

DEWR - Training Product Queries

From: s 22(1)
Sent: Wednesday, 30 October 2024 2:13 PM
To: DEWR - Training Product Queries
Cc: s 22(1)
Subject: RE: Seeking feedback regarding a potential 'minor update' to TAE40122 Certificate IV in Training and Assessment [SEC=OFFICIAL]

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Hi

During the development of the packaging rules this specific issue was brought up on a number of occasions and was met with varying viewpoints.

The unit was not listed in the electives (there is already one '3' in there) as that meant a Cert IV qualification could be issued that included three units from level 3 qualifications using the current packaging rule instructions. This was deemed to not be good practice.

What this now means is the unit is listed in TAESS00017 Workplace Supervisor Skill Set and TAESS00030 Volunteer ... but not explicitly listed in the electives so an RTO does not have these skill sets on scope implicitly by having the TAE40122 on scope. A new scope application is necessary which is quite a big job for a

TAE product. (I completed this for ourselves earlier this year 🙄). I believe this is a problem that will continue to come back to us for clarification as more RTOs change to TAE22.

I would be happy to see the unit included in the electives (most likely in Group A) as it makes sense and removes the scoping issue. If having a possible three units from a Cert III is deemed a not good practice then the packaging rules need to change as well to be something like:

6 elective units, of which:

- *at least 3 must be from Group A*
- *of the remaining elective units:*
 - *all may be from the elective units listed below*
 - *up to 2 may be from any currently endorsed Certificate **IV** or above training package qualification or accredited course.*

Or

- *up to 2 may be from any currently endorsed Certificate III or above training package qualification or accredited course*
- *The combination of electives must not include more than 2 from any Certificate III*

Or

- *Leave it as it is and accept that some who import a elective unit will have three '3's in their qualification.*

I hope this information helps and the result helps everyone move on easily.

Kind regards

s 22(1)

From: DEWR - Training Product Queries <TrainingProductQueries@dewr.gov.au>
Sent: Wednesday, 30 October 2024 11:15 AM
To: DEWR - Training Product Queries <TrainingProductQueries@dewr.gov.au>
Cc: s 22(1)

Subject: Seeking feedback regarding a potential 'minor update' to TAE40122 Certificate IV in Training and Assessment [SEC=OFFICIAL]

Good afternoon TRG Members,

The department has received a query (Q31) from the s 22(1) seeking clarification on behalf of a stakeholder regarding the absence of unit *TAEASS311 Contribute to assessment* as an elective choice in the updated *TAE40122 Certificate IV in Training and Assessment*. This is the second query we have received from the same stakeholder the first, Q22. More Information is available in the document **Q31-2024** on GovTEAMS on this link [TAE & FSK Training Package Technical Reference Group - Draft Responses - All Documents](#) (sharepoint.com) (please remember to log into your GovTEAMS account in a private browser and copy and paste this link into the search bar). I have also provided the focus of the query below and our suggested response:

As many of you will be aware, the previous version of TAEASS311 (the now superseded TAEASS301) was included as an elective unit in the qualification packaging rules of the previous version of the TAE40122 (the now superseded TAE40116). While the current version, TAE40122 does not explicitly name the unit TAEASS311 in the qualification's elective bank, this unit may still be selected as an elective in accordance with the qualification packaging rules. However, the enquirer has expressed concerns that RTOs who wish to select TAEASS311 as an elective for the TAE40122 will be required to have TAEASS311 explicitly added to their scope of registration, which poses additional unnecessary cost to the RTOs.

An option the department could consider is adding *TAEASS311* as a named elective choice in the qualification packaging of the *TAE40122* to alleviate the administrative and cost burden on RTOs wishing to deliver TAEASS311 as an elective unit as part of the TAE4022 course. We would appreciate the TRG's feedback on this option to ensure there would be no unintended consequences as result of such an update.

Can you please advise whether you support this option and provide any other relevant comments if you think it will assist.

We would appreciate your response to assist in timely resolution of this matter. Please provide any comments via email or in comment in this document by Tuesday 5 November 2024.

Training Product Queries

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From: s 22(1)

Sent: Wednesday, 11 September 2024 1:33 PM

To: DEWR - Training Product Queries TrainingProductQueries@dewr.gov.au

Cc: s 22(1)

Subject: Response_TAE Query: TAEASS311 Contribute to assessment [SEC=OFFICIAL]

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Good morning s 22(1)

Thank you for your response.

I appreciate the packaging rules allow for the delivery of the unit of competency *TAEASS311 Contribute to assessment* as an elective.

My concern is that RTOs who would like to select this unit as an elective for the *TAE40122 Certificate IV in Training and Assessment* qualification will be required to have *TAEASS311 Contribute to assessment* **explicitly** added to their scope of registration. This poses additional unnecessary cost to the RTOs.

As mentioned in my previous email, *TAEASS301 Contribute to assessment* (superseded unit) was listed as an elective unit in the superseded qualification *TAE40116 Certificate IV in Training and Assessment*.

Is it at all possible to consider consulting with the training and assessment sector to investigate if it would be beneficial to adjust the Training Package to reflect the *TAEASS311 Contribute to assessment* as a stated elective unit in the *TAE40116 Certificate IV in Training and Assessment*?

I understand DEWR are providing a presentation on the future of TAE and FSK Training Packages at the next STA Network meeting on Thursday 26 September, perhaps there will be an opportunity to discuss this issue further?

Thank you for your ongoing consideration

Kind regards

s 22(1)

DEWR - Training Product Queries

From: DEWR - Training Product Queries
Sent: Tuesday, 22 October 2024 4:46 PM
To: DEWR - Training Product Queries
Cc: s 22(1)
Subject: FOR REVIEW: Training Product Queries 29, 30, 32, 34-2024 | DUE Friday 1 November 2024

Categories: First ask, TRG, Waiting on response

Good afternoon TRG Members,

Thank you for your comments on the previous queries, they have been finalised and sent to the enquirers. There is a new batch for review and comment:

- Q29-2024 – review response
- Q30-2024 – review response
- Q32-2024 – review response
- Q34-2024 – Seeking direction on a response

All are saved on the GovTEAMS site on this link [TAE & FSK Training Package Technical Reference Group - Draft Responses - All Documents \(sharepoint.com\)](#) (please remember to log into your GovTEAMS account in a private browser and copy and paste this link into the search bar).

Please provide your input directly into the response document by making changes in track or leaving a comment. Input is due by **COB 1 November Friday 2024**.

Please let me know if you have any questions or need anything further from me at this point.

Kind regards,

s 22(1)

Training Product Queries

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DEWR - Training Product Queries

From: DEWR - Training Product Queries
Sent: Thursday, 12 September 2024 2:36 PM
To: DEWR - Training Product Queries
Cc: s 22(1)
Subject: FOR REVIEW: Training Product Queries 25, 26, 28-2024 | DUE Friday 20 September 2024

Categories: First ask, TRG

Good afternoon TRG Members,

Thank you for your comments on the previous queries, they have been finalised and sent to the enquirers. Please find 3 queries received in the Training Product Queries inbox and their responses for your review.

All are saved on the GovTEAMS site on this link [TAE & FSK Training Package Technical Reference Group - Draft Responses - All Documents \(sharepoint.com\)](#) (please remember to log into your GovTEAMS account in a private browser and copy and paste this link into the search bar).

Please provide your input directly into the response document by making changes in track or leaving a comment. Input is due by **COB Friday 20 September 2024**.

Please let me know if you have any questions or need anything further from me at this point.

Kind regards,

s 22(1)

Training Product Queries

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DEWR - Training Product Queries

From: DEWR - Training Product Queries
Sent: Friday, 30 August 2024 4:58 PM
Cc: DEWR - Training Product Queries; s 22(1)
Subject: FOR REVIEW: Training Product Queries 20, 21, 22, 27-2024 | DUE Friday 6 September 2024

Categories: First ask, TRG

Good afternoon TRG Members

I hope this email finds you well. Please find 4 queries received in the Training Product Queries inbox and their responses for your review.

All are saved on the GovTEAMS site on this link [TAE & FSK Training Package Technical Reference Group - Draft Responses - All Documents \(sharepoint.com\)](#) (remember to log into your govTEAMS account in a private browser and copy and paste this link into the search bar).

Please provide your input directly into the response document by making changes in track or leaving a comment. Input is due by **COB Friday 6 September**.

Please let me know if you have any questions or need anything further from me at this point.

Kindest regards
Karen

s 22(1)

Assistant Director

Training Product Queries

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DEWR - Training Product Queries

From: s 22(1)
Sent: Friday, 5 July 2024 5:14 PM
To: s 22(1)
Cc: s 22(1)
Subject: RE: ACTION REQUIRED | Seeking nominations for TRG representative on the NTR TAE Working Group | DUE: FRIDAY 5 JULY 2024 [SEC=OFFICIAL]

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Sounds great, thank you!

s 22(1)

From: s 22(1)
Sent: Friday, July 5, 2024 4:57 PM
To: s 22(1)
Cc: s 22(1)
 DEWR - Training Product Queries <TrainingProductQueries@dewr.gov.au>
Subject: FW: ACTION REQUIRED | Seeking nominations for TRG representative on the NTR TAE Working Group | DUE: FRIDAY 5 JULY 2024 [SEC=OFFICIAL]

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi s 22(1)

Many thanks for offering to be involved in this one. I understand the first meeting is on Tuesday 23rd July, so I will pass on your details to the team looking after the working group and they will provide you further details.

Kind regards,
 s 22(1)

From: s 22(1)
Sent: Friday, June 28, 2024 5:09 PM
To: DEWR - Training Product Queries <TrainingProductQueries@dewr.gov.au>
Cc: s 22(1)

Subject: Re: ACTION REQUIRED | Seeking nominations for TRG representative on the NTR TAE Working Group | DUE: FRIDAY 5 JULY 2024 [SEC=OFFICIAL]

Some people who received this message don't often get email from julie.healy@tafeqld.edu.au. [Learn why this is important](#)

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Hi s 22(1)

Thank you for the invitation and details around the working group. I am very involved in the provision of feedback re the NTR enhancement project and consequently, very keen to nominate as a representative in the TAE Working Group.

Regards

s 22(1)

On 28 Jun 2024, at 3:54 PM, DEWR - Training Product Queries
<TrainingProductQueries@dewr.gov.au> wrote:

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Dear TRG members

Re: Seeking nominations for TRG representative on the NTR TAE Working Group

Thank you for your continued contribution to the TAE/FSK Training Package Technical Reference Group (TRG) and assistance with supporting the department with the interim arrangements for the TAE and FSK training packages.

I am seeking your interest in being involved in for a working group being established to support the National Training Register (NTR) Enhancement Project. The NTR Enhancement Project team is aware that training.gov.au (TGA) is taught as part of the TAE qualification and is seeking to establish an NTR TAE Working Group with cross section of training providers that deliver the TAE (specifically the unit/s that teach TGA) to better understand their needs ahead of implementation of the proposed changes to TGA. The draft terms of reference for the Working Group are attached for your information.

By way of background, you may be aware that the Department of Employment and Workplace Relations (DEWR) is leading the NTR Enhancement Project in consultation with relevant stakeholders. The National Training Register Enhancement Project is building a modern, transparent, and easy-to-use platform to support Australia’s vocational education and training sector now and into the future.

More information on NTR Enhancement Project is available [DEWR’s NTR webpage](#).

Please respond by **midday Friday 5 July 2024** if you are interested in being involved in the NTR TAE Working Group.

Kind Regards

s 22(1)
Director

Program Policy and Strategy Team | Industry Skills Education and Engagement Branch
Industry Engagement and Quality Division
Australian Government Department of Employment and Workplace Relations
dewr.gov.au

<image001.jpg>

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<NTR TAE WG ToRs V1.0.pdf>

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DEWR - Training Product Queries

From: DEWR - Training Product Queries
Sent: Friday, 28 June 2024 3:55 PM
To: s 22(1)
Cc: DEWR - Training Product Queries; s 22(1)
Subject: ACTION REQUIRED | Seeking nominations for TRG representative on the NTR TAE Working Group | DUE: FRIDAY 5 JULY 2024
Attachments: NTR TAE WG ToRs V1.0.pdf
Categories: TRG

Dear TRG members

Re: Seeking nominations for TRG representative on the NTR TAE Working Group

Thank you for your continued contribution to the TAE/FSK Training Package Technical Reference Group (TRG) and assistance with supporting the department with the interim arrangements for the TAE and FSK training packages.

I am seeking your interest in being involved in for a working group being established to support the National Training Register (NTR) Enhancement Project. The NTR Enhancement Project team is aware that training.gov.au (TGA) is taught as part of the TAE qualification and is seeking to establish an NTR TAE Working Group with cross section of training providers that deliver the TAE (specifically the unit/s that teach TGA) to better understand their needs ahead of implementation of the proposed changes to TGA. The draft terms of reference for the Working Group are attached for your information.

By way of background, you may be aware that the Department of Employment and Workplace Relations (DEWR) is leading the NTR Enhancement Project in consultation with relevant stakeholders. The National Training Register Enhancement Project is building a modern, transparent, and easy-to-use platform to support Australia's vocational education and training sector now and into the future.

More information on NTR Enhancement Project is available [DEWR's NTR webpage](#).

Please respond by **midday Friday 5 July 2024** if you are interested in being involved in the NTR TAE Working Group.

Kind Regards

s 22(1)

Director

Program Policy and Strategy Team | Industry Skills Education and Engagement Branch
Industry Engagement and Quality Division
Australian Government Department of Employment and Workplace Relations
dewr.gov.au

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National Training Register Training and Education Package (NTR TAE) Working Group

Terms of Reference

June 2024

Revision History

Version	Date	Created by	Comments
1.0	June 2024	S 22(1)	Draft for review
			-
			-
			-
			-
			-
			-

Purpose

The purpose of the National Training Register Training and Assessment Package Working Group (NTR TAE Working Group) is to advise the National Training Register Enhancement Project team understand support requirements of Registered Training Organisations (RTOs) who deliver the Training and Assessment Package qualifications.

The Working Group may also assist with the design, development and implementation of the National Training Register Enhancement Project (Project) to the VET sector.

Scope of work

In collaboration with the Department's NTR Change Management Office and Project Team, the Working Group will:

- provide advice on the support requirements for RTOs who deliver the TAE Training Package prior to the release of the enhanced training.gov.au.
- provide feedback on their experience with the enhanced training.gov.au relating to the TAE Training Package.
- provide any other advice relating to the TAE Training Package as required by the Project.

Membership and Tenure

The NTR TAE Working Group membership will be voluntary, without remuneration.

Members will consist of:

- representation from select RTOs that deliver the TAE Training Package
- representation from a member of the DEWR Training and Education/Foundation Skills Training Packages Technical Reference Group
- representation from the DEWR Industry Skills Education and Engagement Branch
- membership is detailed in Table 1 – NTR TAE Working Group members.

Additional members, with relevant experience and expertise in the TAE Training Packages, may be invited to join the NTR TAE Working Group as required.

The NTR TAE Working Group is time limited and will operate until November 2024 unless its members determine it should continue.

Governance and timeframes

The NTR TAE Working Group is not a decision-making body, it will provide non-binding advice to support the National Training Register Enhancement Project.

The NTR TAE Working Group will be established for a period of six months with scope for extension if required.

Secretariat services to support the NTR TAE Working Group will be provided by the NTR Change Management Office, DEWR. The Secretariat will support the NTR TAE Working Group by:

- managing enquiries regarding the NTR TAE Working Group through the ntreform@dewr.gov.au mailbox
- providing responses to stakeholder enquiries
- arranging NTR TAE Working Group meetings as required
- recording key outcomes at each meeting for distribution to the NTR TAE Working Group.

DEWR - Training Product Queries

From: DEWR - Training Product Queries
Sent: Thursday, 2 May 2024 4:41 PM
Cc: s 22(1)
Subject: DEWR - Training Product Queries
TAE/FSK TRG: 2024 revised draft responses for review
Categories: First ask, TRG

Dear TRG Members

Please find below links to revised draft responses to Queries 05-2024 and 06-2024 which have now been drafted based on initial advice and review by the TRG and DEWR.

We would appreciate you provide your input/approval directly into the response documents by making changes in track or leaving a comment. Input is due by **COB 9 May 2024**.

[Query 05-2024 - TAEASS413 - Participate in assessment validation - for review and approval.docx](#)
[Query 06-2024 - TAELLN421 - Integrate core skills support into training and assessment \(1\).docx](#)

Please let us know if you have any questions or concerns.

Kind regards
s 22(1)

TAE/FSK Technical Reference Group Secretariat
Australian Government Department of Employment and Workplace Relations
dewr.gov.au

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DEWR - Training Product Queries

From: DEWR - Training Product Queries
Sent: Wednesday, 1 May 2024 12:15 PM
To: s 22(1)
Cc: s 22(1)
Subject: Questions regarding Query 05-2024
Attachments: Questions for s 22(1) regarding Query 05.docx
Categories: TRG

Hi s 22(1)

Thank you so much for your engagement with the many questions we send from the training product queries inbox, your contribution is invaluable.


We received your feedback on [query 05-2024](#) and when the team began drafting a response they had a couple of extra questions. We have put them into the attached document and wondered if you could confirm our interpretation for the final response.

If it is easier to jump on a call to discuss just let me know and we can organise that. Also please let me know if you have any questions or need anything further from me at this point.

Kindest regards
s 22(1)

Training Product Queries

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Questions regarding Query 05-2024

Question 1

In your feedback provided to Query 05-2024:

If this person is undertaking recognition to gain the new unit themselves this would not matter, however, leading this validation may not meet all the requirements of the unit TAEASS413 and is more likely to provide evidence towards TAEASS513 Lead assessment validation and moderation processes.

Can we make the following statement instead of the above paragraph:

*An experienced student RPLing this unit **cannot satisfy** the criteria for **leading the validation** and is **not** considered “a qualified VET teacher, trainer and assessor, and have justifiable experience to understand validation fully and be able to advise the validation participants when and where needed”. An experienced student RPLing this unit who chooses to lead this validation may be able to provide evidence towards TAEASS513 Lead assessment validation and moderation processes, but **will not meet all the requirements** of TAEASS413.*

Question 2

From your feedback:

Regarding your second question whether the validation report needs to show a minimum of three participants to satisfy requirement #2 – there is no minimum or maximum number of attendees at a validation session, however it is implied that there will be more than one other validator present (minimum of three in total). Individual RTOs may have specific requirements in their own policies and procedures.

Is there a specific part of the guidance on training.gov.au that provides firmer clarity on this point? Is it simply the line “other assessors to participate in validation activities”? Therefore, is three participants for the validation session meaning: One student seeking validation and two assessors who are the validation leader and the other assessor?

Could we reword the above paragraph as follows:

*Guidance on training.gov.au states that “other assessors to participate in validation activities” is required as part of the assessment conditions. Given this stated requirement, **a minimum of three (3) people need to be present at the validation session:***

- 1. The individual seeking the validation.*
- 2. A qualified VET teacher, trainer and assessor to lead the validation.*
- 3. Another assessor to participate in validation activities.*

Please note that individual RTOs may have specific requirements in their own policies and procedures.

DEWR - Training Product Queries

From: DEWR - Training Product Queries
Sent: Monday, 25 March 2024 1:36 PM
To: s 22(1)
Cc: s 22(1)
Subject: RE: Seeking advice on preference evidence requirement related to unit TAELLN421
Categories: First ask, TRG

Dear TRG,

Further to the below request around TAELLN421 we have received another training enquiry which we would appreciate your advice ahead of drafting a response relating to TAEASS413.

We have received an enquiry seeking clarification on the assessment condition specified in unit *TAEASS413 Participate in assessment validation*.

The assessment conditions specify that skills must be demonstrated in a real or simulated vocational education and training environment including access to:

1. an experienced VET teacher, trainer and assessor to lead validation activities
2. other assessors to participate in validation activities

The enquirer is asking if:

- an experienced student RPLing this unit could satisfy requirement #1 (ie provide evidence of 'leading' an assessment validation activity) and
- does the validation report need to show a min of 3 participants to satisfy requirement #2.

We are unsure of the technicalities of these assessment conditions and would appreciate your advice ahead of drafting a response to the enquirer.

We would appreciate your advice and feedback to both enquiries by **5pm Tuesday 2 April**. Feedback and advice can be directly emailed to this email address. Once we have reviewed your advice we will then create a draft response for your final review.

Many thanks

Training Product Queries

From: s 22(1)
Sent: Monday, February 12, 2024 2:20 PM
To: DEWR - Training Product Queries <TrainingProductQueries@dewr.gov.au>
Subject: TAEASS413 - Participate in assessment validation

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Hi there,

We have a query regarding the above unit confirming an interpretation of how many participants must attend the validation.

Assessment Conditions stipulate:

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment.

This includes access to:

- an experienced VET teacher, trainer and assessor to lead validation activities – **just reconfirming whether an experience student RPLing this unit could provide evidence of ‘leading’ an assessment validation activity**
- other assessors to participate in validation activities – **just reconfirming (subject to the above) – does the Validation Report evidence need to show a min of 3 participants?**

If you could please clarify the requirements related to the above so we know whether we must mandate a group of 3 participants (as some of our assessors are interpreting the above to mean) for the assessment evidence of this unit – particularly as relates to the our experience RPL students.

Many thanks, s 22(1)

PS Just checking if there has been any sort of FAQ document put together regarding these sorts of wording interpretations please? Previously Training Package Developers put together an Interpretation Guide regarding these sorts of queries.

s 22(1)

From: DEWR - Training Product Queries

Sent: Wednesday, March 20, 2024 12:31 PM

To: s 22(1)

Cc: s 22(1)

Subject: Seeking advice on preference evidence requirement related to unit TAELLN421

Dear TRG,

We have received an enquiry seeking clarification on the preference evidence requirement related to unit *TAELLN421 Integrate core skills support into training and assessment*, specifically around the meaning of the term ‘assessment events’.

The performance evidence requirements states that the individual must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to integrate core skill support into vocational training and assessment during:

- at least 2 training sessions
- at least 2 **assessment events**.

The enquirer is asking if 'assessment events' can be defined as 'summative assessment' conducted at the end of a training session and whether it must cover a full instrument or can it be partial?

We are unsure of this term ourselves and would appreciate your advice ahead of drafting a response to the enquirer.

Many thanks

Training Product Queries

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From: s 22(1)

>

Sent: Thursday, February 15, 2024 1:26 PM

To: DEWR - Training Product Queries <TrainingProductQueries@dewr.gov.au>

Subject: TAELLN421 Integrate core skills support into training and assessment

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Hello,

I'm hoping you can please provide clarification about the wording in the following unit.

Are you able to tell me how an 'assessment event' is defined. Can it be defined as summative assessment conducted at the end of a training session? Does it have to cover a full instrument, can it be partial?

I haven't really heard of the wording 'event' before and appreciate any guidance that you can provide.

Kind regards

s 22(1)

TAELLN421 - Integrate core skills support into training and assessment

Performance Evidence

The individual must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- integrate core skill support into vocational training and assessment during:
- at least 2 training sessions
- at least 2 assessment events.

s 22(1)

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DEWR - Training Product Queries

From: DEWR - Training Product Queries
Sent: Wednesday, 20 March 2024 2:20 PM
To: s 22(1)
Cc: s 22(1)
Subject: TAE/FSK TRG: 2024 Batch 2 Enquiries - due COB Wednesday 27 March
Categories: First ask, TRG

Dear TRG Members

Please find below a link to a draft response to a question submitted on TAE training packages. We would appreciate you provide your input directly into the response document by making changes in track or leaving a comment. Input is due by **COB Wednesday 27 March**.

[Query 07-2024 - Review of the Unit of Competency TAEDEL311.docx \(sharepoint.com\)](#)

We are currently reviewing Query 05-2024 and will send you a draft response soon. In relation to Query 06-2024 we have sent you a separate email earlier today asking for feedback relating to the preference evidence requirement related to unit *TAELLN421* before we draft a response.

Please let us know if you have any questions or concerns.

Kind regards
s 22(1)

TAE/FSK Technical Reference Group Secretariat
Australian Government Department of Employment and Workplace Relations
dewr.gov.au

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DEWR - Training Product Queries

From: s 22(1)
Sent: Tuesday, 12 March 2024 2:57 PM
To: s 22(1)
Cc: DEWR - Training Product Queries; s 22(1)
Subject: Sticky TPQ Response - assistance needed [SEC=OFFICIAL]
Attachments: Query 02-2024 – Query about Examples of other recognised frameworks in TAE units.docx

Follow Up Flag: Follow up
Flag Status: Completed

Hi s 22(1)

I am hoping you can help us with a sticky query we have had through the training products query inbox. The crux of it is that the enquirer is seeking guidance about what 'other recognised frameworks' are acceptable to satisfy the performance evidence requirements associated with units of competency TAEDEL411 and TAEDEL412.

Through all of our processes and responses from TRG we cannot seem to land on a definitive response and it has now been some time since the original query was made.

In an effort to get a robust response back to the enquirer I am hoping you can have a read and point us in a direction that may lead to a definite and clear answer. To that end:

- Is the current response solid? You can read the original query and responses in the attached document or in GovTEAMS - [Query 02-2024 – Query about Examples of other recognised frameworks in TAE units.docx](#)
- Do we need more information from the enquirer before being able to answer?
- Is this enquiry better handled by ASQA? Or
- Is there someone you could recommend who could pick up the phone and have a conversation with the enquirer?

If you'd prefer, I'd be happy to have a phone conversation about the above.

Please let me know if you need anything further from me to address this request or you'd prefer a call.

Kindest regards
s 22(1)

Assistant Director

Networks and Engagement

Industry Skills Education and Engagement
 Industry Engagement and Quality Division
 Australian Government Department of Employment and Workplace Relations

Ph: s 22(1)

dewr.gov.au

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Query 02-2024 – Query about Examples of "other recognised frameworks" in TAE units

Hi team,

Just seeking clarification on the wording of "**or aligned with other recognised frameworks**" found in the performance evidence of units of competency such as:

- TAEDEL411 - Facilitate vocational training
- TAEDEL412 - Facilitate workplace-based learning

Could you clarify what "other recognised frameworks" might be included here, including a list of examples that would be acceptable?

Also, specifically, would the following be acceptable as "other recognised frameworks"?:

- Curricula or learning outcomes from recognised Australian universities
- Competencies and learning outcomes from overseas Vocational Education and Training systems

Many thanks.

Kind regards.
S 22(1)

Draft Response

Good morning/afternoon s 22(1)

Thank you for your enquiry seeking clarification on the wording of "**or aligned with other recognised frameworks**" found in the performance evidence of units of competency TAEDEL411 and TAEDEL412.

The performance evidence for these units requires candidates to demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills specified, including evidence of the ability to facilitate the face-to-face, in-person training sessions which may be based on a training product that is nationally recognised or aligned with **other recognised frameworks**.

I can confirm that the examples cited in your email – i.e. the Curricula or learning outcomes from recognised Australian universities and the Competencies and learning outcomes from overseas Vocational Education and Training Systems – are acceptable recognised frameworks, and, as such, may be used to satisfy the performance evidence requirement associated with units of competency TAEDEL411 and TAEDEL412.

I trust this information is of assistance.

Kind Regards

Commented [§ 22 1]: My understanding of "**or aligned with other recognised frameworks**" was to provide an opportunity for those working with vocational frameworks not curricula or overseas frameworks. These may include Australian Maritime Safety Authority standards, Fire Safety Training standards, Australian Maritime College standards, Police training frameworks etc.

Commented [§ 22 2R1]: Yes, s that was my understanding also. Originally the wording was around Nationally recognised training which was felt that this was too narrow. I went back through all notes to see if there was some examples shared at the time but could not locate anything. WE could go back to the PWC team if needed.

Commented [§ 22 3]: From s 22(1)

@trg seeking confirmation of our understanding of the wording "or aligned with other recognised frameworks" found in the performance evidence of UoC TAEDEL411 and TAEDEL412. Any further examples that may constitute as other recognised frameworks would be helpful.

Training Product Queries

Australian Government Department of Employment and Workplace Relations
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UPDATED RESPONSE – 8 MARCH 2023 FOLLOWING FURTHER CONSULTATION ON THIS MATTER

Good morning/afternoon

Thank you for your enquiry seeking clarification on the wording of “or aligned with other recognised frameworks” found in the performance evidence of units of competency TAEDEL411 and TAEDEL412.

The performance evidence for these units requires candidates to demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills specified including evidence of the ability to facilitate the face-to-face, in-person training sessions which may be based on a training product that is nationally recognised or aligned with **other recognised frameworks**.

The examples cited in your email (i.e. Curricula or learning outcomes from recognised Australian universities and competencies and learning outcomes from overseas Vocational Education and Training Systems) **are not** aligned to competency-based learning or Australian VET related frameworks respectively and as such **would not** be acceptable frameworks to satisfy the performance evidence requirements associated with units of competency TAEDEL411 and TAEDEL412.

The following **are** examples are recognised frameworks aligned to the Australian VET context and, as such, would be considered suitable as performance evidence for students undertaking TAE units of competency:

- o Australian Core Skills Framework (ACSF)
- o Digital Literacy Skills Framework (DLSF) and/or
- o Australian Accredited Courses

I trust this information is of assistance.

Kind Regards

Training Product Queries

Australian Government Department of Employment and Workplace Relations
dewr.gov.au

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DEWR - Training Product Queries

From: DEWR - Training Product Queries
Sent: Tuesday, 27 February 2024 5:02 PM
To: s 22(1)
Cc: s 22(1) DEWR - Training Product Queries; s 22(1)
Subject: ACTION: Response required for Query 02-2024 by COB Friday 1 March
Categories: First ask, For FOI

Dear TRG Members,

We are contacting you as we still require your assistance with query 02-2024. [Link to full query on GovTEAMS for easy reference.](#)

Specifically, we are seeking TRG's confirmation (or otherwise) that the below paragraph (titled: Response) has been interpreted correctly in answering the query about what is considered to be 'aligned with other recognised frameworks' as per the wording in the performance evidence of units of competency in:

- TAEDEL411 Facilitate vocational training
- TAEDEL412 Facilitate workplace-based learning.

Response:

*The performance evidence for these units requires candidates to demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills specified, including evidence of the ability to facilitate the face-to-face, in-person training sessions which may be based on a training product that is nationally recognised or aligned with **other recognised frameworks**.*

I can confirm that the examples cited in your email – i.e. the Curricula or learning outcomes from recognised Australian universities and the Competencies and learning outcomes from overseas Vocational Education and Training Systems – are acceptable recognised frameworks, and, as such, may be used to satisfy the performance evidence requirement associated with units of competency TAEDEL411 and TAEDEL412.

If you don't believe our draft response is correct, please suggest some alternative wording. We are keen to get a response back to the stakeholder **so please respond in the document on [GovTEAMS](#) by COB Friday 1 March 2024.**

Thank you.

s
22(1)

A/g Director

Networks and Engagement

Industry Skills Education and Engagement
 Industry Engagement and Quality Division
 Australian Government Department of Employment and Workplace Relations

dewr.gov.au

DEWR - Training Product Queries

From: DEWR - Training Product Queries
Sent: Friday, 23 February 2024 11:16 AM
To: s 22(1)
Cc: s 22(1) DEWR - Training Product Queries; s 22(1)
Subject: TAE/FSK TRG: 2024 Batch 2 Enquiries - due COB Friday 8 March
Categories: First ask, For FOI

Dear TRG Members

Please find below a link to the second batch of draft responses to 2024 questions submitted on TAE training packages. We would appreciate you provide your input directly into the response document by making changes in track or leaving a comment. Input is due by **COB Friday 8 March**.

Please note: Query 04-2024 combines two separate enquiries from the same enquirer – one response has been provided in draft by DEWR to respond to both enquiries.

[Query 04-2024 – Queries about TAE Training and Education and FSK Foundation Skills Training Packages.docx \(sharepoint.com\)](#)

Please let us know if you have any questions or concerns.

Kind regards
s 22(1)

TAE/FSK Technical Reference Group Secretariat
 Australian Government Department of Employment and Workplace Relations
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DEWR - Training Product Queries

From: DEWR - Training Product Queries
Sent: Tuesday, 20 February 2024 11:48 AM
To: s 22(1)
Cc:
Subject: RE: TAE/FSK TRG: 2024 Batch 1 Enquiries - due COB Friday 16 February
Categories: First ask, For FOI, TAE FSK

Dear TRG Members,

Thank you to those who provided feedback and advice on our previous batch of 2024 TAE/FSK enquiries.

In relation to the Query 02-2024 ([Query 02-2024 – Query about Examples of other recognised frameworks in TAE units.docx \(sharepoint.com\)](#)), we are requesting your feedback and confirmation on this particular enquiry in order for us to respond.

The comment within the document from DEWR requested, *“seeking confirmation of our understanding of the wording “or aligned with other recognised frameworks” found in the performance evidence of UoC TAEDEL411 and TAEDEL412. Any further examples that may constitute as other recognised frameworks would be helpful.”*

Could you please confirm whether DEWR’s understanding of the wording is correct and your provision of any further examples of what may constitute “as other recognised frameworks” would be most appreciated.

If you could please provide confirmation/feedback by COB Thursday 22 February, that would be great thanks.

Kind regards,

s 22(1)

TAE/FSK Technical Reference Group Secretariat

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From: DEWR - Training Product Queries
Sent: Tuesday, February 6, 2024 1:36 PM
To: s 22(1)

Cc: s 22(1)
 Product Queries <TrainingProductQueries@dewr.gov.au>; s 22(1)
 s 22(1)

DEWR - Training

Subject: TAE/FSK TRG: 2024 Batch 1 Enquiries - due COB Friday 16 February

Dear TRG Members

Please find below links to the first batch of draft responses to 2024 questions submitted on TAE training packages. We would appreciate you provide your input directly into the response documents by making changes in track or leaving a comment. Input is due by **COB Friday 16 February**.

[Query 01-2024 – Question about TAEDEL311 and TAEASS412 RTOs that deliver UoCs as a stand-alone package.docx](#)

[Query 02-2024 – Query about Examples of other recognised frameworks in TAE units.docx](#)

[Query 03-2024 – TAE Training Package Assessment requirements for TAEDEL411.docx](#)


Please let us know if you have any questions or concerns.

Kind regards
s 22(1)

TAE/FSK Technical Reference Group Secretariat

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DEWR - Training Product Queries

From: DEWR - Training Product Queries
Sent: Friday, 8 December 2023 12:14 PM
To: s 22(1)
Cc: DEWR - Training Product Queries; s 22(1)
Subject: TAE/FSK TRG: Batch 5 Enquiries - due COB Friday 15 December

Dear TRG Members

Please find below links to the fifth batch of draft responses to questions submitted on TAE training packages. We would appreciate you provide your input directly into the response document by making changes in track or leaving a comment. Input is due by **COB Friday 15 December** – this shorter timeframe will enable us to respond to the enquirers before the Christmas shutdown period.

[Query 12-2023 - VET Delivered to School Students Teacher Enhancement Skill Set.docx](#)

[Query 13-2023 - TAE Training and Education National Training Package.docx](#)

Please let us know if you have any questions or concerns.

Kind regards
s 22(1)

TAE/FSK Technical Reference Group Secretariat

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DEWR - Training Product Queries

From: DEWR - Training Product Queries
Sent: Friday, 27 October 2023 3:09 PM
To: s 22(1)
Cc: DEWR - Training Product Queries; s 22(1)
Subject: TAE/FSK TRG: Batch 4 Enquiries - due COB Friday 10 November
Categories: TAE

Dear TRG Members

Please find below links to the fourth batch of draft responses to questions submitted on TAE training packages. We would appreciate you provide your input directly into the response document by making changes in track or leaving a comment. Input is due by **COB Friday 10 November**.

[Query 08-2023 - Clarification for TAEDEL411 \(sharepoint.com\)](#)
[Query 09-2023 - Assessor stipulations on TAELLN422 and others \(sharepoint.com\)](#)
[Query 10-2023 - Assistance with TAE40122 Cert IV \(sharepoint.com\)](#)
[Query 11-2023 - Conflicting information regarding 'equivalency' \(sharepoint.com\)](#)

Please let us know if you have any questions or concerns.

Kind regards
s 22(1)

TAE/FSK Technical Reference Group Secretariat
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DEWR - Training Product Queries

From: DEWR - Training Product Queries
Sent: Wednesday, 13 September 2023 2:03 PM
To: s 22(1)
Cc: DEWR - Training Product Queries; s 22(1)
Subject: TAE/FSK TRG: Batch 3 Enquiries

Dear TRG Members

Thank you for your comments on the second batch of queries.


Please find below a link to the third batch of draft responses to questions submitted on TAE training packages. We would appreciate you provide your input directly into the response document by making changes in track or leaving a comment. Input is due by **COB Friday 22 September**.

[Query 07-2023 - Seeking advice re. TAEASS413 \(sharepoint.com\)](#)

Please let us know if you have any questions or concerns.

Kind regards
s 22(1)

TAE/FSK Technical Reference Group Secretariat
Australian Government Department of Employment and Workplace Relations
dewr.gov.au



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DEWR - Training Product Queries

From: DEWR - Training Product Queries
Sent: Tuesday, 29 August 2023 2:40 PM
To: s 22(1)
Cc: DEWR - Training Product Queries^{s 22(1)}
Subject: TAE/FSK: Next Meeting Date & Batch 2 Enquiries

Dear TRG Members

We are writing to seek your availability for the next meeting of the TAE/FSK Technical Reference Group. If you could please reply with your preference out of the below dates, we will send through a calendar invite shortly:

- Wednesday 6 September 10 – 10.30am
- or
- Thursday 7 September 3 – 3.30pm

Additionally, please find below links to the second batch of draft responses to questions submitted on TAE training packages. We would appreciate you provide your input directly into the response document by making changes in track or leaving a comment. Input is due by **COB Friday 8 September**.

 [Query 04-2023 - Enquiry on TAE40122.docx](#)

 [Query 05-2023 - Seeking clarification on superseded skill sets.docx](#)

 [Query 06-2023 - FSK Assessor Qualifications.docx](#)

Please let us know if you have any questions or concerns.

Kind regards
s 22(1)

TAE/FSK Technical Reference Group Secretariat
Australian Government Department of Employment and Workplace Relations
dewr.gov.au

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DEWR - JSC-NetworksandEngagement

From: DEWR - Training Product Queries
Sent: Monday, 31 July 2023 2:14 PM
To: s 22(1)

Cc:

Subject: TAE/FSK TRG Meeting Agenda & GovTEAMS Spreadsheet Link
Attachments: TAE FSK TRG - Agenda - 2 August 2023.docx; ToR -TAE FSK FINAL (1).docx; FAQs_TAE FSK Interim Arrangements v2 .docx

Categories: TAE/FSK TRG

OFFICIAL: Sensitive

Good afternoon TAE/FSK TRG members,

Please find attached the agenda and below papers for the next TRG meeting scheduled for 10-11am Wednesday 2 August 2023.

- Draft Terms of Reference
- Draft Frequently Asked Questions

Additionally, you will have received an invitation on Friday 28 July to join the *TAE & FSK Training Package Technical Reference Group Community* on GovTEAMS. As previously discussed, this GovTEAMS site will facilitate a collaborative approach to drafting responses to TAE/FSK enquiries.

Once you have followed the instructions to set-up a GovTEAMS account, please follow the below link to the TAE/FSK Queries spreadsheet. The spreadsheet contains a log of the queries requiring a response and a link to the full query and draft response prepared by the department. As reflected in the agenda, this process will be discussed in further detail at the TRG meeting on Wednesday 2 August.

[TAE FSK Queries.xlsx](#)

Please let me know if you did not receive your GovTEAMS invitation or have any questions in the meantime.

Kind regards
 s 22(1)

TAE/FSK Technical Reference Group Secretariat
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OFFICIAL: Sensitive



TAE/FSK Training Package Technical Reference Group Agenda

Wednesday 2 August 2023
10.00am – 11.00am

Item	Details	Papers	Action Required	Time
Welcome – Lead: DEWR				
1	1.1 Acknowledgement of Country	N/A		10.00am <i>5 mins</i>
	1.2 Welcome	N/A		
	1.3 Apologies	N/A		
Governance				
2	Draft Terms of Reference	✓	Agree	10.05am <i>10 mins</i>
Frequently Asked Questions				
3	Draft of Frequently Asked Questions (FAQs)	✓	Discuss & Agree	10.15am <i>15 mins</i>
Responses to Training Package Queries				
4	Discussion of response process and active queries		Discuss & Agree	10.30am <i>20 mins</i>
Other Business – Lead: DEWR				
5	3.1 Other business			10.50am <i>10 mins</i>
	3.2 Closing Remarks			



Training and Education/Foundation Skills Training Packages

Technical Reference Group

Terms of Reference

The *Jobs and Skills Councils – Strengthening Australia’s National Vocational Education and Training System Program* (the Program) establishes Jobs and Skills Councils (JSCs) to support the Government’s commitment to deliver a collaborative, tripartite vocational education and training (VET) system that brings employers, unions and governments together to address skills shortages and broader workforce challenges.

Following Skills Ministers’ endorsement on 24 February 2023, the Education (including Foundation Skills) gap in the JSC Program will be handled through an interim process while longer term arrangements are considered. It was agreed that the Commonwealth Department of Employment and Workplace Relations (DEWR) will support the interim arrangements and have temporary oversight of the Training and Education (TAE) and Foundation Skills (FSK) Training Packages.

Given that the Education sector is of critical importance in underpinning the entire VET sector, particularly in respect of supporting foundation skills and the VET workforce more broadly, DEWR is considering alternative arrangements to best serve the education industry sector in the short and longer-term.

In the interim, DEWR has established a small time-limited TAE/FSK Training Package Technical Reference Group (TRG) to assist DEWR with enquiries related to these training packages. DEWR will work with States and Territories and VET industry stakeholders to consider longer-term arrangements for the VET sector, both in the context of broader skills reforms and the new industry engagement arrangements.

Purpose

The purpose of the TAE/FSK Training Package TRG is to support the sector while longer term arrangements to address the current gap in JSC coverage for the Education sector are considered.

The TAE/FSK Training Package TRG will assist DEWR with any urgent work associated with the TAE and FSK training packages, and support implementation of the recently endorsed TAE Training Package including provision of advice related to changes in updated training product content.

Scope of work

It is proposed that the TAE/FSK Training Package TRG will:

- provide advice on any urgent TAE and FSK training product work that may be needed during the interim arrangements
- provide the department with advice to support Training Packages enquires related to:
 - TAE and FSK training product content to support implementation
 - TAE Training Package review and recently endorsed changes to updated TAE Qualifications, Units of Competency and Skill Sets
 - clarification on the relationship between superseded and superseding TAE training products including mapping information and pathways advice
 - other matters associated with training package implementation to support Registered Training Organisations (RTO), Trainers and Assessors and general stakeholder enquires.

Membership

The TAE/FSK Training Package TRG membership will be voluntary, without remuneration.

Members are drawn from the former Education Industry Reference Committee (IRC) responsible for the TAE and FSK Training Packages under the previous IRC/SSO industry engagement arrangements and will consist of:

- representation from RTO peaks (ITECA, TDA, ERTOA), ACAL, the Australian Education Union, and Commonwealth, States and Territory Skills Senior Officials Network (SSON)
- membership is detailed in [Table 1 – TAE/FSK training package TRG members](#)

Additional members, with relevant experience and expertise in the TAE/FSK training packages, will be invited to join the TRG as required.

Table 1 – TAE/FSK training package TRG members

Representation	Member name
Independent Tertiary Education Council Australia	s 22(1) (Chair)
TAFE Directors Australia	s 22(1) (represented by s 22(1))
TAFE Directors Australia	s 22(1)
Enterprise Registered Training Organisations Association	s 22(1)
Australian Education Union	s 22(1)
Australian Council of Adult Literacy (ACAL)	ACAL Representative –s 22(1) (contact)
Skills Senior Officials Network	s 22(1) – SA Department for Education

Governance and timeframes

The TAE/FSK Training Package TRG is not a decision-making body, it will provide non-binding advice to support the interim arrangements for the Education (including Foundation Skills) sector.

The TAE/FSK Training Package TRG will be established for a period of six months with scope for extension if required.

Secretariat services to support the TAE/FSK Training Package TRG will be provided by DEWR. The Secretariat will support the TRG by:

- managing a dedicated inbox for TAE and FSK Training Package enquiries
- providing holding responses to stakeholder enquiries
- providing a fortnightly package of enquiries and responses received through the dedicated inbox for consideration and approval by the TAE/FSK Training Package TRG
- providing approved responses on behalf of the TAE/FSK Training Package TRG
- arranging TAE/FSK Training Package TRG meetings as required to discuss any threshold issues that may arise and/or initiatives to further support the VET sector during the interim arrangements
- recording key outcomes at each meeting for distribution to the TRG.



Australian Government
Department of Employment
and Workplace Relations

Interim arrangements for the Education (including Foundation Skills) industry sector and the TAE Training and Education (TAE) and FSK Foundation Skills (FSK) Training Packages.

Frequently Asked Questions

Is there a Jobs and Skills Council (JSC) responsible for the Education (including Foundation Skills) industry sector and the TAE and FSK Training Packages?

There is currently no JSC responsible for the Education (including Foundation Skills) industry sector and the TAE and FSK Training Packages.

Following Skills Ministers' endorsement on 24 February 2023, the work of the Education (including Foundation Skills) Jobs and Skills council (JSC) will be handled through an interim process while longer term arrangements are considered both in the context of broader skills reforms and the new industry engagement arrangements.

Skills Ministers agreed that the Commonwealth Department of Employment and Workplace Relations (department) will support the interim arrangements and have temporary oversight of the TAE and FSK Training Packages.

I am interested in updates on the TAE and FSK training packages.

Where can I go for information?

We encourage you to [register your interest](#) to receive updates on arrangements for the Education (including Foundation Skills) industry sector and the TAE/FSK Training Packages. Details will also be made available on the [DEWR website](#).

Who should I contact if I have a training package question?

Until longer term arrangements are settled, the department has established a small time-limited TAE/FSK Training Package Technical Reference Group (TRG) to provide advice on TAE and FSK training product content and to inform responses to stakeholder enquires. The TRG will also assist the department with any urgent training product work that may be required during the interim arrangements.

Commented [A1]: Are these our standard words?

Commented [A2R1]: Yes- either from previously cleared TAE responses or DEWR website

Commented [A3]: Can all paragraphs and font be consistent with this formatting? It is a little more spaced but not all paras below are like this.

Commented [A4R3]: Yes, done - much better, I agree.

Technical queries regarding TAE and FSK training product content can be sent to the department at TrainingProductQueries@dewr.gov.au.

Why has the TAE Training Package been updated?

The current version (V5.0) of the [TAE Training Package](#), endorsed by Skills Ministers on 18 November 2022 includes updated versions of the *Certificate IV in Training and Assessment*, the *Diploma of Vocational Education and Training* and a variety of new and/or updated Skill Sets and Units of Competency.

The new and revised training products have undergone extensive consultation with the VET sector to provide increased flexibility in the *Certificate IV in Training and Assessment* allowing tailored training pathways including 'Stackable' skill sets to support incremental qualification completion and recognition of diverse pathways into the VET workforce.

For more information on the updates please see the TAE V5.0 [Companion Volume Implementation Guide](#)

Are the updated TAE training products equivalent to the previous version?

The newly released Certificate IV in Training and Assessment (TAE40122) **supersedes and is equivalent to** the Certificate IV in Training and Assessment (TAE40116).

The newly released Diploma of Vocational Education and Training (TAE50122) merges two previous TAE Diploma qualifications - the Diploma of Vocational Education and Training (TAE50116) and the Diploma of Training Design and Development (TAE50216) and provides specialisation pathways in the qualification packaging rules. Due to the merging of qualifications, the new Diploma is deemed **not equivalent** to both previous Diplomas.

Detailed mapping information related to all Units, skills Sets and Qualifications can be found in the TAE V5.0 [Companion Volume Implementation Guide](#) (page 13) available on the National Training Register (training.gov.au).

Where can I find information on the Assessment Requirements and elements, performance criteria and foundation skills specified in new/updated TAE units?

Further information is available in the quality assured TAE Training and Education Training Package [Companion Volume Implementation Guide](#) (Version 5.0).

This Guide is produced by the training package developer to accompany the latest version of the TAE Training Package and contains implementation guidance and advice to assist VET trainers, assessors and Registered Training Organisations (RTOs) in interpreting and understanding the requirements set out in the updated TAE training products.

Pedagogical issues are best handled by a VET consultant, senior trainers and assessors or through [Veig Training](#) and professional forums.

Commented [A5]: This is above already.

Commented [A6R5]: This question is more about the 'equivalency' status applied to the updated quals- this is a common question as it impacts RTOs receiving auto updated to their scope of registration and RPL processes

Commented [A7]: I think there was too much bolding going on in here.

Commented [A8]: I don't understand this. Can we remove it or move to the end and give more detail.

Commented [A9R8]: Have reworded - hope that flows better

Commented [A10]: Can this be reworded? "Where can I find information on assessment and performance requirements of the new or updated units in the TAE training package? The response doesn't seem to be related to Foundation skills at all so remove?"

Do I now need to complete the new qualification/skill set(s), or complete additional training to continue to practice as a trainer and/or assessor?

No - To minimise the impact of change on the VET workforce, the revised TAE qualifications have been deemed 'successors' to the previous version contained the 2016 TAE Training Package – this means current **trainers and assessors will not need to re-train**.

If you are unsure what qualifications or skills set you require, please refer to the [Standards for Registered Training Organisations \(RTOs\) 2015 \(the Standards\)](#).

Please note that the Standards are currently being reviewed by the Department of Employment and Workplace Relations. Please visit [skills reform website](#) for more information.

If I currently hold a “TAE 16” or the “TAE10 + 2” trainer and assessor credential. Do I need to upgrade under the new TAE training package?

No – At the time of publishing this advice, Trainer and Assessor credentials remain unchanged and there is currently no requirement for existing trainers and assessors to complete additional training to continue to meet the requirements outlined in the Standards.

I currently only hold the TAE10 credential. What are my options to get the additional two units and meet the requirements to be a trainer and assessor per the Standards?

To ensure you meet the Standards and hold the minimum required Trainer and Assessor credentials, you could either:

- i) complete two additional units of competency from the options specified in the Standards (to make the “TAE 10 + 2”)
- ii) complete the TAE40116 Certificate IV in Training and Assessment within the teach-out/transition period.
- iii) complete the new TAE40122 Certificate IV in Training and Assessment
- iv) speak to your training provider regarding credit transfer or Recognition of Prior Learning (RPL) options available that may be available to you.

Will the usual one year teach-out/transition period apply to the superseded TAE training products?

To minimise the impact of change on the VET system, an extended 2-year transition period has been approved by ASQA to assist training providers, learners and industry – this means RTOs will have more time to develop programs that meet the requirements of the updated TAE qualifications and will allow training, assessment and certification issuance of previous versions to **9 December 2024**.

For more information please see the [ASQA website](#).

I have a question that isn't answered here or on the other linked pages. Who should I contact?

If your question is in regard to clarification of training product content, please contact the Department of Employment and Workplace Relations via TrainingProductQueries@dewr.gov.au

If your question is in regard to the Review of the Standards for Registered Training Organisations (RTOs) please direct your question to the Skills Reform team within the Department of Employment and Workplace Relations at {insert email address here}

If your question is in regard to regulatory requirements and compliance, or Accredited Courses, please direct your question to the Australian Skills Quality Authority (ASQA), the Training Accreditation Council (TAC) Western Australia, or the Victorian Registration and Qualifications Authority (VRQA).

REQUEST FOR GUIDANCE FROM TRG TO ANSWER THIS QUERY**Re: Seeking feedback regarding a potential ‘minor update’ to TAE40122 Certificate IV in Training and Assessment**

The department has received the below query ([Q31](#)) from the ^{s 22(1)}

seeking clarification on behalf of a stakeholder regarding the absence of unit *TAEASS311 Contribute to assessment* as an elective choice in the updated *TAE40122 Certificate IV in Training and Assessment*. This is the second query we have received from the same stakeholder the first, [Q22](#), and the response is below for [reference](#).

As many of you will be aware, the previous version of TAEASS311 (the now superseded TAEASS301) was included as an elective unit in the qualification packaging rules of the previous version of the TAE40122 (the now superseded TAE40116). While the current version, TAE40122 does not explicitly name the unit TAEASS311 in the qualification’s elective bank, this unit may still be selected as an elective in accordance with the qualification packaging rules. However, the enquirer has expressed concerns that RTOs who wish to select TAEASS311 as an elective for the TAE40122 will be required to have TAEASS311 explicitly added to their scope of registration, which poses additional unnecessary cost to the RTOs.

An option the department could consider is adding *TAEASS311* as a named elective choice in the qualification packaging of the *TAE40122* to alleviate the administrative and cost burden on RTOs wishing to deliver TAEASS311 as an elective unit as part of the TAE4022 course. We would appreciate the TRG’s feedback on this option to ensure there would be no unintended consequences as result of such an update.

Can you please advise whether you support this option and provide any other relevant comments if you think it will assist.

We would appreciate your response to assist in timely resolution of this matter. Please provide any comments via email or in comment in this document by Tuesday 5 November 2024.

s 22(1)

response (30 October 2024):

Hi

During the development of the packaging rules this specific issue was brought up on a number of occasions and was met with varying viewpoints.

The unit was not listed in the electives (there is already one '3' in there) as that meant a Cert IV qualification could be issued that included three units from level 3 qualifications using the current packaging rule instructions. This was deemed to not be good practice.

What this now means is the unit is listed in TAESS00017 Workplace Supervisor Skill Set and TAESS00030 Volunteer ... but not explicitly listed in the electives so an RTO does not have these skill sets on scope implicitly by having the TAE40122 on scope. A new scope application is necessary which is quite a big job for a TAE product. (I completed this for ourselves earlier this year). I believe this is a problem that will continue to come back to us for clarification as more RTOs change to TAE22.

I would be happy to see the unit included in the electives (most likely in Group A) as it makes sense and removes the scoping issue. If having a possible three units from a Cert III is deemed a not good practice then the packaging rules need to change as well to be something like:

6 elective units, of which:

- *at least 3 must be from Group A*
 - *of the remaining elective units:*
 - *all may be from the elective units listed below*
 - *up to 2 may be from any currently endorsed Certificate IV or above training package qualification or accredited course.*

Or

 - *up to 2 may be from any currently endorsed Certificate III or above training package qualification or accredited course*
 - *The combination of electives must not include more than 2 from any Certificate III*
- Or*
- *Leave it as it is and accept that some who import a elective unit will have three '3's in their qualification.*

Current Query 31-2024 - Adjustment to TAEASS311

Received 11/09/2024 from s 22(1)

Good morning s 22(1)

Thank you for your response.

I appreciate the packaging rules allow for the delivery of the unit of competency *TAEASS311 Contribute to assessment* as an elective.

My concern is that RTOs who would like to select this unit as an elective for the *TAE40122 Certificate IV in Training and Assessment* qualification will be required to have *TAEASS311 Contribute to assessment* **explicitly** added to their scope of registration. This poses additional unnecessary cost to the RTOs.

As mentioned in my previous email, *TAEASS301 Contribute to assessment* (superseded unit) was listed as an elective unit in the superseded qualification *TAE40116 Certificate IV in Training and Assessment*.

Is it at all possible to consider consulting with the training and assessment sector to investigate if it would be beneficial to adjust the Training Package to reflect the *TAEASS311 Contribute to assessment* as a stated elective unit in the *TAE40116 Certificate IV in Training and Assessment*?

I understand DEWR are providing a presentation on the future of TAE and FSK Training Packages at the next STA Network meeting on Thursday 26 September, perhaps there will be an opportunity to discuss this issue further?

Thank you for your ongoing consideration

Kind regards

s 22(1)

Previous Query 22-2024 - Potential training.gov.au issue with TAEASS311

Good afternoon

We received an email from a stakeholder in WA who advised the unit of competency *TAEASS311 Contribute to assessment* is not listed as an elective unit in the *TAE40122 Certificate IV in Training and Assessment* as published on TGA (<https://training.gov.au/>)

TAEASS311 Contribute to assessment is listed in 10 other training package qualifications.

For your information, I have attached the TAE V5 Case for Endorsement and individual Word document which includes *TAEASS311 Contribute to assessment* and the *TAE40122* qualification as published on TGA.

TAEASS301 Contribute to assessment (superseded unit) was listed as an elective unit in the superseded qualification *TAE40116 Certificate IV in Training and Assessment*

For your Action:

Can you investigate this issue and if required, adjust the TGA webpage to reflect the *TAEASS311 Contribute to assessment* as an elective unit in the *TAE40116 Certificate IV in Training and Assessment*.

Once addressed, please advise so that we may contact the stakeholder with an update.

If you require any additional information, please do not hesitate to contact me.

Thank you

Kind regards

s 22(1)

Response to Q22-2024

Good afternoon s 22(1)

Thank you for your email seeking clarification regarding the absence of unit *TAEASS311 Contribute to assessment (TAEASS311)* as an elective choice in the updated *TAE40122 Certificate IV in Training and Assessment (TAE40122)* as published on training.gov.au (TGA).

We have investigated this issue and can confirm there is no identified publishing error related to the TAE40122 qualification.

While the current version, *TAE40122* does not explicitly name the unit *TAEASS311* in the qualification's elective bank, this unit may still be selected as an elective in accordance with the qualification's packaging rules.

As detailed on TGA, the *TAE40122* qualification packaging rules state that *'up to 2 elective units may be from any currently endorsed Certificate III or above training package qualification or accredited course, provided that no more than 1 is selected from certificate III'*.

This means learners may select unit TAEASS311 as an elective as part of the TAE40122.

I trust this information is of assistance.

Kind regards,

s 22(1)

Training Product Queries

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Query 32-2024 – TAEDEL416 methods of delivery

'Hello,

I'm hoping you can help with something ambiguous in the Performance Evidence of TAEDEL416 Facilitate learning for young vocational learners.

"In the course of the above, the individual must:... use delivery modes suited to learner needs, including face-to-face, online and blended."

It isn't clear if it's intended that trainers and assessors select from the 3 delivery modes listed to suit learner needs, or if all 3 delivery modes need to be used.

This makes a big difference to how to approach training and assessment so I'm hoping you can assist.

Kind regards
s 22(1)

Draft Response

Good morning/afternoon s 22(1)

Thank you for your email seeking advice about the required Performance Evidence for [TAEDEL416](#) - *Facilitate learning for young vocational learners*, specifically in relation to delivery modes.

Learners undertaking unit TAEDEL416 must demonstrate performance evidence of the ability to use the different delivery modes (face-to-face, online and blended) in order to use the delivery mode/s most suitable to the learner's needs. Depending on the learner's needs this may include one, two or all three of the specified delivery modes.-

I trust this information is of assistance.

Kind regards,

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Commented [s 22(1)]: this is fine

Commented [s 22(1) R1]: Agree, this is clear

Q34-2024 - Explain performance evidence of TAEDEL411

Good morning.

I'm just seeking clarification on the following wording, under Performance Criteria:

<https://training.gov.au/Training/Details/TAEDEL411>: "a series of 3 sequential group training sessions of at least 30 minutes duration each to 1 group of learners, where the group must consist of at least 4 learners"

Can you please advise if being "sequential" relates to the training product content, or does it mean that the 3 sessions must be delivered one after the other (ie cannot be delivered separately over a number of days)?

Thank you.

Questions to be answered in response

1. What does 'sequential' mean in the Performance Evidence of TAEDEL411?

'sequential' means in some logical order

2. Does this 'sequential' apply to the content or when the sessions must be delivered?

- facilitate the following face-to-face, in-person, **training sessions based on a training product** that is nationally recognised or aligned with other recognised frameworks:
 - **a series of 3 sequential group training sessions** of at least 30 minutes duration each to 1 group of learners, where the group must consist of at least 4 learners
 - 2 different individual training sessions of at least 30 minutes duration each to a learner who is not part of the above group.

In the course of each of the above, the individual must:

- deliver all sessions in their entirety, from start to finish
- facilitate learner acquisition of skills and knowledge and learner independence
- monitor learner engagement and participation
- identify and respond to foundation skill needs.

Commented [§ 22(1)]: 3 group training sessions must form part of a sequence of training product content or just that they are delivered in succession - ie one after the other without gaps.

Commented [§ 22(2)]: 'a series of 3 sequential' based on a training product means consecutive sessions that could be in the one time period or could be sessions separated by a time period i.e. a week/day/block. The essence is to see the connection between the sessions including the start and the finish of each session showing linkage, reinforcement and scaffolding. It may be 3 sessions for the full training product delivery or 3 of a bigger series of training sessions.

Query 01-2023 – Question about TAEDEL411 Facilitate vocational training performance evidence

From: s 22(1)

Sent: Thursday, June 29, 2023 11:36 AM

To: DEWR - Training Product Queries <TrainingProductQueries@dewr.gov.au>

Subject: Question about TAEDEL411 Facilitate vocational training Performance evidence

Hi,

I have a query about TAEDEL411 Facilitate vocational training - PE1b.

Performance evidence

Facilitate the following face-to-face, in-person, training sessions based on a training product that is nationally recognised or aligned with other recognised frameworks:

- a series of 3 sequential group training sessions of at least 30 minutes duration each to 1 group of learners, where the group must consist of at least 4 learners
- two (2) different individual training sessions of at least 30 minutes duration each to a learner who is not part of the above group.

Do the two (2) different individual training sessions to individuals (who are not part of the group session) **need to be based on** the same topic/s and session plan/s as the three (3) sequential 30 min group sessions? **Or can they be different topics**, and if they can be different, do different coaching/session plans need to be collected as evidence?

I see this answer as yes, they must, and would like confirmation please if so.

I have had discussions in my broader network and some say yes, and some say no, they can be different topics.

I am looking forward to your response.

Thanks

Kind regards
s 22(1)

Draft response

Dear s 22(1)

Thank you for your enquiry seeking advice on facilitating training sessions as part of the *TAEDEL411 Facilitate Vocational Training* unit of competency.

The same topics can be used for the individual sessions as the group sessions but there is no requirement to do so. Where different topics are used, session plans need to be developed accordingly to reflect the differences in facilitation.

It should be noted that because the VET System is competency based, training products are not prescriptive about how individuals should be trained, and trainers and assessors have the flexibility to

design training and assessment strategies that will assist learners to gain the skills and knowledge outcomes specified in units of competency.

To assist VET trainers and assessors and RTOs, a quality assured Companion Volume Implementation Guide is produced by the training package developer to accompany endorsed training products. I encourage you to view the [Companion Volume Implementation Guide](#) related to the latest version of the TAE Training Package, which contains implementation guidance and advice to assist you in interpreting and understanding the requirements set out in update TAE training products.

Pedagogical issues can also be discussed with a VET consultant, senior trainer or through professional forums.


We hope this has been of assistance. Further information on the updated TAE training products can be found in [frequently asked questions](#) on the [ASQA website](#).

Kind regards

TAE/FSK Technical Reference Group

Australian Government Department of Employment and Workplace Relations

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Query 01-2024 – Question about TAEDEL311 and TAEASS412 RTOs that deliver UoCs as a stand-alone package

Hello,

Thanks for taking my inquiry today.

I was wondering you could assist in directing me to some RTO's that deliver the following UoC's in a package specifically to train and upskill workplace assessors. I do not require a full certification or skill set, just an RTO that can deliver the below UoC as stand-alone packages. I did a search on training.gov and did ring a few cherry-picked RTO's but was advised that they only deliver those UoC's as part of the bigger Cert IV TAE40122.

TAEDEL311 - Provide work skill instruction, and

TAEASS412 - Assess competence.

We are a transport company in the waste industry if that helps narrow down this search.

Regards,

s 22(1)

Draft response

Good morning/afternoon s 22(1)

Thank you for your enquiry seeking assistance to identify RTOs that offer TAEDEL311 and TAEASS412 as standalone units of competency and not part of a qualification or skills set.

As indicated in your email, you did a search on the national training register (training.gov.au) and contacted RTOs but were advised that the units of competency are only delivered as part of the Certificate IV TAE40122.

Please note, an RTO cannot offer/deliver/issue a statement of attainment for the unit unless it has the unit explicitly listed on its scope of registration.

I can confirm that a search on training.gov.au indicates that in NSW there are five RTOs that have explicit scope of registration for unit TAEDEL311, and only one RTO for unit TAEASS412. This result may be found through refining your search by unticking the 'include implicit scope' box and ticking the 'NSW'

Commented [§ 22(1)]: This is not accurate to my understanding.

An RTO is able to offer/deliver a unit that is:

a core unit of competency, or
a named elective unit of competency

—within the packaging rules of a qualification the RTO has on its scope of registration, thus any of the 113 RTO's currently approved to deliver the TAE40122 - Certificate IV in Training and Assessment could choose to offer these Units standalone (yet this would be up to their chosen and offered delivery model).

ASQA's fact sheet seems to support my understanding:
[Delivering elective units | Australian Skills Quality Authority \(ASQA\)](#)

Commented [§ 22(2R1)]: If the RTO has the qualification on scope - then units are implicit. suggest rewording to provide clarity.

Commented [§ 22(3R1)]: eg - If the RTO does not have the TAE qualification on scope, the RTO

Commented [§ 22(4R1)]: Might be better to suggest they contact a range of RTOs for quote on delivering these two units contextualised to their requirements. The units are implicitly on scope if the RTO has TAE40122 on Scope.

Commented [§ 22(5)]: should we acknowledge that there are RTOs outside of NSW that could deliver these units through a virtual delivery approach

jurisdiction box. -This search criteria found that [RTO 31900 – MyneSight](#) is the only RTO in NSW that is registered to deliver both [TAEDEL311 - Provide work skill instruction](#) and [TAEASS412 - Assess competence](#) as standalone units without the need to enrol in either a qualification or a skill set.

I would encourage you to contact the RTO directly to confirm the RTO's offerings indicated on the national training register.

I trust this information is of assistance.

Kind Regards

Training Product Queries

Australian Government Department of Employment and Workplace Relations
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UPDATED RESPONSE:

Good morning/afternoon s 22(1)

Thank you for your enquiry seeking assistance to identify RTOs that offer TAEDEL311 and TAEASS412 as standalone units of competency and not part of a qualification or skills set.

As indicated in your email, you did a search on the national training register (training.gov.au) and contacted RTOs but were advised that the units of competency are only delivered as part of the TAE40122 – Certificate IV in Training and Assessment (TAE40122).

I can confirm that, provided a unit of competency is within the packaging rules of a qualification (ie a core unit or a named elective unit), and on an RTO's scope of registration, that RTO can deliver that unit as a standalone unit and not part of a qualification or skills set. Given this, RTOs currently approved to deliver the qualification TAE40122 can deliver TAEDEL311 and TAEASS412 as standalone units of competency if they choose to do so. However, we strongly recommended you contact the RTO directly to confirm their offerings as this will vary across different organisations.

Also, you may be interested to know that a search on training.gov.au indicates there are 112 RTOs currently approved to deliver the TAE40122. There are also five RTOs in NSW that have explicit scope of registration for unit TAEDEL311, and one RTO for unit TAEASS412. This result may be found through refining your search by unticking the 'include implicit scope' box and ticking the 'NSW' jurisdiction box. We recommend extending your search nationally as there may be RTOs outside NSW that deliver these units through a virtual delivery approach.

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I trust this information is of assistance.

Kind Regards

Training Product Queries

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Query 02-2023 – Query re: Diploma of Training and Assessment TAE51233

From: s 22(1)

Sent: Thursday, June 29, 2023 5:07 PM

To: DEWR - Training Product Queries <TrainingProductQueries@dewr.gov.au>

Subject: Query re: Diploma of Training and Assessment, TAE51233

Hi,

I have a query about the TAE51233, Diploma in Vocational Training and Assessment.

<https://training.gov.au/Training/Details/TAE50122>

According to information provided by TAFE NSW, the course does not qualify someone to teach, only the Cert IV TAE does.

However another provider has informed me that it does.

Could you confirm if completing the Diploma qualifies the graduate to teach accredited courses?

Thanks,

s 22(1)

Draft Response

Dear s 22(1)

Thank you for your enquiry seeking advice on the qualifications required to teach nationally accredited courses.

The [Standards for Registered Training Organisations \(RTOs\) 2015](#) (the Standards) are designed to provide RTOs with a level of flexibility when employing trainers and assessors, including through enabling RTOs to engage people with a relevant diploma or higher-level qualification in adult education. This allows for graduates of the Diploma of Vocational Education and Training (TAE50122) to teach accredited courses in accordance with the Standards. Ultimately, it is up to the employing RTO as to what they require beyond the Standards, and to ensure its staff meet the requirements of the Standards, including holding the relevant credentials.

The following is provided for further information.

Under the Standards, an RTO's training and assessment can only be delivered by a person who has one of the following credentials:

- TAE40116 Certificate IV in Training and Assessment, or its successor
- TAE40110 Certificate IV in Training and Assessment with an additional two units of competency (Address adult language, literacy and numeracy skills and Design and develop assessment tool), or
- a diploma or higher-level qualification in adult education.

The Diploma in Vocational Training and Assessment qualifies as a diploma or higher-level qualification in adult education. As indicated in [ASQA published advice](#), an adult education qualification has a focus on training and assessing adults where units or subjects completed within the qualification need to demonstrate the skills and knowledge required to train adults. The academic transcript or record of results for the qualification will provide the evidence to demonstrate this. Examples of adult education qualifications include:

- Graduate Diploma in Adult and Vocational Education and Training
- Graduate Diploma of Adult Language, Literacy and Numeracy
- Associate Degree of Vocational Education and Training
- Bachelor of Adult and Vocational Education
- Master of Education degree with an adult education focus

The qualification description for the [Diploma of Vocational Training and Assessment \(TAE50122\)](#) states:

- This qualification reflects the roles of experienced individuals in a variety of vocational education and training (VET) sector job roles, including:
 - Advanced training and assessment job roles where individuals are responsible for delivering training and assessment services in the VET sector, including promoting innovative practices and leading other VET teachers, trainers and assessors.

The [Companion Volume Implementation Guide for the Training and Education Training Package](#) specifies the *minimum* qualification for delivering nationally accredited training is the *Certificate IV in Training and Assessment*.

We trust this has been of assistance. Further information on the TAE Training Package can be found in [frequently asked questions](#) and on the [ASQA website](#).

Kind regards

TAE/FSK Technical Reference Group

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Query 02-2024 – Query about Examples of "other recognised frameworks" in TAE units

Hi team,

Just seeking clarification on the wording of "*or aligned with other recognised frameworks*" found in the performance evidence of units of competency such as:

- TAEDEL411 - Facilitate vocational training
- TAEDEL412 - Facilitate workplace-based learning

Could you clarify what "other recognised frameworks" might be included here, including a list of examples that would be acceptable?

Also, specifically, would the following be acceptable as "other recognised frameworks"?:

- Curricula or learning outcomes from recognised Australian universities
- Competencies and learning outcomes from overseas Vocational Education and Training systems

Many thanks.

Kind regards,
s 22(1)

Draft Response

Hello^{s 22(1)}

Thank you for your enquiry seeking clarification on the wording of “or aligned with other recognised frameworks” found in the performance evidence of units of competency TAEDEL411 and TAEDEL412.

We have consulted with TAE Training Package -Technical Reference Group (TRG) members, with a number being previous Industry Reference Committee (IRC) members also who worked on the development of these Units of Competency after significant consultation across the sector.

From this, we can confirm that the IRC recognised that for the delivery Units of Competency you have identified, these were not always envisaged to be used by those wishing to deliver nationally recognised training. Accordingly, the context within the application of the Unit, as well as in the Performance Evidence and specified Assessment Conditions allows for facilitation based on products that are nationally recognised or aligned with other recognised frameworks. The IRC also maintained a focus on trying not to date the Units of Competency by being too prescriptive and recognised that other frameworks aligned with foundation skills, or for example, micro-credentials could be established in the coming years and the Units of Competency should not limit their use where appropriate.

When assessing what recognised frameworks may be appropriate for use, these may be those recognised Vocational Education & Training (VET) frameworks such as the Australian Core Skills Framework (ACSF), the Digital Literacy Skills Framework (DLSF), or Australian Accredited Courses. More broadly than these recognised VET frameworks, an individual may also consider well-recognised and robust frameworks such as Australian Maritime Safety Authority standards, Fire Safety Training standards, National Quality Standards (NQS) or Work, Health and Safety standards and frameworks.

We provide these as examples of frameworks which are both widely recognised and sufficiently robust for an individual to facilitate content against as required through the Units of Competency. Any recognised framework used, where not based on nationally recognised training, would need to be sufficiently detailed for candidates to demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills specified in the TAEDEL411 and TAEDEL412 Units of Competency, including evidence of the ability to facilitate the face-to-face, in-person training sessions.

The examples cited in your email (i.e. Curricula or learning outcomes from recognised Australian universities and competencies and learning outcomes from overseas Vocational Education and Training Systems) would need to be assessed against the above in relation to appropriateness for use.

The Chair of the TAE Technical Reference Group, s 22(1) has offered to discuss this with you further if needed. I understand that you have communicated with him previously on other TAE matters.

I trust this information is of assistance.

Kind Regards,

Training Product Queries

Australian Government Department of Employment and Workplace Relations

dewr.gov.au

Query 03-2023 – Question about TAEASS412

From: s 22(1)

Sent: Wednesday, July 5, 2023 4:06 PM

To: DEWR - Training Product Queries <TrainingProductQueries@dewr.gov.au>

Subject: Question about TAEASS412- Assess competence

Hi,

I am seeking some clarity on the performance evidence requirements for this unit. Specifically interpreting the 3 different candidates, 2 assessment tools and 6 assessments combination. Is there someone I can talk to about this specifically as I am designing the assessment.

Thank you

Kind regards

s 22(1)

Draft response

Dear s 22(1)

Thank you for your enquiry seeking advice on the performance evidence requirements for the *TAEASS412- Assess competence* unit of competency.

Except –[TAEASS412- Assess competence](#)

Performance Evidence

The individual must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- conduct a total of at least 6 assessments, at least 1 of which must use recognition of prior learning (RPL).

The above assessments must be for 3 different candidates against all requirements specified in at least 2 different units of competency from a nationally recognised training package or accredited course. The same 2 units may be used for each candidate.

This requires the use of three different candidates and two different units of competency. The same units may be used for each of the three candidates, which will total six assessments. At least one of the assessments must use recognition of prior learning.

To assist VET trainers and assessors and RTOs, a quality assured Companion Volume Implementation Guide is produced by the training package developer to accompany endorsed training products. I

encourage you to view the [Companion Volume Implementation Guide](#) related to the latest version of the TAE Training Package which contains implementation guidance and advice to assist you to interpret and understand the requirement set out in update TAE training products.


Further information on the TAE Training Package can be found in [frequently asked questions](#) and on the [ASQA website](#).

Kind regards

TAE/FSK Technical Reference Group

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Query 03-2024 – TAE Training Package Assessment requirements for TAEDEL411

Good morning TPQ,

The unit TAEDEL411 Assessment conditions specify:

Skills in this unit must be demonstrated in a real or simulated face-to-face vocational education and training environment. Evidence gathered for assessment may include that collected in real time or via a submitted recording that demonstrates both delivery and learner engagement.

The issue centres around the 'may include that collected in real-time or via a submitted recording' - we are experiencing difficulty across the two options.

The question simply is: 'is the two evidence collection options the only evidence gathering options available or does the word 'may' allow for alternate options such as a 'Statutory Declaration' or 'Third Party Report' from a suitable witness verifying that the training delivery occurred. It is noted that the word 'may' is listed as opposed to 'shall' - hence the query associated with alternate evidence collection options.

Issues identified by employers and students highlight

- COVID restrictions
- Clearance requirements for site access
- Refusal by employers for recordings on-site due to IP issues or Govt Clearance requirements
- Learners receiving the training objecting to being recorded
- TAE students being time poor due to work commitment and not having the required equipment for the training sessions normally available in the workplace.

Kind regards and I look forward to a favourable response

Draft Response

Good morning/afternoon ^{s 22(1)}

Thank you for your enquiry seeking clarification on whether alternative options such as a 'Statutory Declaration' or 'Third Party Report' from a suitable witness are permissible as a form of evidence to verifying required assessment conditions related to unit *TAEDEL411 Facilitate Vocational Training*.

As outlined in the assessment conditions of *TAEDEL411 Facilitate Vocational Training*, candidates must be demonstrated in a real or simulated face-to-face vocational education and training environment.

Evidence gathered for assessment may include that collected in real time or via a submitted recording that demonstrates both delivery and learner engagement – the assessment conditions **do not** include alternative options such as a 'Statutory Declaration' or 'Third Party Report' from a suitable witness.

I trust this information is of assistance.

Kind Regards

Training Product Queries

Australian Government Department of Employment and Workplace Relations
dewr.gov.au

Commented ^{f 22(1)}: Comment from ^{s 22(1)}

@trg can you please confirm that the response we have drafted is an appropriate response.

Commented ^{f 22(2)}: agree with position stated - intent of wording is that direct evidence is gathered i.e. deliver is directly observed (which may be real time or observed through the recording)

Commented ^{s 22(3R2)}: Agree with S 22(1)

Query 04-2023 – Enquiry on TAE40122 – Certificate IV in Training and Assessment and deletion on TAEASS401 - Plan Assessment Activities and Processes (TAE40116)

From: s 22(1)

Good morning

I am seeking information on behalf of the s 22(1) regarding the new qualification TAE40122 - Certificate IV in Training and Assessment, and the deletion of TAEASS401 - Plan Assessment Activities and Processes under superseded qualification TAE40116.

Background Information

Under section 11 of the *Road Traffic (Administration) Act 2008*, the DoT appoints suitable Registered Training Organisations (RTOs) to deliver Heavy Vehicle Practical Driving Assessment (HVPDA) Services for Heavy Rigid, Heavy Combination and Multi Combination classes of licence in WA. RTO personnel nominated as Assessors to perform the HVPDA Services must suitably qualified and satisfy certain mandatory criteria such as having the Australian Quality Training Framework (AQTF) recognised Units of Competency, or current equivalent Units of Competency or future equivalent Units of Competency recognised by them:

- TAEASS401 - Plan Assessment Activities and Processes
- TAEASS402 – Assess Competence; and
- TAEASS403 – Participate in Assessment Validation.

It has been noted that the Education Industry Reference Committee (IRC) completed a review of the TAE Training Package, with the updated Package (Version 5) endorsed by Skills Ministers on 18 November 2022 and released on the National Register on 13 December 2022.

In line with these changes, TAEASS401 – Plan Assessment Activities and Processes was deleted, and not replaced with an alternate unit of competency. Assess Competence and Participate in Assessment Validation remain however are now known as TAEASS412 and TAEASS413 respectively.

Qualification details



TAE40122 - Certificate IV in Training and Assessment

Summary

Releases:	Release	Status	Release date
	1	Current	2022/12/08

Usage recommendation: Current

Mapping:	Mapping	Notes	Date
	Supersedes and is equivalent to TAE40116 - Certificate IV in Training and Assessment	Supersedes and is equivalent to TAE40116 Certificate IV in Training and Assessment.	2022/12/08

Training packages that include this qualification

Code	Title	Release
TAE	Training and Education Training Package	5.0

Units of competency

Code	Title	Essential
BSBAUD411	Participate in quality audits	Elective
BSBAUD412	Work within compliance frameworks	Elective
BSBHRM413	Support the learning and development of teams and individuals	Elective
BSBTWK401	Build and maintain business relationships	Elective
TAEASS404	Assess competence in an online environment	Elective
TAEASS412	Assess competence	Core
TAEASS413	Participate in assessment validation	Core
TAEASS512	Design and develop assessment tools	Elective
TAEASS514	Develop and implement plans for recognition of prior learning	Elective
TAEDEL311	Provide work skill instruction	Elective
TAEDEL405	Plan, organise and facilitate online learning	Elective
TAEDEL411	Facilitate vocational training	Core
TAEDEL412	Facilitate workplace-based learning	Elective
TAEDEL413	Facilitate distance-based training	Elective
TAEDEL414	Mentor in the workplace	Elective
TAEDEL415	Complete a practicum in a vocational education and training environment	Elective
TAEDEL416	Facilitate learning for young vocational learners	Elective
TAEDES411	Use nationally recognised training products to meet vocational training needs	Core
TAEDES412	Design and develop plans for vocational training	Core
TAELLN421	Integrate core skills support into training and assessment	Elective
TAELLN422	Use foundation skills resources, strategies and advice	Elective
TAELLN423	Integrate employability skills support into training and assessment	Elective

For the purpose of RTO personnel meeting the above DoT contractual requirements to become an Agent Assessor, can you please confirm if TAEASS401 – Plan Assessment Activities and Processes has been A) replaced by another unit of competency or B) if it has been incorporated into another unit? The DoT processes numerous applications, as such confirmation as soon as possible will be appreciated to ensure business continuity.

I can be contacted directly on s 22(1) or email at s 22(1)

Kind regards,
s 22(1)

Draft Response -

Good morning/afternoon S 22(1)

Thank you for your enquiry regarding the updated *Certificate IV in Training and Assessment* (TAE40122), and the deletion of unit *TAEASS401 - Plan Assessment Activities and Processes*.

TAEASS401 Plan Assessment Activities and Processes has been deleted from the TAE Training Package and not replaced with an alternate unit of competency. The content related to assessment planning is now covered in the new unit *TAEASS412 Assess Competence*.

The new TAE Training Package includes updated versions of the *Certificate IV in Training and Assessment*, the *Diploma of Vocational Education and Training* and a variety of skill sets. The revised training products have undergone extensive consultation with the VET sector to provide increased flexibility in the *Certificate IV in Training and Assessment* allowing tailored training pathways including 'Stackable' skill sets to support incremental qualification completion and recognition of diverse pathways into the VET workforce.

Further information on the updated TAE training Package including implementation advice, can be found in the [Version 5.0 of the TAE Companion Volume Implementation Guide](#) (CVIG) on the National Training Register.

I trust this is of assistance to you.

Kind Regards

Training Product Queries

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Commented s 22(1) 1]: I think this response is sufficient, however I would start the second sentence in the second para with 'in saying this' rather than However. Alternatively, just remove the word however.

Query 04-2024 – Queries about TAE Training and Education and FSK Foundation Skills Training Packages

Commented [§ 22(1)]: Happy with response.

Hi,
In light of the focus on LLND as part of Skills Reform and the National Skills Agreement, can you please provide an update on the status of the FSK Foundation Skills Training Package and any activity planned for 2024.

Thank you
s 22(1)

Hi,
Given the current focus on Foundation skills and the Foundation skills workforce as part of VET reform, can you please provide any information on what is happening with the following qualifications in the TAE?

TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice
TAE80213 Graduate Diploma of Adult Language, Literacy and Numeracy Leadership

Also what is happening with the TAE80316 Graduate Certificate in Digital Education?
Thanks and Regards
s 22(1)

Draft Response

Commented [§ 22(1)]: This response is fine

Good morning/afternoon s 22(1)

Thank you for your enquiries (attached) seeking information related to the Training and Education (TAE) Training Package qualifications: *TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice*; *TAE80213 Graduate Diploma of Adult Language, Literacy and Numeracy Leadership*; and the *TAE80316 Graduate Certificate in Digital Education*, as well as any planned activity for the FSK Foundation Skills Training Package.

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The current version of the TAE Training Package includes updated versions of the *Certificate IV in Training and Assessment*, the *Diploma of Vocational Education and Training* and a variety of skill sets. Revisions to the *Graduate Diploma of Adult Language, Literacy and Numeracy Practice/Leadership* and the *Graduate Certificate in Digital Education* were not undertaken as part of this version of the TAE Training Package. -There is no further training package review or training package development work planned at this time for qualifications within the TAE Training and Education Training package.

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You may be interested to know the revised training products have undergone extensive consultation with the VET sector to provide increased flexibility in the *Certificate IV in Training and Assessment* allowing tailored training pathways. ~~These include including~~ 'stackable' skill sets to support incremental qualification completion and recognition of diverse pathways into the VET workforce. The language, literacy and numeracy (LLN) skills are now embedded throughout core units of the updated Certificate IV to provide VET teachers, trainers and assessors with skills to support LLN, and the option of developing deeper skills and knowledge through electives. New and updated skill sets have been developed to support trainers and assessors to undertake relevant professional development, including an updated *Foundation Skills Integration Skill Set* and new *Training Design Skill Set* to meet

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requirements under the Standards for RTOs for professional development in the knowledge and practice of vocational training, learning and assessment.

In relation to your question regarding the FSK Foundation Skills Training Package, you may be aware that the Skills and Workforce Ministerial Council agreed that the Commonwealth Department of Employment and Workplace Relations (DEWR) will have temporary oversight of the TAE Training and Education and FSK Foundation Skills Training Packages. Given that the Education industry sector is of critical importance in underpinning the entire VET sector, particularly in respect of supporting foundation skills and the VET workforce more broadly, the department is working with States and Territories and VET industry stakeholders to consider longer-term arrangements for the vocational education and foundation skills sectors, both in the context of broader skills reforms and the new industry engagement arrangements.

More information regarding the interim arrangements for the TAE Training and Education and FSK Foundation Skills Training Packages is available on the [DEWR website](#).

I trust this information is of assistance.

Kind Regards

Training Product Queries

Australian Government Department of Employment and Workplace Relations
dewr.gov.au

Subject: Can an RTO commence delivery of the new TAE skill sets in early 2024 whilst still teaching out the old TAE40110 full qual?

From: s 22(1)

Hi

It has been suggested that we direct this enquiry to your team to assist as we have not had any response back via the ASQA Enquiry line.

Our request for clarification concerns an issue that arises for us with the difference in the teach out periods for the now superseded skill sets (such as TAESS00011 and TAESS00014) of Dec 2023 and the full qual TAE40116 period ending Dec 2024.

Our question is whether an RTO such as ourselves which has had the full TAE40122 Qualification applied to our scope as we have TAE40116 on scope (and therefore implicitly now also have the new skill sets TAESS00019, TAESS00028 and TAESS00029) can commence delivery and assessment of the new skills sets from January 2024, whilst still teaching out our full qual to TAE40116 students in the early part of 2023.

Our organisation (and probably many other volunteers focused groups) would have new people interested in getting started early next year as new Trainers or new Assessors completing the smaller Skill Sets but not wanting or needing to commit to the full qual at that point so any clarification which can be provided, or documentation would greatly be appreciated.

Kind Regards

s 22(1)

Draft Response -

Good morning/afternoon s 22(1)

Thank you for your enquiry seeking advice on whether you may commence delivery and assessment of the updated TAE Skills Sets from January 2024 while still teaching out the superseded TAE qualification (TAE40116).

As you point out in your email, the transition period of superseded TAE qualifications is different to the superseded TAE Skills Sets. RTOs have until **9 December 2024** to [transition to the TAE qualifications](#) and **9 December 2023** to [transition to TAE Skills Sets](#), respectively to transition students to current versions of the TAE training products.

According to of the Standards for RTOs (the Standards), new students can enrol in superseded training products during the transition period but need to complete or transfer out before end of the transition period. There is nothing in the Standards that precludes delivery of a new or updated training product while teaching out a superseded one (within the training period).

Commented [s 22 1]: Happy with this

Commented [s 22(1) 2R1]: me too

Further information on the updated TAE training Package including implementation advice, can be found in the [Version 5.0 of the TAE Companion Volume Implementation Guide](#) (CVIG) on the National Training Register.

I trust this is of assistance to you.

Kind Regards

Training Product Queries

Australian Government Department of Employment and Workplace Relations
dewr.gov.au

Query 05-2024 - TAEASS413 - Participate in assessment validation

Hi there,

We have a query regarding the above unit confirming an interpretation of how many participants must attend the validation.

Assessment Conditions stipulate:

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment.

This includes access to:

- an experienced VET teacher, trainer and assessor to lead validation activities – just reconfirming whether an experience student RPLing this unit could provide evidence of 'leading' an assessment validation activity
- other assessors to participate in validation activities – just reconfirming (subject to the above) – does the Validation Report evidence need to show a min of 3 participants?

If you could please clarify the requirements related to the above so we know whether we must mandate a group of 3 participants (as some of our assessors are interpreting the above to mean) for the assessment evidence of this unit – particularly as relates to the our experience RPL students.

Many thanks, s 22(1)

PS Just checking if there has been any sort of FAQ document put together regarding these sorts of wording interpretations please? Previously Training Package Developers put together an Interpretation Guide regarding these sorts of queries.
s 22(1)

DRAFT RESPONSE

Good morning/afternoon ^{s 22(1)}

Thank you for your enquiry seeking clarification on the assessment conditions specified in unit *TAEASS413 Participate in assessment validation*.

As you have mentioned, the assessment conditions specify that skills must be demonstrated in a real or simulated vocational education and training environment including access to:

1. an experienced VET teacher, trainer and assessor to lead validation activities
2. other assessors to participate in validation activities.

Regarding your question whether an experienced student RPLing this unit could satisfy requirement #1 – the person leading the validation **must be** a qualified VET teacher, trainer and assessor, and have justifiable experience to understand validation fully and be able to advise the validation participants when and where needed.

If ‘the experienced student RPLing this unit’ meets the current qualification and currency requirements for VET trainers and assessors, they would be able to lead the validation. If they are not a currently qualified and practicing VET trainer and assessor, they will not meet the requirements of the condition around ‘including access to an experienced VET teacher, trainer and assessor’.

Undertaking this role in the validation may provide them with evidence towards *TAEASS513 Lead assessment validation and moderation processes*, but it **will be unlikely for them to meet all the requirements** of *TAEASS413 Participate in assessment validation* through this activity.

Guidance on training.gov.au states that “other assessors to participate in validation activities” is required as part of the assessment conditions. Given this stated requirement, a **minimum of three (3) people need to be present at the validation session:**

1. The individual seeking the validation unit.
2. A qualified VET teacher, trainer and assessor to lead the validation.
3. Another assessor to participate in validation activities.

Please note that individual RTOs may have specific requirements in their own policies and procedures.

I trust this information is of assistance.

Kind Regards
Training Product Queries

Commented s 22(1) 1]: Agree in principle with the intent of these paragraphs. To meet the assessment requirements for this unit the candidate needs to demonstrate they meet the performance evidence i.e. they have participated in a validation activity for at least 3 assessment tools. To meet the assessment condition, the validation activity needs an experienced 'lead' (who meets the requirements of a trainer according to the Standards for RTOs i.e. Cert IV TAE) and at least two other assessors. In addition, the lead needs to be able to demonstrate experience in participating and leading a validation, including the underpinning knowledge. Some wordsmithing would be helpful.

Commented s 22(1) R1]: My understanding is the question is just around whether the lead validator can be a person enrolled in the unit. Therefore, if they meet the requirements of a lead validator (all of the above) they can. It is up to the RTO to justify their what they determined as 'qualified' and 'experience'.

Commented s 22(1) 3]: Given they are not asking a question about TAEASS513 - I would not include this statement.

Commented s 22(1) 4R3]: I would also remove this sentence,

Query 05-2024 - TAEASS413 - Participate in assessment validation

Hi there,

We have a query regarding the above unit confirming an interpretation of how many participants must attend the validation.

Assessment Conditions stipulate:

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment.

This includes access to:

- an experienced VET teacher, trainer and assessor to lead validation activities – just reconfirming whether an experience student RPLing this unit could provide evidence of ‘leading’ an assessment validation activity
- other assessors to participate in validation activities – just reconfirming (subject to the above) – does the Validation Report evidence need to show a min of 3 participants?

If you could please clarify the requirements related to the above so we know whether we must mandate a group of 3 participants (as some of our assessors are interpreting the above to mean) for the assessment evidence of this unit – particularly as relates to the our experience RPL students.

Many thanks,
s 22(1)

PS Just checking if there has been any sort of FAQ document put together regarding these sorts of wording interpretations please? Previously Training Package Developers put together an Interpretation Guide regarding these sorts of queries.
s 22(1)

Proposed response:

The department is seeking advice from the TRG ahead of drafting a response.

The unit requires 'an experienced VET teacher, trainer and assessor to lead validation activities'. Therefore, the person leading the validation must be a qualified VET teacher, trainer and assessor, and have justifiable experience to understand validation fully and be able to advise the validation participants when and where needed. If this person is undertaking recognition to gain the new unit themselves this would not matter, however, leading this validation may not meet all the requirements of the unit TAEASS413 and is more likely to provide evidence towards TAEASS513 Lead assessment validation and moderation processes.

There is no minimum or maximum number of attendees at a validation session, however it is implied that there will be more than one other validator present (minimum of three in total). Individual RTOs may have specific requirements in their own policies and procedures.

s 22(1)

Subject: Foundation Skills Training Package – Assessor qualifications - CAS-626953-Z4F9K8

From: s 22(1)

The assessor requirements for FSK units include the assessor having completed a higher level education qualification such as:

1. TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice; or
2. Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education (see page 28, [Companion Volume Implementation Guide for FSK Foundation Skills Training Package](#), Release 2.0, November 2019)

Would completing a [Graduate Diploma of Adult Language, Literacy and Numeracy, at Charles Sturt University](#) satisfy either 1 or 2 above? I am looking to retrain and work as an adult literacy teacher, hence my question.

Regards

s 22(1)

Draft Response -

Good morning/afternoon s 22(1)

Thank you for your enquiry regarding the assessor requirements for assessing Foundation Skills Training Package (FSK) units of competency.

The Graduate Diploma of Adult Language, Literacy and Numeracy that you have referred to in your enquiry does satisfy the assessor credentials for FSK units of competency.

The current FSK Training Package approved in August 2019 includes new and updated units of competency with strengthened Assessment Requirements. A key change in this update include the specification of additional assessor credentials to address industry feedback that delivering and assessing foundation skills requires a higher minimum professional standard above those mandated in the trainer and assessor credentials requirements in the Standards for RTOs.

As indicated in the Companion Volume Implementation Guide (CVIG), a Graduate Diploma of Adult Language, Literacy and Numeracy qualification aligns with the required assessor credentials for FSK units.

Further information on the FSK Training Package including implementation advice, can be found in the FSK CVIG on the National Training Register.

I trust this is of assistance to you.

Kind Regards

Commented [s 22(1)]: TRG advice required

Commented [s 22(1)2R1]: Happy with this

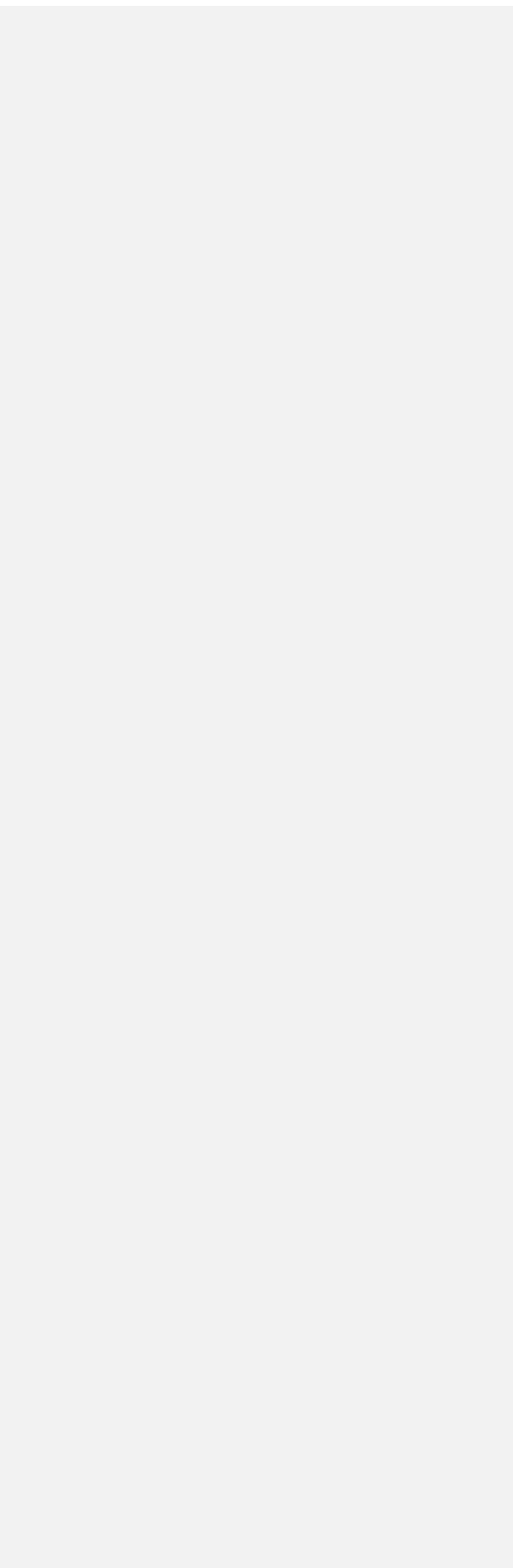
Commented [s 22(1)3R1]: I would think this satisfies the credentials

Commented [s 22(1)4R1]: Happy that this satisfies the requirements and response is fine

Training Product Queries

Australian Government Department of Employment and Workplace Relations

dewr.gov.au



Query 06-2024 - TAELLN421 - Integrate core skills support into training and assessment

Hello,

I'm hoping you can please provide clarification about the wording in the following unit.

Are you able to tell me how an 'assessment event' is defined. Can it be defined as summative assessment conducted at the end of a training session? Does it have to cover a full instrument, can it be partial?

I haven't really heard of the wording 'event' before and appreciate any guidance that you can provide.

Kind regards
s 22(1)

TAELLN421 - Integrate core skills support into training and assessment

Performance Evidence

The individual must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- integrate core skill support into vocational training and assessment during:
- at least 2 training sessions
- at least 2 assessment events.

s 22(1)

DRAFT RESPONSE

Good morning/afternoon s 22(1)

Thank you for your enquiry seeking clarification on the performance evidence requirement related to unit *TAELLN421 Integrate core skills support into training and assessment*, specifically around the meaning of the term 'assessment events'.

In the context of your email an 'assessment event' is any undertaking of assessment with learners. It does not have to be assessment of a full unit of competency but could be one Assessment Task required as part of the Assessment Tool. The Assessment Task would be a summative task as formative assessment is part of learning.

Commented s 22(1) **1]**: agree - great response.

I trust this information is of assistance.

Kind Regards

Training Product Queries

Query 06-2024 - TAELLN421 - Integrate core skills support into training and assessment

Hello,

I'm hoping you can please provide clarification about the wording in the following unit.

Are you able to tell me how an 'assessment event' is defined. Can it be defined as summative assessment conducted at the end of a training session? Does it have to cover a full instrument, can it be partial?

I haven't really heard of the wording 'event' before and appreciate any guidance that you can provide.

Kind regards

s 22(1)

TAELLN421 - Integrate core skills support into training and assessment

Performance Evidence

The individual must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- integrate core skill support into vocational training and assessment during:
- at least 2 training sessions
- at least 2 assessment events.

s 22(1)

Proposed response:

The department is seeking advice from the TRG ahead of drafting a response.

An assessment event is any undertaking of assessment with learners. An assessment event does not have to be assessment of a full unit of competency but could be one Assessment Task required as part of the Assessment Tool. The Assessment Task would be a summative task as formative assessment is part of learning.

s 22(1)

Subject: Seeking advice re. TAEASS413 Participate in assessment validation

From: s 22(1)

My query is for the core unit TAEASS413 Participate in assessment validation in the TAE40122 Certificate IV in Training and Assessment.

I am seeking advice on the interpretation of the Performance Evidence in relation to validation of assessment tools after use.

The Performance Evidence states:

*Participate in the validation of:
the above 3 assessment tools after they have been used to assess candidates*

but then goes on to say:

review samples of evidence collected for at least 1 full unit of competency

My question is – if we were post -use validating the 3 assessment tools wouldn't we also be reviewing the samples of evidence for all three assessment tools that cover all aspects of three different units?

I'm not sure how we could realistically 'validate the 3 assessment tools after they have been used to assess candidates' without reviewing samples of evidence which relate to each of the 3 units that the assessment tools relate to.

Draft Response -

Good morning/afternoon s 22(1)

Thank you for your enquiry seeking advice on the performance evidence requirements related to unit [TAEASS413 Participate in assessment validation](#).

The performance evidence requirements related to TAEASS413 specify that learners must demonstrate the ability to participate in the assessment validation of at least three assessment tools before and after they are used with candidates. The learner must also review samples of evidence collected for at least one full unit of competency - this may be ~~done~~[completed](#) during the validation of [the](#) assessment [tools](#).

To assist VET trainers, assessors and RTOs, a quality assured Companion Volume Implementation Guide is produced by the training package developer to accompany endorsed training products. I encourage you to view the [Companion Volume Implementation Guide](#) related to the latest version of the TAE Training Package which contains implementation guidance and advice to assist you to interpret and understand the requirement set out in update TAE training products.

Further information on the TAE Training Package can be found in [frequently asked questions](#) and on the [ASQA website](#).

I trust this is of assistance to you.

Commented s 22(1) 1]: Reads clearly to me.

Commented s 22(1) 2]: Happy with the response with the minor adjustments shown

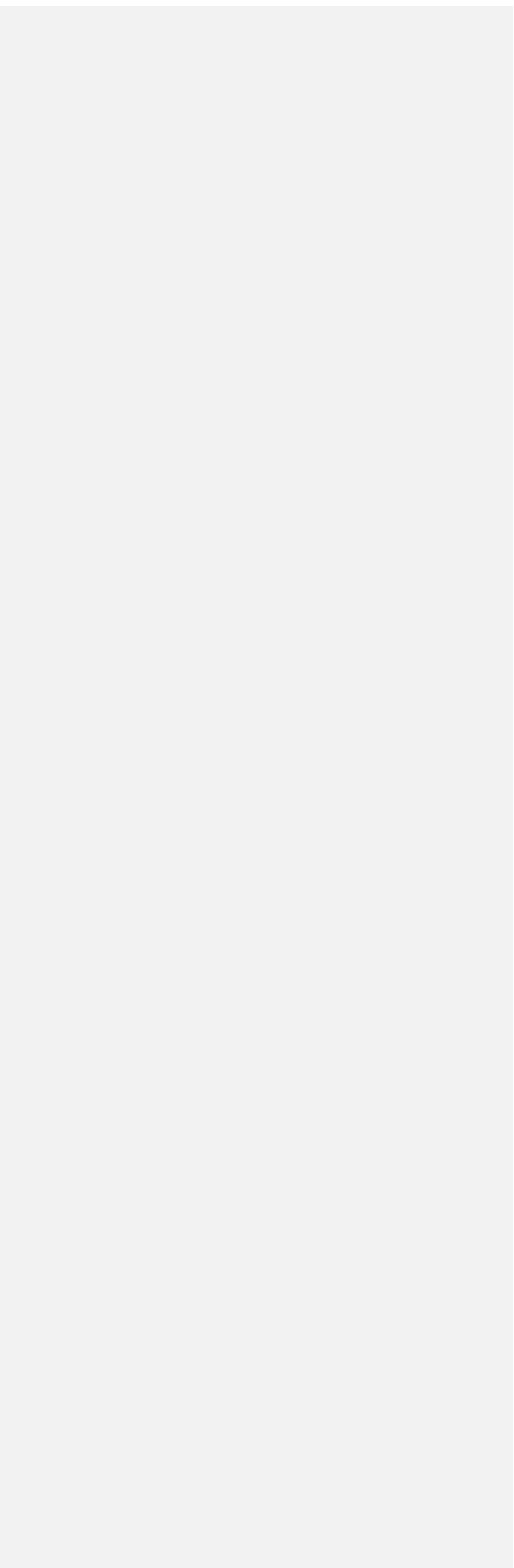
Commented s 22(1) 3R2]: all good with me too

Kind regards

Training Product Queries

Australian Government Department of Employment and Workplace Relations

dewr.gov.au



Query 07-2024 – Review of the Unit of Competency TAEDEL311

Hello

On review of the Unit of Competency TAEDEL311 - Provide work skill instruction, it can be seen on training.gov.au that this is deemed as superseding and equivalent to TAEDEL301 Provide work skill instruction.

Based on our internal review of the comparison between the TAEDEL311 and TAEDEL301 Units of Competency, we believe that there are a number of significant differences between the Units.

Can we confirm the methodology in the equivalency finding between these Units of Competency that would result in Credit Transfer being able to occur?

Kind regards
s 22(1)

DRAFT RESPONSE

Good morning/afternoon s 22(1)

Thank you for your email seeking confirmation on the methodology in the equivalency finding between Units of Competency *TAEDEL311 Provide work skill instruction* and *TAEDEL301 Provide work skill instruction* including possible credit transfer.

The *TAEDEL301* unit of competency was updated in the last review of the TAE training package and deemed 'superseded and equivalent' to the new version *TAEDEL311*. In accordance with the [Training Package Operating Framework](#), training package developers must clearly map the relationship between the superseded unit and the superseding unit as equivalent or not equivalent. Equivalence determination is based on whether or not the workplace outcome of a unit has changed. Workplace outcome is considered to have changed when the skills and knowledge (reflected through the elements, performance criteria and assessment requirements) of superseded and superseding units cannot be mapped to each other.

As outlined in the [TAE Companion Volume Implementation Guide](#), the mapping information related to TAEDEL301 and TAEDEL311 indicates minor updates throughout the unit and rearrangement of performance criteria. This is consistent with details of change between the superseded (TAEDEL301) and superseding unit (TAEDEL311) which can be viewed via the [comparison tool](#) on training.gov.au. Given this, I would like to assure you that there are no inconsistencies on training.gov.au and the overall occupational outcome of TAEDEL311 is considered unchanged and therefore determined 'equivalent' to TAEDEL301.

In relation to your question about credit transfer and when this might occur, as outlined in [Clause 3.5 of the Standards for RTOs](#), when a student presents a superseded equivalent unit of competency, such as

the TAEDEL301, for the purpose of reducing the amount learning required to achieve a qualification or skill set, the training provider can grant credit for that unit without needing to map unit outcomes. Further advice on credit transfer can be found on the [ASQA website](#).

I trust this information is of assistance

Kind Regards

Training Product Queries

Australian Government Department of Employment and Workplace Relations

dewr.gov.au

Commented ^{§ 22(1) 1]}: I'm happy with this response...and if they are running an RTO and don't know this its a concern!

Subject: Clarification of PE intent for TAEDEL411

From: s 22(1)

Hi folks!

I understand that you are currently operating in an interim capacity for the TAE training package, until a suitable JSC can be established. Although, I was hopeful that you could provide some clarity on the intent of some of the Performance Evidence requirements in the unit TAEDEL411 Facilitate vocational training.

The unit says the following:

The individual must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- facilitate the following face-to-face, in-person, training sessions based on a training product that is nationally recognised or aligned with other recognised frameworks:
 - a series of 3 sequential group training sessions of at least 30 minutes duration each to 1 group of learners, where the group must consist of at least 4 learners
 - 2 different individual training sessions of at least 30 minutes duration each to a learner who is not part of the above group.

On the surface, the intent seems obvious, that the learners' competence should be demonstrated in a live, physical setting where the trainer and the learners are in the same location, such as a classroom. I was a member of the PwC Project Work Group for the new TAE and that was certainly the terms of reference we were working with. However, we have recently lost a tender to another **provider who is offering to deliver this unit online and capture all of the required evidence of student performance using a virtual classroom**. Given there are other new units that specifically look at conducting training and assessment online, it doesn't make sense to have TAE candidates complete their facilitation requirements in unit in a virtual setting as well. To be clear, I am not complaining about this situation. But it has led me to this clarifying question. **Is this an appropriate way for capturing the evidence for this unit and would a virtual classroom meet the PE requirements for facilitating "face-to-face, in-person training sessions"?**

Cheers,

Draft Response

Good morning/afternoon ^{s 22(1)}

Thank you for your enquiry seeking advice if it is appropriate to deliver the unit *TAEDEL411 Facilitate vocational training* online and capture all of the required evidence of student performance using a virtual classroom.

As specified in the Assessment Requirements, it is not appropriate to deliver this unit online, satisfactory performance requires evidence of an individual's ability to:

facilitate face-to-face, in-person, training sessions based on a training product that is nationally recognised or aligned with other recognised frameworks.

The intent of the unit is to have a point of difference to the online units. It may be appropriate for a learner to send a recorded version of the face-to-face session they delivered as evidence provided the learners and the teacher are clearly visibly, however, the delivery should be in person.

If you wish to confirm regulatory requirements or compliance, you may like to direct a query or concern to the national VET Regulator [Australian Skills Quality Authority](#) (ASQA).

Kind Regards

Dear TRG:

An enquiry has come through from the CEO of the [MRWED Training and Assessment](#) RTO seeking advice regarding Performance Evidence requirements in the unit *TAEDEL411 Facilitate vocational training*.

The specified Performance Evidence requires evidence of an individual's ability to:

facilitate face-to-face, in-person, training sessions based on a training product that is nationally recognised or aligned with other recognised frameworks.

The CEO of the RTO is asking if it is appropriate to deliver this unit online and capture all of the required evidence of student performance using a virtual classroom?

Appreciate your advice.

Regards

Training Product Queries team.

s 22(1) - I think face to face, in-person is clear. The other RTO is incorrect in their interpretation of the UOC. Perhaps a clarifying point in the implementation guide would be helpful with this one for future.

s 22(1) – it is my vague memory that the in-person was the bit put in to clarify what face to face means, in case it was interpreted as online. Perhaps someone else who was on the IRC at the time can comment? (However, I think this person's question is loaded – should they be directed to contact ASQA with their complaint? I am not sure but looks like this is motivated by business competition interests rather than learner interests) Could you add:

For questions regarding regulatory requirements and compliance, or Accredited Courses, please direct your question to the [Australian Skills Quality Authority](#) (ASQA), the [Training Accreditation Council](#) (TAC) Western Australia, or the [Victorian Registration and Qualifications Authority](#) (VRQA).

s 22(1) Some time was taken to word this unit, and others with the same intent, so people understood that face to face and in person meant just that – in the same room. Obviously we weren't clear enough!

The intent of the unit is to have a point of difference to the online units and we may need to put some additional wording in the Companion Volume and possibly in the FAQs sheet.

There is no problem with a learner sending in a recorded version of the face to face session they delivered as long as the learners and the teacher are clearly visibly.

Query 08-2024 – Assessment conditions for the delivery of LLN units

Hello

We are seeking clarification around the [Assessment Conditions](#) for the delivery of the LLN units, specifically around the interpretation of “a higher-level education qualification”,

Does the:

- **Associate Degree of Vocational Education and Training** – Federation University
- **Associate Degree in Adult and Vocational Education** – Charles Sturt University

meet this condition?

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment. Evidence gathered for assessment may include that collected in real time or via a submitted recording.

This includes access to:

- information about learner and candidate core skill levels
- texts and tasks specific to the workplace, learning and assessment contexts described in the performance evidence
- learners and candidates.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of current authorised Australian foundation skill frameworks and performance features of the level being assessed, and
- be able to demonstrate experience, skills and knowledge in the vocational contextualisation and assessment of core skills, and
- have completed the following or equivalent:
 - TAELNS11 Lead the development of adult literacy skills, or
 - TAELNS01 Support the development of adult language, literacy and numeracy skills (or previous versions), or
 - a higher-level education qualification, such as:
 - TAEB0113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAEP0111) or equivalent, or
 - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

look forward to your response.

Regards

Regards

s 22(1)



Draft response

Good morning/afternoon^s 22(1)

Thank you for your enquiry seeking clarification around the assessment conditions for the delivery of the LLN units, specifically around the interpretation of “**a higher-level education qualification**”.

The assessment conditions for all LLN units of competency contained in the TAE Training Package specify among other things that assessors must have completed the following credential (or equivalent):

- TAE LLN511 Lead the development of adult literacy skills, **or**
- TAE LLN501 Support the development of adult language, literacy and numeracy skills (or previous versions), **or**
- **a higher-level education qualification, such as:**
 - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111) or equivalent, or
 - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

The Qualifications referred to in your email (i.e. the Associate Degree of Vocational Education and Training and the Associate Degree in Adult and Vocational Education) are considered to be **higher-level education qualifications** and, as such, satisfy the assessor requirements specified under the assessment conditions of the TAE LLN units of competency.

By way of background, the LLN units were revised as part of the 2022 TAE Training package review. The additional assessor credentials were specified to address industry feedback that delivering and assessing foundation skills requires a higher minimum professional standard above those mandated in the trainer and assessor credentials requirements in the Standards for RTOs.

I trust this information is of assistance.

Kind Regards

Training Product Queries

Australian Government Department of Employment and Workplace Relations

dewr.gov.au

I would not consider the Associate Degree of Vocational Education and Training and the Associate Degree in Adult and Vocational Education to be appropriate qualifications for assessors to have to assess these units.

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The requirement is a specific LLN qualification or a 'Bachelor', 'Graduate Certificate', or 'Graduate Diploma' in education 'or higher'. An associate degree sits at AQF level 6, the same as an Advanced Diploma' which is below the level listed in the assessment context.

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I would not accept these unless there was specific evidence (units) in them related to LLN in adults

s 22(1)

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Subject: Assessor stipulations on TAELLN422 and others

From: s 22(1)

Dear DEWR,

The assessor stipulations for TAELLN422 are (amongst others)

have completed the following or equivalent:

TAELLN511 Lead the development of adult literacy skills. (unable to find any RTO offering this as at 5 Oct. 23)

or

TAELLN501 Support the development of adult language, literacy, and numeracy skills (or previous versions), (note on train out until end 2024)

or

a higher-level education qualification, such as:

TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111) or equivalent, (only 2 schools offering this as at 5 Oct 23)

or

Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

LLN501 is on train out

LLN511 is listed as being available at 8 RTO via the TGA site – NONE offer this Unit.

The Grad Dip LLN practice is listed as delivered by 3 RTO on TGA – only one offers it.

CSU offer a Grad Dip LLN, but it is not the practical and very different to the VET sector.

I could find no other colleges offering a grad dip LLN.

This really becomes an onerous requirement.

The Grad Dip Prac. Is a 2013 course, this makes me nervous to invest because of the 5 yearly churn in qualifications.

Are there any plans to upgrade this course that would impact its validity?

I hold a Grad Dip Management Learning.

Would this qualify as a higher qualification?

I also hold both previous TAE diplomas and the TAE40116.

Thank you and I look forward to your reply.

Draft response -

~~Good morning/afternoon~~ s 22(1)

~~Thank you for your enquiry regarding the assessor requirements related to TAELLN422—Use foundation skills resources, strategies and advice.~~

~~I note your concerns relating to a limited number of RTOs that offer some of the required assessor credentials, such as unit TAELLN511, the LLN511 and the Graduate Diploma of Adult Language, Literacy and Numeracy Practice. You may be aware that RTOs do not need to have a unit explicitly on their scope of registration in order to deliver it as a standalone unit, provided the unit (core or elective) is part of a qualification on their scope of registration (as outlined in ASQA factsheet).~~

~~In relation to your question regarding plans to upgrade the TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice, I can confirm that there are currently no plans to upgrade any training products in the TAE Training Package including the TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice.~~

~~Regarding your question on whether your current credentials meet the assessor requirements for the unit TAELLN422, I can confirm that the Graduate Diploma of Management Learning indicated in your email qualifies as a higher level qualification and as such satisfies the assessor credentials. Your TAE diplomas and TAE40116 are however, not considered higher level qualifications and as such do not satisfy the required assessor credentials.~~

~~I trust this is of assistance to you.~~

~~Kind regards,~~

Good morning s 22(1)

Thank you for your enquiry regarding the assessor requirements related to TAELLN422 - Use foundation skills resources, strategies and advice.

~~In response to your query, t~~There are currently no plans to upgrade training products in the TAE Training Package, including the TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice.

To determine if qualifications are deemed suitable for assessors, please review your qualification's descriptor and content and then consult the TAE unit outlines on TGA and the companion volumes: training.gov.au - [TAELLN422 - Use foundation skills resources, strategies and advice](#). There is also an ASQA advice line available: [Contact us | Australian Skills Quality Authority \(ASQA\)](#)

Kind regards,

[TRG Comments](#)

s 22(1) – I agree with s 22(1) comments that we need to be a little careful in stating what qualifications would be suitable and brief up the response slightly by removing the scoping paragraph. It is up to the RTO to decide if a qualification is acceptable and to justify this.

s 22(1)

- I'd like to see phrases such as *I note your concerns, I can confirm, I trust this is of assistance to you* reworded to be less committal and more impersonal.
- This paragraph is not needed and the additional information about not needing a unit on scope is confusing:

I note your concerns relating to a limited number of RTOs that offer some of the required assessor credentials, such as unit TAELLN511, the LLN511 and the Graduate Diploma of Adult Language,

Literacy and Numeracy Practice. You may be aware that RTOs do not need to have a unit explicitly on their scope of registration in order to deliver it as a standalone unit, provided the unit (core or elective) is part of a qualification on their scope of registration (as outlined in [ASQA factsheet](#)).

- Just checking also if this is actually considered an educational qual [training.gov.au - BSB80120 - Graduate Diploma of Management \(Learning\)](#) I'd be wary of confirming it satisfies the requirement – the word learning doesn't reflect a higher-level **education** qualification, such as: TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111) or equivalent, or Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education. I looked at the units and if I was asked to testify in court I'd say no – they're BSB units about management, not about education. Could we just be advising people to refer to the guidelines in the TP? Let them take the risk of non-compliance rather than DEWR or this group.

For example:

Good mornings 22(1)

Thank you for your enquiry regarding the assessor requirements related to TAELN422 - Use foundation skills resources, strategies and advice. In response to your query, there are currently no plans to upgrade training products in the TAE Training Package, including the TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice.

To determine if qualifications are deemed suitable for assessors, please review your qualification's descriptor and content and then consult the TAE unit outlines on TGA and the companion volumes: [training.gov.au - TAELN422 - Use foundation skills resources, strategies and advice](#). There is also an ASQA advice line available: [Contact us | Australian Skills Quality Authority \(ASQA\)](#)

Kind regards,

Subject: Assistance with TAE40122 Cert IV Training and Assessment

From: S 22(1)

Hi there,

I am wondering if you can provide clarification with the new TAE40122 Cert IV Training and Assessment in relation to candidates who already hold the TAE40116 qualification who wish to transition to the new TAE40122. Do these candidates need to do gap training for each unit?

The current TGA site advises that the TAE40116 has been superseded and is equivalent to the TAE40122, however most units within the TAE40122 state they are not equivalent- How is this then deemed equivalent?

Would you please be able to confirm that Gap training is or is not required for candidates who already have the TAE40116 qualification and wish to upgrade to the TAE40122?

Is it possible to have a main contact person who can advise us for future questions about the TAE package?

Draft response -

Good morning/afternoon S 22(1)

Thank you for your enquiry regarding the Certificate IV in Training and Assessment and trainer and assessor requirements for transitioning from the superseded to the updated TAE training products.

The revised TAE qualifications, including the Certificate IV in Training and Assessment, have been deemed 'successors' to the previous version contained in the 2016 TAE Training Package. This means candidates who already hold the TAE40116 will not need to re-train to remain compliant with required trainer and assessor credentials under the Standards for RTOs. More information regarding the new TAE training package and transition information is available on the ASQA website.

For trainers and assessors who hold the TAE40116 and wish to upgrade to the new TAE40122, 'gap' training may be required. This is determined by the relevant RTO via the Recognition of prior learning (RPL) process. RPL assessment may be based on evidence collected through formal, non-formal and informal learning to determine the extent to which a person has achieved the required learning and/or competency outcomes to be awarded a unit of credit; this is often matched with 'gap' training, to meet the full competency requirements of a unit or course. Further clarification on gap training and credit transfers is available on the ASQA website.

Regarding your question related to the non equivalent unit mapping between the updated TAE40122 and the superseded TAE40116 and how it is deemed equivalent, Training Package developers are responsible for mapping updated training products to superseded versions and determining their equivalent or not equivalent status, which occurs as part of the training product development process. Equivalence determination for particular units is based on whether or not the workplace outcome of a unit has changed or the occupational outcome of a qualification has changed. Workplace outcome is considered to have changed when the skills and knowledge (reflected through the elements,

performance criteria and assessment requirements) of superseded and superseding units cannot be mapped to each other. Similarly, occupational outcome is considered to have changed when the skills and knowledge outcome of the superseded and superseding qualifications cannot be mapped to each other.

Given this, while the number and composition of core units of the new TAE40122 are different to those in the superseded qualification (TAE40116), the overall occupational outcome of TAE40122 is considered unchanged and therefore determined 'equivalent'. As indicated in the mapping table included in *TAE Companion Volume Implementation Guide*, in relation to TAE40122: 'Qualification structure, packaging rules, and listed units of competency have changed to reflect current job role, yet employment outcome remains equivalent'—this equivalent status applies across all the qualifications streams outlined in the qualification packaging rules. I encourage you to view the Companion Volume Implementation Guide related to the latest version of the TAE Training Package which contains implementation guidance and advice to assist you to interpret and understand the requirement set out in update TAE training products.

For questions regarding clarification of training product content, please contact the Department of Employment and Workplace Relations via TrainingProductQueries@dewr.gov.au

For questions regarding regulatory requirements and compliance, or Accredited Courses, please direct your question to the Australian Skills Quality Authority (ASQA), the Training Accreditation Council (TAC) Western Australia, or the Victorian Registration and Qualifications Authority (VRQA).

I trust this is of assistance to you.

Kind Regards

Dear s 22(1)

Thank you for your enquiry regarding the Certificate IV in Training and Assessment, and trainer and assessor requirements for transitioning from the superseded to the updated TAE training products.

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Equivalence for a qualification is determined by whether the occupational outcome of a qualification has changed or not. While the number and composition of core units of the new TAE40122 are different to those in the superseded qualification (TAE40116), the overall occupational outcome of TAE40122 is considered unchanged and therefore determined 'equivalent'.

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Equivalence for a unit is determined through the content of each unit. Where additional skills or knowledge have been applied to units or the context changed the unit would not be equivalent.

For those who hold the TAE40116 and wish to gain the new TAE40122 'gap' training may be required. This is determined by the relevant RTO via the Recognition of prior learning (RPL) process.

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The Companion Volume Implementation Guide related to the latest version of the TAE Training Package contains implementation guidance and advice to assist you to interpret and understand the requirement set out in update TAE training products.

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[For questions regarding clarification of training product content please contact the Department of Employment and Workplace Relations via *TrainingProductQueries@dewr.gov.au*](#)

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[For questions regarding regulatory requirements and compliance, or Accredited Courses, please direct your question to the *Australian Skills Quality Authority \(ASQA\)*, the *Training Accreditation Council \(TAC\)* Western Australia, or the *Victorian Registration and Qualifications Authority \(VRQA\)*.](#)

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[Kind Regards](#)

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TRG Comments

s 22(1)

- sender is s not s 22(1)
- I wonder if the amount of detail is outside the remit/scope of this group. If the info is available on ASQA then the individual can be directed to the website and do their own interpretation.
- The letters seem too personal: I was also wondering who these letters are signed by – should they say We instead of I? Or reword to avoid a pronoun eg You are encouraged.... and, rather than *I trust this is of assistance to you*, just end with a non-committal business sign-off eg Kind regards,
- Rather than explain why equivalence is or isn't granted, could the question be just answered factually without any extra interpretation of PD/teaching provided eg:

Good morning/afternoon s 22(1)

Thank you for your enquiry regarding the Certificate IV in Training and Assessment and trainer and assessor requirements for transitioning from the superseded to the updated TAE training products.

The revised TAE qualifications, including the Certificate IV in Training and Assessment, have been deemed 'successors' to the previous version contained in the 2016 TAE Training Package. This means candidates who already hold the TAE40116 will not need to re-train to remain compliant with required trainer and assessor credentials under the Standards for RTOs. More information regarding the new TAE training package and transition information is available on the [ASQA website](#).

For trainers and assessors who hold the TAE40116 and wish to upgrade to the new TAE40122, 'gap' training may be required. This is determined by the relevant RTO via the [Recognition of prior learning \(RPL\)](#) process. RPL assessment may be based on evidence collected through formal, non-formal and informal learning to determine the extent to which a person has achieved the required learning and/or competency outcomes to be awarded a unit of credit; this is often matched with 'gap' training, to meet the full competency requirements of a unit or course. Further clarification on gap training and credit transfers is available on the [ASQA website](#).

Regarding your question related to the non-equivalent unit mapping between the updated TAE40122 and the superseded TAE40116 and how it is deemed equivalent, Training Package developers are responsible for mapping updated training products to superseded versions and determining their equivalent or not equivalent status, which occurs as part of the training product development process. We encourage you to view the [Companion Volume Implementation Guide](#) related to the latest version of

the TAE Training Package which contains implementation guidance and advice to assist you to interpret and understand the requirement set out in update TAE training products.

For questions regarding clarification of training product content, please contact the Department of Employment and Workplace Relations via TrainingProductQueries@dewr.gov.au

For questions regarding regulatory requirements and compliance, or Accredited Courses, please direct your question to the [Australian Skills Quality Authority](#) (ASQA), the [Training Accreditation Council](#) (TAC) Western Australia, or the [Victorian Registration and Qualifications Authority](#) (VRQA).

s 22(1) I would shorten this response even further. I don't see where the enquirer, s 22(1) has asked if the qualification needs to be gained for compliance so I would remove this content completely. Also I'd like to remove the term 'upgrade' as I think it is quite confusing whilst we have TAE16 upgrades still occurring.

Thank you for your enquiry regarding the Certificate IV in Training and Assessment and trainer and assessor requirements for transitioning from the superseded to the updated TAE training products.

Equivalence for a qualification is determined by whether the occupational outcome of a qualification has changed or not. While the number and composition of core units of the new TAE40122 are different to those in the superseded qualification (TAE40116), the overall occupational outcome of TAE40122 is considered unchanged and therefore determined 'equivalent'.

Equivalence for a unit is determined through the content of each unit. Where additional skills or knowledge have been applied to units or the context changed, the unit would not be equivalent.

For those who hold the TAE40116 and wish to gain the new TAE40122, 'gap' training may be required. This is determined by the relevant RTO via the [Recognition of prior learning \(RPL\)](#) process.

The [Companion Volume Implementation Guide](#) related to the latest version of the TAE Training Package contains implementation guidance and advice to assist you to interpret and understand the requirement set out in update TAE training products.

For questions regarding clarification of training product content, please contact the Department of Employment and Workplace Relations via TrainingProductQueries@dewr.gov.au

For questions regarding regulatory requirements and compliance, or Accredited Courses, please direct your question to the [Australian Skills Quality Authority](#) (ASQA), the [Training Accreditation Council](#) (TAC) Western Australia, or the [Victorian Registration and Qualifications Authority](#) (VRQA).

Subject: Conflicting information regarding 'equivalency' for Units under Qualifications and Skill Sets

From: s 22(1)

Hi,

I called due to conflicting information on TGA which the department maintains (according to TGA information). Although I have come across this on a number of other occasions, I was highlighting the issue with this example today.

I am currently assessing qualifications and skill sets for TAE. Under the Standards for RTOs 2015 it states that to be an assessor only, the person needs to have one of the following qualifications:
TAESS00001 – Superseded by TAESS00011 which is now superseded by TAESS00019.

Under TGA it states that the TAESS00019 (current SS) is 'equivalent' to TAESS00011; however, when you click on the units of competency that make up the TAESS00019, each is not considered 'equivalent' (see screen shots below).

- **My question is how can a Skill Set or qualification be considered 'equivalent' when the units of competency making it up, are not equivalent?**

As I previously mentioned, this is not the first time I have come across this inconsistency. This is an issue for an RTOs rely on the correctness of TGA information to verify competency or CT units and acknowledge qualifications and SOAs.

Our project to transition hundreds of Volunteer Marine Rescue staff relies on us having the right information to make informed decisions and coordinate with the VMR organisations.

If you can get back to me in a timely manner, that would be greatly appreciated.

Thank you

Draft response -

~~Good morning/afternoon~~ s 22(1)

~~Thank you for your enquiry regarding the TAE Assessor Skill Set and the mapping and equivalency between superseded and superseding versions.~~

~~As you have noted, the newly released TAESS00019 Assessor skill Set supersedes and is equivalent to the previous version (TAESS00011). Importantly the TAESS00019 Assessor Skill Set has been deemed 'successor' to the TAESS00011 Assessor Skill Set – this means that candidates who already hold the TAESS00011 will not need to re-train to remain compliant with required assessor credentials under the Standards for RTOs.~~

~~Regarding your question around how a Skill Set or qualification can be considered 'equivalent' to the previous version while the units of competency contained in them are not – mapping between superseded and superseding training products is determined by industry as part of the training package development process. Equivalence determination for a particular unit is based on whether or not the workplace outcome of that unit has changed or the occupational outcome of that qualification has changed. Workplace outcome is considered to have changed when the skills and knowledge (reflected~~

through the elements, performance criteria and assessment requirements) of superseded and superseding units cannot be mapped to each other. Similarly, occupational outcome is considered to have changed when the skills and knowledge outcome of the superseded and superseding qualifications cannot be mapped to each other.

Given this, I would like to assure you that there are no inconsistencies on TGA related to the TAESS00019 units of competency — while the units contained in the new TAESS00019 are deemed not equivalent to those in the superseded version (TAESS00011), the overall occupational outcome of the Skill Set is considered unchanged and therefore determined ‘equivalent’.

Mapping information on all updated TAE training products can be found in the Companion Volume Implementation Guide which also contains implementation guidance and advice to assist you to interpret and understand the requirement set out in update TAE training products.

I trust this is of assistance to you.

Kind Regards

Good morning s 22(1)

Thank you for your enquiry regarding the TAE Assessor Skill Set and the mapping and equivalency between superseded and superseding versions. The newly released TAESS00019 Assessor skill Set supersedes and is equivalent to the previous version (TAESS00011). The TAESS00019 Assessor Skill Set has been deemed ‘successor’ to the TAESS00011 Assessor Skill Set - this means that candidates who already hold the TAESS00011 will not need to re-train to remain compliant with required assessor credentials under the Standards for RTOs.

Regarding your question about how a Skill Set or qualification can be considered ‘equivalent’ to the previous version while the units of competency contained in them are not - mapping between superseded and superseding training products is determined by industry as part of the training package development process. Mapping information on all updated TAE training products can be found in the Companion Volume Implementation Guide which also contains implementation guidance and advice to assist you to interpret and understand the requirement set out in update TAE training products.

Kind Regards

TRG Comments

s 22(1)

- Are some of her questions out of scope for this group? I don't think we should be answering questions about VET systemic issues such as Regarding your question around how a Skill Set or qualification can be considered ‘equivalent’ to the previous version while the units of competency contained in them are not or info on TGA and the standards. It is better to refer them back to the standards or the ASQA website – doing the interpretation for someone seems

to me to open a can of worms. Be tricky if this ended up as a trail in a prosecution (to go to worst case scenario). I'd prefer to just stick to direct TAE or FSK TP questions and let people do their own interpretation!

- Just a thought bubble: The letters come across quite personal and invested in the topic – rather than phrases such as **I would like to assure you, importantly, I trust,** could they be less personal and more business-like and impersonal? Would the fact that the TPs have been approved and released be more than enough assurance and therefore this group does not need to assure of justify any of the previous decisions made under a different entity? End with Kind regards rather than the current ending? Eg...

Good morning s 22(1)

Thank you for your enquiry regarding the TAE Assessor Skill Set and the mapping and equivalency between superseded and superseding versions. The newly released TAESS00019 Assessor skill Set supersedes and is equivalent to the previous version (TAESS00011). The TAESS00019 Assessor Skill Set has been deemed 'successor' to the TAESS00011 Assessor Skill Set - this means that candidates who already hold the TAESS00011 will not need to re-train to remain compliant with required [assessor credentials under the Standards for RTOs](#).

Regarding your question about how a Skill Set or qualification can be considered 'equivalent' to the previous version while the units of competency contained in them are not - mapping between superseded and superseding training products is determined by industry as part of the training package development process. Mapping information on all updated TAE training products can be found in the [Companion Volume Implementation Guide](#) which also contains implementation guidance and advice to assist you to interpret and understand the requirement set out in update TAE training products.

Kind Regards

s 22(1) similar response to previous query regarding equivalence of a unit and a qualification

Subject: VET Delivered to School Students Teacher Enhancement Skill Set

From: s 22(1)

To whom it may concern,

Thank you for assisting with this query.

I am hoping to seek further information regarding the Skill Set - [TAESS00024](#).

The description of this skill set, states that it applies to those delivering VET in a school environment, and that the target group is individuals who are existing secondary school teachers who hold a Bachelor of Education degree or higher who require VET-specific knowledge and skills.

This makes sense and is the 'only' target group that we are focused on for the TAE40122 qualification for our organisation as it compliments our core business of VET delivery in schools.

This skill set along with a Bachelor of Education, is not currently a recognised credential for teaching VET. However it may be in the future and by its own existence applies that this is all that an existing secondary school teacher requires to fill the skills gap between secondary school education and AVET.

Are you able to provide any further information about the intention of this skill set and or updates to how and if this skill set will be included in the new credentials listing for RTO standards. I can not see why this new skill set would have been added if this was not the intention, otherwise as a skill set it will be null and void already.

Would appreciate any information and or advice you can provide to assist us in planning a quality and compliant training product for existing secondary school teachers.

Draft response

Good morning/afternoon s 22(1)

Thank you for your enquiry seeking further information regarding the *TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set* and its potential inclusion as part of the required trainer and assessor credentials under the RTO Standards (Standards).

The Standards are currently being revised to strengthen the focus on quality outcomes for learners and employers, provide greater clarity for RTOs and regulators, and allow for more flexibility and innovation in training delivery.

As you outline in your email, the *TAESS00024 skill set* is a useful training product to fill the skills gap for secondary school teachers wishing to deliver VET in a school setting and as such should be a recognised credential for teaching VET. As part of ~~the~~ pilot to test draft updated Standards, the Department is running a brief online survey which seeks input from RTOs. I encourage you take part in the online survey available on [DEWR website](#) to feedback your view.

~~In addition, a~~ head of the broader revisions to the Standards, Skills Ministers have agreed to progress a range of early changes ~~to the current Standards,~~ which aim to alleviate VET workforce pressures and reflect the new and updated training products ~~in the updated from the~~ Training and Education Training (TAE) package that was released in December 2022, ~~which include the new TAESS00024 skill set.~~

Commented s 22(1) **1**: Not sure of why suggested to be removed as the early changes will relate to the current standards - they are not early release of the new standards. Including the 'current' does provide clarity

Commented s 22(1) **2**: This is potentially a problematic and misleading statement, and a review would be beneficial.

This Skill Set, as identified in the first part of this response, was developed to identify the typical gaps that would exist for an existing teacher who already held a teaching qualification such as a Bachelor of Education degree of higher.

In a real-world scenario, it would be expected that where an existing and education qualified (Bachelor or higher) teacher completed this Skill Set, they may be able to demonstrate sufficient evidence to support a Recognition of Prior Learning (RPL) process for the remaining Units of Competency which make up the TAE40122 Certificate IV in Training and Assessment.

To state that this Skill Set "should be a recognised credential for teaching VET" could be seen as misrepresenting the Skill Set in my opinion and also reads that it is likely to become part of the updated Trainer Credentials policy.

If DEWR has made recommendations to include this Skill Set in the upcoming Credentials policy under the view stated in this reply, without any consultation with Peak Bodies, or VET Practitioners, I believe there would be great value in consultation with this TRG regarding this.

There would be a valuable reflection on whether an inclusion under the credentials that allowed for an individual with a Bachelor or higher degree in education, plus this Skill Set would have sufficient knowledge and skills to be deemed equivalent to an individual who held a TAE qualification focused on adult education.

I think that this TRG would be a valuable asset in relation to input on the new Draft Standards regarding Trainer Credentials.

Commented s 22(1) **3**: This survey closed 2 weeks ago.

Further information about these changes will be provided to the sector shortly at the [Skills Reforms website](#).

I trust this is of assistance to you.

Commented [s 22(4)]: As a note, s 22(1) reached out to me with this same query as an ITECA member, and I explained to her the intention of the Skill Sets inclusion in the qualification so this reply will support her clarity hopefully.

Subject: TAE Training and Education National Training Package

From: 22(1)

To whom it may concern

My business has been setting up (amongst others) a large number of aviation RTOs around Australia.

Recently, it was pointed out that flight instructors do not require TAE40122 as a teaching qualification.

This has made several recent RTO setups extremely difficult. The Flight Instructor Rating is in only very limited correlation with TAE40122

When applying for VET diplomas of aviation (

AVI50222 Diploma of Aviation (Commercial Pilot Licence - Aeroplane)

Diploma of Aviation (Instrument Rating)

AVI50419 Diploma of Aviation (Flight Instructor)

Flight Instructors have literally no idea on

assessment processes and tools,

assessment tool writing,

competency based training,

the structure of a qualification and packaging rules

continuing professional development requirements

principles of assessment

rules of evidence

Timetabling

Adult learning principles

Principles and Methods of Instruction

The Flight Instructor Rating documentation from CASA does not align with the TAE Training Package.

Can you please advise

1. Why Flight Instructors do not need to hold TAE40122 Certificate IV in Training and Assessment
2. Any of the discussion materials around this decision
3. How to get this decision reversed

Thankyou.

Draft response

Good morning/afternoon s 22(1)

Thank you for your enquiry regarding the trainer and assessor credentials for the delivery of aviation qualifications, specifically the AVI50222 Diploma of Aviation (Commercial Pilot Licence – Aeroplane) and the AVI50419 Diploma of Aviation (Flight Instructor).

In regard to your first question, Flight **Instructors** do need to hold the hold Certificate IV in Training and Assessment or **equivalent** if they want to deliver nationally recognised training products such as Diploma of Aviation. Under the [Standards for Registered Training Organisations \(RTOs\) 2015](#), an RTO's training and assessment can only be delivered by a person who has the following credential:

- specified qualifications in vocational education and training, currently these are:
- TAE40116 Certificate IV in Training and Assessment, or its successor (i.e. the TAE40122) or
- TAE40110 Certificate IV in Training and Assessment with an additional two units of competency (Address adult language, literacy and numeracy skills and Design and develop assessment tool), or
- a diploma or higher-level qualification in adult education
- vocational competencies at least to the level being delivered and assessed
- current industry skills directly relevant to the training and assessment being provided, and
- current knowledge and skills in vocational training and learning that informs their training and assessment.

Further details on Trainer and Assessor credentials can be found on the [ASQA website](#).

Also available on the [ASQA website](#) are a series of [FAQs](#) developed to support the sector's understanding of the updated TAE training products. Updates includes new versions of the Certificate IV in Training and Assessment, the Diploma of Vocational Education and Training and a variety of skill sets.

The revised [TAE](#) training products have undergone extensive consultation with the VET sector to provide increased flexibility in the Certificate IV in Training and Assessment allowing tailored training pathways including 'Stackable' skill sets to support incremental qualification completion and recognition of diverse pathways into the VET workforce.

The Standards are being revised to strengthen the focus on quality outcomes for learners and employers, provide greater clarity for RTOs and regulators, and allow for more flexibility and innovation in training delivery. A pilot is currently underway to test the practical application of the draft revised Standards and identify areas where additional guidance materials and resources would be required to support the sector to meet the revised Standards.

There is currently no plan to reverse the trainers and assessor requirement. Further information about these changes will be provided to the sector shortly at [Skills Reforms website](#).

I trust this is of assistance to you.

Commented § 22(1): I think it is better (rather than the term Flight Instructor) to just stick to, those delivery AQF qualifications such as you have mentioned do need to hold...

As you can be a flight instructor in some instances without it being aligned with delivering an AQF qualification.

Commented § 22(1)2]: I am not sure that using the words 'or equivalent' are relevant here, particularly where a specific version of the qualification (e.g. TAE40116) has not been specified..

Commented § 22(1)3]: Is this necessary?

Commented § 22(1)4R3]: agree - question is not around the TAE itself

Commented § 22(1)5R3]: Shouldn't be necessary but as it's a TAE TRG, let him have a read for his own benefit :-)

Commented § 22(1)6]: Is this necessary?

Commented § 22(1)7R6]: It shouldn't be necessary I agree, s 22(1)

so
may be helpful for them.

Commented § 22(1)8R6]: agree

Commented § 22(1)9]: It is outside of the remit of this TRG, but after some exploration, there seems to be a number of examples where flight schools are conflating the flight instructor Diploma with an alignment with TAE qualifications. This is due to the fact that depending on the elective choice of the RTO, they are able to choose Units for the AVI50419 - Diploma of Aviation (Flight Instructor) which also meet all Core and Elective units for the TAE40116 Certificate IV in Training and Assessment.

This is best demonstrated with this RTO, which suggests that by completing the aviation Diploma, [Diploma Of Aviation – Flight Instructor – Par Avion Flight Training](#) it will "compatible with selected units of another qualification: the [Certificate IV in Training and Assessment](#)".

Looking at the applicable qualification, there are a significant number of TAE Units within both the Core and Electives, which I expect has led to the confusion demonstrated in this query, but I don't believe this anomaly varies the proposed reply above.

[training.gov.au - AVI50419 - Diploma of Aviation \(Flight Instructor\)](#)

Query 20-2024 – Use of industry experts to deliver training

Hi s 22(1)

Thanks for the email follow up, this is a work question.

s 22(1) was discussing the guest speaker who would have been conducting the training session. In regional Western Australia, there is a pressing need for more trainers, but few individuals hold the TAE qualification. We are interested in understanding how industry experts can contribute. If we have an individual working in youth work who does not possess the TAE or Youth Work qualification but is recognised as an industry expert, can they be utilised as Industry Experts? If so, to what extent can they deliver training?

If it is easier, I am back in the office tomorrow and can give you a call.

Kind Regards,

s 22(1)

Draft response

Good morning/afternoon s 22(1)

Thank you for your email seeking guidance regarding industry experts delivering training.

If your organisation has an individual working in youth work who does not possess the TAE or youth work qualifications but is recognised as an industry expert, they are able to **assist** in training alongside a qualified trainer and/or assessor. They **cannot deliver training** as they do not hold the relevant trainer/assessor credentials.

An individual, deemed to be an industry expert, could **assist** in training by:

- providing specialist expertise to assist in the delivery of training alongside a qualified teacher, or
- as a guest speaker on a learning topic, or
- providing specific feedback on a process or observation as part of the assessment process

Commented s 22(1): perhaps add 'alongside a qualified teacher' to the first dot point and a new dot point 'as a guest speaker on a learning topic'

The RTO is responsible for validating the individual is an “industry expert”. An industry expert is defined as someone who has specialised industry or subject matter expertise and current industry skills and knowledge directly relevant to the training being provided. This individual’s expertise can be measured by their credentials as demonstrated through their formal qualifications and/or work/life experience.

Information on the current Standards for RTOs and the use of industry experts can be found on [DEWR’s website](#).

I trust this information is of assistance.


Kind regards,

s 22(1)

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Query 21-2024 – TAEDEL311 Performance Criteria

I have been asked to seek clarification in relation to TAEDEL311 Provide Work Skill Instruction.

We know it is deemed equivalent to TAEDEL301, however DEL311 includes a Performance Criteria (1.3) which requires the preparation of a “... *simple session plan for work skill instruction and demonstration objectives*”. DEL301 did not require the learner to create a session plan.

Can you please confirm that the intent of the Performance Criteria is that the learner will create ‘simple session’ plans for all three of the work skill instruction sessions (or just one?).

Thanks

s 22(1)

Draft response

Good morning/afternoon s 22(1)

Thank you for your email in relation to *TAEDEL311 Provide Work Skill Instruction*, specifically, the intent of performance evidence needed for *Performance Criteria 1.3 Prepare simple session plan for work skill instruction and demonstration objectives*.

I can confirm that the learner must prepare “a simple session plan for work skill instruction and demonstration objectives” for three work skill instruction sessions.

As outlined in the unit [TAEDEL311](#), the performance evidence specified to meet the Performance Criteria includes that the individual must “provide at least three work skill instruction sessions with each session being of at least 30 minutes duration and involving a different work skill for each session, delivery of at least 1 session to an individual learner, and delivery of at least 1 session to a small group of at least 2 learners”. The learner must meet this assessment condition to demonstrate competency in all the listed performance criteria including *Performance Criteria 1.3 Prepare simple session plan for work skill instruction and demonstration objectives*.

Full details of the change between the superseded TAEDEL301 and superseding unit TAEDEL311 can be viewed via the [comparison tool](#) on [training.gov.au](#).

I trust this information is of assistance.


Commented s 22(1): All good

Kind regards,

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Query 22-2024 – Potential training.gov.au issue with TAEASS311

Good afternoon

We received an email from a stakeholder in WA who advised the unit of competency *TAEASS311 Contribute to assessment* is not listed as an elective unit in the *TAE40122 Certificate IV in Training and Assessment* as published on TGA (<https://training.gov.au/>)

TAEASS311 Contribute to assessment is listed in 10 other training package qualifications.

For your information, I have attached the TAE V5 Case for Endorsement and individual Word document which includes *TAEASS311 Contribute to assessment* and the *TAE40122* qualification as published on TGA.

TAEASS301 Contribute to assessment (superseded unit) was listed as an elective unit in the superseded qualification *TAE40116 Certificate IV in Training and Assessment*

For your Action:

Can you investigate this issue and if required, adjust the TGA webpage to reflect the *TAEASS311 Contribute to assessment* as an elective unit in the *TAE40116 Certificate IV in Training and Assessment*.

Once addressed, please advise so that we may contact the stakeholder with an update.

If you require any additional information, please do not hesitate to contact me.

Thank you

Kind regards

s 22(1)

Draft response

Good morning/afternoons 22(1)

Thank you for your email seeking clarification regarding the absence of unit *TAEASS311 Contribute to assessment (TAEASS311)* as an elective choice in the updated *TAE40122 Certificate IV in Training and Assessment (TAE40122)* as published on training.gov.au (TGA).

We have investigated this issue and can confirm there is no identified publishing error related to the TAE40122 qualification.

While the current version, *TAE40122* does not explicitly name the unit *TAEASS311* in the qualification's elective bank, this unit may still be selected as an elective in accordance with the qualification's packaging rules.

As detailed on TGA, the *TAE40122* qualification packaging rules state that '*up to 2 elective units may be from any currently endorsed Certificate III or above training package qualification or accredited course, provided that no more than 1 is selected from certificate III*'.

This means learners may select unit TAEASS311 as an elective as part of the TAE40122.

I trust this information is of assistance.

Kind regards,

s 22(1)

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Commented [§ 22 1]: All true and correct. I imagine they are trying to get around having to scope TAEASS311 as a specific unit as it does not implicitly become part of an RTOs scoped units due to not being listed as an elective!

Query 25-2024 – Obtaining the TAE40116 Certificate IV

Hi,

I am writing to inquire about the TEA40116 qualification for the position of a hospitality institute teacher (chef). While I hold a Certificate III in Commercial Cookery and a Diploma of Hospitality, unfortunately, I do not possess hard copies of these credentials. Despite my efforts to obtain them from my college, I have only been able to secure the Diploma.

Could you kindly advise me on the steps I should take to obtain the TEA40116 qualification? Your guidance would be greatly appreciated.

Thank you for your assistance.

Kind regards,

s 22(1)

Draft response

Good morning/afternoon ^{s 22(1)}

Thank you for your email enquiring about obtaining the TAE40116 Certificate IV in Training and Assessment for the position of a hospitality institute teacher (chef).

The TAE40116 Certificate IV in Training and Assessment has recently been superseded by the updated version TAE40122 Certificate IV in Training and Assessment (TAE40122).

Information about the TAE40122 training course and training providers including estimated fees, duration, location and delivery mode is available on the [Your Career](#) website. We recommend you review the Your Career website for potential training providers, select a suitable provider based on your location and learning needs, and then contact them for more specific information on enrolment.

Please note that students enrolling in the TAE40122 must be able to demonstrate vocational competence in their proposed training and assessing area. This may be broad industry knowledge and experience, and may include, holding a relevant credential such as the Certificate III in Commercial Cookery and a Diploma of Hospitality that you hold. You must provide evidence of this credential.

If you are unable to verify your credential, either as a hardcopy transcript or electronically you may be required to demonstrate competency via an [RPL](#) process undertaken by the RTO. Further detail about the TAE40122 qualification including core and elective units and entry requirements is available on the [National Training Register](#) (training.gov.au) Further guidance on RPL is available at [Recognition of Prior Learning \(RPL\) | Australian Skills Quality Authority \(ASQA\)](#)

As background, the Standards for Registered Training Organisations (RTOs) (the Standards) set out the requirements for RTOs delivering nationally recognised training. Under the Standards, an RTO's training and assessment can only be delivered by a person who has one of the specified training and assessment credentials, such as the Certificate IV in Training and Assessment or a diploma or higher-level qualification in adult education. Further information about trainer and assessor requirements is available at www.dewr.gov.au/trainer-and-assessor-requirements.

As well as holding one of the specified training and assessment credentials ([add link here to www.dewr.gov.au/trainer-and-assessor-requirements](#)), the VET sector requires its practitioners to be dual professionals. That is, they must be industry specialists as well as trainers and assessors. Under the Standards, training and assessment must be delivered by trainers and assessors who have:

Commented ^{s 22(1)}1]: Lots of information here which is good but very heavy. recommend removing this and adding the link the trainer and assessor requirements in the next paragraph

- vocational competencies at least to the level being delivered and assessed;
- current industry skills directly relevant to the training and assessment being provided; and
- current knowledge and skills in vocational training and learning that informs their training and assessment.

In some cases, special arrangements may be in place where a trainer and assessor may not have all of the above criteria, such as for industry experts like yourself. These individuals will be expected to either demonstrate equivalence of vocational competency or work alongside or be under the supervision of a trainer and assessor who does meet all the requirements of the Standards. Further information on vocational competency and industry currency is available at [ASQA | Spotlight On trainers and assessors, Chapter 2 | Australian Skills Quality Authority \(ASQA\)](#). I trust this information is of assistance.

Kind regards,

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Query 26-2024 – Recognition of prior learning in 2024

To whom it may concern

I am currently a Diploma of Youth Work student through the Hader Institute of Education and have attached an up-to-date copy of my transcript for your reference.

From the Diploma of Youth Work (pre and post-completion), my goal is to work in either Training and/or Education.

My understanding is that Training would require a minimum Certificate IV in Workplace Training and Assessment. Per the other attachment to this email (s 22(1) Awards from Surf Life Saving), I received RPL in 2010 for 14 completed Certificate IV in Workplace Training and Assessment awards (done originally in 2002), specifically:

1. Assess competence (TAAASS402C).
2. Conduct assessment (BSZ402A).
3. Deliver training sessions (BSZ407A).
4. Design and develop learning programs (TAADES402B).
5. Facilitate group-based learning (TAADEL402B).
6. Plan a series of training sessions (BSZ406A).
7. Plan and organise assessment (TAAASS401C).
8. Plan and organise group-based delivery (TAADEL401B).
9. Plan and promote a training programme (BSZ405A).
10. Plan assessment (BSZ401A).
11. Provide training through instruction and demonstration of work skills (TAADEL301C).
12. Review assessment (BSZ403A).
13. Review training (BSZ408A).
14. Train small groups (BSZ404A).

My question is: Are the 14 competencies above, as well as the Cert IV qualification, recognised in 2024? If not, is there a bridging course option and/or recognition of any of the completed competencies in the Hader transcript attached?

Thank you for reading this email, and I look forward to your response.

Kind regards, s 22(1)

Draft response

Good morning/afternoon s 22(1)

Commented s 22(1): response is fine :)

Thank you for your email seeking clarification whether the 14 units of competency outlined in your email, are recognised in 2024 for the purposes of attaining the *Certificate IV in Training and Assessment*.

The 14 units outlined in your email are no longer current and have either been deleted from the national register (training.gov.au) or superseded by new or revised versions updated to meet current skills and knowledge requirements.

The current version of this qualification is the TAE40122 – *Certificate IV in Training and Assessment* and you can find all relevant information about it training.gov.au with additional information on the Your Career website.

While there is no recognised 'bridging course' available to meet the requirements of the *Certificate IV in Training and Assessment*, some RTOs may offer an RPL process to recognise competency in some or all of the units in the qualification's packaging rules. This is determined by the relevant RTO.

RPL assessment may be based on evidence collected through formal, non-formal and informal learning to determine the extent to which a person has achieved the required learning and/or competency outcomes to be awarded a unit of credit; this is often matched with 'gap' training, to meet the full competency requirements of a unit or course. Further guidance on RPL is available at [Recognition of Prior Learning \(RPL\) | Australian Skills Quality Authority \(ASQA\)](#).

I would encourage you to contact the RTO directly to confirm the RTO's RPL process and if it applies to you.


I trust this information is of assistance.

Kind regards,

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Query 27-2024 – TAEDEL411 adjustments for hearing-impaired participants

Dear DEWR

We are a major provider of TAE40122 and have been approached by an Association for Deaf People and asked if they can enrol a group into TAEDEL411 – Facilitate vocational training.

We note the Foundation Skills built into the UoC has:

- Oral communication
- Uses communication techniques to build rapport and explore requirements
- Facilitates training in a style appropriate for both individuals and groups

Can reasonable adjustment be used to allow Deaf people to deliver in Auslan or are they precluded from entry.

Thanks and regards,
s 22(1)

Draft response

Good morning/afternoon s 22(1)

Thank you for your email seeking advice about the enrolment of deaf people into [TAEDEL411 Facilitate vocational training](#).

You can enrol deaf people into *TAEDEL411 Facilitate vocational training* using Auslan as a reasonable adjustment.

The standards that support this are the [Standards for Registered Training Organisations \(RTOs\) 2015](#) (RTO Standards), the [Disability Standards for Education 2005](#) (DSE) and the [Disability Discrimination Act 1992 \(DDA\)](#). These are in place to ensure that students with disability can access and participate in education on the same basis as students without disability and all RTOs are required to be compliant with these standards.

Students with disability, such as deafness, have the same right to access and participate in education and training as other students. Delivering training in Auslan or providing an Auslan interpreter **is a reasonable adjustment** an RTO might include in its training and assessment strategies for deaf or hearing-impaired students.

More information can be found on the ASQA [website](#) including a [fact sheet](#) to help RTOs understand their obligations under the RTO Standards and other relevant legislation.

There is also useful information on the Australian Government Department of Education [website](#) that provides guidance for educators and education providers on how to support students with disability and meet their legal and professional obligations.

I trust this information is of assistance.

Commented [s 22 1]: Good response

Kind regards,

s 22(1)

Training Product Queries

Australian Government Department of Employment and Workplace Relations

dewr.gov.au



Query 28-2024 – Intent of TAELLN421 assessment events

We are reviewing our assessment for TAELLN421 and I have been asked for the following clarification:

Performance Evidence

The individual must demonstrate the ability to complete the tasks outlined in the elements, **performance criteria** and foundation skills of this unit, including evidence of the ability to:

- integrate core skill support into vocational training and assessment during:
 - at least 2 training sessions
 - **at least 2 assessment events.**

Performance Criteria

3. Integrate core skill support	3.1 Select and customise training strategies and learning resources to address core skill gaps within scope of own job role 3.2 Integrate and implement vocational and core skill development into training facilitation practices according to legislative and regulatory requirements 3.3 Monitor and adjust training facilitation practices to support learner participation and progress 3.4 Determine and implement assessment strategies appropriate to core skill requirements and candidate cohort
---------------------------------	--

Our question is:

In the context of the Performance Criteria what is meant by an assessment event – eg is it just looking at how assessment “strategies” may be modified to take into consideration core skill support and therefore would be looking at two different assessment “strategies” for two different learner cohorts/units (which may include the review of an individual assessment task being implemented under the specific strategy)?

What was the intent?

Many thanks

s 22(1)

s 22(1)

Draft response

Good morning/afternoon s 22(1)

Thank you for your email enquiring about the meaning and intent of the term 'assessment event' in the context of the of Performance Criteria of the unit [TAELLN421 - Integrate core skills support into training and assessment](#).

An 'assessment event' is any undertaking of assessment with learners. It does not have to be assessment of a full unit of competency but could be one Assessment Task required as part of the Assessment Tool.

In the context of unit TAELLN421, at least two 'assessment events' are required to demonstrate the learner's ability to complete the tasks outlined under the performance criteria and to meet the essential outcome for the corresponding element of the unit.

This could be determining how assessment 'strategies' may be modified to consider core skill support, and implementing appropriate assessment 'strategies' to meet the core skill requirements of the unit being assessed.

Commented s 22(1)**1**: Add - to validate the idea from the enquiry

The assessment events may require multiple and varied assessment methods to validate that the individual learner demonstrates competency. The most appropriate assessment methods will depend on the student cohort and their individual needs.

Commented s 22(1)**2**: Remove

Further guidance on assessment tools including range of assessment methods is available on the [Australian Skills Quality Authority \(ASQA\) website](#)

I trust this information is of assistance.

Kind regards,

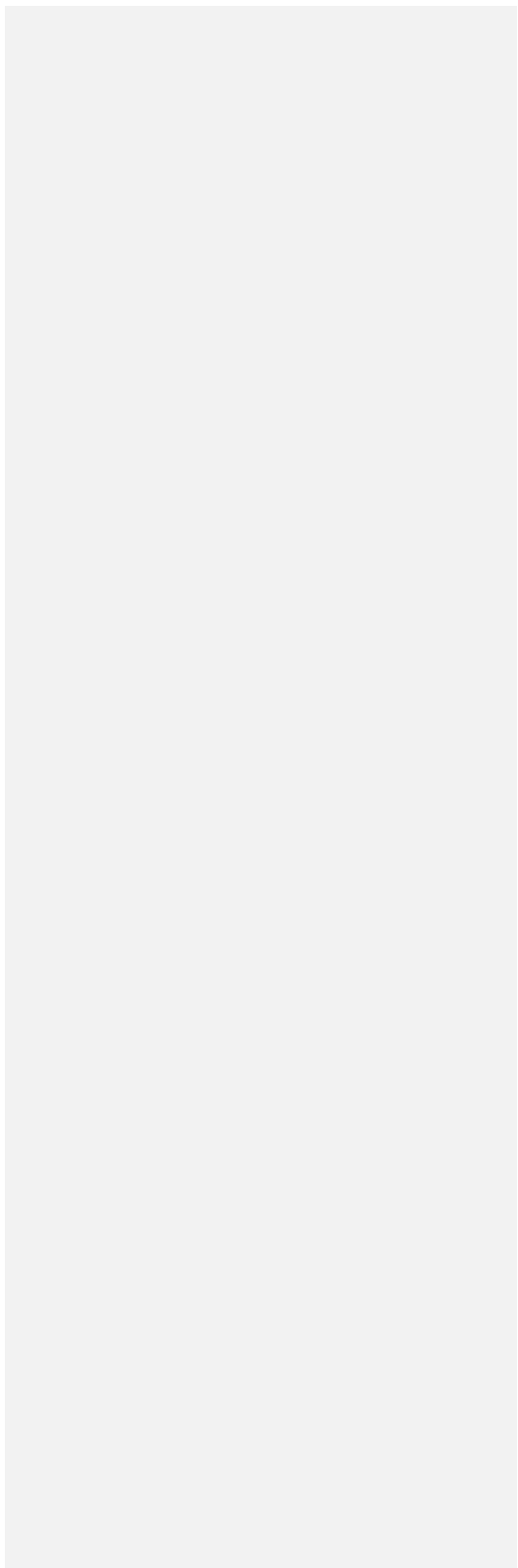
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Query 29-2024 – Future plans for TAE80213 and TAE80113

Received 03/09/2024 from s 22(1)

Dear Sir/Madam

I am working in the VET sector as a trainer and assessor.

I have decided to obtain either the TAE80213 - Graduate Diploma of Adult Language, Literacy and Numeracy Leadership or the TAE80113 - Graduate Diploma of Adult Language, Literacy and Numeracy Practice. But I understand that 2013 was the year of endorsement of these qualifications. And the latest release (2) was in 2016. It has been quite a while that no upgrade/release is done.

Are they in your current development plan? I am afraid if I obtain any of them now and later that one is superseded, then I will have to do the qualification again.

If you can provide me with the future plans of these qualifications, I will be glad while making an informed decision. Thanks

s 22(1)

Draft response

Good morning/afternoon ^{s 22(1)}

Commented ^{s 22(1) 1]}: This is fine

Thank you for your email enquiring about the future development plans for *TAE80213 – Graduate Diploma of Adult Language, Literacy and Numeracy Leadership* and *TAE80113 – Graduate Diploma of Adult Language, Literacy and Numeracy Practice*.

There is currently no planned update for either *TAE80213* or *TAE80113*.

The current version of the TAE Training Package includes updated versions of the *Certificate IV in Training and Assessment*, the *Diploma of Vocational Education and Training* and a variety of units of competency and skill sets.

Revisions to the *Graduate Diploma of Adult Language, Literacy and Numeracy Practice/Leadership* and the *Graduate Certificate in Digital Education* were not undertaken as part of the last training package review and update, which occurred in 2022, and there is currently no scheduled review or development work planned for qualifications within the TAE Training and Education Training Package.

Further information on the updated TAE training products can be found in [frequently asked questions](#) on the [ASQA website](#).

I trust this information is of assistance.

Kind regards,

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Query 30-2024 - TAEASS413 – Assessors requirements in real and simulated environments

Received 10/09/2024 from s 22(1)

Hello,

Are you able to clarify the assessment conditions in 'red' for unit TAEASS413 Participate in assessment validation?

Exactly how many assessors do they need access to? To me it looks like more than 1, a lead assessor and another assessor? I interpret that an assessor would be leading the validation session, other assessors participate and the student participates? Or can it be one qualified assessor and the student?

So essentially, would students who are doing the course online need to have access to someone who is a qualified assessor/s to undertake this unit and they do it in a real or 'simulated' environment?

Sorry it might seem like a silly question. I am new to looking at the TAE package so want to make sure I've got it right without hindering students undertaking the unit.

Assessment Conditions

Skills in this unit must be demonstrated in a real or **simulated** vocational education and training environment.

This includes access to:

- **an experienced VET teacher, trainer and assessor to lead validation activities**
- **other assessors to participate in validation activities**
- assessment system
- assessment tools for pre-validation
- assessment tools for post-validation and samples of completed learner work and results
- assessment records, including evidence collected and assessment judgements.

I look forward to your response.

Thank you,
s 22(1)

We have previously answered in a similar query: Query 05-2024

Guidance on training.gov.au states that 'other assessors to participate in validation activities' is required as part of the assessment conditions. Given this stated requirement, a minimum of three (3) people need to be present at the validation session:

1. The individual seeking the validation unit.
2. A qualified VET teacher, trainer and assessor to lead the validation.
3. Another assessor to participate in validation activities.

Please note that individual RTOs may have specific requirements in their own policies and procedures.

Draft Response

Good morning/afternoon § 22(1)

Thank you for your email seeking advice about the required Assessment Conditions for unit TAEASS413 - Participate in assessment validation, specifically in relation to the required number of assessors. We have answered each of your questions below, based on information provide on training.gov.au and specifically the [assessment conditions](#) for TAEASS413

1. Exactly how many assessors do students need access to?

While the [assessment conditions](#) do not explicitly specify a minimum or maximum number of assessors, it is implied that the learner should have access to more than one assessor: an experienced VET teacher/ trainer and assessor to lead validation activities and **an** additional assessor to participate in validation activities. Also, RTOs may have specific requirements in their own policies and procedures around the number of assessors that should be used to validate assessment activities.

2. Would students who are doing the course online need to have access to someone who is a qualified assessor/s to undertake this unit?

Yes, students undertaking this unit online are subject to the same assessment conditions and will need access to an experienced VET teacher/ trainer and assessor to lead validation activities and **an** additional assessor to participate in validation activities

3. Can online students undertake the unit in a real or simulated environment?

Yes, as specified in the [assessment conditions](#) 'skills in this unit must be demonstrated in a real or simulated vocational education and training environment'.

I trust this information is of assistance.

Commented § 22(1) 1]: Fine with me. Have just added in the word 'an' to make it read better

Commented § 22(1) 2R1]: Happy with that

Kind regards,

Training Product Queries

Australian Government Department of Employment and Workplace Relations

dewr.gov.au

The Department of Employment and Workplace Relations acknowledges the traditional owners and custodians of country throughout Australia and their continuing connection to land, waters and community. We pay our respects to them and their cultures, and Elders past, present and emerging.



Interim arrangements for the Education (including Foundation Skills) industry sector and the TAE Training and Education (TAE) and FSK Foundation Skills (FSK) Training Packages. Frequently Asked Questions

Is there a Jobs and Skills Council (JSC) responsible for the Education (including Foundation Skills) industry sector and the TAE and FSK Training Packages?

There is currently no JSC responsible for the Education (including Foundation Skills) industry sector and the TAE and FSK Training Packages.

The Skills and Workforce Ministerial Council agreed that the Commonwealth Department of Employment and Workplace Relations (department) will have temporary oversight of the TAE Training and Education and FSK Foundation Skills Training Packages.

Given that the Education industry sector is of critical importance in underpinning the entire VET sector, particularly in respect of supporting foundation skills and the VET workforce more broadly, the department is considering alternative arrangements to best serve the Education Industry sector in the longer-term.

In the interim, the department has established a small time-limited TAE/FSK Training Package Technical Reference Group (TRG) to assist the department with the TAE and FSK training packages. The department will work with States and Territories and VET industry stakeholders to consider longer-term arrangements for the vocational education sector, both in the context of broader skills reforms and the new industry engagement arrangements.

I am interested in updates on the TAE and FSK Training Packages, where can I go for information?

We encourage you to [register your interest](#) to receive updates on arrangements for the Education (including Foundation Skills) industry sector and the TAE and FSK Training Packages. Details will also be made available on the [DEWR website](#).

Who should I contact if I have a training package question?

Until longer term arrangements are settled, the TAE/FSK Training Package TRG will provide advice on TAE and FSK training product content to inform responses to stakeholder enquires. The TRG will also assist the department with any urgent training product work that may be required during the interim arrangements.

Technical queries regarding TAE and FSK training product content can be sent to the department via email at TrainingProductQueries@dewr.gov.au.

Why has the TAE Training Package been updated?

The current version (V5.0) of the [TAE Training Package](#), endorsed by Skills Ministers on 18 November 2022 includes updated versions of the *Certificate IV in Training and Assessment*, the *Diploma of Vocational Education and Training* and a variety of new and/or updated Skill Sets and Units of Competency.

The new and revised training products have undergone extensive consultation with the VET sector to provide increased flexibility in the *Certificate IV in Training and Assessment* allowing tailored training pathways including 'stackable' skill sets to support incremental qualification completion and recognition of diverse pathways into the VET workforce.

For more information on the updated TAE training products, please see the TAE Version 5.0 [Companion Volume Implementation Guide](#).

Are the updated TAE training products equivalent to the previous version?

The newly released Certificate IV in Training and Assessment (TAE40122) **supersedes and is equivalent to** the Certificate IV in Training and Assessment (TAE40116).

The newly released Diploma of Vocational Education and Training (TAE50122) merges two previous TAE Diploma qualifications – the Diploma of Vocational Education and Training (TAE50116) and the Diploma of Training Design and Development (TAE50216) and provides specialisation pathways in the qualification packaging rules. Due to the merging of qualifications, the new Diploma (TAE50122) is deemed **not equivalent** to both previous Diplomas (TAE50116 and TAE50216).

Detailed mapping information related to all units, skills sets and qualifications can be found in the TAE Version 5.0 [Companion Volume Implementation Guide](#) (page 13) available on the National Training Register (training.gov.au).

Where can I find information on the Assessment Requirements and Elements, Performance Criteria and Foundation Skills specified in new/updated TAE units?

Information related to the content of new and revised training products including units of competency and associated assessment requirements is available in the quality assured TAE Training and Education Training Package Version 5.0 [Companion Volume Implementation Guide](#)

This Guide was produced by the training package developer to accompany the latest version of the TAE Training Package and contains implementation guidance and advice to assist VET trainers, assessors, and Registered Training Organisations (RTOs) in interpreting and understanding the requirements set out in the updated TAE training products.

Pedagogical issues are best handled by a VET consultant, senior trainers and assessors or through industry peak bodies and professional forums.

You may also direct training product content queries to the TAE/FSK Training Package TRG via email at TrainingProductQueries@dewr.gov.au

Have assessment requirements changed in any of the updated TAE units?

The new TAE Training Package includes a number of new and revised units of competency including updated assessment requirements. Changes to assessment requirements may include new or additional performance and knowledge evidence requirements and assessment conditions.

For detailed information regarding changes to assessment requirement refer the unit mapping table on page 13 of the TAE version 5.0 [Companion Volume Implementation Guide](#).

What qualifications do I need to practise as a trainer and/or assessor?

The Standards for Registered Training Organisations (RTOs) 2015 (the Standards) set the requirements for VET trainers and assessors to deliver nationally recognised training. The Standards are agreed to by Skills Ministers and enabled as an instrument under the *National Vocational Education and Training Regulator Act 2011*.

Under the Standards, an RTO's training and assessment can only be delivered by a person who has:

- specified qualifications in vocational education and training - currently these are:
 - TAE40116 Certificate IV in Training and Assessment, or its successor
 - TAE40110 Certificate IV in Training and Assessment with an additional two units of competency (Address adult language, literacy and numeracy skills and Design and develop assessment tool), or
- a diploma or higher-level qualification in adult education
- vocational competencies at least to the level being delivered and assessed
- current industry skills directly relevant to the training and assessment being provided, and
- current knowledge and skills in vocational training and learning that informs their training and assessment.

Anyone who provides assessment only (i.e. does not deliver training) must hold the:

- TAESS00011 Assessor Skill Set or its successor or
- TAESS00001 Assessor Skill Set, plus one of the following:
 - TAEASS502 Design and Develop Assessment Tools, or
 - TAEASS502A Design and Develop Assessment Tools, or
 - TAEASS502B Design and Develop Assessment Tools. or

For more information on required trainer and assessor credentials refer to the [Standards for Registered Training Organisations \(RTOs\) 2015 \(the Standards\)](#) and the [Users' guide to Standards for RTOs 2015 Clauses 1.13 to 1.16—Employ skilled trainers and assessors](#).

Do I now need to complete the new qualification/skill set(s), or complete additional training to continue to practise as a trainer and/or assessor?

No – the updated Certificate IV in Training and Assessment ([TAE40122](#)), supersedes and is equivalent to the previous version ([TAE40116](#)) – this means current **trainers and assessors will not need to re-train**.

If you are unsure what qualifications or skills set you require, please refer to the [Standards for Registered Training Organisations \(RTOs\) 2015 \(the Standards\)](#) and the [Users' guide to Standards for RTOs 2015](#) .

Please note that the Standards are currently being reviewed by the Department of Employment and Workplace Relations. Please visit the [skills reform website](#) for more information.

If I currently hold a “TAE 16” or the “TAE10 + 2” trainer and assessor credential, do I need to upgrade under the new TAE Training Package?

No – At the time of publishing this advice, trainer and assessor credentials remain unchanged and there is currently no requirement for existing trainers and assessors to complete additional training to continue to meet the requirements outlined in the Standards.

I currently only hold the TAE10 credential. What are my options to get the additional two units and meet the requirements to be a trainer and assessor as per the Standards?

To ensure you meet the Standards and hold the minimum required Trainer and Assessor credentials, you could either:

- i) complete two additional units of competency from the options specified in the Standards (to make the “TAE 10 + 2”)
- ii) complete the TAE40116 Certificate IV in Training and Assessment within the teach-out/transition period.
- iii) complete the new TAE40122 Certificate IV in Training and Assessment
- iv) speak to your training provider regarding credit transfer or Recognition of Prior Learning (RPL) options available that may be available to you.

Will the usual one year teach-out/transition period apply to superseded TAE training products?

The usual one-year transition period applies for update TAE Units and Skill Sets- this means RTOs may deliver superseded units to **9 December 2023**.

However, ASQA has approved an extended transition period for updated TAE qualifications:

- TAE40116 Certificate IV in Training and Assessment
- TAE50116 Diploma of Vocational Education and Training
- TAE50216 Diploma of Training Design and Development.

This means RTOs will have more time to develop programs that meet the requirements of the updated TAE qualifications and will allow training, assessment and certification issuance of previous versions to **9 December 2024**.

RTOs should use the transition period to:

- i) add the new training product to scope of registration if needed

- ii) complete training and assessment in the superseded training product
- iii) issue AQF certification for the superseded training product
- iv) transfer ongoing students to the new training product
- v) withdraw students who are not ongoing.

RTOs may continue to enrol students into the superseded training products during the transition period but must have strategies to either complete the student before the transition end date, or to transfer them to the new version.

For more information on transition requirements refer to the [Users' guide to Standards for RTOs 2015](#) Clauses 1.26 to 1.27—Manage transition from superseded training products on ASQA's website.

I have a question that isn't answered here or in the embedded links in these FAQs. Who should I contact?

If your question is regarding clarification of training product content, please contact the Department of Employment and Workplace Relations via TrainingProductQueries@dewr.gov.au

If your question is regarding regulatory requirements and compliance, or Accredited Courses, please direct your question to the [Australian Skills Quality Authority \(ASQA\)](#), the [Training Accreditation Council \(TAC\)](#) Western Australia, or the [Victorian Registration and Qualifications Authority \(VRQA\)](#).



Skills Reform

TAE/FSK Training Package Technical Reference Group Minutes

Friday, 1 March 2024
11am – 12.22pm AEDT

Members

- s 22(1) ITECA
- s 22(1) TAFE Directors Australia
- s 22(1) TAFE Directors Australia
- s 22(1) (proxy), Australian Education Union
- s 22(1) SA Department of Education (Senior Skills Officials Network)

Apologies

- s 22(1) Enterprise Registered Training Organisation Association
- s 22(1) Australian Education Union
- s 22(1) Australian Council for Adult Literacy (ACAL)
- s 22(1) Australian Council for Adult Literacy (ACAL)

Secretariat

- s 22(1) Department of Employment and Workforce Relations
- s 22(1) Department of Employment and Workforce Relations
- s 22(1) Department of Employment and Workforce Relations

DEWR Presenters/Observers

- s 22(1) Department of Employment and Workforce Relations
- s 22(1) Department of Employment and Workforce Relations
- s 22(1) Department of Employment and Workforce Relations
- s 22(1) Department of Employment and Workforce Relations
- s 22(1) Department of Employment and Workforce Relations

1. Welcome

The Chair acknowledged the Traditional Owners of the land and welcomed members to the meeting.

Members:

- **Noted** the requirement to declare conflicts of interests and agreed none were identified for this meeting
- **Noted** that some of the members who couldn't attend had passed on feedback to the Chair
- **Noted** that [redacted] will now be the formal representative of TAFE Directors as [redacted] has retired.
- The Chair indicated that he and other members were disappointed that the meeting of the Technical Reference Group (the TRG) was taking place after the *Standards for Registered Training Organisations Amendment (VET Workforce Support) Instrument 2024* had come into effect. The Chair indicated that there should have been more engagement with peak bodies throughout the development of the changes.
- s 22(1) [redacted] acknowledged the depth of feelings and views from members and outlined the consultation that had been undertaken with RTO peaks, industry peaks, unions and others during the development and drafting process.

- The department acknowledged the advisory nature of the TRG noting a desire to utilise the group’s expertise for future consultation.
- s 22(1) raised the draft Credential Policy, which will support longer-term revisions to the Standards for RTOs, and that it will be shared with the TRG.

2. TAE/FSK Arrangements | Speaker: s 22(1)

s 22(1) gave an update on the current arrangements for TAE/FSK, including the extension of the TRG.

Members:

- **Noted** the department consulted with key stakeholders about the long-term arrangements for the VET and Foundations Skills sectors, including the TAE and FSK training packages. These conversations highlighted that the JSC model may not best support the VET and Foundations Skills sectors. As a result, the department is revisiting options to make sure that the agreed longer-term approach is best fit for these important sectors.
- **Noted** a model is being considered that will support the relevant elements of the National Skills Agreement, including the measures to strengthen the VET workforce and the ensuring access to Foundation Skills initiative. The department will wait on the outcome of the VET Workforce Blueprint before finalising any approach. In the meantime, options will be refined, and further discussions will be held with stakeholders over coming months.
- **Noted** the department’s gratitude to the group for the work undertaken to date and to ensure consistency and continuity. From the department’s perspective the arrangements are working very well.
- **Discussed** concerns about members’ ability to provide input on some technical questions. It was agreed that as more credentials are released, that there will likely be broader questions from RTOs, which may require policy perspectives from states and territories.
- **Agreed** that members are encouraged to and should consult with their networks for technical queries as required to provide effective advice.
- **Agreed** to extend the current arrangements until the longer-term arrangements are settled. This will help ensure that queries and concerns with the training package continue to be appropriately considered and responded to. Arrangements will be extended for 12 months, however there will be the opportunity to review in six months.

3. Standards for RTOs and TAE Credential Requirements | Speaker: s 22(1)

s 22(1) provided updates on revisions to the Standards for RTOs and the approach to the Credential Policy.

Members:

- **Noted** there is a significant body of work underway to finalise the draft revised Standards and enable them to take effect from January 2025.
- **Discussed** the Credential Policy that will operate alongside the revised Standards. The department advised there will be further opportunities to refine the policy, to ensure it is fit-for-purpose and reflects the sector’s needs.
- **Discussed** that it is critical that communication is clear about the purpose and intent of the early changes.
- **Discussed** some of the terminology in the early changes to the Standards, particularly around industry experts and the term ‘working alongside’. The department provided clarification and acknowledged the TRG’s concerns and will work with key members offline to discuss clear messaging about the way this can be interpreted.

4. VET Workforce Blueprint | Speaker: s 22(1)

s 22(1) discussed consultation feedback, including views on the TAE Training Package and sought insights from members to support the development of the Blueprint.

Members:

- **Noted** that during consultations stakeholders have raised views that the previous Certificate IV in

Training and Assessment is not fit for purpose, is too compliance focused and does not adequately prepare trainers and assessors to deliver training without acknowledging the significant changes made to this qualification through its most recent review.

- **Discussed** the possibility that communication could be developed to highlight that the Certificate IV is an entry level qualification, which is the beginning of a training pathway for a teacher, trainer and assessor. Without higher qualifications, the Certificate IV could be seen as an end product. Further, it was suggested that the introduction of higher-level qualifications such as a Graduate Certificate and/ or Graduate Diploma would promote further pathways.
- **Discussed** potential regulation issues, particularly around workplace supervisor skills sets. The department will look to start conversations with ASQA and will provide an update.
- **Agreed** that further consideration be given to how information sessions could be undertaken to provide clarity to the sector.

5. Other Business

- **Noted** that the TRG members are willing to provide guidance on initiatives being considered by the department.
- **Agreed** that the ToR would be updated to reflect the extension of the current TRG arrangements and to support utilisation of the group's expertise for key matters.

The meeting closed at 12.22pm

Next meeting: TBA



Skills Reform

TAE/FSK Training Package Technical Reference Group Minutes

Wednesday, 2 August 2023
10am – 11am AEST

Members

s 22(1)	ITECA
s 22(1)	TAFE Directors Australia
s 22(1)	TAFE Directors Australia
s 22(1)	Enterprise Registered Training Organisation Association
s 22(1)	Australian Education Union
s 22(1)	Australian Council for Adult Literacy (ACAL)
s 22(1)	Australian Council for Adult Literacy (ACAL)

Apologies

s 22(1)	SA Department of Education (Senior Skills Officials Network)
s 22(1)	Department of Employment and Workforce Relations

Secretariat

s 22(1)	Department of Employment and Workforce Relations
s 22(1)	Department of Employment and Workforce Relations
s 22(1)	Department of Employment and Workforce Relations

Observers

s 22(1)	Department of Employment and Workforce Relations
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1. Welcome

The Chair acknowledged the traditional owners of the land and welcomed members to the meeting.

Members:

- **noted** the requirement to declare conflicts of interests and agreed none were identified for this meeting
- **endorsed** the minutes of the previous meeting held on 21 June 2023.

2. Terms of Reference

The Chair provided an update to the revised Terms of Reference (ToR) and noted the suggested edits had been incorporated.

Members:

- **discussed** the draft ToR and suggested a further amendment to clarify that **member organisations may interchange their representative at any time**
- **requested** revised draft ToR are re-circulated prior to next meeting.

3. Frequently Asked Questions

The Chair reminded members at their first meeting on 21 June 2023, the TRG requested a document of Frequently Asked Questions (FAQs) be drafted for inclusion on the new JSC Program webpage.

The FAQs, and publication of Companion Volumes on the website, will support the interim arrangements being managed by DEWR, while it has temporary oversight of the TAE and FSK training packages. The FAQs

will be reviewed and updated as required.

Members:

- **discussed** the draft FAQs and suggested further amendments be incorporated into a revised draft to be re-circulated prior to next meeting.
- Amendments included:
 - clarify where units are being superseded and mention the teach out session
 - remove reference to VELG
 - group FAQs into similar themes
 - FAQs will be regularly updated as required.
- **requested** FAQs be a standing item for every meeting.

4. Discussion of Gov TEAMS process

Members were reminded at their first meeting the TRG requested to use GovTEAMS to work on draft responses collaboratively.

Members were provided an overview of the GovTEAMS process for reviewing draft responses to enquiries.

Members **noted** the overview provided.

5. Other Business

Nil.

The meeting closed at 11.07am

Next meeting: TBA



Skills Reform

TAE/FSK Training Package Technical Reference Group Minutes

Wednesday, 21 June 2023
11 am – 12 pm AEST

Members

- s 22(1) ITECA
- s 22(1) TAFE Directors Australia (represented by s 22(1))
- s 22(1) TAFE Directors Australia
- s 22(1) Enterprise Registered Training Organisations Association

Apologies

- s 22(1) SA Department of Education (Senior Skills Officials Network)
- s 22(1) Australian Education Union

Presenters

- s 22(1) Department of Employment and Workforce Relations

Secretariat

- s 22(1) Department of Employment and Workforce Relations
- s 22(1) Department of Employment and Workforce Relations
- s 22(1) Department of Employment and Workforce Relations

Observers

- s 22(1) Department of Employment and Workforce Relations
- s 22(1) Department of Employment and Workforce Relations
- s 22(1) Department of Employment and Workforce Relations

1. Welcome and Governance

- s 22(1) acknowledged the traditional owners of the land and welcomed members to the meeting.

2. Governance

Members **discussed** the draft Terms of Reference (ToR) and **noted** that edits proposed by s 22(1) were incorporated into the circulated version.

Members were **advised** of the process to manage and response to TAE and FSK training package enquiries.

Members **discussed** the purpose, scope and operational matters of the TRG, and processes around responding to training package enquiries. Members also **considered** the potential for sharing resources such as FAQs on the DEWR website and links to companion volumes.

Members also noted concerns about inadequate representation from the foundation skills sector and **agreed** that s 22(1) Australian Council of Adult Literacy be invited to join the TRG.

Members **agreed** the following **Action Items to be completed by DEWR**:

- Contact s 22(1) to confirm membership for ToR
- spell out acronyms in the ToR

- update the website with TRG information, including FAQ and link to the TAE and FSK Companion Volumes (members acknowledged their names would appear on the website)
- update on consultation with ASQA at the next meeting
- implement the interim process for managing and responding to TAE/FSK training package enquiries
- create a GovTEAMS Community for the TRG
- update enquiry log to include all 18 items
- draft an FAQ document for review by the TRG.

4. Other Business

Nil.



Training and Education/Foundation Skills Training Packages

Technical Reference Group

Terms of Reference

The *Jobs and Skills Councils – Strengthening Australia’s National Vocational Education and Training System Program* (the Program) establishes Jobs and Skills Councils (JSCs) to support the Government’s commitment to deliver a collaborative, tripartite vocational education and training (VET) system that brings employers, unions and governments together to address skills shortages and broader workforce challenges.

Following Skills Ministers’ endorsement on 24 February 2023, the Education (including Foundation Skills) gap in the JSC Program will be handled through an interim process while longer term arrangements are considered. It was agreed that the Commonwealth Department of Employment and Workplace Relations (DEWR) will support the interim arrangements and have temporary oversight of the Training and Education (TAE) and Foundation Skills (FSK) Training Packages.

Given that the Education sector is of critical importance in underpinning the entire VET sector, particularly in respect of supporting foundation skills and the VET workforce more broadly, DEWR is considering alternative arrangements to best serve the education industry sector in the short and longer-term.

In the interim, DEWR has established a small time-limited TAE/FSK Training Package Technical Reference Group (TRG) to assist DEWR with enquiries related to these training packages. DEWR will work with States and Territories and VET industry stakeholders to consider longer-term arrangements for the VET sector, both in the context of broader skills reforms and the new industry engagement arrangements.

Purpose

The purpose of the TAE/FSK Training Package TRG is to support the sector while longer term arrangements to address the current gap in JSC coverage for the Education sector are considered.

The TAE/FSK Training Package TRG will assist DEWR with any urgent work associated with the TAE and FSK training packages, and support implementation of the recently endorsed TAE Training Package including provision of advice related to changes in updated training product content.

Scope of work

It is proposed that the TAE/FSK Training Package TRG will:

- provide advice on any urgent TAE and FSK training product work that may be needed during the interim arrangements
- provide the department with advice to support Training Packages enquires related to:
 - TAE and FSK training product content to support implementation
 - TAE Training Package review and recently endorsed changes to updated TAE Qualifications, Units of Competency and Skill Sets
 - clarification on the relationship between superseded and superseding TAE training products including mapping information and pathways advice
 - other matters associated with training package implementation to support Registered Training Organisations (RTO), Trainers and Assessors and general stakeholder enquires.

Membership

The TAE/FSK Training Package TRG membership will be voluntary, without remuneration.

Members are drawn from the former Education Industry Reference Committee (IRC) responsible for the TAE and FSK Training Packages under the previous IRC/SSO industry engagement arrangements and will consist of:

- representation from RTO peaks (ITECA, TDA, ERTOA), ACAL, the Australian Education Union, and Commonwealth, States and Territory Skills Senior Officials Network (SSON) - member organisations may interchange their representative at any time
- membership is detailed in [Table 1 – TAE/FSK training package TRG members](#).

Additional members, with relevant experience and expertise in the TAE/FSK training packages, will be invited to join the TRG as required.

Table 1 – TAE/FSK training package TRG members

Representation	Member name
Independent Tertiary Education Council Australia	s 22(1) (Chair)
TAFE Directors Australia	s 22(1) (represented by s 22(1))
TAFE Directors Australia	s 22(1)
Enterprise Registered Training Organisation Association	s 22(1)
Australian Education Union	s 22(1)
Australian Council of Adult Literacy (ACAL)	ACAL representative - s 22(1)
Skills Senior Officials Network	s 22(1) – SA Department for Education

Governance and timeframes

The TAE/FSK Training Package TRG is not a decision-making body, it will provide non-binding advice to support the interim arrangements for the Education (including Foundation Skills) sector.

The TAE/FSK Training Package TRG will be established for a period of six months with scope for extension if required.

Secretariat services to support the TAE/FSK Training Package TRG will be provided by DEWR. The Secretariat will support the TRG by:

- managing a dedicated inbox for TAE and FSK Training Package enquiries
- providing holding responses to stakeholder enquiries
- providing a fortnightly package of enquiries and responses received through the dedicated inbox for consideration and approval by the TAE/FSK Training Package TRG
- providing approved responses on behalf of the TAE/FSK Training Package TRG
- arranging TAE/FSK Training Package TRG meetings as required to discuss any threshold issues that may arise and/or initiatives to further support the VET sector during the interim arrangements
- recording key outcomes at each meeting for distribution to the TRG.