integrated                 </div>	
TAADEL404B	Facilitate work-based learning		
TAAASS401C	Plan and organise assessments	TAEASS401A	Plan assessment activities and processes
TAAASS403B	Develop assessment tools	<div style="border: 1px solid black; padding: 5px; background-color: #e1eef6;">                     This unit has been enhanced and is now added to the TAE Diploma (elective unit for Cert IV)                 </div>	
TAAASS402C	Assess competence	TAEASS402A	Assess competence
TAAASS404B	Participate in assessment of validation	TAEASS403A	Participate in assessment validation

**Note:** While some units in the TAE are mapped as equivalent to units in the TAA, it does not mean that they are equal for credit transfer. Equivalency does not mean equal. For example: currency of practice (vocational competence) will have to be provided.

## Elective or imported units you can choose to complete the Cert IV qualification

plus any 2 elective or imported units listed below		plus any three elective or imported units listed below	
TAADEL301C	Provide training through instruction & demonstration of work skills	TAEDEL301A	Provide work skill instruction
TAADEL405B	Coordinate and facilitate distance-based learning	TAEDEL403A	Coordinate and facilitate distance-based learning
TAALLN401B	Address LL&N issues within learning assessment practice	TAELLN401A	Address adult language, literacy and numeracy skills
BSBMKG406A	Build client relationships	BSBREL402A	Build client relationships and business networks
BSBCM404A	Develop teams and individuals	BSBLED401A	Develop teams and individuals
BSBCM405A	Analyse and present research information	BSBRES401A	Analyse and present research information
BSBCM409A	Promote products and services	BSBMKG413A	Promote products and services
TAATAS401B	Maintain information requirements of training/ assessment orgs	TAETAS401A	Maintain training and assessment information
BSBAUD402B	Participate in a quality audit	BSBAUD402B	Participate in a quality audit
TAADEL402B	Facilitate group-based learning	BSBCM401A	Make a presentation
TAAENV404B	Develop innovative ideas at work	TAEDEL404A	Mentor in the workplace
		TAEASS502A	Design and develop assessment tools
		TAEASS301A	Contribute to assessment
		TAESUS401A	Analyse and apply sustainability skills to learning programs
		TAEDEL501A	Facilitate e-learning

For both TAA40104 and TAE40110 one unit may be selected from any currently endorsed Training Package or accredited course. It must be from a qualification or course at Certificate III level or above, and must contribute to the vocational outcome of the Certificate IV program

BSB coded units are imported from the BSB07 Business Service Package

TAAASS403B

**Note:** Australian Registered Training Organisations (RTOs) will use different strategies and methodologies to deliver this course. They will recommend elective units as part of their scheduled programs but you do have a choice. Most RTO's who deliver using the face-to-face delivery mode will offer the course in clusters of units. The composition of units within clusters can vary according to the selection of elective units relative to client needs.

# Sample

## How units can be clustered for TAE40110 Course delivery



The TAE40110 course will be offered by RTOs in a variety of ways, including: face-to-face training on-the-job/off-the-job, in flexible or e-learner modes including time-saving learning tools such as **7MasterKeys™ Multimedia Learning Simulator**, highlighted on page 21.

Most RTOs will deliver the TAE Cert IV course in a clustered unit sequence. One example of a possible clustering of units to attain the qualification is indicated below:

### Cluster 1

#### Design and develop a learning program – 2 day workshop – plus assessments

TAEDES401A	Design and develop learning programs	Core
TAEDES402A	Use training packages and accredited courses to meet client needs	Core

In addition to the above workshops, participants will need to complete a set of practical exercises as post-course work.

### Cluster 2

#### Plan, organise training – 4 day delivery – plus assessments

TAEDEL301A	Provide work skill instruction	Elective
TAEDEL401A	Plan, organise and deliver group-based learning	Core
TAEDEL402A	Plan, organise and facilitate learning in the workplace	Core
BSBCMM401A	Make a presentation	Elective

In addition to the above workshops, participants will need to complete a set of practical exercises as homework.

### Cluster 3

#### Assessing in the workplace– 4 day workshop plus assessments

TAEASS401A	Plan assessment activities and processes	Core
TAEASS402A	Assess competence	Core
TAEASS403A	Participate in assessment validation	Core
TAEASS301A	Contribute to assessment	Elective

- Notes:**
1. In addition to the above workshops, participants will need to complete a set of practical exercises as post-course work in their workplaces or a simulated practice environment provided by the RTO.
  2. Units in Clusters 1, 2 and 3 may be offered in different combinations depending on client needs

## How to find Units of Competence or download a whole Training Package: Go to [www.training.gov.au](http://www.training.gov.au) –

Training.gov.au (TGA), is the national database on Vocational Education and Training in Australia. TGA is the official National Register of information on Training Packages, Qualifications, Courses, Units of Competency and Registered Training Organisations (RTOs) and has been developed for experienced training sector users. (previously the site was [www.ntis.gov.au](http://www.ntis.gov.au))



### To search for a unit:

1. Click '**search**' from top website menu
2. Click '**search**' for training components'
3. Type in **unit code**
4. Leave only '**Units of competency**' ticked and click 'Search'
5. Click on '**Units of competency (1 results)**'
6. Click on the **unit**
7. Under Release history, click on the PDF file
8. Select **Open or Save**

Click on SEARCH

## To search for a training package:

1. Click **'search'** from top website menu
2. Click **'search for training components'**
3. Type in *Training package code* (ie: TAE10)
4. Leave only **'Training packages'** ticked and click **'Search'**
5. Click on **'Training packages'** (1 results)
6. Click on **'TAE10'**
7. Scroll down a little bit to **Release history**, and click on the PDF file
8. Select **Open or Save**

The screenshot shows the 'training.gov.au' website in Internet Explorer. The page is titled 'Nationally recognised training search'. The search criteria section includes a text input field with 'taedes401a' and a 'Search' button. Below the input field, there are checkboxes for 'Include superseded/expired data' and a 'Type:' section with several options: 'All', 'Training packages', 'Qualifications', 'Accredited courses', 'Accredited course units/modules', 'Units of competency' (checked), 'Unit contextualisations', and 'Skill sets'. A 'Show advanced search' button is also visible. On the right side, there is a 'Quick help' sidebar with the following text:

**Quick help**

Nationally recognised training search

**NRT search**

A user is required to enter a nationally recognised training title or code.

Choose to include superseded or expired data.

The user must select at least one training type and can select 'All' to choose all types.

Users are provided with the ability to do an advanced search which provides extra search filtering by choosing specific education levels and recognition authorities.

Users can select one or many. The default value is 'All'.

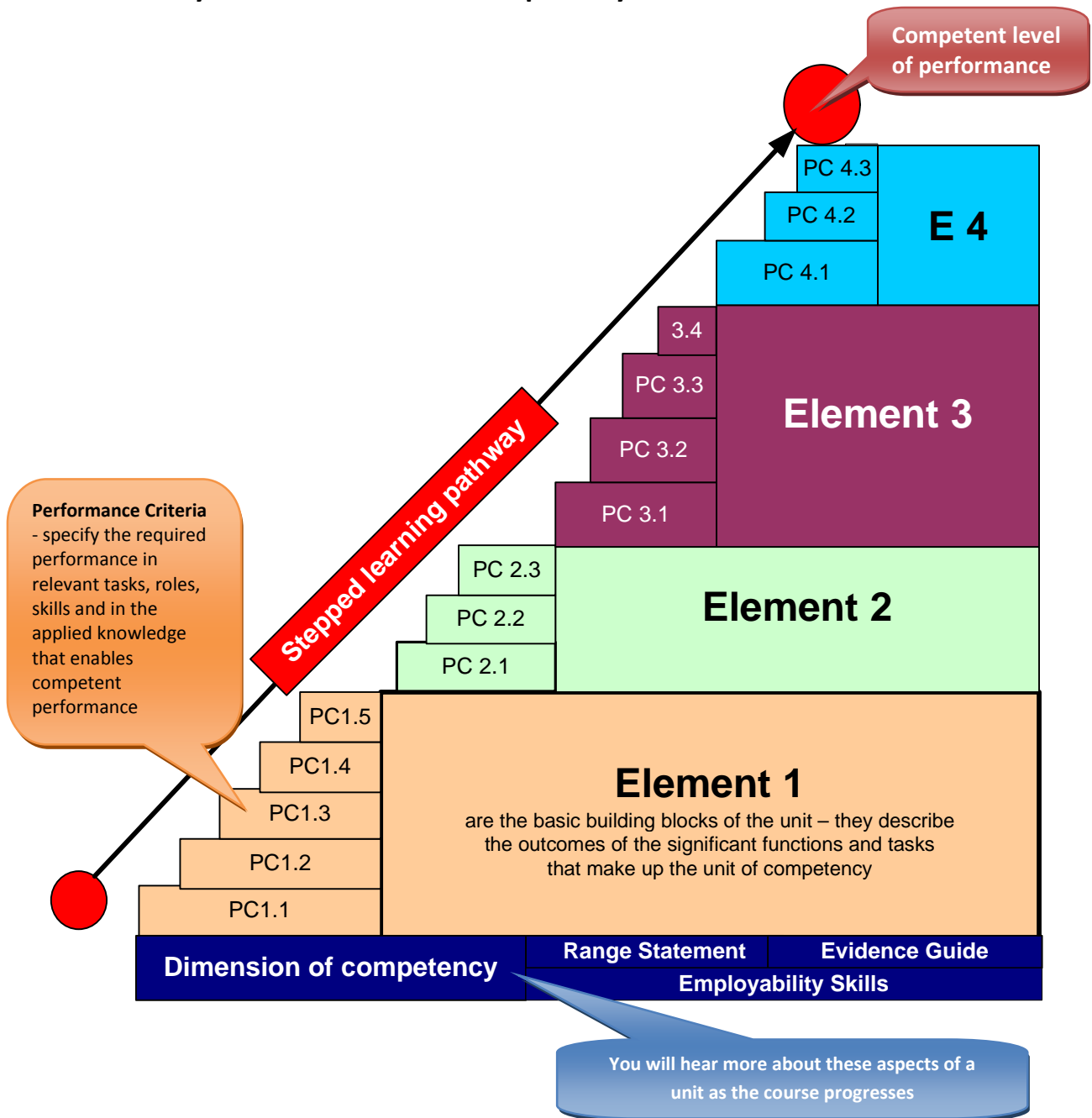
Click on search and matching results are displayed, grouped by 'Training packages', 'Qualifications', 'Accredited courses', 'Modules', 'Units of competency' and 'Skill sets'.

Click on the code to display details.

## Get to know the basic structure of Units of Competence (UofC)

Look at any unit with which you will begin the course. You will see a **code**, a **title**, a **descriptor**, **elements**, **performance criteria**, **range statement** and **evidence guide** as well as a list of the **required knowledge and skills**. At first it may all seem a little confusing which is understandable if you haven't worked with units of competency before. Then try to relate the information to the diagram below. A good way to understand units of competencies is to visualise the **elements** and **performance criteria** as a continuous *stepped learning process* (a pathway) that moves in a logical sequence, starting from the easy-to-grasp, upwards, to the more difficult skills and knowledge areas. This gives guidance of why, how and what we will achieve – e.g: competency-based outcomes.

### Another way to look at a Unit of Competency





# VET Terminology to get you started

## Competency Standards: What is competency?

The broad concept of **industry competency** concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. **Competency** requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

**Competency** covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. **Workplace competency** requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. In line with this concept of competency, Training Packages focus on what is expected of a competent individual in the workplace as an **outcome of learning**.

**Competency standards in quality assured Training Packages** are determined by industry, unions and Government (national employment stakeholders) to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualifications. Units of competency from Training Packages are presented with the following common components:

### Common components of Units of Competency

The components of units of competency are summarised below, in the order in which they appear in each unit of competency.

<b>Unit Code</b> (national coding system)	The first three letters ( <b>TAE</b> ) identify the Training Package (TP) from which a unit is selected. Next is the Australian Qualification Framework Level ( <b>TAE401</b> ), followed by the year of endorsement, that is --the year the TP was approved ( <b>TAA40110</b> ).
<b>Unit Title</b>	The unit title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique, both within and across Training Packages.
<b>Unit Descriptor</b>	The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of competency from other endorsed Training Packages, summary information is provided. There may also be a brief second paragraph that describes its relationship with other units of competency, and any licensing requirements.
<b>Employability Skills statement</b>	A standard Employability Skills statement appears in each unit of competency. This statement directs trainers and assessors to consider the information contained in the Employability Skills Summary in which the unit of competency is packaged.
<b>Prerequisite Units</b> (optional)	If there are any units of competency that must be completed before the unit, these will be listed.
<b>Application of the Unit</b>	This sub-section fleshes out the unit of competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.
<b>Competency Field</b> (optional)	The competency field either reflects the way the units of competency are categorised in the Training Package or denotes the industry sector, specialisation or function. It is an optional component of the unit of competency
<b>Sector</b> (optional)	The industry sector is a further categorisation of the competency field and identifies the next classification, for example an elective or supervision field.

<b>Elements of Competency</b>	The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.
<b>Performance Criteria</b>	The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. They are usually written in passive voice. Critical terms or phrases may be written in bold italics and then defined in range statement, in the order of their appearance in the performance criteria.
<b>Required Skills and Knowledge</b>	The essential skills and knowledge are either identified separately or combined. Knowledge identifies what a person needs to know to perform the work in an informed and effective manner. Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.
<b>Range Statement</b>	The range statement provides a context for the unit of competency, describing essential operating conditions that may be present with training and assessment, depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.
<b>Evidence Guide</b>	<p>The evidence guide is critical in assessment as it provides information to the Registered Training Organisation (RTO) and assessor about how the described competency may be demonstrated. The evidence guide does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context. The evidence guide describes:</p> <ul style="list-style-type: none"> <li>• conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment</li> <li>• relationships with the assessment of any other units of competency</li> <li>• suitable methodologies for conducting assessment including the potential for workplace simulation</li> <li>• resource implications, for example access to particular equipment, infrastructure or situations</li> <li>• how consistency in performance can be assessed over time, various contexts and with a range of evidence, and expectations at the AQF qualification level involved.</li> </ul>
<b>Vocational competency</b>	<p>Vocational competency is defined as broad industry knowledge and experience, usually combined with a relevant industry qualification. A person who has vocational competency will be familiar with the content of the vocation and will have relevant current experience in the industry. Vocational competency must be considered on an industry-by-industry basis and with reference to the guidance provided in the Assessment Guidelines of the relevant Training Package.</p> <p>Training Packages include advice specific to the industry related to the vocational competencies of assessors. This may include advice on relevant industry qualifications and experience required for assessing against the Training Package or for specific qualifications within the package. The Training Package will also provide specific industry advice outlining what it sees as acceptable forms of evidence to demonstrate the maintenance of currency of vocational competency.</p>

## Commonly used Acronyms in VET

<b>ACE</b>	Adult and Community Education
<b>ANTA</b>	Australian National Training Authority
<b>AQF</b>	Australian Qualifications Framework
<b>AQFAB</b>	Australian Qualifications Framework Advisory Board
<b>ASQA</b>	Australian Skills Quality Authority (National Regulator)
<b>AQTF</b>	Australian Quality Training Framework
<b>ASS</b>	Assessment Field in the TAE10 Training and Assessment Training Package
<b>ATP</b>	Australian Training Products Ltd
<b>AVETMISS</b>	Australian Vocational Education and Training Management Information Statistical Standard
<b>BSTA</b>	Business Services Training Australia
<b>CMQ</b>	Coordination, Management and Quality of Training/Assessment services Field in the TAA04 Training and Assessment Training Package
<b>CRICOS</b>	Commonwealth Register of Institutions and Courses for Overseas Students
<b>DEL</b>	Delivery and Facilitation Field in the TAE10 Training and Assessment Training Package
<b>DES</b>	Learning Design Field in TAE10 Training and Assessment Training Package
<b>EEO</b>	Equal Employment Opportunity
<b>ENV</b>	Learning Environment Field in TAA04 Training and Assessment Training Package
<b>FAQs</b>	Frequently Asked Questions
<b>GTCs</b>	Group Training Companies
<b>HR</b>	Human Resources
<b>ICTs</b>	Information and Communications Technology
<b>IR</b>	Industrial Relations
<b>IBSA</b>	Innovation and Business Industry Skills Council
<b>ISCs</b>	Industry Skills Councils, formally known as Industry Training Advisory Bodies (ITABs)
<b>IT</b>	Information Technology
<b>LLN</b>	Language, Literacy and Numeracy
<b>LOTE</b>	Language other than English
<b>NACs</b>	National Apprenticeships Centres
<b>NAWT</b>	National Assessors and Workplace Trainers (part of BSTA)
<b>NCVER</b>	National Centre for Vocational Education Research
<b>NOHSC</b>	National Occupational Health and Safety Commission
<b>NRS</b>	National Reporting System
<b>NTIS</b>	National Training Information Service
<b>NTQC</b>	National Training Quality Council
<b>OHS</b>	Occupational Health and Safety
<b>RCC</b>	Recognition of Current Competency
<b>RPL</b>	Recognition of Prior Learning
<b>RTO</b>	Registered Training Organisation
<b>STAs</b>	State Training Authorities
<b>TAE</b>	Training and Education
<b>TAFE</b>	Technical and Further Education
<b>TAS</b>	Training Advisory Services field in TAA04 Training & Assessment Training Package
<b>TPO</b>	Training Plan Outline
<b>VET</b>	Vocational Education and Training
<b>www</b>	World Wide Web

## The Australian Qualifications Framework (AQF)

The Australian Qualifications Framework (AQF) provides a comprehensive, nationally consistent yet flexible framework for all qualifications in post-compulsory education and training. The Framework was introduced across Australia on 1 January 1995.<sup>3</sup>

The AQF recognises that the schools sector, vocational and training sector and higher education sector each have different industry and institutional linkages. It connects these in a coherent single Framework incorporating qualification **titles** and **guidelines**. The AQF now comprises fifteen qualifications and these are shown below:

Schools Sector Accreditation	AQF Levels	Vocational Education and Training Sector Accreditation	Higher Education Sector Accreditation (Universities)
			Doctoral Degree
			Masters Degree
	9	Vocational Graduate Diploma	Graduate Diploma
	8	Vocational Graduate Certificate	Graduate Certificate
	7	<i>Delivered by the HE Sector →</i>	Bachelor Degree
	6	Advanced Diploma	
	5	Diploma	
Senior Secondary Certificate of Education Certificate II – Year 12 Certificate I – Year 11	4	Certificate IV	
	3	Certificate III	
	2	Certificate II	
	1	Certificate I	

**AQF levels are shown in the national qualification coding that stem from Training Packages: e.g:**

The coding **TAE40110** indicates that it is a **Level 4** (Cert IV) qualification from the Training and Education Training Package, followed by the year of endorsement (approval) of the Training Package.

A **Level 5** qualification (Diploma) from this Training Package would be coded TAE50110, and so on.

The VET Sector where Cert IV trainers and assessors find employment opportunities

<sup>3</sup> AQF Implementation Handbook, Fourth Edition, 2007

# 7MasterKeys™



## If PowerPoint-led instruction doesn't do it for you– read on



Major organisations teach people how to operate complex machinery, drive submarines, and fly aeroplanes using simulators. This learning environment is now affordable and available to give you hands-on practice opportunities to create quality training program documentation against industry-based standards, and as you're doing it you will produce valid evidence for assessment towards the TAE40110 Cert IV qualification.

### *Sounds too good to be true?*

**7MasterKeys™** is a unique, easy to use, multimedia tool that can be applied in two ways:

- as a real time-saving **planning tool** to develop accredited/non-accredited program resources, or
- as an experiential **training/learning simulator**

**7MK** is purpose designed to accelerate the learning process by involving you early in the course to enable you to practice and exercise your abilities to plan and produce quality training/assessment documentation benchmarked to specified performance requirements and different workplace contexts.

**7MK** saves valuable time by automating the generation of complete training program resources. It does this by doing away with the repetitive tasks of transferring information into different documentation sets. Instead you will focus on the more important planning aspects; the systematic steps required achieve a consistent result. **7MK** automatically distributes your data into the relevant output documents you have chosen.

### **RTOs that offer 7MK temporary licenses to learners as part of a course will:**

- provide participants with an interactive tool to learn, practice and complete their course work within a specified license time-frame
- improve cost/time efficiencies in – delivery/ learning/assessment/electronic records storage
- provide fast-tracked learning programs that can lead to:
  - less dependence on PowerPoint-led instruction
  - **learners learning best by doing**
  - electronic record keeping of post-course evidence submissions

**Take just three minutes to watch a demonstration of 7MK on**  
[www.7Masterkeys.com.au](http://www.7Masterkeys.com.au) and find out how to secure an affordable licence

## OLE MARTINSON



Ole Martinson is a presentation skills expert with a proven record to deliver inspirational vocational training and management programs for a broad range of industry clients and Australian Registered Training Organisations (RTOs).

Ole co-founded and chaired the Professional Development Consortium (PDC) in Perth, comprising of seven private RTOs to develop and validate non-endorsed delivery and assessment components to deliver the TAA04 and TAE Training Packages. The PDCs *ongoing* charter is to engage in and promote industry best practice through the facilitation of training, assessment and validation.

His professional work experience in the military and the corporate sector has provided him with a broad range of leadership opportunities, particularly team building during transitions of significant organisational growth and management of change. He has travelled extensively throughout Asia, Europe, the USA, and he harbours a strong sense of cultural diversity and sensitivity.

Ole created the intellectual properties of **7Masterkeys™**. He is the author of '*Cracks in the Fabric – beyond the extraordinary*,' a futuristic adventure-fantasy novel available online at amazon.com where the book received a 5 Star rating by an independent reviewer. He authors a broad range of experiential learning resources for accredited and non-accredited adult learning programs.

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