

**Certificate IV in Training and Assessment**

**TAE40110 – RPL Pathway – Oral Questions**

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| **Applicant’s Name**:  |
| **Assessor:**  |
| **Day/Date:**  |
| **Location:**  |
| **General Comments:** |

**Q: What are the units that make up the course?**

The full qualification “Certificate IV in Training and Assessment” requires participants to complete 10 units of competency to attain the qualification. There seven core units and THREE elective units.

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| **SELECTED?** | **Units of Competency** |
|  | TAEDES401A Design and develop learning programs (CORE) |
|  | TAEDES402A Use training packages and accredited courses to meet client needs (CORE) |
|  | TAEDEL402A Plan, organise and facilitate learning in the workplace (CORE) |
|  | TAEDEL401A Plan, organise and deliver group-based learning (CORE) |
|  | TAEASS401B Plan assessment activities and processes (CORE) |
|  | TAEASS402B Assess competence (CORE) |
|  | TAEASS403B Participate in assessment validation (CORE) |
|  | TAEDEL301A Provide work skill instruction (ELECTIVE) |
|  | TAETAS401A Maintain training and assessment information (ELECTIVE) |
|  | TAELLN411 Address adult language, literacy and numeracy skills (ELECTIVE) |
|  | BSBCMM401A Make a Presentation (ELECTIVE) |
|  | TAEASS301B Contribute to assessment (ELECTIVE) |
|  | TAEASS502B Design and develop assessment tools (ELECTIVE) |
|  | TAEDEL403A Coordinate and facilitate distance-based learning (ELECTIVE) |
|  | TAEDEL404A Mentor in the workplace (ELECTIVE) |
|  | TAEDEL501A Facilitate e-learning (ELECTIVE) |
|  | TAETAS401A Maintain training and assessment information (ELECTIVE) |

**Q: What sort of Evidence am I Required to Supply?**

A: Typical portfolio items are listed below. In each case the evidence must be your own work and directly relate to the knowledge and skills described by the unit of competence you are seeking RPL for.

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|  | Suitable portfolio items to choose from include: |
|  | Samples, photographs or videos of your work |
|  | Letters of validation from your employers |
|  | On-the-job assessment record |
|  | Performance management report |
|  | Video footage of you doing tasks directly related to the unit of competence |
|  | Copies of documents you have completed as part of your work eg budgets, reports, memos, spread sheets, estimates etc. |
|  | Certified certificates from accredited vocational education and training courses |
|  | Certified results from other non-credited courses from various education and training providers |
|  | Certified certificates and statements of attainment from in-house courses sponsored by employers or professional bodies |
|  | Letters from employers verifying your knowledge, skill and experience |
|  | Letters from clients, verifying work done |
|  | Details of community activities involving significant responsibilities |
|  | Records of workplace activities |

**Assessing Evidence Supplied**

Your evidence must meet the following requirements:

**• Valid**: Your evidence must be directly relevant and linked to the unit(s) of competency for which you are seeking recognition.

**• Sufficient**: Your evidence must demonstrate that you are able to transfer skills across different

contexts and over time.

**• Current**: Your evidence must demonstrate that your experience is recent and that your knowledge is up-to-date.

**• Authentic**: Your evidence must relate to yourself and not to other people. You may need to have some evidence signed by a supervisor or another qualified person.

**Oral Questioning**

## Topic: Employability Skills

**Q: What are Employability Skills?**

ANSWER:
As defined by the Department of Education, Employment and Workplace Relations, the eight employability skills are skills that are relevant to employers across a variety of jobs and careers.  In addition to strong academic result, these are skills employers look for in graduates and future employees.  Developing these skills and being able to refer to them in job applications and interviews provides a distinct advantage and may help you gain employment and succeed in the workplace.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

## Communication

Q: What is “communication”, in terms of Employability Skills?

ANSWER:
Communication is probably the most sought after skill by most employers, and involves elements such as being a good listener, expressing yourself clearly and in writing, explaining things to people from different backgrounds and presenting a clear case.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

Q: Give THREE examples of how “communication” skills are demonstrated.

ANSWER:
Communication skills are demonstrated by:

* Listening and understanding information
* Speaking clearly and directly
* Adapting your writing to the needs of the audience
* Negotiating
* Using numeracy effectively
* Establishing your own network within your chosen field of interest
* Speaking and writing in languages other than English
* Being able to empathize and understand the needs of others, especially customers

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*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

## Teamwork

Q: What is “teamwork”, in terms of Employability Skills?

ANSWER:
This involves working well with others to achieve results and recognizing the value of other people's contributions and ideas.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

Q: Give THREE examples of how “teamwork” skills are demonstrated.

ANSWER:
Effective teamwork skills are demonstrated by:

* working effectively individually or as a part of a team
* working with people of different genders, races, religions or political persuasions
* taking different roles in a team
* being able to identify strengths and weaknesses of team members
* giving constructive criticism.

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*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

## Problem solving

Q: What is “problem solving”, in terms of Employability Skills?

ANSWER:
This involves being able to offer a solution to a problem by analysing a situation and working out how to arrive at a favourable outcome.  It often involves making optimum use of available resources and enlisting others to achieve an outcome.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

Q: Give THREE examples of how “problem solving” skills are demonstrated.

ANSWER:
Problem solving skills are demonstrated by:

* developing creative, practical or innovative solutions
* solving problems in teams
* applying a range of strategies to problem solving
* using mathematics to solve problems
* applying a range of problem solving strategies to come up with a solution
* testing assumptions or hypothesises
* resolving customer complaints satisfactorily

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*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

## Initiative and enterprise

Q: What is “Initiative and enterprise”, in terms of Employability Skills?

ANSWER:
This involves being able to see innovative ways of doing things, seizing opportunities, and taking initiative.  It may involve a newer way of looking at a situation or the addition of a new idea to improve or streamline an existing process.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

Q: Give THREE examples of how “Initiative and enterprise” skills are demonstrated.

ANSWER:
Skills in initiative and enterprise are demonstrated by:

* adapting to new situations
* developing a strategic or long-term vision
* identifying opportunities not obvious to others
* translating ideas into action
* generating a range of options
* initiating innovative solutions

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*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

## Planning and organizing

Q: What is “planning and organizing”, in terms of Employability Skills?

ANSWER:
This involves the ability to identify what is required in a given situation and to manage people and resources effectively to achieve results.  It also involves being able to manage time efficiently and priorities what tasks need to be done to achieve an overall goal.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

Q: Give THREE examples of how “planning and organizing” skills are demonstrated.

ANSWER:
Examples of Planning and Organizing include:

* managing time and priorities
* establishing clear project goals and deliverables
* allocating people and other resources to tasks
* time management
* collecting, analysing and organising information

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*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

## Self management

Q: What is “self management”, in terms of Employability Skills?

ANSWER:
This skill refers to the ability to take responsibility for your own actions and life direction, and to set goals and successfully achieve them.  It involves setting achievable goals and using your time and resources effectively to achieve them.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

Q: Give THREE examples of how “self management” skills are demonstrated.

ANSWER:
Self Management skills are demonstrated by:

* planning ahead and having a personal vision and goals
* evaluating and monitoring one's own performance
* taking responsibility
* articulating one's ideas and vision

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*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

## Using technology

Q: What is “using technology”, in terms of Employability Skills?

ANSWER:
This involves being able to keep abreast of current technology and apply it to problems, as well as the ability to embrace life-long learning in the field of technology.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

Q: Give THREE examples of how “using technology” skills are demonstrated.

ANSWER:
Skills in using technology are demonstrated by:

* having a range of basic IT skills
* being willing to learn new IT skills
* having the occupational health and safety knowledge to apply new technology
* selecting the appropriate technology for a given task

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*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

## Learning

Q: What is “learning”, in terms of Employability Skills?

ANSWER:
This skill refers to your ability to manage your own learning and contribute to ongoing improvement and expansion in your own knowledge and skill set.  This also refers to your ability to learn workplace skills and expectations specific to your organization.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

Q: Give THREE examples of how “learning” skills are demonstrated.

ANSWER:
Skills in lifelong learning are demonstrated by:

* being open to new ideas and techniques
* contributing to the learning community at the workplace
* actively seeking a range of mediums to learn-- mentioning, peer support, workshops or networking
* having enthusiasm for ongoing learning
* being willing to learn in any setting; on and off the job
* being prepared to invest time and effort into learning new skills

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**ASSESSOR’S NOTES: Below are the Employability Skills for TAE40110**

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| **Communication** |
| interpreting client needs and writing to these |
| using a range of communication skills, such as listening, questioning, reading, interpreting and writing documents |
| writing hazard and incident reports |
| using effective facilitation and interpersonal skills, including verbal and non-verbal language that is sensitive to the needs and differences of others |
| mentoring, coaching and tutoring techniques |
| **Teamwork** |
| working with colleagues to compare, review, and evaluate assessment processes and outcomes |
| actively participating in assessment validation sessions |
| managing work relationships and seeking feedback from colleagues and clients on professional performance |
| developing and evaluating with others learning programs customised for individual or group needs |
| **Problem-solving** |
| identifying hazards and assessing risks in the learning environment |
| using time-management skills in designing learning programs |
| calculating costs of programs and logistics of delivery, and accessing appropriate resources |
| generating a range of options to meet client needs |
| **Initiative and enterprise** |
| interpreting the learning environment and selecting delivery approaches which motivate and engage learners |
| monitoring and improving work practices to enhance inclusivity and learning |
| being creative to meet clients' training needs |
| applying design skills to develop innovative and flexible cost-effective programs |
| **Planning and organising** |
| researching, reading, analysing and interpreting workplace specifications |
| planning, prioritising and organising workflow |
| interpreting collected evidence and making judgements of competency |
| documenting action plans and hazard reports |
| working with clients in developing personal or group learning programs |
| organising the human, physical and material resources required for learning and assessment |
| **Self-management** |
| working within policy and organisational frameworks |
| managing work and work relationships |
| adhering to ethical and legal responsibilities |
| taking personal responsibility in the planning, delivery and review of training |
| being a role model for inclusiveness and demonstrating professionalism |
| examining personal perceptions and attitudes |
| **Learning** |
| undertaking self-evaluation and reflection practices |
| researching information and accessing policies and frameworks to maintain currency of skills and knowledge |
| promoting a culture of learning in the workplace |
| seeking feedback from colleagues |
| facilitating individual, group-based and work-based learning |
| **Technology** |
| using technology to enhance outcomes, including online delivery and research using the internet |
| using student information management systems to record assessments |
| identifying and organising technology and equipment needs prior to training |
| using a range of software, including presentation packages |

**Oral Questioning**

**TOPIC: LEARNING**

**Q: Explain the concept of VOLUME OF LEARNING and how it relates to the VET system.**

ASSESSOR’S NOTES:

Information can be found at the following link or by googling:

volume of learning + asqa

http://www.asqa.gov.au/users-guide-to-the-standards-for-registered-training-organisations-2015/about-the-standards-for-rtos/standard-one/clauses/clauses-1.1--1.4.html

POSSIBLE ANSWER:

The AQF provides a guide to the VOLUME OF LEARNING, which describes how long a learner who does not hold any of the competencies identified in the relevant units of competency would take to develop all the required skills and knowledge.

In a competency-based training environment, learners **aren’t required to study for a specified number of weeks or months**; however, the RTO must still be able to identify and explain any significant variations from the time periods described in the AQF.

If a course is structured so as to be completed in a shorter time period than that described in the AQF, we need to clearly describe, using a rationale based on the previous skills and knowledge and the needs of learners, how a specific learner cohort:

- has the characteristics to achieve the required rigour and depth of training

- can meet all of the competency requirements in a shorter timeframe.

The description must take into account the need to allow learners to reflect on and absorb the knowledge, to practise the skills in different contexts and to learn to apply the skills and knowledge in the varied environments that the ‘real world’ offers before being assessed.

The volume of learning includes all teaching and learning activities such as guided learning (classes, lectures, tutorials, online or self-paced study), individual study, research, learning activities in the workplace and assessment activities.

The amount of training provided by the RTO is part of the overall volume of learning and relates primarily to formal activities including classes and other activities as well as workplace learning.

The RTO is required to comply with the AQF in applying the volume of learning to your programs.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: What do you define as workplace training? Give an example.**

SAMPLE ANSWER:

Workplace training, also known as trade or industry training, involves learning and earning money while you work. Apprenticeships are one type of workplace training. You can do workplace training in a range of hands-on industries.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: What does workplace training involve?**

SAMPLE ANSWER:

Workplace training usually combines on-the-job and off-the-job training. You'll have to:

* attend all courses that are part of the industry training – these may be block courses, evening courses or day release classes, and are offered by a polytechnic or other education provider
* complete on-the-job assessments to show you are competent doing practical tasks, and to work towards your national certificate
* complete off-the-job assessments to work towards completing your qualification.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

## Q: Give an example of someone in an industry who might benefit by workplace training and provide a reason for your answer.

SAMPLE ANSWER:

Workplace training is open to people of all ages, and may be an option for you if:

* you already work in an industry that is covered by an RTO
* your employer is willing to invest in your training.

If your employer is reluctant to take you on as an industry trainee, speak to the relevant RTO and ask them for advice on how to approach your employer. Remember, your employer is more likely to invest in your training if they can see a benefit for them.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: What are THREE benefits of workplace training for the “student”?**

SAMPLE ANSWER:

In industry training you:

* earn money as you learn, so you won’t need to get a student loan
* gain theoretical and practical skills at the same time
* gain one or more national certificates, depending on the programme and industry you are in
* increase your chances for a promotion, better pay or improved job opportunities
* become highly skilled in your chosen industry.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

## Q: How is a student’s workplace training determined? (That is, how do you work out what they will do and how they will do it, as well as when, where, why and who with)

SAMPLE ANSWER:

First, you should decide what kind of skills and knowledge you want to learn. For example, you may have a job that you want to work toward, which requires skills or qualifications you don't currently have. Your employer or RTO can help if you're not sure what skills you'll need to progress.

Your RTO will work with you and your employer to develop your training plan. This will include both on-the-job and off-the-job training.

* On-the-job training involves learning the practical skills you need to do your job; for example, a hairdresser learning to dye hair.
* Off-the-job training is likely to be offered by a polytech or other education provider.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Learning Needs Analysis**

**Q: What is a Learning Needs Analysis (or Training Needs Analysis - TNA)?**

SAMPLE ANSWER:

Learning needs analyses are undertaken in industry and business to determine the gap between the existing skills, knowledge and abilities of staff and those that are needed for the organisation to function at the desired level.

Once this gap is determined, decisions can be taken as to the type of training required (if this is the preferred action) and the form of delivery.

Likewise, in an educational setting, a learning needs analysis helps students identify where they are in terms of their knowledge, skills and competencies, versus where they wish to be - what are their learning goals?

Adults learn better when they can see a reason or relevance as to why they are following a program of study. By conducting a learning needs analysis with prospective students, the learning provider can identify what programs are needed. Including learners from the outset will help ensure that course content, schedules, etc., are in line with the needs of the student. By assisting the learner to identify the gaps in his/her own learning, the provider will be better able to support the student.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: Give FIVE reasons why an organization may conduct a learning needs analysis of its staff?**

SAMPLE ANSWER:

A learning needs analysis will help:

 Identify what skills and knowledge the learners already have

 Highlight skills/knowledge/competencies that need developing

 Identify clearly what students wish to achieve

 Outline and define expectations and goals

 Establish need and demand for the course you have in mind

 Determine what can realistically be achieved given the available resources

 Identify any obstacles or difficulties which may arise

 Increase the sense of ownership and involvement of the students

 Provide information about your student group - know your audience

 Achieve a correct fit between the provider and student, i.e., the course matches student needs and expectations

 Identify the content that best suits student’s needs

 Determine what is the most appropriate delivery format - class based, online or a mix of these and other formats

 Determine what skill set and knowledge base is required of the tutor

 Develop a budget and cost benefit analysis

 Establish when is the most suitable time to deliver the programme and over what time frame

 Ascertain the most suitable evaluation mechanisms

 Outline what results can be expected and if/how these can be measured

Ideally, a learning needs analysis is conducted with a group of students before a course takes place. The consultation determines what type of course is needed. However, in many cases it may not be possible to conduct a learning needs analysis as a prescribed curriculum may be in place, or funding may be secured for running a predetermined program. In such instances, providers may not have the luxury of developing the content with the students, or of changing elements of the course design. Instead they may need to persuade learners why a particular course is of value. Tutors should still consult the group to determine what their expectations are and to consider the most suitable methodologies to adopt.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Communication**

**Q: In your own words, what is effective communication?**

SAMPLE ANSWER:

The ability to communicate effectively with superiors, colleagues, and staff is essential, no matter what industry you work in. Workers in the digital age must know how to effectively convey and receive messages in person as well as via phone, email, and social media.

Clear, concise

“TEDS”

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: Explain what it means to be a “good” listener?**

SAMPLE ANSWER:

Being a good listener is one of the best ways to be a good communicator. No one likes communicating with someone who only cares about putting in her two cents, and does not take the time to listen to the other person. Instead, practice active listening.

Active listening involves paying close attention to what the other person is saying, asking clarifying questions, and rephrasing what the person says to ensure understanding ("So, what you're saying is…").

Through active listening, you can better understand what the other person is trying to say, and can respond appropriately.

Stays focused; gets clear feedback on what they’ve said…

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: In your own words, what is Nonverbal Communication?**

SAMPLE ANSWER:

Your body language, eye contact, hand gestures, and tone all color the message you are trying to convey. A relaxed, open stance (arms open, legs relaxed), and a friendly tone will make you appear approachable, and will encourage others to speak openly with you.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: Why is eye contact important in Nonverbal Communication?**

SAMPLE ANSWER:

Eye contact is also important; you want to look the person in the eye to demonstrate that you are focused on the person and the conversation (however, be sure not to stare at the person, which can make him or her uncomfortable).

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: Why is it important to pay attention in nonverbal signals of the people you are communicating with?**

SAMPLE ANSWER:

Also pay attention to other people's nonverbal signals while you are talking. Often, nonverbal signals convey how a person is really feeling. For example, if the person is not looking you in the eye, he or she might be uncomfortable or hiding the truth.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: Why is it important to be clear and concise when communicating?**

SAMPLE ANSWER:

* Try to convey your message in as few words as possible. Say what you want clearly and directly, whether you're speaking to someone in person, on the phone, or via email. If you ramble on, your listener will either tune you out or will be unsure of exactly what you want. Think about what you want to say before you say it; this will help you to avoid talking excessively and/or confusing your audience.
* Make sure your point gets across.
* The receiver is clear about what it is that your saying
* Get feedback and verify

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: Why is it important to be friendly when communicating with our learners?**

SAMPLE ANSWER:

Through a friendly tone, a personal question, or simply a smile, you will encourage your learners to engage in open and honest communication with you. This is important in both face-to-face and written communication. When you can, personalize your emails to coworkers and/or employees - a quick "I hope you all had a good weekend" at the start of an email can personalize a message and make the recipient feel more appreciated.

People won’t listen to you if you’re not friendly.

Easy approach.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: Why is it important to have confidence when communicating with our learners?**

SAMPLE ANSWER:

It is important to be confident in all of your interactions with others. Confidence ensures your learners that you believe in and will follow through with what you are saying. Exuding confidence can be as simple as making eye contact or using a firm but friendly tone (avoid making statements sound like questions). Of course, be careful not to sound arrogant or aggressive. Be sure you are always listening to and empathizing with the other person.

It “rubs” off and you give people an idea you know what you’re talking about; instills confidence.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: Why is it important to demonstrate empathy when communicating with our learners?**

SAMPLE ANSWER:

* Using phrases as simple as "I understand where you are coming from" demonstrate that you have been listening to the other person and respect their opinions.
* So you don’t take it for granted – remembering what it was like to be a “learner”. Everyone has different levels.
* You want people to approach you.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: Why is it important to have an open-minded approach when communicating with our learners?**

SAMPLE ANSWER:

* A good communicator should enter any conversation with a flexible, open mind. Be open to listening to and understanding the other person's point of view, rather than simply getting your message across. By being willing to enter into a dialogue, even with people with whom you disagree, you will be able to have more honest, productive conversations.
* Not everyone is at the same standard with their experience.
* It’s easier for them to relate to you.
* The learner may know a lot the topic and give you a lot of assistance in developing the course.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: Why is it important to demonstrate respect for our learners?**

SAMPLE ANSWER:

People will be more open to communicating with you if you convey respect for them and their ideas. Simple actions like using a person's name, making eye contact, and actively listening when a person speaks will make the person feel appreciated. On the phone, avoid distractions and stay focused on the conversation.

Convey respect through email by taking the time to edit your message. If you send a sloppily written, confusing email, the recipient will think you do not respect her enough to think through your communication with her.

Common courtesy. They might know more than you. You can learn off people when you respect them.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: Why is “quality feedback” essential with our learners?**

SAMPLE ANSWER:

Being able to appropriately give and receive feedback is an important communication skill. Managers and supervisors should continuously look for ways to provide employees with constructive feedback, be it through email, phone calls, or weekly status updates. Giving feedback involves giving praise as well - something as simple as saying "good job" to an employee can greatly increase motivation.

Similarly, you should be able to accept, and even encourage, feedback from others. Listen to the feedback you are given, ask clarifying questions if you are unsure of the issue, and make efforts to implement the feedback.

Keeping the students up to date on where they’re going right and where they need to improve. It also helps to instill confidence.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: Why is it important to pick the right medium when communicating?**

SAMPLE ANSWER:

An important communication skill is to simply know what form of communication to use. For example, some serious conversations (layoffs, changes in salary, etc.) are almost always best done in person. You should also think about the person with whom you wish to speak - if they are very busy people (such as your boss, perhaps), you might want to convey your message through email. People will appreciate your thoughtful means of communication, and will be more likely to respond positively to you.

People are at different levels of literacy, convenience, official – keep as a reference.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

ASSESSOR’S INITIALS & DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TAEDES401A - Design and develop learning programmes (CORE)**

**Q: What is this unit about?**

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.

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| **Critical Aspects of Evidence Required for RPL to be granted:** | The applicant must provide evidence of the ability to: |
| * design, develop and review learning programs within the VET context
 |  |
| * prepare and develop a minimum of two learning programs:
 |  |
| * 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.
 |  |

**Oral Questioning**

**Q: In your own words, what is a Learning Program?**

SAMPLE ANSWER:

* A Learning Program is a planning document that details not only pertinent information from the [needs analysis](http://nationalvetcontent.edu.au/alfresco/d/d/workspace/SpacesStore/4a72905d-eb17-4b52-99f3-517cd760fc03/ims/content/glossary/gloss.htm%22%20%5Cl%20%22Needs%20analysis%22%20%5Ct%20%22_blank), but also outlines the broad learning strategies that are going to be used when delivering training. It also shows how those strategies are matched to the learning outcomes within a particular time frame.
* Designed to meet the criteria – design around the standard.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: Why does a trainer need a learning program?**

SAMPLE ANSWER:

A learning program provides the trainer/assessor with information about the competencies being delivered, a profile of the learners and their needs, and suggestions for the assessment strategy. From this, the trainer/assessor can develop the [delivery plan](http://nationalvetcontent.edu.au/alfresco/d/d/workspace/SpacesStore/4a72905d-eb17-4b52-99f3-517cd760fc03/ims/content/glossary/gloss.htm%22%20%5Cl%20%22Delivery%20plan%22%20%5Ct%20%22_blank) and [session plan](http://nationalvetcontent.edu.au/alfresco/d/d/workspace/SpacesStore/4a72905d-eb17-4b52-99f3-517cd760fc03/ims/content/glossary/gloss.htm%22%20%5Cl%20%22Session%20plan%22%20%5Ct%20%22_blank).

Map essential units to the Learning Program.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: What are FIVE factors a trainer needs to consider when devising a learning program?**

SAMPLE ANSWER:

* Delivery mode
* Timeframe
* Venue
* Cost breakdown
* Learners' training history
* Learners' learning styles
* Learning materials
* Learning resources
* Support requirements
* Pathways
* Assessment method
* Competency standards
* Learning goals and outcomes
* Different skill levels – different experience levels: beginners vs experienced

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

ASSESSOR’S INITIALS & DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TAEDEL402A Plan, organise and facilitate learning in the workplace (CORE)**

**Q: What is this unit about?**

This unit describes the performance outcomes, skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace.

|  |  |
| --- | --- |
| **Critical Aspects of Evidence Required for RPL to be granted:** | The applicant must provide evidence of the ability to: |
| * prepare and facilitate work-based learning
 |  |
| * provide evidence of a minimum of two examples of developing work-based learning pathways, that include:
 |  |
| * 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:
 |  |
| * with different individuals
 |  |
| * demonstrating communication skills and flexibility
 |  |
| * demonstrating one or more of the processes or techniques identified.
 |  |

**Oral Questioning**

**Q: In your own words, what is work-based learning?**

SAMPLE ANSWER:

* Work-based learning is the term used to describe a relationship between learning and work. It emerges from the demands of work, rather than from formal educational programs ([Gore, 2001](http://health.gov.au/internet/publications/publishing.nsf/Content/drugtreat-pubs-front1-wk-toc~drugtreat-pubs-front1-wk-secb~drugtreat-pubs-front1-wk-secb-ref#r6)).
* Hands on experience; in the workplace; opportunity to use theory in the workplace; find out how you’re going; assessor can directly see how the applicant is going.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: What are TWO forms of work-based learning?**

SAMPLE ANSWER:

Workplace (or on-the-job) learning is much more than a training course or a single on-the-job activity. It exists in a variety of forms (such as teamwork, coaching, mentoring and computer-based learning) which we will be exploring in this module.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

ASSESSOR’S INITIALS & DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TAEDES402A Use training packages and accredited courses to meet client needs (CORE)**

**Q: What is this unit about?**

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.

|  |  |
| --- | --- |
| **Critical Aspects of Evidence Required for RPL to be granted:** | The applicant must provide evidence of the ability to: |
| * 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.
 |  |

**Oral Questioning**

**Q: In your own words, explain as if to a student what a Training Package is?**

SAMPLE ANSWER:

A **Training Package**:

* is the critical skills, knowledge and attitudes or competencies which individuals need for employment have been compiled into a document for each industry or industry sector.
* is a set of nationally endorsed standards and qualifications for recognising and assessing people’s skills.
* describes the skills and knowledge needed to perform effectively in the workplace. It does not describe how an individual should be trained. Teachers and trainers develop learning strategies – the how - depending on learners’ needs, abilities and circumstances.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: What is the purpose of training packages?**

SAMPLE ANSWERS:

* Enable qualifications to be awarded through the direct assessment of competencies.
* Encourage the development and delivery of training to suit individual needs.
* Encourage learning in a workplace environment.
* Provide a pool of employees who meet nationally recognised standards of competence in a particular area.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: What are the benefits of training packages?**

SAMPLE ANSWERS:

* Training designed to meet the needs and requirements of industry and standards set by industry.
* Qualifications which are consistent and nationally recognised, making it easier for students to move between states and territories and for employers to hire people who have worked for other organisations or moved from interstate.
* Students and employees have the flexibility to choose how, when and where the training is undertaken.
* Individuals and organisations can be assured of the quality of training and qualifications.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: Give an example of TWO training packages that may link to your training field(s).**

SAMPLE ANSWERS:

* Community Services Training Package (CHCO2).
* CSC12 Correctional Services Training Package
* DEF12 Defence Training Package
* LGA04 Local Government Training Package
* NWP07 Water Training Package
* PSP12 Public Sector Training Package
* PUA12 Public Safety Training Package

Service Skills maintains the following training packages:

* [Tourism, Hospitality and Events Training Package](https://www.serviceskills.com.au/tourism-hospitality-events-training-package)
* [Retail Services Training Package](https://www.serviceskills.com.au/retail-services-training-package)
* [Beauty Training Package](https://www.serviceskills.com.au/beauty-training-package)
* [Floristry Training Package](https://www.serviceskills.com.au/floristry-training-package)
* [Hairdressing Training Package](https://www.serviceskills.com.au/hairdressing-training-package)
* [Sport Training Package](https://www.serviceskills.com.au/sport-training-package)
* [Fitness Training Package](https://www.serviceskills.com.au/fitness-training-package)
* [Community Recreation Training Package](https://www.serviceskills.com.au/community-recreation-training-package)
* [Outdoor Recreation Training Package](https://www.serviceskills.com.au/outdoor-recreation-training-package)
* [Funeral Services Training Package](https://www.serviceskills.com.au/funeral-services-training-package)

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: What are the THREE main sections found in most Training Packages?**

SAMPLE ANSWERS:

These are the:

* competency standards
* qualifications framework
* assessment guidelines

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

## Q: How are training packages developed?

SAMPLE ANSWERS:

Industry Skills Councils develop training packages when industry identifies the need for nationally recognised training that is not currently covered by a training package.

ISC’s develop and validate training packages through extensive research and consultation with industry stakeholders. Training packages are then endorsed by the Australian Government and state and territory governments, and approved for use throughout Australia.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

## Q: Who can deliver training packages and training package products?

SAMPLE ANSWERS:

Registered training organisations (RTOs) or organisations working in partnership with an RTOare authorised to deliver training packages qualifications and units of competency, if the RTO has the training package product/s on their scope of registration.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

## Q: When and how are training packages updated?

SAMPLE ANSWERS:

ISCs update training packages in accordance with the [Training Package Development and Endorsement Process Policy](http://industry.gov.au/skills/TrainingPackages/TrainingPackages/Documents/TrainingPackageDevelopmentandEndorsementPolicy.pdf%22%20%5Co%20%22This%20link%20opens%20the%20Training%20Package%20Development%20%26%20Endorsement%20Process%20Policy%20in%20a%20new%20link%22%20%5Ct%20%22_blank) when updating training packages. This policy ensures that training package products are:

* developed to an agreed quality standard, and
* responsive to industry’s existing and future demand for new skills.

When updating training packages, ISCs:

* conduct an environmental scan to capture industry intelligence and existing and emerging skills shortages and training requirements
* develop a continuous improvement plan to ensure training packages meet the existing and emerging skills needs of industry
* undertake quality assurance activities throughout the development of the training package components
* seek endorsement of the revised training package
* publish the revised training package on the national register, and
* publish a  Companion Volume Implementation Guide to help providers implement the training package.

The National Skills Standard Council (NSSC) has been dissolved and its ongoing functions will be delegated to industry representatives and selected senior officials through the Industry and Skills Council Advisory Committee. The Industry and Skills Council Advisory Committee will provide industry with a formal role in relation to policy directions and decision making in the national training system. An announcement will be made soon on the commencement of this new Advisory Committee, including its membership.

Training package revisions that do not change the outcome of the endorsed components can be upgraded by the ISC without Australian Government endorsement.

Further information is available on the [Department of Industry website](http://industry.gov.au/skills/TrainingPackages/Pages/default.aspx%22%20%5Co%20%22This%20link%20opens%20the%20Department%20of%20Industry%20website%20in%20a%20new%20window%22%20%5Ct%20%22_blank) and the [VET Reform website](http://vetreform.industry.gov.au/news/establishment-industry-and-skills-council-advisory-committee%22%20%5Co%20%22This%20link%20opens%20the%20VET%20Reform%20website%20in%20a%20new%20window%22%20%5Ct%20%22_blank).

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

## Q: What information is available to explain training package changes?

SAMPLE ANSWERS:

ISCs are required to publish a Companion Volume Implementation Guide when they revise a training package. The Companion Volume Implementation Guide is designed to help providers implement the training package and contains information such as:

* version control and modification history
* mapping information (explaining whether the outcomes of the new products are  equivalent or not equivalent to the superseded products
* regulation and licensing implications for implementation
* mandatory entry requirements, pathways advice and access and entry conditions
* resource and equipment lists, and
* if relevant, links to learning strategies, knowledge and assessment guidance.

This Companion Volume Implementation Guide is usually uploaded by the ISC on the national register, [training.gov.au](http://training.gov.au/%22%20%5Co%20%22This%20link%20opens%20the%20training.gov.au%20website%20in%20a%20new%20window%22%20%5Ct%20%22_blank), under the heading Mapping of the new training package. Links to a Companion Volume may direct users to the relevant ISC’s website where the Companion Volume Implementation Guide can be found.

ISCs also publish additional information about training package developments on their websites, including:

* a Continuous Improvement Plan for each training package, and
* a Case for Endorsement providing a rationale for proposed changes to a training package which is published while the Australian Government is considering the changes.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

## Q: What is ASQA's role in relation to training packages?

SAMPLE ANSWERS:

ASQA's role is to ensure that providers are ready to deliver/are delivering training and assessment that meets training package requirements. ASQA takes regulatory action if providers do not meet training package requirements. ASQA automatically updates its regulated providers’ scope of registration when new equivalent training package products are released.

ASQA has no role in the development, endorsement or maintenance of training packages.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

## Q: When do providers need to transition to new versions of training packages?

SAMPLE ANSWERS:

Once a new training package is endorsed, the relevant ISC uploads the new product onto the national register,[training.gov.au](http://training.gov.au/%22%20%5Co%20%22This%20link%20opens%20the%20training.gov.au%20website%20in%20a%20new%20window%22%20%5Ct%20%22_blank).

If the ISC has deemed new training product (qualification and/or unit of competency) equivalent to a superseded product on your scope of registration, ASQA will automatically update your scope to allow you to transition to the new equivalent product.

Once a new training product is published on the national register, RTOs have 12 months to transition to delivering the new product. In some cases, RTOs can take an additional six months to teach-out a qualification if they can demonstrate students would be genuinely disadvantaged by transferring to the replacement qualification earlier.

RTOs that have new equivalent training package products automatically added to their scope of registration should continue to deliver the superseded product on until ready to deliver the new equivalent product within the 12 month period.

RTOs that are registered to deliver a training package product that is superseded by a non-equivalent product will need to apply to ASQA to add this product to their scope of registration, and transition to deliver the new product with the 12 month period.

Further information is available in the [General Direction—Learner transition](http://www.asqa.gov.au/news-and-publications/publications/general-directions/learner-transition.html%22%20%5Ct%20%22_blank).

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: What are competency standards?**

SAMPLE ANSWER:

The competency standards define the skills and knowledge required for competent performance in the industry.

Individual units of competency may be grouped together to make up a qualification. The section within the Training Package which shows how this is done is called the qualifications framework. This section describes what a person has to do to achieve a Certificate I – IV, a Diploma or an Advanced Diploma.

The assessment guidelines form the third endorsed component of the Training Package. This section sets out the industry’s preferred approach to assessment. It includes specific advice on the qualifications needed by assessors, the design of assessment processes and the conduct of assessments.

Many Training Packages also include support materials, which may include assessment materials, learning strategies and professional development materials.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: What is a unit of competency?**

SAMPLE ANSWER:

The competency standards in a Training Package describe work outcomes.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: What THREE critical factors are specified in a unit of competency?**

SAMPLE ANSWER:

Each unit of competency describes a specific work activity, the conditions under which it is conducted and the evidence that may be gathered in order to determine whether the activity is being performed in a competent manner.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: By examining different aspects of a unit of competency, what are FIVE types of questions can assessors have answered?**

SAMPLE ANSWER:

* What is the work activity?
* What does the work activity involve?
* What skills are needed to perform the work activity?
* What level of skill is needed?
* What are the conditions under which this work activity may be conducted?
* What evidence is needed to prove that a person is competent?
* What knowledge and skills are needed to perform the work activity?
* What generic work skills are needed?
* Where should evidence be gathered?
* What resources are required to gather the evidence?

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Parts of a Unit of Competency**

**Q: For each part of the Unit of Competency outline its purpose.**

| **QUESTION****Part of Unit** | **ANSWERSWhat it tells me** |
| --- | --- |
| Description | tells me in general terms what the unit intends to do: what it covers, and what skills and knowledge it involves |
| Performance Criteria | made of two parts: Elements, which tell me what I should be able to do if I am competent in the Unit; and, Performance Criteria, which tell me how I can show that I am competent in the Element |
| Key Competencies | this is an often overlooked section, although it is just as important as every other part. It tells us about the generic work skills that are included in the Unit, with a number (often 1 to 3) telling us the level of performance of this skill that is expected for each of these generic skills. These are the things that we should be able to do which are transferable to other situations, and which overlap with other units of competency. |
| Range Statement | gives me more information to understand the performance criteria, by telling me some situations that could be included. In many Units, there are bold or italic words/phrases in the Performance Criteria, which tells me that there is more information about them in the Range Statement |
| Evidence Guide | tells me the evidence that I need to show in order to demonstrate that I am competent. It can give me a list of required knowledge and skills, and sometimes gives suggestions for how to assess the Unit |

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: Other sections that may be included are:**

| **QUESTIONS****Part of Unit** | **ANSWERS****What it tells me** |
| --- | --- |
| Holistic Assessment of Units | this is sometimes called Integrated/Interdependent Competency Assessment. This section tells us other units that I can combine this one with for assessment |
| Resources Required | not surprisingly, this tells us the main resources that we will need to be able to effectively assess competence in the Unit. |

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Matching Competency Standards to Client Needs**

**Q: To make sure that we make informed decisions about the Units of Competency to deliver for our clients, we must collect as much information as we can.**

**List THREE ways that we can collect this information include:**

ANSWERS:

* talking with individuals/groups in person or via the telephone
* examining past, current and future trends (eg, what skills were, are and will be required)
* surveying employees
* testing (informally or formally – always get permission first) employees to discover their needs and existing knowledge/skills
* observe workers doing their jobs
* look at employment records, CVs, position descriptions
* compare your client organisation’s skills levels with those of similar organisations or industry benchmarks
* talking with line managers to discover gaps in skills/knowledge among workers

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: What are the FIVE Competency Skill Areas?**

SAMPLE ANSWER:

There are FIVE major skill areas constitute the broad concept of competency. They are shown in the pie chart below:



To be considered **competent**, a person should be able to:

* **Task Skills**
* Perform the individual tasks – **task skills**
* **Task Management Skills**
* Manage a number of different tasks within the job – **task management skills**
* **Contingency Management Skills**
* Respond to irregularities and changes in routine – **contingency management skills**
* **Job Role/Environment Skills**
* Deal with the responsibilities and expectations of the work environment, including working with others – **job/role environment skills**
* **Transfer Skills**
* Transfer and apply the skills and knowledge to a similar task elsewhere – **transfer skills**

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: What is contextualization?**

ANSWER:

Contextualisation is achieved by including, modifying or substituting text within units of competency and usually within the range statement or evidence guide. It is about providing training and assessment that is specific to an enterprise or individual learner.

Any modifications to a unit of competency must maintain the integrity of the industry skill and portability requirements, including all legislative, licensing and any other regulatory requirements.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

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**TAEASS401B Plan assessment activities and processes (CORE)**

**Q: What is this unit about?**

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.

|  |  |
| --- | --- |
| **Q: What “evidence” is required for RPL to be granted?** | The applicant must provide evidence of the ability to: |
| * plan and organise the assessment process on a minimum of two occasions
 |  |
| * collect evidence that demonstrates:
 |  |
| * 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
 |  |

**Oral Questioning**

**Q: What is competency based assessment?**

SAMPLE ANSWER:

Assessment is the process of collecting *evidence* and making judgements on whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform to the standard expected in the workplace, as expressed in the relevant endorsed industry or enterprise competency standards.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: In the context of assessment, what is “evidence”?**

SAMPLE ANSWER:

Evidence is information gathered which, when matched against the unit of competency, provides proof of competency. Evidence may include products such as reports, models and items that have been made, fixed or repaired. It might also be processes that can be observed, such as following the correct sequence, providing the required service or maintaining records correctly. Answers to questions are another form of evidence. These may include questions about topics such as work procedures, typical faults and remedies, and workplace hazards. If the assessor cannot gather this evidence other people, such as supervisors, trainers, team members or the candidate, can report what they see or hear.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: What is Recognition of Prior Learning (RPL)?**

SAMPLE ANSWER:

Recognition of Prior Learning (RPL) is a process that allows the competencies you already possess to be recognised, regardless of how you obtained them. These might include skills you picked up on the job or from other life experiences that do not necessarily include formal training.

Recognition of prior learning suits people who have industry relevant:

* work skills or knowledge
* paid or unpaid work experience
* life experience
* community work experience

Recognition of prior learning could provide you with a full or part qualification, and avoid duplication of training. It could be used to identify what training you may need to complete a qualification, or could provide a pathway to higher qualifications for people who may not have access to further training.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: What is Credit Transfer?**

SAMPLE ANSWER:

Credit transfer recognises previous formal learning (e.g. university, other qualifications). It uses an assessment of a previous course or subject that an applicant has achieved to determine whether it can be credited to the new course in which the applicant wishes to enrol.

The assessment determines the extent to which your previous course or subject is equivalent to the required learning outcomes of the desired qualification.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: What are the Principles of Assessment?**

SAMPLE ANSWER:

* **VALIDITY**

A valid assessment will assess what it claims to assess.

* **RELIABILITY**

Reliable assessment uses methods and procedures that ensure the competency standards are interpreted and applied consistently from person to person and from context to context.

* **FLEXIBILITY**

Flexible assessment ensures each candidate is involved in a participatory assessment process.

* **FAIRNESS**

An assessment system and its processes must not disadvantage or discriminate any person or organisation.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q: What are the Rules of Evidence?**

SAMPLE ANSWER:

* **CURRENCY**

Current evidence will ensure a candidate has the required skills and knowledge at the time of assessment, and the evidence reflects current workplace processes and equipment.

* **SUFFICIENCY**

Sufficient evidence will cover all the elements, performance criteria and required range of variables in the standards against which assessment is to be carried out.

* **VALIDITY**

Valid evidence will allow for consistent judgement for all evidence collected, both now and in the future.

* **AUTHENTICITY**

The evidence collected is authentic that is, it is actually derived from valid sources and is directly attributable to the individual.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

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**TAEASS402B Assess competence (CORE)**

**Q: What is this unit about?**

This unit describes the performance outcomes, skills and knowledge required to assess the competence of a candidate.

|  |  |
| --- | --- |
| **Q: What “evidence” is required for RPL to be granted?** | The applicant must provide evidence of the ability to: |
| * 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:
 |  |
| * the application of different assessment methods and instruments 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.
 |  |

**Q1: Provide at least ONE example of Reasonable Adjustments in Assessment for each Learner Difficulty Listed below:**

|  |  |
| --- | --- |
| **Learner difficulty** | **Examples of reasonable adjustments in assessment** |
| **Maintaining concentration** | * additional time
* access to a scribe
* split sessions
* separate assessment venue
 |
| **Expressing knowledge in writing** | * additional time
* access to a scribe
* multiple choice and short answer questions in preference to long answer questions
* models and practical examples
* oral assessment
 |
| **Spelling and/or grammar** | * additional time
* access to a scribe
* oral assessment
* an audiotape or dictaphone
* a personal computer with spelling and grammar checkers, dictionaries, thesauruses
* special equipment
* multiple choice and short answer questions in preference to long answer questions
* models and practical examples for the learner to demonstrate what he/she means
* other assessment methods such as taped interviews, slide presentations, photographic essays or models
 |
| **Numbers and numerical concepts** | * additional time
* a calculator
 |
| **Understanding spoken information and instructions** | * additional time
* rest breaks
* split sessions, on the same or successive days, to prevent the learner working for extended periods
* simple direct language
* instructions step-by-step
* repetition of information given
* asking the learner to repeat what she/he is required to do to check for understanding
* demonstrating what is required
 |
| **Communicating orally, for oral assessments** | * additional time
* access to an interpreter
* a personal computer with voice synthesiser
* a reader of the learner’s work
 |
| **English language** | * additional time
* a dictionary and/or thesaurus
* a personal computer with spelling and grammar checker, dictionary and thesaurus
 |

**TAEASS403B Participate in assessment validation (CORE)**

**Q: What is this unit about?**

This unit describes the performance outcomes, skills and knowledge required to participate in an assessment validation process.

|  |  |
| --- | --- |
| **Q: What “evidence” is required for RPL to be granted?** | The applicant must provide evidence of the ability to: |
| * 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.
 |  |

**Oral Questions**

**Q1A: In terms of assessment, outline the concept of validity.**

ANSWER:

A valid assessment assesses exactly what it claims to assess.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q1B: Give TWO ways an assessor can ensure that assessment is valid:**

ANSWER:

* ensuring that you cover all the performance criteria of the competency
* collecting sufficient evidence over a period of time in a range of contexts
* using activities that match the way those skills are used in the workplace.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q2A: In terms of assessment, outline the concept of reliability.**

ANSWER:

A reliable assessment gives a consistent result each time it is carried out, including by different people.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q2B: How can an assessor improve the reliability of an assessment?**

ANSWER:

* reviewing the decisions you have made in previous assessments
* comparing your outcomes with the outcomes given by other assessors
* using clearly defined benchmarks in your assessment tools.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q3A: In terms of assessment, outline the concept of flexibility.**

ANSWER:

A flexible assessment makes allowance for changing conditions in the workplace and different contexts for the same competency.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q3B: Explain how an assessor can make an assessment “flexible” in terms of the assessment process.**

ANSWER:

* use the RPL process when it’s relevant
* use different types of assessment activities to suit different contexts, or workers with special needs
* be prepared to change the time or location of the assessment event if there are problems with the existing arrangements.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q4A: In terms of assessment, outline the concept of fairness.**

ANSWER:

An assessment is fair when the candidate for assessment clearly understands what they need to do in order to demonstrate competence, and when any ‘special needs’ they have are taken into account.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q4B: Give one example of how an assessor can make sure an assessment is fair.**

ANSWER:

* making ‘reasonable adjustments’ to the assessment tool where required (see below)
* treating all candidates equally, regardless of their individual differences, such as ethnic background, religion or gender.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q5A: Explain the concept of validity in terms of assessment.**

ANSWER:

The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q5B: Explain the concept of currency in terms of assessment.**

ANSWER:

* The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.
* Currency means evidence needs to be checked to ensure it shows recent performance.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q5C: Explain the concept of sufficiency in terms of assessment.**

ANSWER:

* The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner’s competency.
* A judgement has to be made concerning how much evidence to call for. How much is required for the assessor to accept the performance as competent? Too little evidence risks the assessment not being reliable; too much leads to waste of time and effort.
* Tell your candidates that the evidence they present for RPL or RCC should be organised and presented in a format that makes it easy for the assessor to make a judgement of competence.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q5D: Explain the concept of authenticity in terms of assessment.**

ANSWER:

* The assessor is assured that the evidence presented for assessment is the learner’s own work.
* Authenticity means evidence needs to be checked to ensure it actually relates to the performance of the person being assessed, and not that of another person. Checking for authenticity is important when some supplementary sources of evidence are used in assessment.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q6: Explain the difference between criterion-referenced assessment as opposed to norm-referenced assessment.**

ANSWERS:

* The essential characteristic of **norm-referencing**is that students are awarded their grades on the basis of their ranking within a particular cohort. Norm-referencing involves fitting a ranked list of students’ ‘raw scores’ to a pre-determined distribution for awarding grades.
* **Criterion-referencing**, as the name implies, involves determining a student’s grade by comparing his or her achievements with clearly stated criteria for learning outcomes and clearly stated standards for particular levels of performance.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q7: Give TWO reasons why assessors carry out validation.**

ANSWERS:

Assessment validation refers to a process where assessors compare and evaluate their assessment methods, assessment procedures and assessment decisions. The goal of assessment validation is to ensure that assessment tools provide valid, reliable, sufficient, current and authentic evidence to enable reasonable judgement.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q8: Give THREE critical questions an assessor should ask when validating the assessment process in terms of safety**

ANSWER:

Assessors must consider and document the following:

* Were hazards identified in the assessment area prior to assessment?
* Were people informed of hazards?
* Did the assessment place people at risk?
* Does the assessment require the setting up of unsafe conditions?
* Was all safety equipment available for assessment?
* Were contingency plans considered for the assessment?
* Was the assessment stopped if the participant failed to demonstrate a critical safety point?

The process of validating assessment safety could also include:

* consulting with other assessors to compare practices
* reviewing the effectiveness of each practice
* checking the requirements of the WHS Act
* consulting with WHS technical experts for feedback.

Note that it is important to document all validation activities, not just those dealing with WHS.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q9: Outline the different approaches to validation that may be appropriate before, during and after assessment.**

ANSWERS:

Validation activities:

* ensure that assessment strategies meet the needs of clients
* facilitate the professional development of assessors
* enable enterprises and other stakeholders to contribute to assessment processes
* provide a means of gathering feedback and identifying ways of improving assessment processes
* facilitate consistent interpretation of the unit of competency
* foster the development of informal networks and provide assessors with access to up-to-date information about what is happening in their industry
* help assessors working across the industry to apply consistent standards and make consistent judgements.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q10: What are the legal and ethical responsibilities in an assessment validation?**

ANSWER:

Remember the legal and ethical requirements that affect what we do? Our validation procedures must also ensure that we are meeting these requirements.

The validation process should demonstrate that during assessment and recognition activities:

* client privacy and confidentiality is always maintained
* information provided to all people involved in the process (candidates, assessors, VET Quality Framework, other bodies) is always accurate and not misleading or deceptive in any way
* environmental standards are always met during assessment activities
* WHS, Equal Employment Opportunity (EEO), anti­-discrimination and other relevant legislation is always followed.

**External Validators**

In some instances it is even appropriate for technical and subject experts to conduct the validation activities, rather than relying solely on training organisation staff members. The areas of WHS, EEO and environmental legislation are examples of where subject experts could be of assistance as validators.

**Resource Parameters**

It is also important to consider costs when establishing validation processes. This includes costs in terms of the hours staff are involved in validation activities, as well as other resources that may be required, for example securing the services of subject experts for advice and validation.

**Gaining Commitment**

Part of the process of establishing validation procedures should also be to aim for a collaborative effort from all relevant parties. The people involved in validation activities must commit to the processes agreed upon, and be given the opportunity to make recommendations to improve those processes.

Gaining a commitment from external training organisations is also desirable. Making set meeting times for assessment panels or teams to get together for validation is one way to help ensure such activities (also known as moderating) occur on a regular basis.

Training organisations need to be able to prove that they follow the Work Health And Safety Act during all assessments.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q11: What are the critical aspects of validation, (including validation of assessment processes, methods and products).**

ANSWERS:

Assessment validation strategies that an RTO may implement include:

* meetings, where groups of assessors have the opportunity to compare and discuss their assessment processes
* the use of external assessment panels or teams of assessors
* external and written assessment tasks where markers' results are compared statistically
* benchmarking exercises with other organisations to compare assessment processes, and practices
* the use of common assessment tasks by a number of assessors
* the use of a 'lead assessor' to manage or oversee the assessment process
* the use of an assessment panel to oversee or monitor the assessment process.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

ASSESSOR’S INITIALS & DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TAEDEL301A - Provide work skill instruction (ELECTIVE)**

**Q: What is this unit about?**

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.

|  |  |
| --- | --- |
| **Critical Aspects of Evidence Required for RPL to be granted:** | The applicant must provide evidence of the ability to: |
| * carry out a minimum of **three training sessions**, involving demonstrating and instructing particular work skills for different groups; with each session addressing:
 |  |
| * different learning objectives
 |  |
| * a range of techniques and effective communication skills appropriate to the audience.
 |  |

**Oral Questioning**

**Strategies for Overcoming Language Barriers**

**Introduction**

Language barriers are a common challenge in international business settings—and a two-way process. What native speakers often don't realize is that frequently it is not the other person's accent but their own way of speaking that creates the greatest barriers to effective communication. Use the strategies below to ensure you're not put- ting up your own roadblocks to effective international communication.

**Q: Explain each of the strategies for overcoming language barriers below:**

**A - Speak slowly and clearly.**

SAMPLE ANSWER:

Focus on clearly enunciating and slowing down your speech. Even if you’re pressured for time, don’t rush through your communication. Doing so often takes more time, as miscommunication and misunderstanding can result and you’ll ultimately have to invest additional time in clearing up the confusion.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**B - Ask for clarification.**

SAMPLE ANSWER:

If you are not 100% sure you’ve understood what others say, politely ask for clarification. Avoid assuming you’ve understood what’s been said.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**C - Frequently check for understanding**

SAMPLE ANSWER:

Check both that you’ve understood what’s been said and that others have fully understood you. Practice reflective listening to check your own understanding (e.g. 'So what I hear you saying is...') and use open-ended questions to check other people’s understanding. Ask, 'what's your understanding of this process?' instead of 'is that clear?'

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**D - Avoid idioms**

SAMPLE ANSWER:

Business language is often contextual, and there- fore culture specific. For example, in the US, base- ball terms are used extensively: ‘Straight off the Bat,’ ‘Ballpark figures,’ ‘Out in left field,’ ‘Touch base,’ ‘Strike a deal’. As a good general rule, if the phrase requires knowledge of other information— be it a game or metaphor—recognize that this may make your communication more difficult to be understood.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**E - Be careful of jargon**

SAMPLE ANSWER:

Watch the use of TLAs (Three Letter Abbreviations) and other organizational language that may not be understood by others. If you use them, provide in parentheses a description of what these are so oth- ers can learn to use the same language you do.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**F – Define key terms**

SAMPLE ANSWER:

In international business contexts terms such as: ‘success’, ‘doneness’, ‘meetings’, ‘punctuality’, etc. may mean different things to different people. Spend time early in your communication defining what these mean to you and others. Invest in building a shared vocabulary.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**G - Be specific**

SAMPLE ANSWER:

Spell out your expectations and deadlines clearly. Instead of, ‘Please get back to me shortly,’ say ‘Please email the completed report by 5 pm Eastern Standard time on Wednesday, February 21.’

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**H - Choose your medium of communication effectively.**

SAMPLE ANSWER:

Carefully choose your form of communication (phone or video conference, email, instant message, etc.). Be mindful not to ‘overuse’ email. While useful, there are times when the medium is likely to be ineffective. When a message is complex and complicated or there is tension or conflict that needs to be resolved, switch to another medium.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**I - Provide information via multiple channels**

SAMPLE ANSWER:

Follow phone calls with emails that summarize what’s been said. When possible, provide presentations, agendas, etc. in advance so those working in their non-native language can get familiar with materials.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**J - Be patient**

SAMPLE ANSWER:

Cross-cultural communication takes more time. If not at all times, certainly initially you cannot expect your communication to occur with the same speed and ease as when you are communicating with someone from your own culture.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

ASSESSOR’S INITIALS & DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TAEASS301B - Contribute to assessment (ELECTIVE)**

**Q: What is this unit about?**

This unit describes the performance outcomes, skills and knowledge required to contribute to the assessment process.

**Q: What “evidence” is required for RPL to be granted?**

The applicant must provide evidence of the ability to:

* 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.

Q1: What is **assessment** in the context of VET?

ANSWER:

Assessment is simply a process designed to ensure that a person has achieved all the skills and knowledge requirements of a unit. This is not based on an exam or test (as it would have been at school).

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

Q2: What are THREE types of assessment methods?

ANSWER:

Assessment in a competency-based system involves a number of methods, usually in combination. For example:

* observation (an assessor observing performance in the workplace)
* third party reports (reports from a supervisor or other qualified person verifying a person’s abilities)
* questioning (an assessor asking the learner questions in written or oral form to check their knowledge of key aspects of a unit)
* a work based project (a project undertaken on the job to demonstrate competency in one or more units).

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

Q3: What is “clustering” in terms of assessment?

ANSWER:

All of these forms of assessment can provide evidence of a learner’s knowledge and skills and standard of performance against one or more units of competency. Units can be assessed individually, or in an integrated way as part of a common cluster of related functions.

The VET Quality Framework specifies requirements for the registration of RTOs in most jurisdictions.  For more information, visit the website of the Australian Skills Quality Authority (ASQA) which is the national VET regulator: [www.asqa.gov.au](http://www.asqa.gov.au/)

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

Q4: List THREE assessment methods used by assessors.

ANSWERS:

* question/answer
* observation/demonstration
* case study
* role-play
* training log, diary or journal
* portfolio, reports, work samples
* third-party reports

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**TAELLN411 Address adult language, literacy and numeracy skills (ELECTIVE)**

**Q: What is this unit about?**

This unit describes the skills and knowledge a vocational trainer or assessor requires to identify language, literacy and numeracy (LLN) skill requirements of training and the work environment, and to use resources and strategies that meet the needs of the learner group.

The unit applies to individuals who teach, train, assess and develop resources.

**Application**

This unit describes the skills and knowledge a vocational trainer or assessor requires to identify language, literacy and numeracy (LLN) skill requirements of training and the work environment, and to use resources and strategies that meet the needs of the learner group.

The unit applies to individuals who teach, train, assess and develop resources.

Competence in this unit does not indicate that a person is a qualified specialist adult language, literacy or numeracy practitioner.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

**TAEDEL404A Mentor in the workplace (ELECTIVE)**

**Q: What is this unit about?**

This unit describes the performance outcomes, skills and knowledge required to establish and develop a professional mentoring relationship with a learner, in particular an apprentice or trainee employed by, or undertaking work placement in, a workplace. It includes establishing the need for mentoring, developing a mentoring plan/framework, facilitating and monitoring the mentoring relationship, and evaluating the effectiveness of mentoring.

**Q: How is the unit applied?**

This unit typically applies to workplace supervisors or other work colleague with responsibility for mentoring in the workplace.

|  |  |
| --- | --- |
| **Q: What “evidence” is required for RPL to be granted?** |  |
| * prepare a mentoring plan between the mentor and learner that reflects the scope and substance expected within a plan prepared for a learner undertaking a contracted apprenticeship or traineeship
 |  |
| * facilitate at least **three mentoring sessions**
 |  |
| * provide information on sessions, including comments and notes from both mentor and learner.
 |  |

**Q1: What is the role of the mentor?**

SAMPLE ANSWERS:

The role of a mentor is to encourage the personal and professional development of a mentoree through the sharing of knowledge, expertise and experience. The mentoring relationship is built on mutual trust, respect and communication, and involves both parties meeting regularly to exchange ideas, discuss progress and set goals for further development.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

## Q2: What are the benefits of mentoring for mentoree?

SAMPLE ANSWERS:

Being mentored is one of the most valuable and effective development opportunities you can offer employees. Having the guidance, encouragement and support of a trusted and experienced mentor can provide a mentoree with a broad range of personal and professional benefits, which ultimately lead to improved performance in the workplace.

For mentorees, some key benefits of business mentoring include:

* exposure to new ideas and ways of thinking
* advice on developing strengths and overcoming weaknesses
* guidance on professional development and advancement
* increased visibility and recognition within the company
* the opportunity to develop new skills and knowledge.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

## Q3: What are the benefits of mentoring for mentor?

SAMPLE ANSWERS:

Mentoring is more than the transfer of advice, knowledge and insights. The relationship offers reciprocal benefits for mentors willing to invest their time in developing another professional. As well as the personal satisfaction of sharing their skills and experience with a willing learner, being involved in mentoring also provides some tangible benefits that can reward mentors professionally.

Some key benefits for mentors include:

* recognition as a subject matter expert and leader
* exposure to fresh perspectives, ideas and approaches
* extension of their professional development record
* opportunity to reflect on their own goals and practices
* development of their personal leadership and coaching styles.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

## Q: What are the benefits of mentoring for the company?

SAMPLE ANSWERS:

For employers, investing in business mentoring is a useful and cost-effective way to develop your top emerging talent and keep your most knowledgeable and experienced performers engaged and energised. As well as the transferral of critical business knowledge and skills, mentoring helps to develop a pipeline of future leaders who understand the skills and attitudes required to succeed within the company.

For employers, investing in mentoring helps to:

* develop a culture of personal and professional growth
* share desired company behaviours and attitudes
* enhance leadership and coaching skills in managers
* improve staff morale, performance and motivation
* engage, retain and develop performers.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**BSBCMM401A - Make a presentation (ELECTIVE)**

**Q: What is this unit about?**

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.

**Q: How is the unit applied?**

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.

**Q: What “evidence” is required for RPL to be granted?**

* 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.

**Assessment Record**

KEY: “tick” = YES; “cross” = NO: “?” = not sure; N/A = “not applicable”

| ELEMENT | Did the candidate… | Presentation #1 | Presentation #2 |
| --- | --- | --- | --- |
| 1. Prepare a presentation | 1.1. Plan and document presentation approach and intended outcomes? |  |  |  |
| 1.2. Choose presentation strategies, format and delivery methods that match the characteristics of the target audience, location, resources and personnel needed? |  |  |  |
| 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? |  |  |  |
| 1.4. Brief others involved in the presentation on their roles/responsibilities within the presentation? |  |  |  |
| 1.5. Select techniques to evaluate presentation effectiveness? |  |  |  |
| 2. Deliver a presentation | 2.1. Explain and discuss desired outcomes of the presentation with the target audience? |  |  |
| 2.2. Use presentation aids, materials and examples to support target audience understanding of key concepts and central ideas? |  |  |
| 2.3. Monitor non-verbal and verbal communication of participants to promote attainment of presentation outcomes? |  |  |
| 2.4. Use persuasive communication techniques to secure audience interest? |  |  |
| 2.5. Provide opportunities for participants to seek clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences?  |  |  |
| 2.6. Summarise key concepts and ideas at strategic points to facilitate participant understanding? |  |  |
| 3. Review the presentation | 3.1. Implement techniques to review the effectiveness of the presentation? |  |  |
| 3.2. Seek and discuss reactions to the presentation from participants or from key personnel involved in the presentation?  |  |  |
| 3.3. Utilise feedback from the audience or from key personnel involved in the presentation to make changes to central ideas presented? |  |  |
|  | Assessor’s Initials |  |  |
|  | Date |  |  |

**The Vocational Education Training (VET) System**

**Q1: Who is ASQA?**

ANSWER:

As the national regulator for the vocational education and training (VET) sector, the Australian Skills Quality Authority (ASQA) job is to make sure that the sector's quality is maintained through the effective regulation of providers and accredited courses. ASQA regulates according to a risk assessment model-meaning that the Authority applies proportionate regulatory intervention based on risk assessment.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q2: When did the new RTO standards come into effect?**

ANSWER:
On 26 September 2014, the Council of Australian Governments (COAG) Industry and Skills Council agreed to new regulatory standards for training providers and regulators-the [Standards for Registered Training Organisations (RTOs) 2015](http://www.asqa.gov.au/about/australias-vet-sector/standards-for-registered-training-organisations-%28rtos%29-2015.html%22%20%5Ct%20%22_blank). These replace the old Standards for NVR RTOs 2012.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q3: What is the purpose of the standards?**

ANSWER:
ASQA uses the Standards to protect the interests of all students in Australia’s VET system. The Standards guide nationally consistent, high-quality training and assessment services in the vocational education and training system.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Q4: What does ASQA use the standards for?**

ANSWER:
ASQA uses the Standards to ensure nationally consistent, high-quality training and assessment across Australia's vocational education and training (VET) system. Compliance with the Standards is a requirement for:
• all ASQA registered training organisations, and
• for applicants seeking registration.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*

**Quality Indicator Reporting**

**Reference:**

http://www.asqa.gov.au/vet-registration/comply-with-your-obligations/quality-indicator-reporting.html

**Q1: What is quality indicator reporting?**

ANSWER:
The Data Provision Requirements 2012 requires all registered training organisations (RTOs) registered with ASQA to provide an annual summary report of their performance against the learner engagement, employer satisfaction and competency completion quality indicators to ASQA.

*ASSESSOR’S DECISION: O correct, concise and complete O reassessment req’d O reassessed, satisfactory*