



**Module 2 – Australia**  
**Day 13**



**Contents**

**Session Outline** ..... 3

Learning Program power point notes ..... 5

Training Packages power point notes ..... 9

Group Assessment A4..... 15

Group Assessment A5..... 27

**Diversity & Inclusion power point notes** ..... 41

**Field Report 4**..... 46



## Session Outline

<b>Program Schedule:</b>	<b>Module 2 - Australia</b>		
<b>Day:</b>	<b>13</b>		
<b>Specialists:</b>	Chisholm Lead Facilitator Specialist TVET presenter		
<b>Session Topic:</b>	Learning Programs – Training packages Toyota Visit ( TBA)		
<b>Session:</b>	<b>Workshop</b>	<b>Field visit</b>	<b>Presentation</b>
<b>Time:</b>	<b>9.00am – 12.30pm</b>	<b>1.00pm – 5.00pm</b>	

### Learning outcomes:

Upon completion of this session participants will have:

- Underpinning knowledge of the TVET system in Australia
- Unpacked the qualification Identified key standards of AQTF2010 – NVR standards

### Content:

The topics covered in this session include:

- Develop a learning program plan and unpacking a unit of competency within the TAE 10 Training Package version 2
- Aligning the learning program to AQF and AQTF 2010 Framework and NVR Standards whilst meeting relevant legal responsibilities, ethical principles to meet cultural and diversity needs
- Aligning dimensions of competency
- Identifying and developing strategies to lead others in their professional development of TVET skill and knowledge



## **Resources:**

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

- Activity materials
- Power point slides
- Group assessments A4 and A5
- Handouts
- Case study

## **Activities/Assessment:**


- Assessment Activities - group assessment A4 and A5:
  - In selected groups you will be required to analyse a training package to meet client needs taking one unit of competency and developing a learning program to train a case study cohort based on the specific criteria contained within the unit
  - Note: Selected groups will be based on identified similar LP projects and objectives



## ACTIVITY 1

### Details

## Learning Program power point notes



### Learning Programs

Learning program

Purpose of the Learning Program	


Learning Program Details			
Name of Cohort (Target group of learners)			
WPR project title		Learning program title	

•

Topics that your learning program intends to cover

Chisholm


Notes:



### What is a learning program?

Learning programs:

- provide the basis for **cohesive and integrated** learning process and experience
- enable the learner to achieve desired outcomes in a **productive and meaningful** way.



Chisholm

Notes:

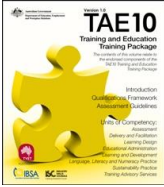

Notes:

### Training specifications

- Detail what a learner needs to know and be able to do as a result of learning.


**Specifications can include:**

- units of competency in endorsed training package qualifications
- units or modules in accredited courses
- Organisational standards





Notes:

### A learning program includes:




- purpose
- target group, needs and characteristics
- training specifications
- content and learning activities
- structure and sequence
- Resources




Notes:

### How this relates to your program:



```

    graph LR
      WPR[Work plan Return Project (WPR)] --> LP[Learning program LP]
      LP --> SP[Session plans for each learning program]
  
```



Notes:

### What is the purpose of your LP?

**Why?**

**What?**

**How?**

**Who?**

**Purpose**

Notes:

### What are the specification for your LP?

- units of competency
- modules from accredited courses
- Organisational requirements
- Work plan Return Project (WPR)
- other examples include:
  - Teaching skill & knowledge upgrade
  - standard operating procedures
  - induction needs
  - language, literacy and numeracy development needs
  - regulatory and licensing requirements.

Notes:

### Consider your target group

Different learners, their experience, skill and qualification



Different characteristics and learning styles

Range of support options they may need

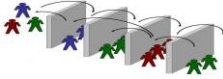
Notes:

**Think about the learning environment**

- Where will learning take place?
- Will environment be the same for all learners?
- Is it an authentic or simulated workplace?
- Is it in college, school, community, work, home?
- Will it be F2F or online?
- Will it be in a remote location?
- Are there OHS risks to be addressed?





**Remember everyone learns in different ways**



**Ask questions**

- Are the learning program options you are suggesting appropriate and best suited to the needs of the learners?
- Do your options allow facilitators to meet the learning styles of the learners?
- Have you ensured your program will treat your adult learners in a way that will motivate them and engage them in the learning process?



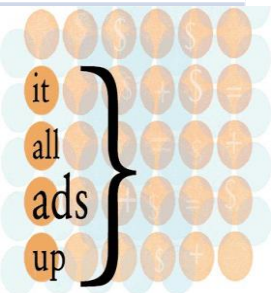

Notes:

**Don't forget to:**

**Consider:**

venue
organisational culture
allowable time for training
management expectations
people to be involved
reporting requirements
access needs
budget and costs
logistics.

it  
all  
ads  
up







Notes:

**Review**

**Does your Learning Program include**

- content and structure addressing all required aspects of your WPR
- sequence provides effective and manageable blocks of learning
- activities are engaging, interesting, relevant and appropriate
- assessment is appropriate desired WPR outcomes
- addresses equity & diversity needs of learners
- allows for safe & continuing learning progression

## Training Packages power point notes

Notes:



**Training Packages & Accredited Courses**




Notes:

**What are Training Packages?**

Specify skills and knowledge required to perform effectively in the workplace.



Support nationally consistent, portable qualifications.

Set out what training organisations need to follow to deliver and assess qualifications.




Notes:

## Development and review of Training Packages

Training packages have been developed:  
for an industry, industry sector or enterprise

by Industry Skills Councils (ISCs)



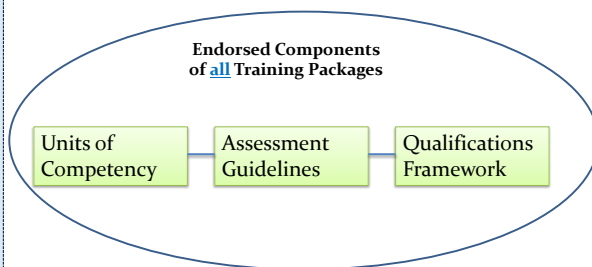
According to the process set out in online *Training Package Development Handbook* (DEEWR)

- using national research and consultation
- with national endorsement
- reviewed and modified regularly.



Notes:

## Structure of Training Packages



Notes:

## What are accredited courses?

Often in **niche** or **general** education areas, or where there is a rapid change in skill needs

Accredited through **state and territory** accrediting bodies, or a national regulator.

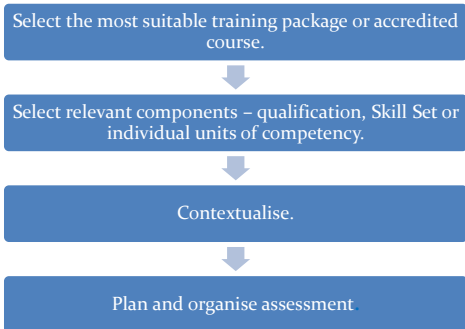
Notes:

## Using Training Packages & or Accredited Courses

- **identify** clients and consider their needs for training
- **select** the appropriate Training Package or Accredited Course
- **work with** quality assurance policies and procedures meet requirements of assessment or outcome

Notes:

## Selecting the Training Package or Accredited Course



Notes:

## Australian Qualifications Framework (AQF)

Level	Level 1	Level 2	Level 3	Level 4	Level 5
Summary	Graduates at this level will have foundational knowledge and skills for initial work, generally involving routine tasks and/or further learning	Graduates at this level will have foundational and practical knowledge and skills for work in an organised context and/or further learning	Graduates at this level will have foundational and practical knowledge and skills for specialised and/or skilled work and/or further learning	Graduates at this level will have specialised practical knowledge and skills for specialised and/or skilled work and/or further learning	Graduates at this level will have specialised knowledge and skills for advanced professional work and/or further learning
Qualification Type	Certificate I	Certificate II	Certificate III	Certificate IV	Diploma
Level	Level 6	Level 7	Level 8	Level 9	Level 10
Summary	Graduates at this level will have broad knowledge and skills for professional work and/or further learning	Graduates at this level will have broad and advanced knowledge and skills for professional work and/or further learning	Graduates at this level will have advanced knowledge and skills for professional highly skilled work and/or further learning	Graduates at this level will have specialised knowledge and skills for research, analysis, professional practice and/or further learning	Graduates at this level will have systematic and critical understanding of a complex field of learning and specialised research skills for the advancement of learning and/or professional practice
Qualification Type	Advanced Diploma Associate Degree	Bachelor Degree	Bachelor Honours Degree Graduate and Vocational Certificate Graduate and Vocational Diploma	Master's Degree	Doctoral Degree

Notes:

## Training Package Qualifications Framework

Qualifications created by packaging units of competency into meaningful groups.

Defined in line with the AQF.

Qualification component of a training package consist of:

- the range of AQF qualifications and their titles
- the composition and packaging rules of each qualification.

Notes:

## Qualification packaging rules

Rules may cover:

- number of units required to achieve a qualification
- core units
- sector specific units
- elective units
- rules governing the selection of electives
- titles of imported units

**Be creative but stick to the rules.**

**Packaging Rules**

Total number of units = 10

7 core units plus

3 elective units

All new 2 elective units must be selected from the elective units listed below. One elective unit may be selected from any competency endorsed Training Package or endorsed course. Elective units must be equivalent to each outcome, task, industry requirement and the qualification level. Where a unit is chosen that is not currently endorsed Training Package or endorsed course, it must be from a qualification issued as a Certificate to ensure there is no net loss of content towards the vocational outcome of the program.

**Core units**

TABEDEC01 Plan assessment activities and processes

TABEDEC02 Assess competence

TABEDEC03 Participate in assessment validation

TABEDEC04 Plan, organise and deliver group-based learning

TABEDEC05 Plan, organise and facilitate learning in the workplace

TABEDEC06 Design and develop learning programs

TABEDEC07 Deliver training packages and associated courses to meet client needs

**Elective units**

Assessment

TABEDEC08 Contribute to assessment

TABEDEC09 Design and develop assessment tools

Delivery and facilitation

TABEDEC10 Provide work with instructor

Notes:

## Broad concept of competence

Ability to **consistently** perform a particular area of work to the standard of **performance** expected in the workplace.

Notes:

### Competence covers

performing individual tasks

managing a range of different tasks

responding to contingencies

dealing with responsibilities of the workplace

These are dimensions of competency

Notes:

### Units of competency

Describe **work outcomes**, and can stand alone when applied to the **work situation**.

Home > Training Package > TAE10 > Unit > TAEDS402A

TAEDS402A: Use training packages and accredited courses to meet client needs

**Description**

This unit describes the performance outcomes, skills and knowledge required to use training packages and accredited courses in organisation and individual competency development needs.

**Employability Skills**

This unit contains employability skills.

**Application of Unit**

This unit typically applies to a person working in or with training and/or assessment organisations as an entry-level trainer. Trainers assume that the person is working from a pre-defined training product, such as a training package or accredited course, and app needs.

**Unit Sector**

Learning design

**Performance criteria**

Element	Performance criteria
1. Select appropriate training package or accredited course	1.1 Confirm training and/or assessment needs of client

Notes:

### Format of units of competency

Unit code and title, and unit descriptor

Employability skills and pre-requisite units

Application of the unit

Competency field and unit sector

Elements and performance criteria

Required skills and knowledge

Range statement

Evidence guide

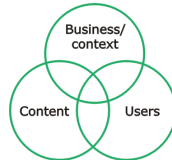
## Notes:

**Contextualising units**

Contextualisation ensures delivery 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
- **Must Not** remove the number and content of elements or performance criteria.





Candidate Name/s:

ID: Number/s:

Group Assessment

**A4**

## Group Assessment A4

**Assessment Description:**

Design, develop and review a 2<sup>nd</sup> learning program (LP) based on a generalised case study, linked to generic skills found within the TAE10 training package and a Certificate IV in Training and Assessment qualification.

**Due date:**

Week 4 of program

### Purpose of Assessment:

To conceptualise, design and develop learning programs that you will be able to use to implement, embed and assess the development of teaching and learning skills with other teachers in your organisation.

### Assessment Method:

In groups, complete the Learning program template based on a Unit of Competency in the Certificate IV in Training and Assessment

### Instructions:

The Unit of Competency will be assigned to your group[s] by the Lead facilitator



Use the attached template to allow your group to focus attention on such aspects as:

- Sound knowledge of learning design and principles
- Identifying and developing strategies to meet learner needs and their learning characteristics
- Relationship of WPR framework and Learning Program development
- Relevant OHS knowledge relating to the work role and learning environment
- Assessment and evaluation planning
- Resource and material development
- Relevant policies, legal requirements, codes of practice and standards affecting training and assessment in the TVET sector

Upon completion of your learning program, your group will have 20 minutes to prepare a presentation in response to the above points. Each group will have a further 10 minutes to present their findings to all groups.



# Learning program

Purpose of the Learning Program

Learning Program Details			
Name of Cohort (Target group of learners)			
WPR project title:		Learning program title	

Topics that your learning program intends to cover

Language, Literacy, Numeracy (LLN) requirements <i>(Check / identify required skills needed in each topic for Language, Literacy, Numeracy requirements.)</i>

**Other training specifications**

*(This may include organisational work requirements and training needs; induction needs; regulatory and licensing requirements.)*

**Critical aspects and or specific requirements that you have identified as an outcome of the learning program**

## Contextualisation of the learning program

*Add specific organisational / industry terminology to the performance criteria sought from the outcomes of the WPR project. This will assist learners to meet the learning outcome needs in line with organisational requirements.*

## Description of your Target Group of Learners

*This describes the particular needs of your targeted learning group. The range of strategies to be implemented to support this group in its learning environment and achievement of quality outcomes required as part of your WPR project objective.*

**Describe your Learner Cohort:**

### Specific Requirements

*(Particular needs of some or all of the target group)*

### Strategies to be implemented to address these requirements

*(Strategies to assist learners, including external support such as other courses and support staff or agencies)*

--	--

**List organisational policies & procedures that will impact on learning program**

--

**Learning Environment** *(identify where learning will take place such as: classroom, simulated workplace, workplace, online, distance)*

--

**Occupational Health and Safety**

Outline any OH&S requirements that need to be considered in the delivery and assessment of this program

Hazard	Risk Assessment	Control measure	Person responsible	Timeframe to complete





## ● Assessment plan

*Identify how you will assess cohort learners that they have met the learning outcomes of the topics and/or learning program outcome and/or case study objective.*

<b>Task Identifier</b>	<b>Description of Assessment Task</b>	<b>Method of Assessment</b> (questions, portfolio, demonstration, etc)
A		
B		
C		
D		

- Resources

<b>Resources</b> <i>(include existing and new learning resources that have relevant content)</i>	
<b>Name/Type</b>	<b>Location (such as: filepath, room no.)</b>

<b>Information for Learners</b> <i>(Information specific to learning program such as: books, resources, handouts)</i>



## Summary of costs

(Trainer, venue, equipment, learning and assessment materials)

## Review of the learning program

### Learning Program Review

#### Review Learning Program with management and key stakeholders:

*Process to be used for review (such as, peer review, survey questionnaire)*

Are training specifications appropriate to meet the needs of the client?

Yes

No

Are learners clearly identified?

Are support strategies included to meet needs of learners?

Is there an appropriate OHS risk control plan?

Does the delivery plan provide an appropriate sequence of learning outcomes?

Does the delivery plan provide an appropriate amount of time to achieve the learning outcomes?

Does the assessment plan gather appropriate evidence to meet the critical aspects of evidence?

Addresses the organisations purpose and needs

Identifies appropriate learning outcomes to meet the organisation's needs and the requirements of the project

Strengths of the learning program:

Recommendations for the learning program:

- Approval of the learning program

Authorising Officer Details <i>(Such as: Organisation Manager / supervisor)</i>			
Name:			
Position:			
Date:		Review Date:	

- **Version Control:** (ensures that your current Learning Program is being used)

Version	Date of Issue	File path (location of your document)	Author	Review Date

**Assessment Task Decision:**

**Meets requirements**

**Further evidence required**

**Comments:**

**Assessor:**

**Date:**

*Assessment task covers criteria from:*

*BSBPMG401A – Apply project scope management techniques*

*Elements, 1,2*

*TAEDES401A – design & develop learning programs*

*Elements, 1,2,3,4*

*TAEDES402A – Use training packages & accredited courses to*

*Elements 1,2,3*

*meet client needs*

*Elements 1,3,*

---

**Candidate Name/s:**

**ID: Number/s:**

**Group assessment**

**A5**

---

## **Group Assessment A5**

---

**Assessment  
Description:**

**Analyse a Training Package &/or Accredited Course to meet client needs**

*(Note: This is the 2nd of two analysis you were required to undertake)*

**Due date:**

Week 4 of program

---

### **Purpose of Assessment:**

This assessment task requires you to analyse the appropriate qualification and unit of competency selected in consultation with your workshop facilitator and interpret and contextualise the critical aspects that you will need to demonstrate competency in this unit.

The competency will come from the TAE40110 Certificate IV in Training and Assessment which is designed to develop training and assessment

---

### **Assessment Method:**

1. Completion of templates in groups
2. Group presentations

### **Instructions:**

Working in your group you are required to examine and analyse the appropriate qualification and unit of competency and complete the details contained within the attached template. Your group are then required to present your findings to the workshop focusing your delivery and responding to the following:

- The role and purpose of competency standards?
- What parts can be contextualised to suit the needs of your organisation and teaching cohort and which parts cannot?
- How this knowledge can assist in the development of teaching and learning strategies?

Upon completion of analysis and recording of information on the template, each group will have 20 minutes to prepare their presentation in response to the above points. Each group will have a further 10 minutes to present their findings.

## Training Needs Analysis

<b>Client information</b>	
<b>Client and organisation</b>	
<b>Client purpose and needs</b>	
<b>Target group of learners needs</b>	

<b>Training Package</b>	A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.
<b>Training Package that is being used for your program and assessment task activity</b>	
<b>Version of the Training Package</b>	

<b>Qualification</b>	Each Training Package provides details of those units of competency that must be achieved to award AQF qualifications.
<b>Qualification</b> to meet client and target group needs	
<b>Job roles and occupations</b> related to the qualification	
<b>Any licensing requirements</b>	
<b>Any pre-requisite requirements</b>	
<b>Units of competency</b> to make up the qualification (core and elective units) that suit the needs of the client.	

## Analysing a unit of competency

<b>Components of unit</b>	<b>Description of component</b>	<b>(complete the information)</b>
Unit title	The work activity and overall outcome	The unit title is:
Unit descriptor	What the work activity involves	The descriptor is:
Elements	The critical or key outcomes of this work activity	The elements of competency are:

<b>Components of unit</b>	<b>Description of component</b>	<b>(complete the information)</b>
Performance criteria	The performance requirements which measure demonstration of the outcomes	The performance criteria are: <i>(give an example for one element)</i>

<b>Components of unit</b>	<b>Description of component</b>	<b>(complete the information)</b>
Range statement	The conditions under which this work activity may be conducted	The variables include: <i>(Give examples)</i>





<b>Components of unit</b>	<b>Description of component</b>	<b>(complete the information)</b>
Evidence Guide: Context for assessment	Where evidence of competency will be gathered	This unit of competency is assessed in:
Evidence Guide: Resource requirements for assessment	The resources required to gather the evidence	The resources required to gather evidence for assessment in this unit of competency include:

Components of unit	Description of component	(complete the information)
<p>Evidence Guide: Methods for assessment</p>	<p>The suggested assessment methods</p>	<p>The suggested methods in this unit of competency include:</p>
<p>Employability Skills</p> <p><i>Communication</i></p> <p><i>Team work</i></p> <p><i>Problem solving</i></p> <p><i>Initiative &amp; enterprise</i></p> <p><i>Planning &amp; organisation</i></p> <p><i>Self management</i></p> <p><i>Learning</i></p> <p><i>Technology</i></p>	<p>The generic work skills needed</p>	<p>Performance of this competency requires the following Employability Skills (<i>identify for one element and performance criteria of the unit chosen</i>)</p>

<b>Components of unit</b>	<b>Description of component</b>	<b>(complete the information)</b>
Language Literacy and Numeracy (LLN)	The LLN requirements	Identify the LLN for one of the elements and performance criteria and also as identified by the required skills:



### Contextualisation table

**Unit code and title:** .....

**Descriptor:**.....

.....

.....

Section of unit	Requirements	How contextualised?



## Assessment guidelines

<b>Assessment guidelines content</b>	
What are the benchmarks that will be used for assessment?	
What are the assessment pathways?	
How should the assessment process be conducted?	
What are the main guidelines for designing assessment resources?	



Assessment guidelines content	
What are the guidelines for conducting assessments?	
What are the guidelines for reasonable adjustment?	

**Assessment Task Decision:**      **Meets requirements**        
    **Further evidence required**     

**Comments:**

**Assessor:**

**Date:**

<i>Assessment task covers criteria from:</i>		
<i>TAEDES402A – Use training packages &amp; accredited courses to meet client needs</i>	<i>Elements 1,2,3,4,5</i>	<i>Checked</i> <input type="checkbox"/>
<i>BSBCMM401A – Make a presentation</i>	<i>Elements 1,2,3,</i>	<input type="checkbox"/>



## Diversity & Inclusion power point notes

**Diversity & Inclusion**

*Chisholm*

Notes:

**Diversity is about**

- How we are all the same, yet all different
- It is a valuable resource for our country as part of the global economy
- It reflects our diverse population, workforce and community

*Chisholm*

Notes:

**Inclusion is about all of us**

- Living full lives - about learning to live together.
- Making the world our classroom for a full life.
- It treasures diversity and builds our community
- Sharing our 'abilities' - our gifts
- Inclusion is NOT just a 'disability' issue

*Chisholm*

Notes:

Notes:

### People with a disability

- Most disabilities are invisible.
- Many corporations are discovering unexpected benefits from including this group in the workforce.



### Gender equity

Are women and men equal in the workplace?







Notes:

### Watch your language

Words and phrases can take away the person's individuality by naming them as part of a group = stereotyping.




### Is she ...



One of those paraplegic's or Katy who has paraplegia.

**What's the difference?**



Notes:

### Human rights

Australia has signed agreements regarding human rights.

These are reflected in national laws that protect individual rights in the workplace.



### Access & equity legislation

1. *Age Discrimination Act 2004*
2. *Disability Discrimination Act 1992*
3. *Racial Discrimination Act 1975*
4. *Racial Hatred Act 1995*
5. *Sex Discrimination Act 1984*
6. *Occupational Health and Safety Act 1991*




**EEO** - Equal Employment Opportunity =  
People should not be excluded from the opportunity to work

**Equality** - Equality of access under the law

**Access** - The opportunity for all to have access to work

**Discrimination** - The act of preferring one person to another or refusing to provide a service to someone because of a trait or characteristic that they have.



Notes:

**It is against our laws to discriminate on grounds of:**

- race
- colour
- gender
- sexual preference
- age
- physical or mental disability
- martial status
- family responsibilities
- Pregnancy
- Religion
- Political opinion
- Membership – non membership of a union
- National extraction
- Social origin



Notes:

**Cross-cultural communication**

Sometimes our messages are like 'crossed wires'.

Each culture attaches different meanings to the same action.




Notes:

Notes:

## Cultural differences

*need to be accommodated and  
requires some research  
involves everyone  
And should be part of your  
WPR*



*Open your mind and open the door on opportunity*





## TVET Teacher Skill Upgrade

*Chisholm*



Field Report 4

<b>Participant Name / Group Names</b>	
<b>ID Number/s:</b>	

**FIELD REPORT - 4**

Toyota Corporation  
Altona, Victoria.  
**AUSTRALIA**

**Purpose of the Field Visit:**

- To analyse an Australian training and assessment model
- Opportunity to observe and ask questions relating to **how Toyota Corporation has been able to establish an effective work environment for learning.**

**Instructions:**

During your visit you have the opportunity to observe and ask questions based on a number of topics identified in this document.

You are required to reflect on these issues as they would relate to your own WPR and how you can establish a similar working environment when implementing and embedding teacher skills training within your own country.

Be ready to share your reflections in your facilitator and peers either in workshop or through online networking activity (which will be advised).

Topic	Reflection
<p><b>What processes does Toyota follow to establish a learning facilitation relationship with their workforce?</b></p>	
<p><b>What challenges and issues do you think Toyota faced when implementing a work-based learning culture with their workforce?</b></p>	
<p><b>What do you consider are the most</b></p>	



<p><b>important factors that Toyota faces in maintaining the learning and facilitation relationship with their workforce?</b></p>	
<p><b>How does Toyota monitor the effectiveness of the learning/facilitation relationship with their workforce?</b></p>	
<p><b>What learning methodologies have Toyota applied to develop a learning culture with their workforce?</b></p>	
<p><b>How does Toyota evaluate the effectiveness of the work-based learning against the objectives, processes and techniques used?</b></p>	