



**Module 2 – Australia**  
**Day 11**



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## Session Outline

|                          |  |                    |                     |
|--------------------------|--|--------------------|---------------------|
| <b>Program Schedule:</b> | <b>Module 2 - Australia</b>              |                    |                     |
| <b>Day:</b>              | <b>11</b>                                |                    |                     |
| <b>Specialists:</b>      | Chisholm Lead Facilitator                |                    |                     |
| <b>Session Topic:</b>    | Module 2 Welcome and Orientation program |                    |                     |
| <b>Session:</b>          | <b>Workshop</b>                          | <b>Field visit</b> | <b>Presentation</b> |
| <b>Time:</b>             | <b>9.00am – 4.30pm</b>                   |                    |                     |

### Learning outcomes:

Upon completion of this session participants will have:

- Introduction to Module 2 – Australia
- Detailed information pertaining to assessment requirements
- Orientation to facilities and campus
- Review of Content covered in Mauritius
- Review and continuation of Learning program and training packages

### Content:

The topics covered in this session include:

- Welcome and introduction to program staff, mentors and specialists
- Brief introduction of participants and their WPR to the program staff and guests
- Knowledge of the program outline for module 2 and how it builds on Module 1 and sets the foundation for Module 3
- Review of content covered in Mauritius
- Continuation of learning program and training package knowledge and performance.

### Resources:

The following resources have been provided for this session to support your learning:

- Activity materials
- Power point slides

## Welcome & Program Structure



### Welcome TVET Teacher Skill Upgrade Program

### Module 2 - Australia




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### Overview - Module 2

**Comprises 10 days and includes:**

- Presentations relating to TVET policy and strategy and professional development in Teaching Skill within Australian context
- Field visit to analyse an Australian training and assessment model
- Continued development of LP for implementation of your project prior to Module 3 in South Africa
- Commencement of another 3 units of competency in Certificate IV in Training & Assessment



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## Module / WPR – Program structure

| Mauritius – Sept  | Australia – Sept - Oct   | WPR   | South Africa – Nov   | WPR  |
|---|--|---|--|--|
| Mon 10 <sup>th</sup> – Workshop Welcome, & guests                     | Mon 23 <sup>rd</sup> –Workshop Welcome, & guests                   | I<br>m<br>p<br>l<br>e<br>m<br>e<br>n<br>t<br>a<br>t<br>i<br>o<br>n<br><br>o<br>f<br><br>W<br>P<br>R | Mon 11 <sup>th</sup> –Workshop Welcome, study & guests       | E<br>m<br>b<br>e<br>d<br>d<br>i<br>n<br>g<br><br>o<br>f<br><br>W<br>P<br>R |
| Tue 11 <sup>th</sup> – Official welcome & Field visit                 | Tue 24 <sup>th</sup> – VDC Leadership                              |   | Tue 12 <sup>th</sup> –Workshop Study & field visit           |  |
| Wed 12 <sup>th</sup> –Workshop Study -Field visit                     | Wed 25 <sup>th</sup> – Workshop Study -Field visit                 |   | Wed 13 <sup>th</sup> –Field visits Industry                  |  |
| Thu 13 <sup>th</sup> – Workshop Study                                 | Thu 26 <sup>th</sup> – Workshop Guests -study                      |   | Thu 14 <sup>th</sup> –Workshop study                         |  |
| Fri 14 <sup>th</sup> –Workshop Study -Field visit                     | Fri 27 <sup>th</sup> –Workshop Study                               |   | Fri 15 <sup>th</sup> –Workshop study                         |  |
| Mon 17 <sup>th</sup> – Field visits Industry                          | Mon 30 <sup>th</sup> –Workshop Study                               |   | Mon 18 <sup>th</sup> –Workshop study, & guests               |  |
| Tue 18 <sup>th</sup> –Workshop Study                                  | Tue 1 <sup>st</sup> –Workshop practicum                            |   | Tue 19 <sup>th</sup> –Workshop WPR -study                    |  |
| Wed 19 <sup>th</sup> – Workshop Study                                 | Wed 2 <sup>nd</sup> –Workshops study                               |   | Wed 20 <sup>th</sup> –Workshop Study, Field visit            |  |
| Thu 20 <sup>th</sup> –Workshop Presentation – official close ceremony | Thu 3 <sup>rd</sup> –Workshop practicum                            |   | Thu 21 <sup>st</sup> –Workshop Study & industry panel review |  |
| Fri 21 <sup>st</sup> – Field visits Industry                          | Fri 4 <sup>th</sup> –Workshop Presentations, forum, official close | Fri 22 <sup>nd</sup> –Presentation / showcase Official close  |  |  |

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## Qualification alignment

| Mauritius –                                     | Australia –   | WPR   | South Africa –  | WPR  |
|---|---|---|---|--|
| TAEDS401A<br>Design & develop learning programs |   | I<br>m<br>p<br>l<br>e<br>m<br>e<br>n<br>t<br>a<br>t<br>i<br>o<br>n<br><br>o<br>f<br><br>W<br>P<br>R | TAEDL402A<br>Plan, organise, facilitate learning in workplace | E<br>m<br>b<br>e<br>d<br>d<br>i<br>n<br>g<br><br>o<br>f<br><br>W<br>P<br>R |
| Work effectively with diversity                 | TAEDL301A – Provide work skill Instruction                    |   | TAEASS401A<br>Plan assessment activities & processes          |  |
| BSBCMM401A<br>Make a presentation               | BSBCMM401A<br>Make a presentation                             |   |   |  |
|   | TAEDS401A<br>Design & develop learning programs               |   | TAEASS402B<br>Assess competence                               |  |
|   | TAEDS402A<br>Use training packages & accredited courses       |   | TAEASS403B<br>Participate in assessment validation            |  |
|   | TAEDL401A<br>Plan, organise, deliver group based learning     |   | Design & develop assessment tools                             |  |
|   | TAEDL402A<br>Plan, organise, facilitate learning in workplace |   |   |  |

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Notes:

## Design & develop a learning program Part 2

Notes:

### Training specifications

- Detail what the learner needs to know and be able to do as a result of learning during the implementation phase of your WPR which meets the objective / outcome requirement of your WPR.

**Specifications include:**

units of competency in endorsed training package qualifications or accredited course

Organisational standards and procedures aligned to TVET reforms

**TAE0110-Assessments**

Individual Workplace Return Project (WPR) - TEMPLATE

Project Title:

Prepared by:

Organisations project will apply to:

Identify the links between your project and your organisation's vision, strategic goals and plans:

Where possible provide direct quotations from your organisation's official planning documentation that link to your project.

Project Aims / Objectives: The specific objectives of the project. These need to be either according to SMART (specific, measurable, achievable, realistic and timely) principles.





Notes:

### Keep learners in mind

- What is most useful to your learners?
- What would be a logical flow of information?
- What delivery mode is best suited to their needs?
- How can the learning program be flexible?
- What resources do they have access to?
- How will you know learners have achieved the required outcomes?

Notes:

**Remember to ask yourself the following questions?**


|  |   |
|--|---|
| <p><b>Why?</b></p>  | <p><b>What?</b></p>  |
| <p><b>Purpose</b></p>  |   |
| <p><b>How?</b></p>  | <p><b>Who?</b></p>   |

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Notes:

**Consider the learning environment & context**

- Where will delivery & learning take place?
- Is it an authentic or simulated workplace?
- Will it be face to face, online?
- Are there any OHS risks to be addressed
- Is the content and context relevant to learner and organisation needs and outcome requirements?



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Notes:

**Legal, regulatory and organisational requirements**

**may include:**

- Qualification & Training Frameworks
- Government legislation and licensing requirements
- Standards and codes of practice
- organisational policies and procedures

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Notes:

**Collaborate when designing & developing and resourcing your WPR and LP**


- learners
- human resource personnel
- industry contacts
- LLN specialists
- marketing personnel
- work colleagues

1. OHS specialists
2. other trainers, facilitators, assessors
3. subject or technical specialists
4. vendors of specialist equipment.





Notes:

**Learning materials include:**



- audio material
- case studies and scenarios
- checklists
- electronic presentations
- handouts containing relevant content
- research tasks
- worksheets






1. information sheets
2. instructions for activities or projects
3. material on CD-ROM, DVD or websites
4. material sourced from workplace, e.g. documentation
5. simulations.




Notes:

**Using existing resources**

**Such as:**

|  |   |
|--|---|
| print-based or electronic support material for training packages or courses, e.g. learner guides     |  |
| commercially available material to support training packages or courses, e.g. learner resources, CDs |  |
| reference and text books   |  |
| equipment and tools  |  |
| material developed under Workplace English Language and Literacy program.                            |  |





Notes:

**Where to find resources**

- Government, Industry Councils, Skills Councils
- Resource Generators ( online)
- RTO's or local/online libraries
- TVET Product Services
- Commercial publishing houses
- Resource developers
- Your organisation
- Networks

Notes:

**Evaluating existing resources**

- Current?
- Cover content?
- Clear and comprehensive information?
- Identify purpose and objective?
- Able to be contextualised?
- Suitable language level?
- Offer flexibility for delivery and outcome review?
- Reasonable cost?
- Relevant and appropriate learning activities
- Meet the organisational requirements and objective of WPR project?

Notes:

**Meeting client needs & Introduction to Training Packages**

Customer Satisfaction

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Notes:

**Who are the clients?**

People such as:

- target learner group
- individual learner
- candidates for assessment

Organisations such as:

- commercial business
- not-for-profit organisation
- government department or agency.

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Notes:

**What are clients' needs?**


When addressing the needs of individuals, consider:

- industry or vocational focus
- career options and ambitions
- background
- purpose of the training and assessment
- previous experience of formal learning
- existing skills, expertise, experience
- any time constraints
- special needs,

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Notes:

## What are clients' needs? (cont)



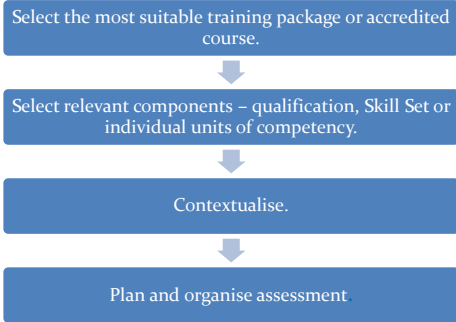
When addressing the needs of individuals, consider:

- why they need help
- whether training has been identified as a solution
- requirements and priorities
- constraints
- other stakeholders
- target learner group
- location
- what skills or knowledge needs to be developed.




Notes:

## Selecting the training package or accredited course



```

graph TD
    A[Select the most suitable training package or accredited course.] --> B[Select relevant components – qualification, Skill Set or individual units of competency.]
    B --> C[Contextualise.]
    C --> D[Plan and organise assessment.]
  
```



Notes:

## What does a qualification look like?

**TAE6110: Certificate IV in Training and Assessment**

**Training Package notes**

In broad terms, the qualifications presented in TAE10 Training and Education Training Package Part 6 component of the wider educational delivery footprint.

In addition, while the market for qualifications in the training package version that preceded it context, the content of the package reflects recognition that the nature of training and assessment knowledge and competence. In addition with this, is the growing understanding that these leadership as well as market development, and in particular for Australian enterprises. The approach

A particular issue with TAE6110 Certificate IV Training and Assessment is the target market Certificate IV qualifications can be identified as being for purposes for a wide audience, the education environment or has a vocational skill at a level that supports training and education.

**Qualification notes**

**Descriptor**

The qualification reflects the roles of individuals delivering training and assessment services.

Assessment of the qualification or an equivalent for notes and descriptor is a requirement of Regulation (Standard 1) as outlined in Appendix 2 of the Learner Guide to the Essential Skills.

This qualification, or the skill sets derived from units of competency within it, is also suitable for assessment of competence in a workplace context, as a component of a vocational VET program.

**Job roles**

Job roles associated with this qualification relate to the delivery of training and assessment of relevant to the qualification include:

- enterprise trainer
- enterprise assessor
- registered training organisation (RTO) trainer
- RTO assessor
- training adviser or training needs analyst
- vocational education teacher.

**Qualification pathways**

Prerequisite requirements






## Contextualising units

Contextualisation ensures delivery content and assessment reflect the work or learning environment of the clients.

Contextualisation can assist with addressing:

- different learner profiles
- specific enterprise equipment and tools
- specific enterprise policies, procedures, processes, forms
- legislative requirements
- **Note: You must Not remove the number and content of elements or performance criteria in the unit**

Notes:

## Overview of Reasonable Adjustment

Adjustment to the way in which evidence for assessment can be collected to meet specific needs of candidates.

Keep in mind that the evidence criteria does not change.

Could include making adjustments to:

- physical environment and equipment
- assessment tools
- Procedures/instruction
  - for assessment
- methods of assessment.

**Note:**

1. This is another process in the design of learning and assessment to meet the needs of the client
2. Reasonable adjustment will be looked at in more detail when undertaking Assessment units

Notes:

## Benchmarking

### Use relevant assessment benchmark

- units of competency from Training Packages
- units or modules from accredited courses
- modules from non accredited courses
- organisational benchmarks.

### Contextualising benchmarks

- applicable to assessment context
- makes generic content more specific.

Use assessment guidelines in training package  
Refer to training and assessment strategy.

Notes: