

Mapping the ^{*new*} Fortress TAE to the Evidence Requirements



Credibility | Integrity | Confidence

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The Fortress Learning *TAE40116 Certificate IV in Training & Assessment* is a robust program that takes no short-cuts. We provide the following information so you can be confident that the manner in which you will be assessed matches the requirements of the qualification, and because of that you can be confident that your graduation will mean you are genuinely competent.

Our TAE40116 Certificate IV program is built around three Fields of Study:

- 1. Design, where we focus on designing programs of learning**
- 2. Deliver, where we focus on delivering programs of learning, to both groups and individuals**
- 3. Assess, where we focus on assessing the learning that has occurred**

Each Field is made up of Units of Competency. There are 10 Units of Competency in total. Each Unit includes a list of Performance Evidence and it is this that you must demonstrate in order to fulfill requirements of the qualification.

Each Unit of Competency is made public at the training.gov.au website. The link and Performance Evidence of each Unit of Competency are shown below. The Assessment Instruments used by Fortress Learning to assess these units are also listed.

Please note that your particular program of study may comprise some or all of the following. Because one size most certainly does not fit all, we will develop an individualised Personal Learning Plan for you before you begin that will inform your particular program of study.

Let's now take a look at the Performance Evidence requirements of each Field of Study, and how they are assessed by Fortress Learning.

DESIGN – Designing programs of learning

TAEDES401 – Design & develop learning programs

This unit describes the skills and knowledge required to conceptualise, design, develop and review learning programs to meet an identified need for a group of learners. The unit addresses the skills and knowledge needed to identify the parameters of a learning program, determine its design, outline the content, and review its effectiveness.

It applies to trainers or facilitators who work under limited supervision to design, or develop, learning programs that are discrete, and provide a planned learning approach that relates to specific learning and training needs, or part of the learning design for a qualification.

Performance Evidence:

- design, develop and review learning programs within the vocational education and training (VET) context
- prepare and develop a minimum of two learning programs:
 - that contain differentiated learning program designs to reflect particular needs, contexts and timelines
 - at least one of which must be based on competency standards or accredited courses, and must cover at least one entire unit of competency or accredited course module.

TAEDES402 – Use Training Packages & accredited courses to meet client needs

This unit describes the skills and knowledge required to use training packages and accredited courses as tools to support industry, organisation and individual competency development needs.

It applies to individuals who are working in or with training and/or assessment organisations as an entry-level trainer, teacher, facilitator or assessor using a pre-defined training product, such as a training package or accredited course.

Performance Evidence:

- analyse a training package and/or accredited course, to examine its component parts, identify relevant qualifications and units of competency or modules, and contextualise those to meet the specific needs of one client
- demonstrate a minimum of two examples of analysing training specifications, including at least one training package; the other may be another training package or an accredited course that meets a specific client need.

ASSESSING THESE UNITS



Knowledge Questions 1a — These questions will assess your underpinning knowledge about the legislative and legal frameworks and policies supporting the VET Industry.



Knowledge Questions 1b — Leading on from Knowledge Questions 1a, this set of questions assesses your understanding of how to design and plan a learning program.



Assignment 1a. Design and develop a learning programs — Design, develop and review a learning program based on two units of competency from an AQF Qualification.



Assignment 1b. Design and develop a second learning program — Leading on from Knowledge Questions 1a, this set of questions assesses your understanding of how to design and plan a learning program.

DELIVER – Delivering programs of learning

TAEDEL401 – Plan, organise & deliver group-based learning

This unit describes the skills and knowledge required to plan, organise and deliver training for individuals within a group.

It applies to a person working as an entry-level trainer, teacher or facilitator structuring a learning program developed by others in, or with, a training and assessment organisation.

Performance Evidence:

- facilitate group-based learning by preparing and delivering at least three training sessions, including:
 - at least two consecutive sessions of at least 40 minutes duration, that follow one of the learning program designs, to a learner group of at least eight individuals
 - at least one session delivered to a learner group of at least eight individuals, with evidence of how the characteristics and needs of this group were addressed
 - identifying and responding to individual needs
 - accessing and using documented resources, and any support personnel required to guide inclusive practices.

BSBCMM401 – Make a presentation

This unit describes the skills and knowledge required to plan, organise and deliver training for individuals within a group.

It applies to a person working as an entry-level trainer, teacher or facilitator structuring a learning program developed by others in, or with, a training and assessment organisation.

Performance Evidence:

- prepare and deliver presentations related to occupation or area of interest which demonstrate the use of:
 - effective presentation strategies and communication principles
 - aids and materials to support the presentation
 - select and implement methods to review the effectiveness of own presentation and document any changes which would improve future presentations.

TAEDEL402 – Plan, organise & facilitate learning in the workplace

This unit describes skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace, using real work activities as the basis for learning.

It applies to a person working as an entry-level trainer, teacher or facilitator or an employee, team leader or workplace supervisor responsible for guiding learning through work.

Performance Evidence:

- prepare and facilitate work-based learning
- provide a minimum of two examples of developing work-based learning pathways, that include:
 - identifying needs for learning
 - analysing work practices, work environment and work activities
 - organising and allocating work in a way that reflects learning needs, and provides effective learning opportunities through work processes
- conduct a learning facilitation relationship:
 - with at least two individuals
 - demonstrating communication skills and flexibility
 - demonstrating one or more of the processes, or techniques, identified.

TAELLN411 – Address adult language, literacy & numeracy skills

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

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

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

Performance Evidence:

- use tools to identify the LLN skill requirements (reading, writing, speaking, listening and numeracy) of the training specification and/or assessment process relevant to vocational delivery
- use various sources to gather information on the current LLN skills of a learner group
- identify available sources of support to address at least two of the identified LLN skill needs of the learner group
- customise and use at least two learning resources to address LLN requirements
- select, use and review at least two instructional strategies that directly address the identified LLN needs of the learner group
- use advice from specialist LLN practitioners to inform practice
- select, use and review at least two assessment strategies that cater for the identified LLN needs of the learner group
- determine areas for improvement of own practice.

Note: Skills must be demonstrated with real vocational learners.

ASSESSING THESE UNITS



Knowledge Questions 2a – These questions will assess your underpinning knowledge about the different delivery techniques and methods that support the quality facilitation of training to groups.



Knowledge Questions 2b – These questions will assess your knowledge of the techniques used to facilitate individual learning in the workplace and how to identify and support learners with LLN needs.



Assignment 2a. Plan, organise and deliver group based learning – This assignment requires you to deliver 3 sessions (2 of which should be consecutive) from the learning program you designed for Assignment 1a.



Assignment 2b. Plan, organise and facilitate learning in the workplace to two different individuals – These questions will assess your knowledge of the techniques used to facilitate individual learning in the workplace and how to identify and support learners with LLN needs..

ASSESS – Assessing learning

TAEASS401 – Plan assessment activities & processes

This unit describes the skills and knowledge required to plan the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system.

It applies to individuals with assessment planning responsibilities.

In planning activities and processes, individuals are required to identify the components of assessment tools, analyse and interpret assessment tools, and develop assessment instruments (also known as assessment tasks) and assessment plans.

Performance Evidence:

- plan and organise the assessment process on a minimum of five separate occasions
- plan and organise two Recognition of Prior Learning (RPL) assessments (which may be two of the five assessment processes above.)

The evidence requirements for each occasion must include:

- a documented assessment plan
- a different endorsed or accredited unit of competency (or clusters of units of competency) for each of the five occasions
- contextualisation of the unit(s) of competency and the selected assessment tools, where required
- incorporation of reasonable adjustment strategies
- development of suitable assessment instruments for each of the five occasions following organisational arrangements.

TAEASS402 – Assess competence

This unit describes the skills and knowledge required to implement an assessment plan, and gather quality evidence to assess the competence of a candidate using compliant assessment tools.

It applies to teachers, trainers and assessors in enterprises and registered training organisations (RTOs) and those providing assessment advisory services.

Performance Evidence:

- assess at least five candidates within the vocational education and training (VET) context against at least one endorsed or accredited unit of competency according to the organisation's assessment processes and practices.
- use recognition of prior learning (RPL) processes in the assessment of at least one candidate (which may be one of the five candidates above)
- make reasonable adjustments in the assessment of at least one candidate.

The assessments must be undertaken under the supervision of a qualified assessor and cover an entire unit of competency for each candidate, including:

- the application of different assessment methods and instruments involving a range of activities and events
- use two-way communication and feedback with the candidate
- exercise judgement in making the assessment decision
- record and report assessment outcomes in accordance with the assessment system and organisational, legal and ethical requirements
- review the assessment process.

TAEASS403 – Participate in assessment validation

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

It applies to assessors and workplace supervisors with assessment validation responsibilities participating in, but not necessarily leading, the process.

Performance Evidence:

- actively participate in a minimum of three validation sessions that address the critical aspects of validation
- clearly identify the purpose for each validation, and the legal and ethical responsibilities of assessors
- collate and present documentation for each validation in a logical manner
- communicate and liaise with relevant people
- provide feedback and interpret documentation in validation sessions
- record their contribution to validation findings.

TAEASS502 – Design & develop assessment tools

This unit describes the skills and knowledge required to design and to develop assessment tools used to guide the collection of quality evidence, including their application in formative, summative and recognition of prior learning (RPL) assessment.

It applies to experienced practitioners responsible for the development and/or delivery of training and assessment products and services.

Performance Evidence:

- develop at least three assessment tools that support different assessment methods, and address at least one unit of competency each. Each assessment tool must:
 - include the instruments for collecting evidence, reflecting the principles of assessment and the rules of evidence, and related instructions to the assessor/s and candidates
 - show how the contextual needs of different environments are addressed
 - report on the trial and review of each assessment tool, including proposed changes.

ASSESSING THESE UNITS



Knowledge Questions 3a – These questions will assess knowledge of how to plan, design and develop Assessment Tools.



Knowledge Questions 3b – These questions will assess your knowledge of how to assess candidates and validate the assessment process.



Assignment 3a. Design assessment tools – This assignment requires you to design 5 different Assessment Tools for 5 different Units of Competency.



Assignment 3b. Assess competence – Using the 5 tools that you developed in Assignment 3a, assess 5 different candidates.



Assignment 3c. Participate in Validation – These questions will assess your knowledge of how to assess candidates and validate the assessment process.

A FINAL WORD

If this seems like a lot, then you are not mistaken. It is, however, doable. To do it right and without shortcuts takes a certain degree of courage and commitment. We know that our program is robust, and we also know that our graduates look back on what they have accomplished with a great sense of personal satisfaction and professional accomplishment.

We take on students who are keen to learn and who want the confidence that their piece of paper will mean something, and we will walk together with each and every person who entrusts us with their training.

To explore what this could mean for you, give us a call on 1300 141 994, or send an email to emma@fortresslearning.com.au.