



**Australian Institute
of Education and Training**

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Student handbook
TAE40110
**Certificate IV in Training and
Assessment**

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WELCOME

We welcome you to the Australian Institute of Education and Training. This student handbook outlines the responsibilities that you have to AIET and the responsibilities that we have to you.

WHAT IS THE AUSTRALIAN INSTITUTE OF EDUCATION AND TRAINING?

The Australian Institute of Education and Training is a Registered Training Organisation that was established by Allan and Connie Barnes in May 2003. Since then, AIET has grown to a point where we are now auspicing and assisting in excess of 35 schools with their VETiS programs. We also provide a number of training courses to the public and also to private clients. We are a commercial training organisation which means that we do not receive any government money for training under the Apprenticeship / Traineeship Training Program. We do on occasion receive funding for federal and state initiatives such as the Parents Returning To Work initiative. We provide training in a number of areas, including the VET course that you are currently enrolled in.

We continue to grow as a result of our strong commitment to maintaining a strong customer focus.

About AIET

The Australian Institute of Education and Training aims to:

- Support and facilitate Vocational Education and Training
- Assist learning and development initiatives in industry

We do this by:

- Producing high quality teaching and learning materials
- Providing professional development to teaching staff
- Identifying learning and development needs
- Evaluating and reviewing existing learning and development systems
- Delivering high quality training
- Working with industry personnel to provide appropriate services that are cost effective, focussed on delivering solutions and benefits, flexible and contextualised to the enterprise

Areas of expertise include:

- Business services
- Information technology
- Small business
- Multimedia
- Administration
- Training and assessment
- Marriage Celebrancy
- First Aid
- Occupational Health and Safety

Australian Institute of Education and Training.
CODE OF PRACTICE

AIET is committed to providing quality training to all participants and recognizes that training and learning is a two-way relationship.

- As a Registered Training Organisation, AIET operates within the Principles and Standards of the Australian Quality Training Framework.
- All trainers and assessors are qualified.
- All trainers and assessors are sensitive to the needs of course participants
- Participants are provided with the appropriate learning materials and necessary to achieve outcomes.
- Participants are given guidance and support.
- AIET complies with relevant Commonwealth and State/Territory Legislation and Requirements, including OH&S, Anti discrimination, VET, Privacy.
- Participants will be provided with all appropriate information including, course details, assessment requirements, and all relevant policies and procedures.
- AIET will continually monitor and improve their performance by collected and acting upon information gathered, including, evaluation, learner feedback, and self-assessment.
- AIET provides a safe, inclusive and happy learning environment

OCCUPATIONAL HEALTH AND SAFETY

AIET has an OH & S policy that can be provided on request. At all times we note that it is of paramount importance to maintain the wellbeing and safety of students and trainers in the training environment. Your organisation will also have an OH & S Policy, as well as a Welfare and Discipline Policy or Standard Operating Procedures.

In summary:

- Be aware of any potential hazards in your training environment, and report any hazards you identify to your trainer or OHS representative
- If you or any colleague or student is injured in the workplace or training environment, ensure that you complete a report in the incident register
- Make sure you are aware of where the First Aid kit is, and who the designated First Aid Officer is in your training room
- If you are using computers, ensure that desks and chairs are ergonomic and you take adequate and appropriate breaks
- Make sure you are aware of fire exits and evacuation procedures
- As safety is everyone's business, make sure that you behave appropriately in the training environment and report any breaches of behaviour of your colleagues to your trainer

REMEMBER THAT OCCUPATIONAL HEALTH AND SAFETY IS EVERYONE'S RESPONSIBILITY

CONFIDENTIALTY AND PRIVACY

AIET will only use personal information provided to it for the purposes for which it has been collected, and not to disclose the personal information to any third party without the written consent of the individual involved.

AIET is bound by the National Privacy Principles contained in the Commonwealth Privacy Act. In relation to health records, AIET is also bound by the Victorian Health Privacy Principles that are contained in the Health Records Act 2001.

AIET may, from time to time, review and update this Privacy Policy to take account of new laws and technology, changes to AIET's operations and practices and to make sure it remains appropriate to our changing environment.

What kind of personal information does AIET collect and how does AIET collect it?

The type of information AIET collects and holds includes (but is not limited to) personal information, including sensitive information, about:

- Students that enroll in AIET courses and qualifications
- Job applicants, staff members, and contractors; and

Personal Information provided by the above:

AIET will generally collect personal information held about an individual by way of registration forms filled out by the students when enrolling in courses. On occasions people other than students provide personal information (such as Centrelink and welfare and employment agencies).

Personal Information provided by other people:

In some circumstances AIET may be provided with personal information about an individual from a third party, for example a report provided by a medical professional, or Centrelink and welfare and employment agencies.

How will AIET use personal information as provided by or for a student?

AIET will use personal information it collects for the primary purpose of registration in courses and sending out statements and certificates, or correspondence relevant to this, and for such other secondary purposes that are related to the primary purpose of collection and reasonably expected, or to which the student has consented.

Who might AIET disclose personal information to?

AIET may disclose personal information, including sensitive information, held about an individual to:

- Government departments as directed and required
- Medical practitioners as directed and required
- People providing services to AIET, including trainers
- Anyone the individual authorises AIET to disclose information to.

How does AIET treat sensitive information?

In referring to 'sensitive information', AIET means:

Information relating to a person's racial ethnic origin, political opinions, religion, trade union or other professional or trade association membership, sexual preferences or criminal record, that is also personal information; and health information about an individual.

Sensitive information will be used and disclosed only for the purpose for which it was provided or a directly related secondary purpose, unless the individual agrees otherwise, or the use or disclosure of the sensitive information is allowed by law.

Management and security of personal information

AIET's staff are required to respect the confidentiality of students' personal information and the privacy of individuals.

AIET has in place steps to protect the personal information AIET holds from misuse, loss, unauthorised access, modification or disclosure by use of various methods including locked storage of paper records and password protected access rights to computerised records.

Updating personal information

AIET endeavours to ensure that the personal information it holds is accurate, complete and up-to-date. A person may seek to update their personal information held by AIET by contacting the Administrative Officer of AIET at any time.

The National Privacy Principles and the Health Privacy Principles require AIET not to store personal information longer than necessary. Students have the right to check what personal information AIET holds about themselves.

Under the Commonwealth Privacy Act and the Health Records Act, an individual has the right to obtain access to any personal information which AIET holds about them and to advise AIET of any perceived inaccuracy. There are some exceptions to this right set out in the applicable legislation. To make a request to access any information AIET holds about a student, the individual is required to contact the Administrative Officer in writing.

AIET may require the individual to verify his or her identity and specify what information the individual requires. AIET may charge a fee to cover the cost of verifying the application and locating, retrieving, reviewing and copying any material requested.

Enquiries

For further information about the way that AIET manages the personal information it holds, please contact the CEO.

Equal Opportunity

Access and equity principles

- Participants rights and responsibilities under access and equity are covered under relevant regulations and legislation covering Registered Training Organisations
- AIET will therefore have responsibility for access and equity of participants enrolled in this program.

Discrimination Policy

Discrimination on the grounds of race (including racial vilification), disability, religion, gender, sexual preferences, any other forms of other discrimination identified or to be identified in legislation, workplace harassment, victimisation and bullying are against Commonwealth and State legislation and will not be tolerated at AIET.

Where instances are reported of such practices:

- The complaint and complainant will be treated confidentially
- Action will be taken promptly to deal with the matter including separating the complainant from the alleged perpetrator
- All details will be recorded to establish an audit trail for the events and subsequent actions taken
- The CEO of AIET will deal with the matter as raised by a staff member or participant in a program; in the event that the CEO is accused of such practices, the matter will be taken up by one of the other directors
- In the event of staff being proven after investigation to have engaged in such practices, this will result in dismissal
- In the event of participants being proven after investigation to have engaged in such practices, this will result in removal from the course with no refund being given
- The organisation will be advised and it is expected that the Welfare and Discipline Policy or Standard operating Procedures of the organisation will be followed

STUDENT SATISFACTION

Student satisfaction surveys are conducted a minimum of once per year. The completion of student satisfaction / feedback forms is conducted with the principles of confidentiality and privacy of individuals kept in mind. The outcomes of the survey are intended to provide AIET with information about the quality of the delivery of training and assessments undertaken by the trainer of the program, and are used as part of our policy of Continuous Improvement

Your trainer will provide you with access to the online feedback system, and we ask that it is completed and submitted via the web portal. The feedback forms are completed anonymously.

AIET will then compile a summary of the feedback and provide it to the required personnel. No names or individuals will be identified in the summary of the feedback.

REFUNDS

Please note that at this stage AIET does not collect fees in advance. Our policy for fees paid just prior to course commencement (within two weeks of the course starting) are:

Withdrawal from course:

- After it has started – No refund
- Less than 1 weeks notice - 25% refund less the administrative cost
- 1 – 2 weeks notice - 50% refund less the administrative cost

SCOPE OF REGISTRATION

Qualifications are only issued by AIET where they exist on our Scope of Registration at the time of enrolment of students into those courses. Courses or qualifications not on our Scope of Registration cannot be delivered or issued by AIET.

About Assessment

RPL – Recognition of Prior Learning

AIET will recognise the AQF qualifications and statements of attainments issued by other RTO's.

A requirement of all Registered Training Organisations (RTOs) is to provide recognition for participants who may have already attained competence through a combination of:

- Training completed through other RTOs (Credit Transfer)
- Work experience
- General life experience.

The benefits of RCC are that:

- Learners are encouraged by the fact that their experience is valuable and that they have existing abilities (competence)
- A saving is made on training time and costs associated with training
- Learners are not sitting through sessions that repeat what they already know and can do
- Qualifications can be completed in a shorter time or time be given to areas requiring more time to develop competence

AIET has produced RPL / RCC-Self assessment guides for students. These guides provide information on how to apply for recognition and how to determine if the student's previous experiences support a claim being submitted for RPL / RCC. If your trainer/facilitator (employed by AIET) has not discussed RPL / RCC or some form of recognition, please contact the offices of AIET for information and help with RPL / RCC.

WHAT IS VET?

Vocational Education and Training is about providing skills and knowledge for work.

Legislation in the past decade has allowed organisations to deliver VET courses to students. Providers of VET training are registered with the Office of Training and Tertiary Education and are listed on the National Training Information Services (NTIS) web site. Only Registered Training Organisations (RTO) listed on this NTIS web site are accredited to deliver VET qualifications and issue certificates to enrolled students.

Where organisations are not RTO's, they can form a partnership with an RTO to deliver training in VET qualifications as a partnership. In these cases, the RTO must issue the qualification and monitor the quality of the training and assessment.

Our identification number is 121314.

TRAINING PACKAGES

Training Packages contain the nationally endorsed standards and qualifications for recognising and assessing your skills as part of the VET system. Currently there are around 88 training packages and these can also be found on the NTIS web site.

Training packages describe the skills and underpinning knowledge required by a person to carry out a defined job effectively in the workplace. The skills include time management, communication, questioning, listening, levels of literacy, as well as the skills required to perform a task.

Training Packages are developed by industry through Industry Skills Councils (ISC's).

AQTF

The Australian Quality Training Framework is a framework for RTO's. It defines the standards that are required for an RTO to ensure the quality of vocational education and training.

The AQTF – 2010 Standards can be found on the VRQA web site.

COMPETENCIES

Competencies define the level of skill that is required to perform a given task. Your trainer provides the training and then assesses you against these competencies. If you are able to demonstrate that you can perform to this standard then you can be assessed as being '**Competent**' in that competency. If you are unable to demonstrate that you are competent, then you are assessed as '**Not Yet Competent**'. One of the key elements of competency-based assessment is that there are no grades or marks given – you are either competent, or not yet competent.

FEES AND CHARGES

AIET charges fees directly to you or your organisation. Each organisation has a different policy on how they collect and recover VET fees from their participating students.

Fee-paying students will be invoiced prior to course commencement.

AIET does not collect fees in advance.

STUDENT SUPPORT

If you have specific individual needs, you should in the first instance discuss them with your trainer. Your trainer or supervisor will notify you of the support services that are available within your organisation, AIET or external support services, such as a nurse, disability support, literacy and numeracy support, psychologist, Student / Staff Welfare Coordinator, interpreters, Peer Support Network, etc.

If you believe that your needs are not being met, we invite you to contact us for a confidential discussion.

Complaints Procedure

If you have a complaint, it is best to try to discuss the matter in the first instance with the trainer who conducted the training program.

If the complaint is with the trainer, the trainer and the student are encouraged to resolve the matter informally. If the matter cannot be resolved informally, the student is given the opportunity to submit a formal complaint using the **Complaints Resolution Form**. The matter will then be dealt with by the CEO. The CEO will interview the trainer and the student to determine the problem. The CEO will then issue a suggested course of action and result. If the student is not happy with the result, the student is able to request that an independent person reviews the complaint. If there is a perceived conflict of interest then the external nominated person, Norena Kavanagh, will review the complaint.

If the complaint is made by the trainer against a student, then the trainer is encouraged to discuss the complaint with the student. If the matter cannot be resolved informally, the trainer is given the opportunity to submit a formal complaint using the **Complaints Resolution Form**. The matter will then be dealt with by the CEO. If there is a perceived conflict of interest then the external nominated person, Norena Kavanagh, will review the complaint.

The CEO will interview the trainer and the student to determine the problem. The CEO will then issue a suggested course of action and result. If the trainer is not happy with the result, they can request that an independent person, Norena Kavanagh, review the complaint.

If the complaint is made by a student against another student, then the trainer of the students is encouraged to discuss the complaint with the students concerned. If the matter cannot be resolved informally, the student is given the opportunity to submit a formal complaint using the **Complaints Resolution Form**. The matter will then be dealt with by the CEO. The CEO will interview the trainer and the students to determine the problem. The CEO will then issue a suggested course of action and result. If the student is not happy with the result, the student is able to request that an independent person (Norena Kavanagh) reviews the complaint.

End results may incorporate: an official warning to the student or trainer; suspension from the training program; expulsion from the training program; suspension of assessment and results. All complaints dealt with by the CEO or Managing Director will be formally documented, and all parties to the dispute will receive an explanatory letter detailing the decision and outcome.

Appeals

Rebecca Persichetti (Administrative staff) will be involved in taking notes relating to the appeal, and record it as communicated. Rebecca Persichetti will note down the outcome of the appeal process, and draft a letter to be sent to the client lodging the complaint. Any written statement(s) received by the student will be noted and filed in the filing cabinet containing their registration form.

Where a student lodges an appeal against an assessment decision, they will be advised to discuss the nature of their appeal in the first instance with the assessor who assessed their submission.

If the appeal is not resolved at this level, the student is provided with the opportunity to submit a formal appeal using the **Appeals Form**. The matter will be dealt with by the CEO. The CEO will interview the student and the assessor and will then issue a suggested course of action and result. If the student is not happy with the result, or there is a perceived conflict of interest, the student is able to request that an independent assessor reviews the assessment decision. Currently, the external nominated person is Norena Kavanagh.

Outcomes of the appeal process include:

- (a) The original assessment decision is upheld and is confirmed, and the appeal is dismissed; or
- (b) The original assessment decision is overturned and the new assessment decision will be implemented

Each appeal will be acted on, and the results of all appeals will be communicated to the student and the assessor, and will be maintained in their file.

PATHWAYS

Students who complete the TAE40110 Certificate IV in Training and Assessment may elect to continue with further training and complete the TAA50104 Diploma of Training and Assessment. Students who have completed this qualification can elect to undertake further training in areas such as public speaking and communication skills. There are currently no higher endorsed training programs for trainers and assessors.

Currently, the TAE40110 Certificate IV in Training and Assessment is the qualification required for people to deliver and assess nationally-recognised qualifications.

QUALIFICATIONS

The qualification you have registered for is explained on the next page. It lists the unit(s) required to complete the qualification.

If you have any queries about your enrolment, please discuss it initially with your trainer. If you have further queries that have not been clarified please contact us.

COURSE STRUCTURE

The Certificate IV in Training and Assessment (TAE40110) replaces the Certificate IV in Assessment and Workplace Training (TAA40104) - the required qualification for trainers delivering and assessing against Units of Competency from endorsed National Training Packages or accredited courses. The qualification comprises ten (10) units: seven core (C) and three elective (E) units.

TAEASS401A	Plan assessment activities and processes	C
TAEASS402A	Assess competence	C
TAEASS403A	Participate in assessment validation	C
TAEDEL401A	Plan, organise and deliver group-based learning	C
TAEDEL402A	Plan, organise and facilitate learning in the workplace	C
TAEDES401A	Design and develop learning programs	C
TAEDES402A	Use training packages and accredited courses to meet client needs	C

A.I.E.T. has chosen the following set of elective units to meet the Qualification Packaging Rules because we believe this combination of units best reflect the role of a workplace trainer/assessor.

TAEASS301A	Contribute to assessment	E
TAEDEL301A	Provide work skill instruction	E
BSBCMM401A	Make a presentation	E

Other electives can be chosen according to the Qualification Packaging Rules for TAE10 (the Training and Assessment Training Package).

OVERVIEW OF UNITS:

The course broadly falls into three major areas.

ASSESSMENT	
TAEASS401A	Plan assessment activities and processes
TAEASS402A	Assess competence
TAEASS403A	Participate in assessment validation
TAEASS301A	Contribute to assessment
INSTRUCTIONAL DESIGN	
TAEDES401A	Design and develop learning programs
TAEDES402A	Use training packages and accredited courses to meet client needs
TRAINING	
TAEDEL401A	Plan, organise and deliver group-based learning
TAEDEL402A	Plan, organise and facilitate learning in the workplace
TAEDEL301A	Provide work skill instruction
BSBCMM401A	Make a presentation

Assessment requirements for each unit

TAEASS401A	Plan assessment activities and processes
Unit descriptor	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.
Employability skills	This unit contains employability skills.
Prerequisite units	NIL
Co-requisite units	NIL
Application of the unit	This unit typically applies to assessors and workplace supervisors with assessment planning responsibilities; and trainers or other assessors responsible for planning assessment, including RPL. The unit is suitable for those with an existing assessment strategy which documents the overall framework for assessment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: <ul style="list-style-type: none"> • plan and organise the assessment process on a minimum of two occasions • collect evidence that demonstrates: <ul style="list-style-type: none"> ◦ documented assessment plans ◦ having covered a range of assessment events ◦ catering for a number of candidates ◦ different competency standards or accredited curricula ◦ an RPL assessment ◦ contextualisation of competency standards and the selected assessment tools, where required ◦ incorporation of reasonable adjustment strategies ◦ development of simple assessment instruments for use in the process ◦ organisational arrangements.

TAEASS402A	Assess competence
Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to assess the competence of a candidate.
Employability skills	This unit contains employability skills.
Prerequisite units	NIL
Co-requisite units	NIL
Application of the unit	This unit typically applies to assessors.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • 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 • assess at least one candidate for RPL • consider reasonable adjustment and the reasons for decisions in at least one assessment • cover an entire unit of competency and show: <ul style="list-style-type: none"> ◦ the application of different assessment methods and tools involving a range of assessment activities and events ◦ two-way communication and feedback ◦ how judgement was exercised in making the assessment decision ◦ how and when assessment outcomes were recorded and reported ◦ assessment records and reports completed in accordance with assessment system and organisational, legal and ethical requirements ◦ how the assessment process was reviewed.

TAEASS403A	Participate in assessment validation
Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to participate in an assessment validation process.
Employability skills	This unit contains employability skills.
Prerequisite units	NIL
Co-requisite units	NIL
Application of the unit	This unit typically applies to assessors participating in assessment validation. It does not address leading the validation process.
Competency field	
Unit sector	Assessment
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • 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 • clearly explain purposes of validation and the legal and ethical responsibilities of assessors • collate documentation relating to validation process in a logical manner • demonstrate communication and liaison with relevant people • provide feedback and interpret documentation in validation sessions • record contribution to validation findings.

TAEDEL401A	Plan, organise and deliver group-based learning
Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, organise and deliver training for individuals within a group.
Employability skills	This unit contains employability skills.
Prerequisite units	NIL
Co-requisite units	NIL
Application of the unit	This unit typically applies to a person working as an entry-level trainer, teacher or facilitator in or with a training and assessment organisation. The person will be working from a learning program developed by someone else, and structuring the learning around that program.
Unit sector	Delivery and facilitation
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: <ul style="list-style-type: none"> • facilitate group-based learning by preparing and delivering a series of training sessions, including: <ul style="list-style-type: none"> ◦ at least two consecutive sessions that follow one of the learning program designs ◦ at least one session delivered to a different learner group, with evidence of how the characteristics and needs of this group were addressed • identify and respond to diversity and individual needs • access and use documented resources and support personnel to guide inclusive practices.

TAEDEL402A	Plan, organise and facilitate learning in the workplace
Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace.
Employability skills	This unit contains employability skills.
Prerequisite units	NIL
Co-requisite units	NIL
Application of the unit	This unit typically applies to a person working as an entry level trainer, teacher or facilitator, team leader or workplace supervisor, or any employee responsible for guiding learning through work.
Unit sector	Delivery and facilitation
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • prepare and facilitate work-based learning • provide evidence of a minimum of two examples of developing work-based learning pathways, that include: <ul style="list-style-type: none"> ◦ identifying needs for learning ◦ analysing work practices, work environment and work activities ◦ organising and allocating work in a way that reflects learning needs and provides effective learning opportunities through work processes • provide a minimum of two examples of a learning facilitation relationship being conducted: <ul style="list-style-type: none"> ◦ with different individuals ◦ demonstrating communication skills and flexibility ◦ demonstrating one or more of the processes or techniques identified.

TAEDES401A	Design and develop learning programs
Unit descriptor	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.
Employability skills	This unit contains employability skills.
Prerequisite units	NIL
Co-requisite units	NIL
Application of the unit	This unit typically applies to a trainer or facilitator who designs or develops learning programs. A learning program can be discrete, providing a planned learning approach that relates to specific learning and training needs, or it may form part of the learning design for a qualification.
Unit sector	Learning design
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: <ul style="list-style-type: none"> • design, develop and review learning programs within the VET context • prepare and develop a minimum of two learning programs: <ul style="list-style-type: none"> ◦ that contain differentiated learning program designs to reflect particular needs, contexts and timelines ◦ at least one of which must be based on competency standards or accredited courses and must cover at least one entire unit of competency or accredited course module.

TAEDES402A	Use training packages and accredited courses to meet client needs
Unit descriptor	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.
Employability skills	This unit contains employability skills.
Prerequisite units	NIL
Co-requisite units	NIL
Application of the unit	This unit typically applies to a person working in or with training and/or assessment organisations as an entry-level trainer, teacher, facilitator or assessor. It assumes that the person is working from a pre-defined training product, such as a training package or accredited course, and applying that product to meet client needs.
Unit sector	Learning design
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: <ul style="list-style-type: none"> • 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 • 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.

TAEASS301A	Contribute to assessment
Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to contribute to the assessment process.
Employability skills	This unit contains employability skills.
Prerequisite units	NIL
Co-requisite units	NIL
Application of the unit	<p>This unit typically applies to a person with technical or vocational expertise who is in a supervisory or mentoring/coaching work role and for whom collecting evidence for assessment is an adjunct to principal work responsibilities.</p> <p>This unit is performed under the following conditions:</p> <ul style="list-style-type: none"> • the necessary assessment tools and assessment resources to guide the evidence collection process have been provided • any adjustments to tools are determined by the qualified assessor (as defined by the Australian Quality Training Framework and the assessor requirements of the relevant training package), who provides guidance and supervision.
Unit sector	Assessment
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • carry out a minimum of three evidence-gathering activities, with different candidates for each activity • present documentation of the evidence in a clear and concise manner • present documented feedback from others involved in the assessment.

TAEDEL301A	Provide work skill instruction
Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct individual and group instruction and demonstrate work skills, using existing learning resources in a safe and comfortable learning environment. The unit covers the skills and knowledge required to determine the success of both the training provided and one's own personal training performance. It emphasises the training as being driven by the work process and context.
Employability skills	This unit contains employability skills.
Prerequisite units	NIL
Co-requisite units	NIL
Application of the unit	This unit supports a wide range of applications across any workplace setting and so can be used by any organisation. Its use is not restricted to training organisations.
Unit sector	Delivery and facilitation
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: <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"> ◦ different learning objectives ◦ a range of techniques and effective communication skills appropriate to the audience.

BSBCMM401A	Make a presentation
Unit descriptor	This unit covers the performance outcomes, skills and knowledge required to prepare, deliver and review a presentation to a target audience. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
Employability skills	This unit contains employability skills.
Prerequisite units	NIL
Co-requisite units	NIL
Application of the unit	This unit applies to individuals who may be expected to make presentations for a range of purposes, such as marketing, training, promotions, etc. They contribute well developed communication skills in presenting a range of concepts and ideas.
Unit sector	Not assigned
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: <ul style="list-style-type: none"> • preparation, delivery and evaluation of the effectiveness of at least two presentations related to the candidate's occupation or area of interest • knowledge of the principles of effective communication.