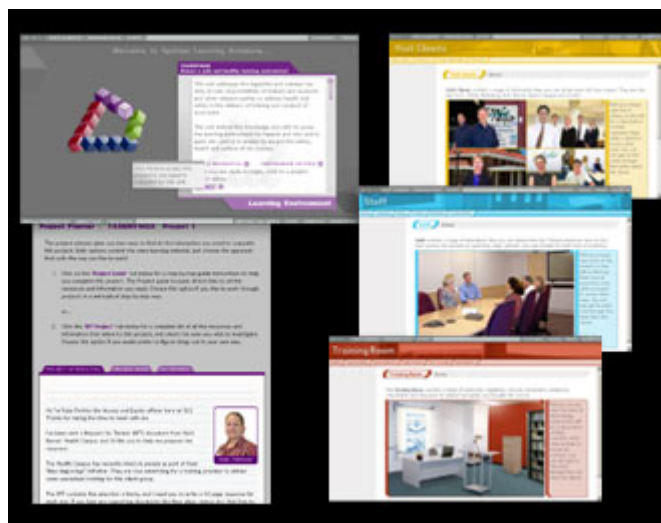
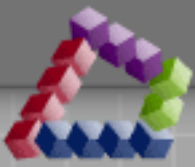


## Trainer's Guide

supporting the  
Certificate IV in Training and Assessment  
(TAA40104)



## Series 6 Flexible Learning Toolbox



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## General overview

### Purpose

The purpose of this Toolbox is to support flexible delivery of the new Certificate IV in Training and Assessment qualification and provide resources that support professional development for VET trainers and assessors.

### Structure of Toolbox

This Toolbox is designed for delivery either as a whole training course, in small sections, or as single units of competence. It can be used to assist in face-to-face teaching or for remote or online learning.

The 12 core and 1 elective units supported by this Toolbox have been grouped into four 'streams' of skill areas. Each stream then contains the units. This enables targeted delivery to suit learners' needs. The streams are colour coded throughout the Toolbox to enable easy recognition, and are as follows:

#### Learning Environment (Purple)

- TAAENV401A - Work effectively in Vocational Education and Training (VET)
- TAAENV402A - Foster and promote an inclusive learning culture
- TAAENV403A - Ensure a safe and healthy learning environment

#### Learning Design (Green)

- TAADES401A - Use Training Packages to meet client needs
- TAADES402A - Design and develop learning programs

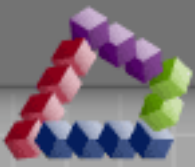
#### Assessment (Red)

- TAAASS401A - Plan and organise assessment
- TAAASS402A - Assess competence
- TAAASS403A - Develop assessment tools
- TAAASS404A - Participate in assessment validation

#### Delivery & Facilitation (Blue)

- TAADEL401A - Plan and organise group-based delivery
- TAADEL402A - Facilitate group-based delivery (ELECTIVE UNIT)
- TAADEL403A - Facilitate individual learning
- TAADEL404A - Facilitate work-based learning

These streams can be directly accessed through the different coloured cube on the OLS logo found on the Optimal Learning Solutions home page. Each cube represents a unit of competency that can be accessed by clicking on it.



## The context

The Toolbox and its learning environment are based on a fictional Registered Training Organisation (RTO) called Optimal Learning Solutions (OLS), which offers assessment and training services to clients in both the VET and industry sectors.

The learner takes on the role of a Trainer/assessor who is required to carry out specific tasks. Each unit within the Toolbox has a structured 'project' that the learner is required to complete. The projects are designed to support as many performance criteria from each unit as possible; either through the actual task/s the learner is required to complete, or via demonstrations and/or scenarios from within the OLS training and assessment context.

We recommend that you complete the interactive TOUR, which is available as a link from the home page, to familiarise yourself with the Toolbox before commencing delivery.

## Design objectives

The Toolbox has been designed according to these three main objectives:

1. Creating problem based learning activities, where the learner takes responsibility for their own learning. Learners are given guidance to complete a task and access the appropriate resources to carry it out.
2. Flexibility, providing you with more options for using the Toolbox to suit the different needs of your learners. Collaborative activities such as discussions are suggested in the trainer's guide, but they are not included as part of the Toolbox content.
3. Three different levels of learning are offered, with learners being given the choice of how much they want to learn about each process. These are facilitated through the "Project Planner" provided with each unit.

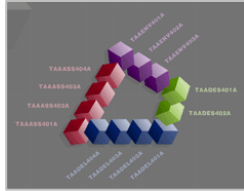
More about the Toolbox design and the learning pathway/s is detailed on the following page.

Notes:



## Structure and learning pathway/s

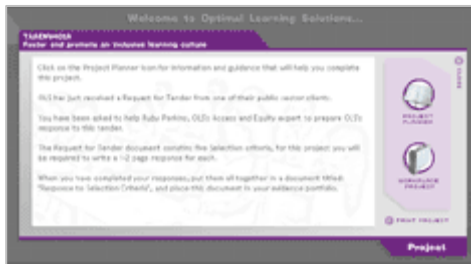
The diagram below illustrates the basic learning pathway to complete a unit:



1. Select a unit from the Toolbox home page.



2. The "Project Introduction" opens. This contains the unit descriptor (from the Training Package), a link to: the Skills Recognition self-evaluation for the unit, the Performance Criteria for the unit, and the project for the unit.



3. The "Project Page".

Presents an overview of the task/s required for the unit's project, and a link to the Project Planner.

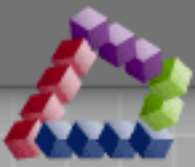
Learners interested in the Workplace Project option for the unit can find out more about this by clicking the icon here.



4. The Project Planner.

Here, an overview of the unit's project is provided, with some basic instructions as to what needs to be done. The learner then chooses whichever pathway they prefer, according to their learning needs.

The following section explains how the Project Planner works, and its role in facilitating and supporting the learning process.



### The Project Planner



To facilitate the learning process, and provide support and assistance with completing the task/s required for each project, a Project Planner is available for each unit within the Toolbox.

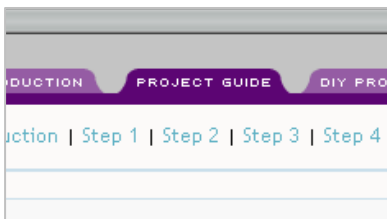
It has been designed to meet a range of learning styles and/or experience levels, giving learners the option to work through the project in a self-managed direction (exploring and working things out for themselves), or a very hands-on guided step-by-step way, or a mix of the two - the learner is free to choose what works best and is not locked in to any one particular pathway. The Project Planner has three sections, as follows:



#### PROJECT INTRODUCTION

On this, the opening page of the Project Planner, an OLS staff member says hello and provides an overview of what is required for successful completion of the project.

Having read this, the learner may choose to start working on the project under his/her own direction, using the resource areas of the Toolbox to source the content, documents and other items that they need.



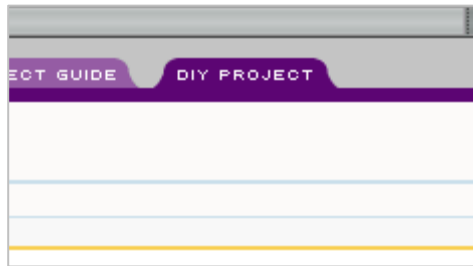
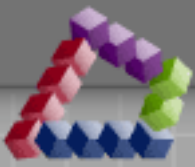
#### PROJECT GUIDE

Clicking the "Project Guide" tab takes the learner to a page where the OLS staff member guides them through the resources, content, documents and other items that they need to complete the project.

It also provides instructions as to the relevance of each one and explains the application of all these things in the context of the competency. The project is broken down into a series of manageable steps, each one of which usually corresponds to an element of competency from the unit.

Direct links are provided to everything the learner needs for the project, making location of and navigation to these items simple and user-friendly. Learners can choose to work through the guide from top to bottom (ie; sequentially in the order of the steps), or navigate from step to step in accordance with their learning needs.

Key resources and information are detailed within each step, and we have added any other items of interest (that are not "critical" for completion of the project) down at the bottom of the section under "Additional Resources" for learners who enjoy exploring extra learning opportunities.



### DIY PROJECT

The “DIY Project” section is ideal for the more confident learner that prefers a more self-directed approach but still needs some support and guidance to complete the project.

This section contains exactly the same selection of resources, content, documents and other items that are provided in the Project Guide, but without the hands-on guidance from the OLS staff member, and also without the step-by-step approach.

Direct links are provided to everything the learner needs for the project, making location of and navigation to these items simple and user-friendly, and we have added any other items of interest (that are not “critical” for completion of the project) down at the bottom of the section under “Additional Resources” for learners who enjoy exploring extra learning opportunities.



The coloured tabs allow quick navigation through the options in the Project Planner.

It is important for learners to be aware that exactly the same information is presented in **both** the Project Guide and the DIY Project sections - the only difference is in the level of support offered by each one.

### The “Workplace Project” option

Each unit within the Toolbox contains a “Workplace Project” section. The concept behind this is that learners may be able to carry out an equivalent or similar project to that proposed in the Toolbox, within their own VET workplace.

Learners are directed to read carefully through the competency standards and decide whether they feel confident that they could put together a project of their own that would align with the competencies and serve as evidence towards assessment.

Please note that this is designed to be a collaborative undertaking between the learner and the facilitator. You will need to provide guidance and support in this area, and negotiate with the learner to reach agreement on a suitable workplace project.



### Target audience

Most end-users of this Toolbox will be from the VET sector, seeking certification of their competence to work in training, learning design and facilitation, and assessment. It is designed to provide a recognition point for operational training and assessment staff working in a variety of contexts, for example:

- TAFE colleges and private registered training organisations.
- Privately run businesses.
- Government departments.

Since the target audience will be mature and possibly already in full time employment, an online learning environment is appropriate as it provides flexibility for the learner. There is a focus on the learner accessing the resources themselves, without being given too many directions. However it is anticipated that the learners will have beginner to average computer skills, though not necessarily be familiar with online learning environments. To assist learners clear instructions will be given, particularly in the tour.

### Preparing learners for the resources

If you choose to get the learners to participate in collaborative activities using the discussion forum, you will need to set up discussion threads prior to commencing the activity. Learners will need to be advised of the requirements for the discussion activities, as these instructions will not be included within the Toolbox.

The learners could be encouraged to use the discussion tool to post any information that they think would be useful to others or to pose questions or seek assistance if required. You may need to provide Instructions to the learners on how to use the communication tools such as email, discussion forums and chat."

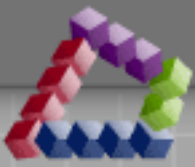
Encourage the learners to work through the tour before they start working on the Toolbox. This provides an orientation to show them how to effectively use the resources and activities within the Toolbox.

### Underpinning ideas

Each project within a stream consists of one or more tasks. Resources are suggested and/or provided to assist the learner to complete the projects required. You can organise additional exercises such as discussions and chat sessions, and this Trainer's Guide provides many suggestions for enhancing the learning experience through collaborative work. The learning activities are designed to develop the following key skill areas required for competency in training and assessment practice:

- communication skills
- organisational skills
- problem solving skills
- read and interpret a range of documentation
- technology skills
- proofreading and editing skills
- planning skills
- analysis and interpretation skills
- time management skills
- literacy and language skills
- observation skills
- research and evaluation skills
- collaboration skills
- problem solving skills





### Things you need to know about this Toolbox before you start

The purpose of this Toolbox is to support flexible delivery of the new Certificate IV in Training and Assessment qualification. It requires you to supplement the content with practical tasks and workplace contexts.

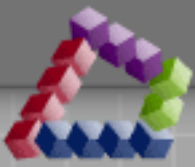
Because of the practical nature of training and assessment in the VET context, **not all competencies are covered by the projects for each unit**. The projects are designed to cover as many of the core competencies of the unit and the underpinning skills/knowledge required as possible. You'll find a table of the performance criteria for each unit in this Trainer's Guide, which will show you which competencies are/are not covered by the project so that you can develop strategies for the supplemental delivery required. We have also provided suggested activities for this within the unit details section of this guide.

For the purpose of the Toolbox, we have had to design each unit as a "stand alone" component, that is; there is no scaffolding from one unit to the next - even within a stream such as delivery or assessment. Therefore, each unit presumes that the learner has not completed any other units within the course. If you are delivering a whole stream, or the whole set of units, or even more than one unit from the course, you will need to consider whether the competencies covered in one unit/project address those missing in the project for another. Many of the competencies within individual units are duplicated in others, particularly with units from the same stream, and may therefore be covered by the Toolbox content in another project.

The Toolbox is **not** designed as an assessment tool, but may be used as support material for your assessment process. The projects are in most cases quite substantial and challenging, and when successfully completed will provide evidence of the learner's progress towards competency level in relation to many of the required outcomes for the unit. Further assessment requirements to supplement the Toolbox content are the RTO's responsibility, in accordance with AQTF standards and requirements for competency-based assessment. The table of performance criteria for each unit provided within this guide will help you to identify areas within each unit that are not covered by the project, so that you can develop your assessment strategy accordingly.

Terminology used throughout the Toolbox was chosen through consultation with RTOs nationally, and the ITAB, and is consistent with the TAA Training Package and the glossary/definitions document that supports the Training Package. It may not, however, align with the terminology used within your own RTO. Should you wish to change any terminology to suit your own context, a global search/replace through the Toolbox is the easiest way to do this, however please consider that such a change may create inconsistencies between the language/terminology used in the competency standard/s and that of the Toolbox content. All documentation templates have been developed in line with current (August 2004) AQTF standards and guidelines.

In summary, it might help you to think of the Toolbox as a resource - which is what it is designed to be. It will not teach the whole course for you, nor will it assess the units for you. It will, however, provide a sound foundation in the core competencies, skills, knowledge and attitude required of a VET trainer/assessor at the Certificate IV level, and provide learners with opportunities to familiarise themselves with and practice using the skills, knowledge and techniques covered in the competencies. Your challenge is to add to the substantial content and activities offered by the Toolbox to provide your learners with a full learning experience.



### Tools required

Before you begin using this Toolbox, please make sure your computer meets or exceeds the following specifications:

#### Hardware

IBM compatible computer, 300 MHz processor  
64 MB of RAM, 4 Gb hard disk  
800 x 600 display (1024 x 768 recommended)  
CD ROM drive  
1.44 Mb floppy disk drive  
sound card and speakers or headphones  
28.8 k modem or higher configuration  
or  
a Macintosh® equivalent.

Access to a printer would also be useful, in order to print out pages.

#### Software

Microsoft® Windows® 95, 98 or 2000 (PC users)  
or  
Mac OS® 8.9 and above (Macintosh® users)  
Microsoft® Internet Explorer 5 or 6  
or  
Netscape® Navigator 6 or higher  
JavaScript and CSS support enabled programs such as Microsoft® Word and Excel, to open and use downloadable forms, checklists, spreadsheets and worksheets

#### Plug-ins

You will require the following plug-ins to run the multimedia interactions in this Toolbox:



#### Macromedia® Flash Player®

If you haven't got this plug-in, you can download the latest free version from the Macromedia® website.  
(<http://www.macromedia.com/go/getflashplayer/>)



#### Macromedia® Shockwave Player®

If you haven't got this plug-in, you can download the latest free version from the Macromedia® website.  
(<http://www.macromedia.com/go/getshockwaveplayer/>)



#### Adobe® Acrobat® Reader(TM)

If you haven't got this plug-in, you can download the latest free version from the Adobe® Acrobat® website.  
(<http://www.adobe.com/products/acrobat/readstep.html>)

This information is available within the Toolbox (from both the "introduction" screen and via the "BEFORE YOU BEGIN" button on the Toolbox home page), and we recommend that you ensure learners have checked that their computer equipment meets these requirements before commencing use of the Toolbox.

**NOTE:** The Toolbox will immediately detect if a user does not have the required plug-ins and provide directions to specific web sites.



### Facilitation requirements

Because trainer focused instructions are not included in the content of this Toolbox, you will need to develop a strategy for communicating with your learners and providing direction to the activities.

We recommend that you read through the relevant section in this guide and preview the Toolbox content before commencing delivery of each unit of competency so that you can prepare and schedule these events.

### Assessment requirements

We have aimed, wherever possible, to cover as many competencies as we could in the project for each unit. In this guide, a table is provided that shows which performance criteria are/are not covered explicitly in the project, ie; are not comprehensively applied by the learner in the process of completing the task.

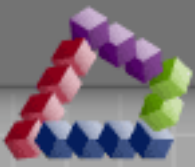
Wherever possible, the performance criteria are applied within the Toolbox context rather than a "real" VET setting, and in most cases the learners is able to "see" the competency being applied by an OLS trainer/assessor, or read about how the competency applies to the scenario, but may not be able to actually undertake the competency themselves during completion of the project. Therefore, further evidence from the learner's own VET context will be required before competency can be demonstrated.

### About this Trainer's Guide

This guide has been developed to assist and support you in delivering this online course. It explains all the activities the Toolbox contains, and offers suggested customisation and delivery strategies that will provide you with the opportunity to maximise the learning experience for your learner/s and take full advantage of the collaborative learning environment that can be achieved through facilitated discussions and information sharing amongst a group of learners.

The delivery strategies detailed in this guide are by no means exhaustive - we encourage you to use your creativity to develop additional meaningful learning experiences for your learners.

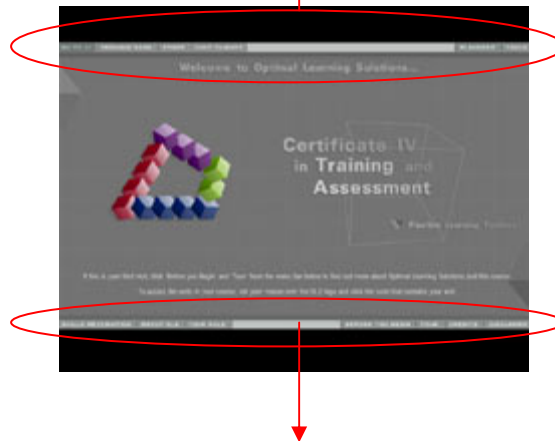
The Toolbox can 'stand alone' and serve as a self-paced learning resource with minimum input from you, however this may not be the most effective delivery strategy and the learner will not be able to cover all the required competencies with the Toolbox content alone. Your role is critical in ensuring a positive learning experience.



Organising structure and key features of the Toolbox

Home Page (Optimal Learning Solutions) - top menu bar				
<b>Training Room</b>	<b>Staff</b>	<b>Visit Clients</b>	<b>Planners</b>	<b>Tools</b>
Contains guides, content, resources, documents, templates, web links and activities to support the units.	Provides access to five OLS staff members, each one covering a VET area such as delivery, assessment and OHS.	Contains information relating to four clients for whom OLS delivers training and assessment.	Details (and provides links to) all the resources and information within the Toolbox that supports each project for each unit.	Contains a Toolbox-wide search facility, as well as pages for the RTO to add communication tools such as email and discussions.

KEY RESOURCE AREAS



Home Page (Optimal Learning Solutions) - lower menu bar			
<b>Skills Recognition</b>	<b>About OLS</b>	<b>Your Role</b>	
Contains information about the type of evidence required to apply for SR, and a link to a self-evaluation.	Contains information about OLS, their trainer/assessors and their philosophy and learning approach.	Contains information about the role of the learner in the Toolbox context.	
<b>Before you begin</b>	<b>Tour</b>	<b>Credits</b>	<b>Disclaimer</b>
Contains information about the software, hardware and plug-ins needed for this Toolbox.	Provides a comprehensive and interactive guide to the Toolbox for first-time users.	Details the development team, contributing organisations and other acknowledgments.	Provides disclaimer and copyright information.



### Tools and resources provided

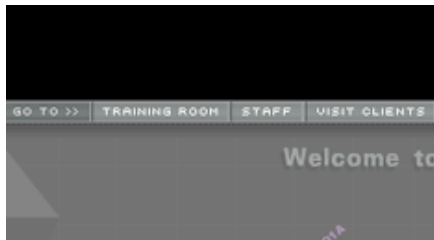
Learners and online mentors are strongly encouraged to work through the tour (accessible from the home page) before beginning any of the activities in the Toolbox.

The tour covers:

- Overview of the Toolbox, its structure and key features, and how to navigate around the areas.
- Working through a unit - how each unit is structured and an overview of the design features.
- Using the Project Planner - explains how this feature works and the support that's available through its use.
- The OLS Training Room - outlines the features of this area and the resources it contains.
- The Staff area - outlines the features of this area and the resources it contains.
- The Visit Clients area - outlines the features of this area and the resources it contains.
- Personalising your Toolbox experience - provides guidance and suggested options for different learning needs.
- Summary - summarises the tour, and provides a link to a PDF version of the tour that can be easily printed and kept for future reference.

### Key Resource areas

The following resources are accessible from both the top menu bar on the Toolbox home page, or via the menu bar at the top left-hand corner of any key resource area within the Toolbox, as pictured below:



Above: the buttons on the Toolbox home page.

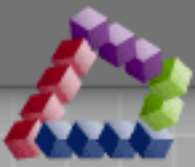


Above: the menu bar of a key resource area.

### The OLS Training Room

Should further learning be required to enable the learner to complete a project, they can visit the library to access Quick Guides, In Focus Magazine, Recommended Reading, documents, templates, weblinks and activities. A fully searchable glossary is also available here.

Please take a few minutes to explore the OLS Training Room and familiarise yourself with the resources and information that are available there.



### Staff

Here, you can meet five staff from OLS:

- Jasper Wellard, the expert on VET, training design and delivery.
- Ruby Perkins, the expert on equity and access issues in VET.
- Frank Mori, the OHS expert at OLS.
- Dannie Lindy, the expert on flexible/online delivery, assessment and design.
- Stephanie Mills, the expert on competency-based assessment.

A range of resources can be found within this section. The learner can:

- find out information about each staff member,
- read answers to frequently asked questions, relating to each staff member's area of expertise,
- interact with demonstrations and activities,
- read through case studies of VET training/assessment in context, and
- read "opinion" pieces.

Please take a few minutes to explore the Staff area and familiarise yourself with the resources and information that it offers.

### Visit Clients

This section allows the learner to visit Optimal Learning Solutions' four main clients to find out more about them, talk to stakeholders about their training/assessment needs, and view historical records and documentation.

The information contained in the "Visit Clients" area is specific to the projects from units within the Toolbox.

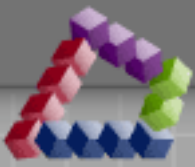
Please take a few minutes to explore the Visit Clients area and familiarise yourself with the resources and information available there.

### Planners

Lists the resources needed for each individual project within the Toolbox. Accessing the planners via this button provides you with direct links to the Project Planner for each unit, which is an alternative navigation route that would be quicker than going via the OLS logo/unit pathway.

### Tools

Here you'll find a Toolbox-wide search facility, as well as placeholders for any collaborative communication tools such as discussions, chat and email, that you may like to use to facilitate your delivery of the Toolbox.



### Customisation methods

NOTE: we recommend that you retain the original files in their CD format so that you always have an original copy of the Toolbox as a backup. We also recommend that you check the license details of your Toolbox, to ensure that any customisation you undertake does not contravene the conditions of that license.

#### 'Welcome' screen (index.htm)



Above: the "welcome" screen.

This page is HTML and can be easily modified. It serves primarily as a "hello" and introduction page, but also as a preparatory screen as it contains information relating to the requirements for the user's computer.

Some RTOs choose to delete this page, which means that the Toolbox home page will be the first screen users see. If you choose this option (ie; to delete the introduction page), please be aware that learners who do not have the necessary plug-ins installed on their computer (ie Flash) will be presented with an alert screen that advises them to download the Flash player as pictured below.



Above: the Flash version of the home page.



Above: the "no Flash" alert screen.

#### The Toolbox home page (default.htm)

The home page and all its elements are built in Flash, but the links and the unit introduction pages can be customised by accessing the file *unitmenu.xml* in the *toolbox/media* folder. Changes made to the home page also need to be reflected in the text-alterative version, which can be found in the *toolbox/ta* folder. It is not anticipated that this page will require customisation, unless you wish to remove an object or add an additional feature, and changes to this page require some expertise in the use of Flash. The technical guide (technical\_g.doc) has detailed instructions to assist in making complex customisations of this nature.

Please note that the content in all the pages accessible via the lower menu bar (About OLS, Your Role etc), with the exception of TOUR, are simple HTML and can be easily modified.



#### Tour

The tour is built in Flash, but the text content can be easily customised by accessing the file `tour.xml` from the `toolbox\tour\media` folder.

If you wish to change any of the graphics and/or format of the tour, you can access the source files for the Flash movies, however this is not recommended unless you have expertise in the use of Flash. The technical guide (`technical_g.doc`) has detailed instructions to assist in making complex customisations of this nature.

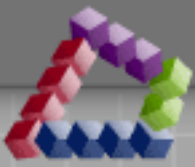
#### The unit introduction page/s and project page

The unit introduction and project pages (accessed by clicking a cube on the OLS logo from the home page) are Flash movies. You can alter the text in each of these sections by locating and modifying the text within the relevant `.xml` file, but we do not recommend undertaking any changes more complex than that unless you are experienced with using Flash, simply because each unit contains many separate elements and linked pages and some expertise is required to ensure that any modifications do not affect the functionality of the entire unit. The `xml` files for the projects can be found in the `toolbox/projects` folder.

The technical guide (`technical_g.doc`) has detailed instructions to assist in making complex customisations of this nature.

Notes...





### The OLS Training Room, Staff and Visit Clients

The navigation and menus for each of these resources areas is Flash-based, and can only be altered using Flash. We recommend that you seek technical assistance before attempting any changes to the navigation and/or menus, as their design is quite complex.

All content pages within these areas are in HTML format, making them easy to modify. The only exception is the Glossary (in the Training Room) - please refer to the technical guide (technical\_g.doc) for instructions on modifying the Glossary content.

The interactive elements on some pages, however, are built in Flash and will therefore require you to modify the source file and/or the .xml file that corresponds with each interaction should you want to make any changes. For example, if you wanted to modify the interaction on the page "What are the five stages of group development" from Jasper Wellard's Q&A pages within the Staff area:



Above: the page in Jasper's Q&A section, with the "spin the wheel" interaction.

To modify this interaction, you would need to locate:

- fivestages.xml (the text used),
- and the original source files for the interaction.

These instructions apply to changing the text in any Flash elements throughout the content pages of the Toolbox - simply locate the relevant .xml files in the directory structure if you want to change the text.

The following directions will be helpful if you have trouble locating the file/s you need:

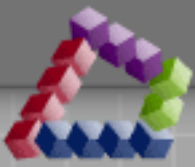
```
<script type="text/javascript" language="JavaScript1.2"
<!--
AC_RunFlContentX (
  "movie", "media/fivestages",
  "quality", "high",
  "src", "media/fivestages",
  "Flashvars", "dataFile=media/fivestages.xml",
  "width", "545",
  "height", "350",
  "name", "fivestages",
  "id", "fivestages" );
//-->
</script>
```

Above: the HTML source code, showing the name of the .xml file highlighted.

Right-click on the page concerned and choose the "View Source" option. In the HTML code, you'll find the name of the .xml file that you need.

You can then search the Toolbox directory for the required file.

Please note that making changes to the actual interaction itself, such as modifying colours or images used, or the interaction's functionality, will require some expertise in the use of Flash. Additionally, the interactions are not all built in the same way, so the process for changing the actual interaction and/or its functionality, however, differs according to the design of the interaction, so we recommend you seek technical assistance with this.



### Graphics/photos

This Toolbox incorporates many photos and images that you may wish to replace to suit your own delivery context. Simply locate the relevant image file (eg; 'jasper.jpg') in the HTML code and then replace it with your own image. Some technical ability is required to ensure that the replacement photo or image is "web" ready.



Above: a content page from Visit Clients, with a .jpg image to be replaced.

```
<p>
```

Above: the name of the image to be replaced.

Remember also that any alt tag/s associated with the replaced image may require changing.

### Customising the Toolbox for single unit delivery

If you only want to offer one or two units from the Toolbox, or limit access to certain units and/or streams, you can simply disable the links to the units that you do not wish learners to access.

The cube representing that unit will still be visible on the unit menu screen but it will not be selectable by the user. The user is made aware of this by the text that pops up when they roll their mouse over the cube. The word **Unavailable** will appear in brackets after the unit name, as pictured below:



Above: once access to a unit has been disabled, "Unavailable" appears in its corresponding text field on mouse rollover.

However, to perform this change you will need to amend an .xml file, and also amend other components that are associated with the unit menu, which requires a level of technical know-how. Full instructions are provided in the technical guide (technical\_g.doc) that's included on your Toolbox CD.



## TAAENV401A - Work effectively in Vocational Education & Training (VET)

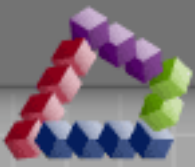
(Learning Environment stream)

Unit descriptor: This unit specifies the outcomes required to effectively work in the policy and operating environment of the Vocational Education and Training (VET) sector.

The related performance criteria are detailed in the following table. Please note that some of the competencies are applied within the Toolbox context rather than a “real” VET setting, or are covered superficially within the project scenario. In most cases, the learners is able to “see” the competency being applied by an OLS trainer/assessor, or read about how the competency applies to the scenario, but may not be able to actually undertake the competency themselves during completion of the project. Therefore, further evidence from the learner’s own VET context will be required before competency can be demonstrated.

Performance criteria that are shaded grey are not explicitly covered within the project.

Element	Performance Criteria	
1. Work within the VET policy framework	1.1	Relevant national vocational education and training policies and frameworks are accessed, analysed and applied to guide work practices and responsibilities
	1.2	Key vocational education and training organisations and stakeholders are identified and accessed to inform and update work practices
	1.3	Relevant national, Commonwealth and State/Territory Legislation and guidelines are accessed and used to ensure work practices comply with State/Territory and national policy requirements
	1.4	Sources of information and advice on vocational education and training policy and operating context are accessed on a regular basis and changes are noted
	1.5	Opportunities to contribute to vocational education and training organisational policy developments are taken up
	1.6	Vocational education and training terminology is used to communicate effectively within the sector
2. Work within the Training/ Assessment Organisation’s quality framework	2.1	Relevant organisational documentation are accessed and used to inform, support and guide work roles and responsibilities



	2.2	Work is conducted in accordance with the training and/or assessment organisation's quality assurance strategies, processes, policies and procedures
	2.3	Ethical and legal responsibilities are adhered to in work practices
	2.4	Work is undertaken in accordance with prevailing industrial and employee relations systems and practices
	2.5	Feedback and advice is actively sought from colleagues and clients on work quality
3. Manage work and work relationships	3.1	Work is planned, prioritised and organised to achieve agreed and expected outcomes
	3.2	Workloads are assessed and guidance/support is sought from relevant personnel where work issues arise
	3.3	Relevant technological skills are used to enhance work outcomes
	3.4	Work is undertaken in a collaborative manner with colleagues through sharing of information and ideas and working together on work outcomes
	3.5	Feedback on managing work and professional relationships is obtained from clients and colleagues and is evaluated and acted upon
4. Demonstrate a client focused approach to work	4.1	Clients and their needs and expectations form the basis for developing effective work practices and outcomes, within operational limits
	4.2	Effective communication strategies are developed and utilised to establish and maintain client relationships
	4.3	Processes for evaluating and improving client satisfaction are developed and built into work practices

**NOTE:** If you are delivering the full set of units from the Certificate IV, you may find that the competencies in this unit (TAAENV401A) are present in, or underpin, many of the other core units. You may choose to take a more holistic approach to the facilitation of this unit, by placing more focus on to the VET elements within other units.



**Summary of activity**

There is one project in this unit, as presented below:

As part of OLS's induction process we ask all our new trainer/assessors to complete our interactive quiz "A Journey through VET".


"A Journey through VET" is made up of four sections, with six questions in each:

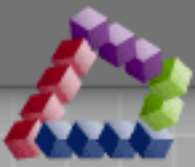
- The VET Policy framework.
- The OLS quality framework.
- Managing work relationships.
- A client focused approach.

For this project, you will be required to complete all four sections. When complete, place your answers into your evidence portfolio.

Through the Project Planner, learners are given access to a range of information, resources and content related to the four sections of "A Journey through VET".

The introduction from the Project Planner is presented below:

<p>Hi, I'm Jasper Wellard - the training delivery manager here at OLS.</p>	
<p>As a registered training organisation, OLS recognises the need to ensure that all of our staff understand how to work within our own quality framework and within the VET policy framework as a whole.</p>	
<p>As part of our OLS induction program we ask all new trainer/assessors to answer a series of questions about:</p>	
<ol style="list-style-type: none"><li>1. the VET policy framework,</li><li>2. the OLS quality framework,</li><li>3. managing work and relationships, and</li><li>4. having a client focused approach.</li></ol>	
<p>We present these questions using an interactive quiz called "A journey through VET". The quiz has twenty-four questions organised into four sections.</p>	
<p>Before you start you may like to use the Project Guide and DIY project pages to help you locate resources and information that will help you complete the project.</p>	
<p>Or <a href="#">click here to go straight to A Journey through VET</a>.</p>	



The competencies for this unit require the learner to identify and interpret a range of policy and framework documents, to demonstrate competency the learner must be able to interpret and apply this information. The challenge for the facilitator of this unit is to provide learners with opportunities to apply their knowledge to the dynamic context of a real-time training environment.

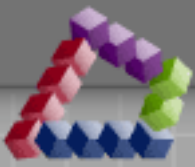
While the project for this unit provides the learner with an opportunity to demonstrate their ability to interpret information and answer questions, the fictitious workplace context provided is a static one and does not offer the dynamism present in a real training context. The suggestions for collaborative activities shown below may help you to challenge the learner in these ways.

### Challenge

The challenge with this unit is in applying appropriate policies and frameworks to given situations. You could increase the level of challenge by asking the learners to apply appropriate VET policies and guidelines to increasingly complex case studies.

### Alternative approaches and suggested collaboration activities

1. The learner may already be employed in a training or assessment role for a registered training organisation, and in that case the Workplace Project option may be appropriate. The questions that form the basis of the activity called "A Journey through VET" may form the basis of a work-based investigation (you can access a copy of these questions by clicking on the TEXT link above the activity). Encourage the learner to apply the knowledge gained through this investigation to their own work environment.
2. Encourage the learners to form groups and allocate each group the questions from one section of "A Journey through VET". Invite each group to conduct research collaboratively and answer the questions. Each group could then present their findings to the larger learner group. Distance learners could participate in the activity via an online discussion board or teleconference.
3. Ask each learner to develop a question about the VET operating environment and then submit the question (by posting to the discussion board or similar method), so that an "Understanding VET" (or similar) FAQ list is compiled. Set a challenge for learners to answer the questions either individually or working collaboratively in groups. These answers can then be compiled and will result in the development of a useful resource for everyone.
4. A brainstorming session may be conducted. The session could be titled "What if?" and a series of scenarios could be presented. Learners could be encouraged to volunteer ideas about possible outcomes to the scenario. An example of a scenario would be "What could happen if a trainer/assessor did not adhere to their ethical/legal responsibilities?". Distance learners could participate via a discussion board with "What if?" questions posted as discussion threads. The "What if?" activity encourages learners to develop an understanding of VET policy and framework by investigating the ramifications of non-compliance.



5. To cover performance criteria not included in this project, you could:
  - a. Encourage the learners to work in pairs or small groups. Allocate each group a list of tasks to achieve within a given time period. Each group should work collaboratively to plan and prioritise their workload, and achieve expected outcomes by the deadline. At the conclusion of the activity groups could discuss the methods they used (this activity relates to element 3).
  - b. A Role-play activity may be facilitated either in a face-to-face context or via a discussion board. One learner plays the role of the client and one the trainer/assessor. The client has a particular set of needs, and the trainer/assessor must use effective communication strategies to establish and maintain a relationship with the client that allows them to meet client needs (this activity relates to element 4).

Notes:



## TAAENV402A - Foster and promote an inclusive learning culture (Learning Environment stream)

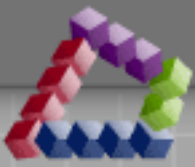
Unit descriptor: This unit specifies the competence required to foster and promote an environment which supports inclusive work practices and a positive learning culture.

The related performance criteria are detailed in the following table. **Please note** that some of the competencies are applied within the Toolbox context rather than a “real” VET setting, or are covered superficially within the project scenario. In most cases, the learners is able to “see” the competency being applied by an OLS trainer/assessor, or read about how the competency applies to the scenario, but may not be able to actually undertake the competency themselves during completion of the project. Therefore, further evidence from the learner’s own VET context will be required before competency can be demonstrated.

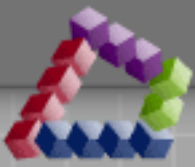
Performance criteria that are shaded grey are **not** explicitly covered within the project.

Element	Performance Criteria	
1. Practise inclusivity	1.1	Individual differences and clients with particular needs are acknowledged, respected and valued
	1.2	Personal perceptions and attitudes about difference are examined and revised to improve communications and professionalism
	1.3	The principles underpinning inclusivity are integrated into all work practices
	1.4	The training and/or assessment organisation’s access and equity policy is used to guide work practices
	1.5	Individuals' rights and confidentiality are respected





Element	Performance Criteria	
2. Promote and respond to diversity	2.1	The ground rules for participation and behaviour with colleagues and clients are established through a cooperative, agreed process
	2.2	Individuals are encouraged to express themselves and contribute to the work and learning environment
	2.3	Individuals are provided with opportunities to indicate specific needs to support their participation in learning and work
	2.4	Relevant research, guidelines and resources are accessed to support inclusivity
	2.5	Verbal and body language is sensitive to different cultures and backgrounds and differences in physical and intellectual abilities
3. Develop and implement work strategies to support inclusivity	3.1	Documented resources to support and guide inclusive practices are identified and used to inform work strategies
	3.2	Support persons are identified and included in the work and learning process where appropriate and agreed to
	3.3	Relevant professional support services are identified and accessed, as appropriate
	3.4	Any physical environment support needs are acknowledged and incorporated into work practices, where practicable and approved by appropriate personnel
	3.5	OHS issues associated with inclusivity are identified and addressed
	3.6	Inclusiveness is modelled in work performance



Element	Performance Criteria	
4. Promote a culture of learning	4.1	Support and advice is provided to colleagues and clients to encourage new and ongoing participation in learning opportunities
	4.2	The benefits of learning are explored with colleagues and clients
	4.3	Learning and competency achievement is recognised and rewarded in the work/learning environment
	4.4	Opportunities to develop own and others generic skills are identified
	4.5	Multiple pathways to achieve own and others future learning goals are discussed
5. Monitor and improve work practices	5.1	Effective work practices to enhance inclusivity and a learning culture are identified
	5.2	Conscious actions are taken to modify and improve work practices
	5.3	Strategies and policies to support inclusivity are regularly reviewed as part of continuous improvement processes
	5.4	Proposed changes to relevant strategies and policies are documented and reported to higher management

**Summary of activity**

There is one project in this unit, as presented below:

OLS has just received a Request for Tender from one of their clients. They are now advertising for a training provider to deliver some specialised training to a group of new employees.

You have been asked to help Jasper to prepare OLS's response to this tender. To do this, you will need to read through the "Request for Tender" document and carry out some research into the needs of the learners.

For this project you will be required to respond to each of the five selection criteria in the "Request for Tender" document. Your responses should be one to two pages in length.


When you have completed your responses to the selection criteria, place them in your evidence portfolio.

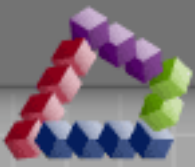


Through the Project Planner, learners are given access to the Request for Tender documentation, and given a thorough explanation of what is required for the client. Ruby Perkins, the OLS staff member attached to this project, provides a range of information relevant to the area of access and equity.

**NOTE:** This unit/project requires a **high level of reading and literacy** in order to analyse and subsequently prepare a response to the Request for Tender document. Please be aware that some learners in your group may require additional support and/or assistance with this.

The introduction from the Project Planner is presented below:

<p>Hi, I'm Ruby Perkins the Access and Equity officer here at OLS. Thanks for taking the time to meet with me.</p>	 <p>RUBY PERKINS</p>
<p>I've been sent a "Request for Tender" (RFT) document from Ruth Barnes' Health Campus and I'd like you to help me prepare the response.</p>	
<p>The Health Campus has recently hired six people as part of their "New Beginnings" initiative. They are now advertising for a training provider to deliver some specialised training for this client group.</p>	
<p>The RFT contains five selection criteria, and I need you to write a 1-2 page response for each one. If you have any supporting documents like floor plans, menus etc. feel free to include them as attachments and refer to them in the response they relate to.</p>	
<p>The Selection Criteria require you to design a solution to the problem:</p>	
<ul style="list-style-type: none"><li>•"How will OLS create an inclusive learning culture for the learners in the New Beginnings program?"</li></ul>	
<p>In order to write your responses you'll need to read through the Request for Tender document, carry out some research into the needs of the client group and use your understanding of Access and Equity.</p>	
<p>I am always available in the Staff area with Q&amp;A, opinions and expert advice.</p>	
<p>I've pulled together some resources that may help you formulate your responses. Have a look at the PROJECT GUIDE and DIY PROJECT tabs on this project planner.</p>	
<p>I've given you this project for a good reason. Trainers must be able to create and sustain an inclusive learning culture. This project covers the key skills, knowledge and techniques you'll need to ensure successful outcomes.</p>	
<p>There will be plenty of competition from other training providers for this work, as it has a high national profile as part of the "New Beginnings" initiative. OLS is confident that, with your help we can put forward the winning bid.</p>	



This project requires learners to apply their knowledge of access and equity to designing an inclusive learning culture for learners with specified needs. The project does not address, however, the dynamic nature of a real learning environment where learner needs may change over time or learners may take to articulate their needs. The challenge for the facilitator of this unit is to provide opportunities for the learner to apply their knowledge and skills to changing learner profiles and a dynamic learning environment. The principles underpinning inclusive learning also require a collaborative and open relationship to be established with learners. These competencies are best achieved using collaborative activities; some suggestions have been included below.

### Challenge

This project is in itself very challenging for the learners, you can increase or decrease the level of challenge presented by re-writing the selection criteria the learners are asked to respond to. You may wish to make a new copy of the request for tender document, amend the selection criteria and distribute this to your learners as the basis for their project. You can also introduce new levels of challenge by changing the learner profiles supplied in the information provided within the scenario.

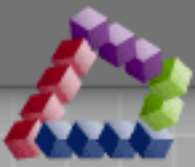
### Alternative approaches and suggested collaboration activities

1. The learner may already be employed in a training or assessment role for a registered training organisation, and in that case the Workplace Project option may be appropriate.
2. Learners could be encouraged to complete a short research project on inclusivity, and to locate relevant resources and guidelines to support their findings. Learners could then present their report to the group.
3. A role-play could be conducted where one learner plays the role of the "trainer" and the other a learner with a particular profile of needs and characteristics. The "trainer" should use their communication skills to encourage the "learner" to express their specific needs and support requirements. The remaining group members should provide feedback on the verbal and non-verbal communication used by the "trainer" at the conclusion of the role-play and collaboratively identify areas for improvement. Distance learners could participate in this activity via a discussion board or teleconference.
4. This activity is called the "Difference Diary" - learners can participate in the activity individually or in small groups. Learners could be presented with a series of learner profiles, images or learner characteristics. The learner uses this material to help them think about their own personal perceptions and attitudes toward difference. They document these feelings and attitudes in the "Difference Diary" this could be a file, worksheet or notebook. The learners could be encouraged to keep this diary over several weeks and to note down any situations that arise, involving interactions with individuals who are different from themselves. At the conclusion of the exercise learners should be encouraged to reflect on their diary entries, and to note any changes in perception that have taken place over the course of the exercise. When learners have concluded their "Difference Diary" a group discussion could be conducted to discuss strategies to help individuals to analyse their own perceptions and improved their communication and professionalism.
5. Buzz groups: learners are encouraged to form small groups (3-6 learners) and to discuss the topic "What strategies could be used to enhance inclusivity and learning culture?" within a given time limit. One member of the group is allocated as the recorder and at the conclusion of the time limit, each buzz group present their findings to the wider group. The findings of each buzz group could be compiled into



- a useful resource. Distance learners could participate in the activity via a discussion board or teleconference.
6. To cover performance criteria not included in this project, you could:
    - a. You may like to use a brainstorming session to create a set of "ground rules for participation and behaviour" for your own learning group. Learners could also be encouraged to form small groups and create their own set of ground rules. Each group could present their ideas, and a comparison of the different sets of ground rules generated could be a source of discussion (this activity relates to element 2).
    - b. A role-play activity may be conducted. Learners take turns playing the role of a "trainer/assessor" and other members of the group play the role of "learners". You may like to allocate each of the "learners" a profile of learner needs and characteristics. The learner playing the role of the "trainer/assessor" then has the challenge of creating an inclusive learning culture and modelling inclusivity in their work (this activity relates to element 3).
    - c. A discussion could be facilitated (either in a face-to-face context or via a discussion board) on the topic "what are the benefits of learning". This discussion may take the form of a group brainstorming activity or as an online forum. The outcomes of the discussion once documented can form the basis of a useful resource (this activity relates to element 4).
    - d. A discussion "What are your future learning goals?" could be facilitated either in a face-to-face learning environment or via a discussion board or teleconference. Through the discussion learners could be encouraged to express their personal learning goals within given periods (for instance, in one year, five years, ten years). These learning goals could then be compared and appropriate learning pathways could be devised collectively (this activity relates to element 4).
    - e. Create a fictitious "Access and equity" policy and ask learners to propose changes to this policy and document these in a standard format. Distance learners could mail or email their responses (this activity relates to element 5).

Notes:



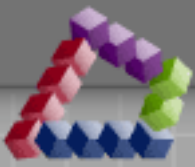
**TAAENV403A - Ensure a safe and healthy learning environment**  
 (Learning Environment stream)

Unit descriptor: This unit specifies the competence required to ensure the health safety and welfare of learners and candidates.

The related performance criteria are detailed in the following table. **Please note** that some of the competencies are applied within the Toolbox context rather than a “real” VET setting, or are covered superficially within the project scenario. In most cases, the learners is able to “see” the competency being applied by an OLS trainer/assessor, or read about how the competency applies to the scenario, but may not be able to actually undertake the competency themselves during completion of the project. Therefore, further evidence from the learner’s own VET context will be required before competency can be demonstrated.

Performance criteria that are shaded grey are **not** explicitly covered within the project.

Element	Performance Criteria	
1. Identify OHS responsibilities	1.1	The purpose and approaches of OHS in the learning environment are defined
	1.2	Documentation outlining the OHS legal responsibilities of the various parties in the learning environment is accessed, read and interpreted
	1.3	Organisational OHS documentation is identified and accessed
2. Identify hazards in the learning environment	2.1	Sources of information are researched and accessed to identify hazards common within the industry in which the learning and/or assessment will take place
	2.2	The learning environment is inspected prior to use and in consultation with various parties in order to identify hazards
	2.3	Any special OHS needs of learners and/or candidates are identified
	2.4	Any potential hazards created by learners and/or candidates with special needs are identified
	2.5	Personal limitations and responsibilities in identifying hazards are recognised and specialist advisers are consulted when appropriate



Element	Performance Criteria	
3. Assess risks in the learning environment	3.1	The likelihood of injury as a result of exposure to the identified hazard/s is assessed
	3.2	The severity of any potential injury, illness or negative/adverse outcome arising from the identified hazard is assessed for risk
	3.3	Hazards are prioritised for action in consultation with various parties
	3.4	Personal limitations in assessing risks are recognised and specialist advisers are consulted when appropriate
4. Develop and implement actions to ensure the health safety and welfare of learners and others	4.1	Risk controls are developed based on the hierarchy of control
	4.2	A risk control action plan is identified and accessed or formulated in consultation with various parties
	4.3	Actions within the control and responsibility of the trainer/facilitator and/or assessor are implemented
	4.4	Outstanding risk control actions are referred to the various parties for implementation
	4.5	Supervisory arrangements appropriate to learners' and/or candidates' levels of knowledge/skill/experience are monitored to ensure their health and safety
5. Provide appropriate OHS requirements to learners	5.1	Learners and/or candidates are provided with appropriate information related to OHS
	5.2	Learners and/or candidates are assessed for knowledge of OHS requirements
	5.3	Learners and/or candidates have appropriate personal protective equipment, if required
	5.4	Learners and/or candidates are able to correctly use and maintain this, if required
6. Monitor OHS arrangements in the learning environment	6.1	Achievement against the risk control action plan is monitored and any issues addressed
	6.2	The effectiveness and reliability of existing risk controls are confirmed with relevant parties
	6.3	Effective hazard and incident reporting and investigation processes are confirmed on a continuing basis



**Summary of activity**

There is one project in this unit, as presented below:

One of OLS's clients have asked for some training to be delivered on-site in their workshop. Before you can deliver that training, you must inspect the workshop to make sure it is a safe and healthy learning environment. You should also identify any special OHS needs of the learners.


For this project you are required to complete a hazard checklist that:

- Identifies the hazards in the workshop and identifies any special OHS needs of learners.
- Details the risks these hazards pose to learners.
- Assesses the likelihood and severity of any potential injury, illness or negative outcomes arising from the hazard.

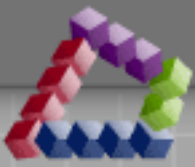
When you have completed the hazard checklist, place it in your evidence portfolio.

Through the Project Planner, learners are introduced to a fictional learning environment and a group of learners. This project requires learners to identify the hazards and risks present in this fictional learning environment and use this information in conjunction with learner's special needs to complete a hazard checklist.

The introduction from the Project Planner is presented below:

<p>Hi, I'm Frank Mori the OLS Health and Safety representative. Good to see you! For this project, your task is to complete a hazard checklist for Orchid Fashion Design.</p>	
<p>Okay... let's look at the project and see what's involved. Your client, Samara from Orchid Fashion Design, would like OLS to deliver the unit (BSBFLM303A) "Contribute to effective workplace relationships" from the Certificate III in Frontline Management to her staff.</p>	
<p>They have been really busy over the last few months and the strain is starting to show, with some minor conflicts amongst the production team and one of her machinists has had to go on stress leave.</p>	
<p>She would like us to deliver training in the Orchid clothing production workshop as her staff spend most of their time there, and they need to be able to work effectively in that environment.</p>	
<p>As we are delivering this training on-site, you will need to visit Orchid and conduct a thorough OHS inspection of the workshop. As you do so, you will need to complete a detailed <a href="#">Hazard Checklist</a>.</p>	
<p>When you have completed this project, save your work into your evidence portfolio or check with your facilitator for further instructions.</p>	





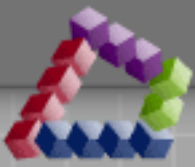
Occupational health and safety is dynamic by nature and relies on the interplay of a number of factors in an environment. While it has been attempted to replicate some of these variables in the online project provided, learners must also demonstrate their ability to identify and assess risks the ever-changing and dynamic learning environments of “real world” training. To do this, the facilitator faces the challenge of exposing learners to environments containing risk whilst still ensuring the health and safety of their learners. A tricky prospect, some ideas for collaborative activities to help you do this are outlined below.

### Challenge

You can make this project more challenging by introducing unexpected ‘events’ to the Orchid workroom (for example, a large delivery of clothing which is due to take place on the day the training session will be conducted) and providing further and more complex learner profiles for the Orchid staff members.

### Alternative approaches and suggested collaboration activities

1. The learner may already be employed in a training or assessment role for a registered training organisation, and in that case the Workplace Project option may be appropriate.
2. Ask learners to form small groups and allocate each group an industry (groups may also like to select their own industry). Each group will need to research the common hazards associated with the industry, and to support their findings with evidence (OHS manuals, photographs etc.). At the conclusion of the activity the findings of each group could be compiled into a “Hazard handbook” research. Distant learners could participate in the activity individually or in “virtual groups” and submit an electronic copy of their report.
3. Facilitate a discussion on “personal limitations and responsibilities in identifying hazards”. Learners could be provided with a number of case studies and encouraged to discuss the OHS responsibilities of the trainer in each instance. For each case study learners should identify any limitations in identifying hazards and suggest appropriate specialist advisors. This activity would also work well as an online discussion with each case study forming the basis of a discussion thread.
4. Encourage learners to form small buzz groups. Provide each buzz group with a number of hazards and ask them to assess the risk associated with each hazard in a given time period. One group member is delegated the role of ‘recorder’ and notes down the groups decisions. You may also like to provide the groups with a worksheet to fill in. At the conclusion of the time limits, groups compare their findings. This activity could be used as a discussion starter, where learners are encouraged to investigate the subjective nature of risk assessment and contemplate the possible ramifications of this.
5. To cover performance criteria not included in this project, you could:
  - a. During the break you may like to set up a number of “hazards” in your own training environment (N.B. Ensure that you have investigated the risk associated with any hazards you introduce to the room and create a risk control action plan to ensure the health and safety of your learners in the revised training environment. It is strongly advised that you make the “hazards” artificial in nature eg. a crack drawn on a chair, a fray drawn on a power cord.) When the learners return from the break ask them to identify the risks and complete a risk control action plan for the room. Learners should identify which hazards are within their own control and responsibility and implement them. Distant learners could be asked to identify hazards in their own home or work environment and complete a risk control action plan.



- Evidence should be included with the plan in the form of photographs or video footage (this activity relates to element 4).
- b. Learners could be encouraged to discuss the risk control action plan prepared in the previous activity, and collaboratively identify any issues that need to be addressed and the effectiveness and reliability of the risk controls proposed. This discussion could also be conducted online via a discussion board (this activity relates to element 6).
  - c. Role play: One learner plays the role of the "trainer" and supplies Personal Protective Equipment (PPE) to the rest of the group (you will either need to supply this or learners could be asked to source the PPE themselves, it may be something as simple as disposable dust masks). The "trainer" must ensure that the group knows how to use the PPE and then assess their ability to correctly use and maintain the PPE. Distant learners may like to provide a small group of colleagues with PPE and document their "training session" using video, or audio tape (this activity relates to element 5).

Notes:



## TAADES401A Use Training Packages to meet client needs

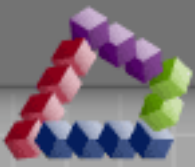
(Learning Design Stream)

Unit descriptor: This unit specifies the competence required to use Training Packages as a tool to support industry, organisation or individual competency development needs.

The related performance criteria are detailed in the following table. Please note that some of the competencies are applied within the Toolbox context rather than a “real” VET setting, or are covered superficially within the project scenario. In most cases, the learners is able to “see” the competency being applied by an OLS trainer/assessor, or read about how the competency applies to the scenario, but may not be able to actually undertake the competency themselves during completion of the project. Therefore, further evidence from the learner’s own VET context will be required before competency can be demonstrated.

Performance criteria that are shaded grey are **not** explicitly covered within the project.

Element	Performance Criteria	
1. Define the basis for using Training Package/s	1.1	Discussions are held with relevant persons to confirm training and/or assessment needs of the client
	1.2	Training Package/s which could satisfy client needs are identified and sourced
	1.3	Endorsed components of these Training Package/s are explored to determine whether client needs are addressed
	1.4	Additional sources of information are identified which clarify Training Package content and requirements
	1.5	The specific purpose and application/s of using Training Package/s are confirmed with relevant persons
2. Analyse and interpret Qualification Framework	2.1	The Qualifications Framework of the selected Training Package/s, including the packaging rules, is read and interpreted accurately
	2.2	Advice is sought from experts and others where guidance on interpretation is needed
	2.3	The Qualifications Framework is applied to meet client needs, where appropriate



Element	Performance Criteria	
<p>3. Analyse and interpret competency standards for client application</p>	3.1	Individual competency standard/s are selected to meet client needs in accordance with any packaging rules and co-relationships between units
	3.2	All parts of the competency standard format and structure are read, analysed and interpreted for meaning
	3.3	All parts of the competency standard are analysed for English language, literacy and numeracy requirements
	3.4	The selected competency standard/s are analysed to identify the dimensions of competency
	3.5	The relationships between the parts of competency standard are identified and the whole competency standard is used in the application to meet client needs
	3.6	Content links between different competency standards are analysed to develop effective applications for the client
	3.7	Advice is sought from experts where guidance on interpretation is needed
	3.8	Analysis and interpretation of the competency standard/s is documented
<p>4. Contextualise competency standards for client applications</p>	4.1	Clarification is sought from the client regarding the need for contextualisation of competency standard/s
	4.2	If required, competency standard/s are contextualised using the relevant Training Package's guidelines/advice on contextualisation
	4.3	Feedback is sought from expert to ensure contextualisation meets the competency standard/s and the Training Package contextualisation advice



Element	Performance Criteria	
5. Analyse and interpret Assessment Guidelines for client application	5.1	All sections of the Assessment Guidelines of the Training Package/s are read and interpreted and applied to the application
	5.2	Where two or more Training Packages are being used to meet client needs, the Assessment Guidelines of each Training Package are applied
	5.3	Advice is sought from experts and others where guidance on interpretation is needed
6. Use Training Package/s as an integrated tool for client application	6.1	All analysis and interpretation of Training Package content is reviewed against the purpose and the application to meet client needs
	6.2	All analysis and interpretation of Training Package content is reviewed against Training Package requirements and guidelines
	6.3	The interrelationships in content between the three endorsed components of the Training Package are evident in the application
	6.4	The user of the Training Package reflects on the process and continuous improvements for other applications

### Summary of activity

There is one project in this unit, as presented below:

One of OLS's clients requires customised OHS training. For this project, Jasper has asked to you select a Training Package and units of competency to meet the client's needs.

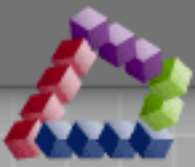
This project requires you to complete three tasks:

- Select an appropriate Training Package for the client.
- Write a report on how you will use the Qualifications Framework to meet client needs.
- Write a report on how you will use units of competency to meet client needs.

When you have completed documents and reports, place them in your evidence portfolio.

Through the Project Planner, learners are invited to "listen" to discussions between Jasper Wellard and Tyrone Dunlop, manager of the Rev Shop. Here, they are able to identify the client's needs and establish some criteria on which to base their decision regarding the Training Package and competency standard/s that they select for the OHS training.


This is very much a foundation-level unit, in which learners are required to explore and unpack a Training Package, interpreting the information within the competency standards in order to find a solution that meets the Rev Shop's needs.

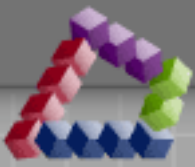


**NOTE:** If you are delivering the full set of units from the Certificate IV, you may find that the competencies in this unit (TAADES401A) are present in, or underpin, many of the other core units. You may choose to take a more holistic approach to the facilitation of this unit, by placing more focus on to the Training Package elements within other units.

This unit/project requires a **high level of reading and literacy** in order to analyse and interpret competency standards. Please be aware that some learners in your group may require additional support and/or assistance with this.

The introduction from the Project Planner is presented below:

<p>Tyrone Dunlop, workshop supervisor at the Rev Shop spoke to me last week about some issues that were identified during an audit from the SafeWork reps. It appears that some staff aren't following OH&amp;S guidelines, and they also need some refresher training done!</p>	
<p>Before you start working on your project, you may like to visit the Rev Shop and <a href="#">listen to my conversation with Tyrone</a>.</p>	
<p>This project requires you to complete three tasks:</p>	
<ol style="list-style-type: none"><li>1. Using your understanding of the client's needs, visit the <a href="#">NTIS website</a> and select an appropriate Training Package for the Rev Shop. You'll also need to review the Assessment Guidelines and Qualification Packaging Rules for the Training Package that you select.<ol style="list-style-type: none"><li>a. Print out a copy of the Training Package, and the competency or competencies that you select. Include this in your evidence portfolio for this unit.</li></ol></li><li>2. Write a report on how you will use the Qualifications Framework to meet client needs.</li><li>3. Write a report:<ol style="list-style-type: none"><li>i. Explaining the reasons why you chose these units of competency and why you feel they are more suitable than others.</li><li>ii. Detailing English language, literacy and numeracy requirements for all parts of the competency standards.</li><li>iii. Identifying the dimensions of competency</li></ol></li></ol>	
<p>Place these reports and documents in your evidence portfolio when they are complete.</p>	
<p>The Project Guide and DIY Project tabs contain links to resources that may help you to complete these tasks.</p>	
<p>Good luck!</p>	



## Challenge

The challenge with this unit is in selecting the best competency standard/s for the client's needs, which will require careful analysis of all information presented as well as the ability to unpack a selection of Training Packages in order to make the selection. If you wish to increase/decrease the level of challenge, simply alter the information presented by the client to make the decision easier/harder.

## Alternative approaches and suggested collaboration activities

1. The learner may already be employed in a training or assessment role for a registered training organisation, and in that case the Workplace Project option may be appropriate.
2. You could allocate learners into pairs or groups and invite them to conduct the research and analysis collaboratively, and encourage discussion on the decision making process. We would suggest that the group sets "duties" for each person to undertake so that they can work efficiently on the task.
3. Invite learners to submit (by posting to the discussion board or similar method) details of the Training Package that they have selected, and their reasoning. You could then facilitate a discussion on the strengths/weaknesses of each one and come to a group decision as to which one best meets the client's needs. If you do this, it may negate the need for a formal report to be written by each learner explaining the choice made.
4. Set a task for each person to submit a question, so that an "Understanding Training Packages FAQ" (or similar) list is compiled, then set a challenge for learners to answer the questions. This would result in the development of a useful resource for everyone.
5. Facilitate a discussion on what information learners found in the Assessment Guidelines and Packaging Rules for the chosen Training Package/s, and what (if any) impact this has on the decision making process.
6. To cover performance criteria not included in this project, you could:
  - a. Role-play (eg; via discussion board) discussion between the client and the RTO (PCs 1.1 and 4.1). You will need to consider who should "play" the client (Tyrone Dunlop) - it may be wise for you to do this so as to steer the role-play in a particular direction and/or towards required outcomes.
  - b. Invite a guest speaker for a chat with your group at a scheduled time. This may be a VET trainer with experience and expertise in using Training Packages to meet client's needs. An industry representative or actual client would also be suitable (PCs 1.5 and 4.3), as would someone from your State or Territory Training Authority.
  - c. Initiate an investigation to find case studies and/or scenarios of similar client/s with similar training needs. This could be facilitated via email or discussion board.

**NOTE:** As there are many OHS competencies within a range of Training Packages across various AQF levels, we are leaving the decision up to you as to which is the most suitable for the client's needs. However, we suggest that a selection from the Automotive Training Package would be a good choice.



## TAADES402A Design and develop learning programs

(Learning Design Stream)

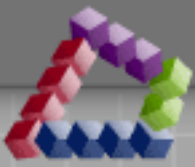
Unit descriptor: This unit specifies the competence required to conceptualise, design, develop and evaluate a learning program to meet an identified need for a group of learners using appropriate benchmarks.

The related performance criteria are detailed in the following table. **Please note** that some of the competencies are applied within the Toolbox context rather than a “real” VET setting, or are covered superficially within the project scenario. In most cases, the learners is able to “see” the competency being applied by an OLS trainer/assessor, or read about how the competency applies to the scenario, but may not be able to actually undertake the competency themselves during completion of the project. Therefore, further evidence from the learner’s own VET context will be required before competency can be demonstrated.

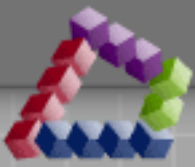
Performance criteria that are shaded grey are **not** explicitly covered within the project.

Element	Performance Criteria	
1. Define the parameters of the learning program in consultation with the client/s	1.1	The purpose and focus of the learning program is clarified
	1.2	Competency standards or other relevant specifications on which to base the learning program are identified, accessed and confirmed
	1.3	Competency standards/other relevant specifications are read, analysed and interpreted to determine specific learning objectives/outcomes/goals, and language, literacy and numeracy requirements
	1.4	The <i>scope and breadth</i> of the learning program is discussed and interpreted
	1.5	The <i>target group learners</i> and their <i>characteristics</i> are identified and considered
	1.6	Other sources of information to support the learning program are identified and accessed
	1.7	The learning environment, operational resource requirements and safety implications are identified





Element	Performance Criteria	
2. Generate options for designing the learning program	2.1	Relevant learning strategy documentation is accessed and used to guide the learning program development, where appropriate
	2.2	The competency/educational profile and learning styles of the target group learners is investigated to inform the development options
	2.3	Research is conducted to identify existing learning programs and/or learning resources and learning materials which could be used and/or customised
	2.4	A range of options for the learning program content is generated in collaboration with other persons and based on research findings and application of learning principles
	2.5	Broad time frames, possible costs and logistics of the learning program are considered
	2.6	The information and ideas are evaluated and the most appropriate option/s selected
3. Develop the learning program content	3.1	The specific subject matter content is researched, developed and documented in accordance with agreed design option/s and based on application of learning principles
	3.2	Existing learning resources, learning materials are accessed and evaluated for content relevance and quality
	3.3	Selected learning resources, learning materials are customised, where appropriate, to suit the learning purposes and audience
	3.4	New, relevant and engaging learning activities and related learning materials are developed and documented, based on application of learning principles
	3.5	In a learning and assessment pathway, assessment requirements for the learning program are specified



Element	Performance Criteria	
4. Design the structure of the learning program	4.1	The learning content is broken into manageable chunks/segments of learning and sequenced appropriately to enhance and support effective learning and to enable achievement of identified criteria
	4.2	The time frame for each segment is determined and the overall time frame is finalised
	4.3	The delivery strategies and assessment methods and tools are determined/confirmed
	4.4	Organisational requirements to implement the learning program are identified and documented
	4.5	The learning program is finalised and documented, outlining each part of the program
5. Review the learning program	5.1	The learning program draft is reviewed in collaboration with key stakeholders using an appropriate evaluation tool
	5.2	The evaluation feedback is gathered, summarised and analysed to enhance the quality of the content
	5.3	The draft learning program is adjusted to reflect the review outcomes, where appropriate
	5.4	Final approval is obtained from appropriate personnel
	5.5	The learning program documentation is held in an accessible form and updated on a regular basis following implementation and feedback



### Summary of activity

There is one project in this unit, as presented below:

OLS has been working closely with Carol Pallie from Ruth Barnes' Health Campus, to develop a learning program that will improve customer relations skills for staff in the dental clinic.

A detailed Training Needs Analysis (TNA) was recently completed, in which the unit HLTCOM1A from the Health Training Package was identified as the most appropriate unit for delivery. You are now required to analyse the results of that TNA and consult with stakeholders at Ruth Barnes' to develop a learning program for the staff.

Click the Project Planner icon for information, resources and assistance to help with this project.

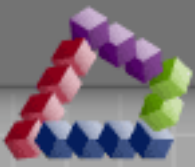
Through the Project Planner, learners are invited to “listen” to Carol Pallie talking about the issues at the health campus, and the outcomes that she is seeking from the training. They can also meet some of the staff, and look through the Training Needs Analysis that was completed. A range of information, content and resources are provided to provide the underpinning skills and knowledge required for this task.

### PLEASE NOTE:


Element 5 (Review the learning program) from this unit is not really covered by the project. Some suggestions to overcome this issue have been included on the next page, but you may need to put additional focus on this area of competency when facilitating this unit.

We have also deliberately left this project fairly open-ended, and avoided giving any specific directions as to how the learning program should be designed and/or what learning strategies will work best for the client. This approach has been taken so that you have maximum flexibility to tailor your delivery of this unit, and the outcomes from the project, to suit your learners' needs.

We also understand that learning program design varies greatly from RTO to RTO, and is not something that all VET trainers are involved with, and therefore we did not want to make this project too complex.



The introduction from the Project Planner is presented below:

<p>Hi there! I'm Jasper Wellard, the design and delivery expert here at OLS.</p> <p>I've been working with Carol Pallie from Ruth Barnes' Health Campus, to come up with a learning program that will address some development needs for staff at the dental clinic.</p> <p>A <a href="#">Training Needs Analysis</a> has been completed, and we have chosen the unit HLTCOM1A from the Health Training Package. Now you need to develop a learning program that we can present to Carol for her approval.</p> <p>We have three main steps to go through:</p> <ul style="list-style-type: none"><li>•Consult with the client to identify and analyse the needs of both the organisation and the learners.</li><li>•Develop the learning program.</li><li>•Prepare a report explaining the rationale behind the design of your learning program.</li></ul> <p>Remember, you can choose the "Project Guide" option, where I'll break the task down into easy to follow steps, or the "DIY Project" option, where you can follow your own direction.</p> <p>When you have completed this project, save your work into your evidence portfolio and check with your facilitator for further instructions.</p>	
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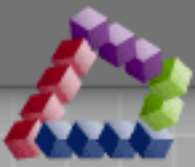
### Challenge

You could make the project more challenging by advising the learners of new information that has just been provided by the client. For example:

1. One of the staff members at the Ruth Barnes' Health Campus has a disability that will need consideration when designing and developing the program plan. For example, the learner may be confined to a wheelchair and a suitable training venue with wheelchair access must be found.
2. The Practice Manager from the Health Campus has advised that a budget review has taken place and the allocated budget for their training requirements will have to be reduced by \$xxx.
3. Put more focus on the instructional design aspects of this unit, and ask learners to design and develop a detailed learning program complete with resources, delivery and assessment strategy, timeline etc.

### Alternative approaches and suggested collaboration activities

1. The learner may already be employed in a training or assessment role for a registered training organisation, and in that case the Workplace Project option may be appropriate.
2. You could allocate learners into pairs or groups and invite them to develop the learning program together. This will require guidance from you, to ensure that each learner is doing his/her fair share of the work and that the pairs/groups work positively together.
3. Invite learners to submit (by posting to the discussion board or similar method) examples of learning programs they have developed, and facilitate a discussion on the strengths/weaknesses of each one.
4. Set a task for each person to submit a question, so that a "Design and Develop Learning Programs FAQ" (or similar) list is compiled, then set a challenge for learners to answer the questions. This would result in the development of a useful resource for everyone.
5. Facilitate a discussion on what information learners found in the Assessment Guidelines and Packaging Rules for the chosen Training Package/s, and what (if any) impact this has on the process of designing a learning program.
6. To cover performance criteria not included in this project, you could:
  - a. Role-play (eg; via discussion board) discussion between the client and the RTO regarding the learning environment and resource requirements (PC 1.7). Since no details are provided for this within the scenario, you can create whatever set of conditions you think are appropriate. You will need to consider who should "play" the client (Carol Pallie) - it may be wise for you to do this so as to steer the role-play in a particular direction and/or towards required outcomes.
  - b. Conduct a webquest in which learners seek out learning resources that could be used to support this learning program (PC 3.3). Then facilitate a discussion around what level of customisation would be required to suit the learners in this scenario. From this activity and subsequent discussion, the group could generate a list of criteria on which to evaluate existing learning resources, which would be a useful tool for them to use in the workplace.
  - c. Have a brain storming session on the types of learning activities and learning materials that could be used for this learner group. (PC 3.4 - which is something that should be covered in the project but may need additional focus and/or guidance).
  - d. Initiate an investigation to find case studies and/or scenarios of similar client/s with similar training needs, and the learning program/s that were developed. This could be facilitated via email or discussion board.
  - e. Facilitate a discussion on how learning programs are reviewed in the learners' RTO, and what sort of adjustments may need to be made. Alternatively, work with the group to generate a review tool, and then invite each learner to post the learning program that they develop to the discussion board and use the review tool to provide feedback to each other on their work.



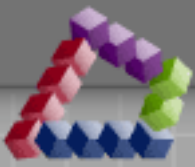
## TAADEL401A - Plan and organise group-based delivery (Delivery and Facilitation stream)

Unit descriptor: This unit specifies the competence required to plan and organise training for individuals within a group.

The related performance criteria are detailed in the following table. Please note that some of the competencies are applied within the Toolbox context rather than a “real” VET setting, or are covered superficially within the project scenario. In most cases, the learners is able to “see” the competency being applied by an OLS trainer/assessor, or read about how the competency applies to the scenario, but may not be able to actually undertake the competency themselves during completion of the project. Therefore, further evidence from the learner’s own VET context will be required before competency can be demonstrated.

Performance criteria that are shaded grey are **not** explicitly covered within the project.

Element	Performance Criteria	
1. Interpret the learning environment and delivery requirements	1.1	The learning context is established and the organisational arrangements for delivery are confirmed.
	1.2	The learning program documentation is accessed, read and interpreted to determine delivery requirements.
	1.3	Group and individual learning needs and learner characteristics are identified using available information and documentation.
	1.4	Processes to identify learner support requirements are undertaken.
	1.5	Constraints and risks to delivery are identified and assessed.
	1.6	Personal role and responsibilities in the planning, delivery and review of training are confirmed with relevant personnel.



Element	Performance Criteria	
2. Prepare session plans	2.1	Specific learning objectives and assessment methods (where required) are refined in accordance with the learning program requirements and the specific needs of individual learners.
	2.2	Ideas for managing the delivery are generated using knowledge of learning principles and learning theories and reflect the learning needs and characteristics of the group.
	2.3	Existing learning resources, learning materials and documented learning activities identified in the learning program are evaluated and selected for use in the specific delivery context.
	2.4	Session plans are developed and documented for each segment of the learning program to be addressed.
3. Prepare resources needed for delivery	3.1	Selected existing learning resources, learning materials and learning activities are modified and contextualised for the particular group.
	3.2	Additional new, relevant and engaging learning activities and associated learning materials are developed and documented to meet specific session requirements based on the application of learning principles and learner styles of individuals and the group.
	3.3	All learning materials required by learners are finalised and organised in time for delivery.
	3.4	Specific facility, technology and equipment needs for each session are identified and organised in time for delivery.
	3.5	Additional resourcing to meet identified learner support needs is identified and organised, where required, in time for delivery.
	3.6	The overall delivery plan is confirmed with relevant personnel.



**Summary of activity**

There is one project in this unit, as presented below:

Jasper Wellard would like you to deliver the unit "ICTCC252A - Resolve customer complaints" to a group of nine learners from the nFinity marketing call centre. Before you can do this you will need to plan and organise your group based delivery.

To complete this project you will need to use documentation provided to:

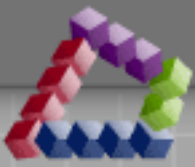
- Complete a delivery plan for the unit.
- Prepare two session plans.
- Design four group-based learning activities.

When you have completed these documents place them in your evidence portfolio.


Through the Project Planner, the learner is invited to develop a delivery and session plan for a fictional OLS client called nFinity marketing. As they do so, they can access a number of documents containing information on the learning environment, delivery requirements and learner needs and characteristics.

Your notes:





The introduction from the Project Planner is presented below:

<p>In a recent customer satisfaction survey, nine of nFinity Marketing's call centre staff were given a 'poor' customer service rating. A Training Needs Analysis was conducted to determine the type of training required to improve the customer service skills of this group.</p>	 <p>CASPER WELLARD</p>
<p>It was decided that four units from "Certificate II in Customer Service" were suitable and a learning program was created to outline the delivery requirements.</p>	
<p>The training is going to be conducted in the OLS training room and I would like you to deliver the training for the unit "ICTCC204A: Resolve customer complaints". However, before you can deliver that training to the group, you will need to plan and organise your group-based delivery.</p>	
<p>The following documents contain information you will need:</p> <ul style="list-style-type: none"><li>• <a href="#">Training Needs Analysis for nFinity Marketing - customer service.</a></li><li>• <a href="#">Learning program for nFinity Marketing customer service.</a></li><li>• <a href="#">Competencies for "ICTCC204A: Resolve customer complaints".</a></li></ul>	
<p>Your project is made up of three tasks:</p> <ul style="list-style-type: none"><li>• complete a delivery plan for the unit "ICTCC204A: Resolve customer complaints". Please save this document as 'Delivery plan - resolve customer complaints',</li><li>• complete two session plans for the unit "ICTCC204A: Resolve customer complaints". Please save these document as 'Session plan 1 - resolve customer complaints' and 'Session plan 2 - resolve customer complaints', and</li><li>• design four group-learning activities to be used during your delivery.</li></ul>	
<p>Please save this document as 'Learning activities - resolve customer complaints'.</p>	
<p>Please use the OLS delivery plan and session plan templates provided in the <a href="#">Delivery subsection of "Documents"</a> in the Training room.</p>	
<p>When complete, place these four documents in your evidence folder.</p>	



## Challenge

Additional complexity can be introduced into this project by customising the information contained in the Training Needs Analysis and Learning Program. Additional learner support requirements and delivery requirements may be introduced that increase the complexity of the resulting delivery and session plans that are developed.

### Alternative approaches and suggested collaboration activities

1. The learner may already be employed in a training or assessment role for a registered training organisation, and in that case the Workplace Project option may be appropriate.
2. Encourage learners to form small groups and allocate each group a number of case studies detailing learners with specific needs and characteristics. Group members to work together to devise appropriate learning strategies to suit these learners. At the conclusion of the activity the strategies developed by each group could be discussed and compiled as a "learner profile ready reference chart". This activity could be successfully conducted online via a discussion board with learner profiles posted as discussion threads.
3. Learners could work on this activity in pairs. Each pair is allocated a type of delivery environment (for example, training room, work-place, online) and asked to investigate the advantages this environment has to offer as well as the constraints and risks to delivery associated with each environment. Results could be compiled as wall chart. This activity could also be conducted via a discussion board, with learners working in virtual teams.
4. Facilitate a brain storming activity by providing learning with a range of case studies detailing delivery modes, methods and techniques in a range of learning contexts. Ask learners to suggest appropriate facility, technology and equipment for each example. This activity could be conducted online via a discussion board, or using teleconferencing.
5. To cover performance criteria not included in this project, you could:
  - a. Provide learners with a fictional learning program and accompany this with a range of learning materials and resources. The learner must evaluate this learning material and select resources that are appropriate for the learning program.
    - i. The learning materials and resources should then be customised and contextualised by the learner to suite the delivery requirements detailed in the learning program.Ask learners to develop a delivery and session plan on a topic of their choice and to research and develop a range of learning materials, resources and activities to support that training session.



## TAADEL402A - Facilitate group-based learning

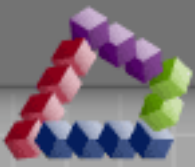
(Delivery and Facilitation stream)

Unit descriptor: This unit specifies the competence required to guide and facilitate learning by individuals within a group.

The related performance criteria are detailed in the following table. Please note that some of the competencies are applied within the Toolbox context rather than a “real” VET setting, or are covered superficially within the project scenario. In most cases, the learners is able to “see” the competency being applied by an OLS trainer/assessor, or read about how the competency applies to the scenario, but may not be able to actually undertake the competency themselves during completion of the project. Therefore, further evidence from the learner’s own VET context will be required before competency can be demonstrated.

Performance criteria that are shaded grey are not explicitly covered within the project.

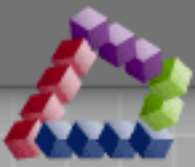
Element	Performance Criteria	
1. Establish an environment conducive to group learning	1.1	The learning program and delivery plan are read and interpreted to identify and confirm delivery requirements for the specified session
	1.2	Availability of all resource needs is confirmed prior to commencement of session/s
	1.3	Outcomes of learner recognition processes are obtained from relevant persons to provide flexible responses to individual learner needs
	1.4	The learning program/segment of the learning program is introduced and objectives, expectations and requirements including OHS are discussed, clarified and agreed
	1.5	A learning facilitation relationship is established between trainer/facilitator and the group using appropriate oral communications and language skills and interpersonal skills
	1.6	Relationships with and between learners in the group are initiated which support inclusivity, acknowledge diversity and enable a positive learning environment.



Element	Performance Criteria	
2. Deliver and facilitate training sessions	2.1	Interactions with learners are based on the application of learning principles in accordance with learner styles and identified learner characteristics
	2.2	Each training session is conducted in accordance with session plans but modified where appropriate to meet the needs of the learners
	2.3	All resource requirements for delivery are addressed and the diversity of the group is used as another resource to support learning.
	2.4	Generic skills relevant to the learning objectives are addressed in delivery
	2.5	A range of delivery methods are employed and appropriate technology and equipment are used as training aids to optimise the learner experience
	2.6	Opportunities for practice and formative assessment are built into the delivery, where assessment is required
3. Demonstrate effective facilitation skills	3.1	Presentation skills are used to ensure the delivery is engaging and relevant.
	3.2	Group facilitation skills are used to ensure effective participation and group management.
	3.3	Oral communication and language skills and are used to motivate the learner and to transfer knowledge and skills
	3.4	Interpersonal skills are used to maintain appropriate relationships and ensure inclusivity
	3.5	Observation skills are used to monitor individual and group progress



Element	Performance Criteria	
4. Support and monitor learning	4.1	Learner progress is monitored and documented to ensure outcomes are being achieved and the needs of individual learners are being met
	4.2	Adjustments are made to the delivery plan to reflect specific needs and circumstances and unanticipated situations
	4.3	Learners are encouraged to reflect on personal learning progress
	4.4	Group dynamics are managed to ensure effective participation by all learners and to maintain effective relationships
	4.5	Inappropriate behaviour is managed using conflict resolution and negotiation skills to ensure learning can take place
	4.6	Learner records are maintained, stored and secured in accordance with legal/organisational requirements
5. Review and evaluate effectiveness of delivery	5.1	The delivery plan is evaluated to determine its effectiveness as a tool in guiding the learning process and feedback is provided to the writer, as appropriate
	5.2	Feedback from learners/management/peers is sought on the quality of delivery, and areas for improvement are identified and documented
	5.3	Trainer/facilitator reflects on own performance in training delivery.
	5.4	Areas of improvement/new ideas to improve the quality of delivery/facilitation and to enhance the learning experience are considered and implemented



### Summary of activity

There is one project in this unit, as presented below:

As part of OLS's ongoing improvement processes we ask our trainers to participate in peer reviews. One of our trainers (the reviewer) will be asked to observe a colleague as they deliver a training session, and then complete a 'peer review checklist'.

For this project you will be reviewing a training session delivered by OLS trainer/assessor Peter Farnsworth. He will be delivering the unit ICTTC204A **Provide quality customer service** to a group of learners from nFinity marketing. The training session will take place in the OLS training room.

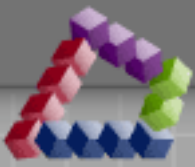
In order to complete the peer review you will need to do the following tasks:

- Review the learning program and session plan.
- Observe how Peter delivers the training session and make notes.


Use your notes to complete a peer review checklist.

Through the Project Planner, learners are invited to observe an OLS trainer/assessor delivery a training session to a large group. As they do so, the learner will complete a number of peer review checklists to identify ways that the trainer could improve their delivery. This process encourages the learner to become familiar with the theoretical basis behind group training delivery and to apply this knowledge to the given case study.

Your notes:



The introduction from the Project Planner is presented below:

<p>Hi! I've chosen you to do this peer review because I think you can learn a lot from the experience. Watching someone else deliver a training session can help you to understand the dynamics involved in delivering training to a group.</p>	
<p>Peter Farnelli is new to OLS. He's been with us for about six months and he's doing pretty well, but I think there are quite a few ways he can improve his group facilitation skills so I'm hoping you will be able to identify some things he can do better during your peer review.</p>	
<p>In order to complete a peer review you will need to review Peter's training documentation and observe his training delivery. As you do so, you will make notes and fill in a peer review checklist where you identify areas for improvement.</p>	
<p>Before you start you might like to find out more about how to facilitate group learning.</p>	
<p>If you would like to <a href="#">start your peer review straight away then just click here!</a> Remember to click on the "Project Guide" and "DIY Project" tabs above for assistance and resources.</p>	
<p>Good Luck!</p>	

Group training is a dynamic interplay between the personalities of the learners and trainer, the expectations and goals of the training and the constraints posed by the delivery environment. While the project provided in the Toolbox allows learners to apply their knowledge of group training delivery to a given situation, it does not provide the learners with an opportunity to develop their own skills in facilitating interaction and participation.



## Challenge

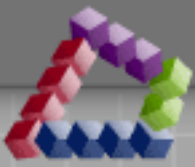
You can increase the level of challenge associated with this project by introducing new variables to the training environment that Peter is unaware of (for example, you may like to increase the complexity of learner needs and characteristics or introduce additional special needs for learners).

You should aim to provide learners with plenty of practical opportunities to develop their own delivery skills in a dynamic and changing training environment.

## Alternative approaches and suggested collaboration activities

1. The learner may already be employed in a training or assessment role for a registered training organisation, and in that case the Workplace Project option may be appropriate.
2. Facilitate a brain storming session on the topic "How can a trainer initiate relationships amongst the group that acknowledge and support diversity?" You may like to compile the responses on a large wall chart or if the session is conducted online you may like to save the discussion thread for future reference.
3. Create a number of case studies detailing a delivery method and topic and ask the group to suggest types of technology that would be appropriate to support the delivery. You may like to conduct this activity online using a discussion board.
4. Role play: one learner plays the role of the "trainer" and a small group take the role of the "learners" the participants act out a scenario where a conflict arises in the group and the "trainer" needs to use conflict resolution and negotiation skills to resolve the situation. At the conclusion of the activity the group could discuss the techniques used to resolve the conflict and suggest other ways this may have been achieved.
5. To cover performance criteria not included in this project, you could:
  - a. Ask each learner to develop a delivery plan and session plan for the facilitation of training session on a topic of their choice (if delivering these units in sequence you may like to use the delivery and session plan developed by learners in TAADEL401A).
    - i. Learners then take turns facilitating a group training session with the larger group. The learners in the group should fill in a peer review checklist at the conclusion of the session (you may like to use the peer review checklists for group learning provided in the toolbox or create your own and distribute it as a handout).
    - ii. The learner who has facilitated the group training session should use the feedback provided to reflect on their own performance and identify areas for improvement. They could write a short report to detail these self-reflections.
6. Distant learners could participate in this activity by providing a video recording of a training session they have delivered to a group. Feedback could be provided by the facilitator or by other group members, the distant learner could then submit their self-reflection online.





## TAADEL403A - Facilitate individual learning

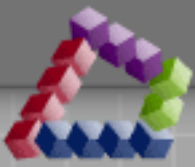
(Delivery and Facilitation stream)

Unit descriptor: This unit specifies the competence required to facilitate individual learning through a one-on-one relationship between a learner and the facilitator.

The related performance criteria are detailed in the following table. **Please note** that some of the competencies are applied within the Toolbox context rather than a “real” VET setting, or are covered superficially within the project scenario. In most cases, the learners is able to “see” the competency being applied by an OLS trainer/assessor, or read about how the competency applies to the scenario, but may not be able to actually undertake the competency themselves during completion of the project. Therefore, further evidence from the learner’s own VET context will be required before competency can be demonstrated.

Performance criteria that are shaded grey are **not** explicitly covered within the project.

Element	Performance Criteria	
1. Identify individual learning facilitation requirements	1.1	The need for individual learning/facilitation in the learning area is identified
	1.2	The goals for learning for individual learning/facilitation are identified and discussed with relevant persons
	1.3	Appropriate individual learning/ facilitation techniques and processes are identified and documented to support individual learning needs and goals
	1.4	Evaluation processes are developed and agreed
	1.5	Organisational support for implementation is obtained, where relevant
2. Establish the learning/ facilitation relationship	2.1	The individual’s learning style, learner characteristics and the context for learning are identified
	2.2	The appropriate technique/process to facilitate individual learning is selected or organised and the basis of the technique/process is explained and discussed with the individual learner/s
	2.3	The boundaries and expectations of the learning/ facilitation relationship are clarified and agreed using effective communications and interpersonal skills
	2.4	Any equity or additional support needs are clarified



Element	Performance Criteria	
	2.5	An individualised learning plan is developed, documented and discussed with the learner
3. Maintain and develop the learning/ facilitation relationship	3.1	Preparation for each meeting/session is evident
	3.2	Effective communication and interpersonal skills are used to grow the relationship and sustain active participation
	3.3	Structured learning activities are developed to support and reinforce new learning, build on strengths and identify areas for further development
	3.4	Leadership and motivational skills are demonstrated to enable the learner to take responsibility for learning
	3.5	Learner cues are observed and changes in approach are made, where necessary, to maintain momentum
	3.6	Ethical behaviours are practised at all times
	3.7	Regular meetings are agreed to by both parties and scheduled to monitor the effectiveness of the learning/ facilitation relationship
	3.8	Appropriate documentation to support the relationship is mutually developed and maintained
4. Evaluate the effectiveness of the learning/ facilitation relationship	4.1	Tools and signals are used to determine readiness for closure of individual learning/ facilitation relationship
	4.2	The closure is carried out smoothly using appropriate interpersonal and communications skills
	4.3	Feedback is sought from the learner on the outcomes achieved and the value of the relationship
	4.4	The impact of the learning/ facilitation relationship is reviewed using identified evaluation processes
	4.5	Self-evaluation and reflection on own performance in managing the relationship is carried out and areas for improvement are identified



Element	Performance Criteria	
	4.6	The outcomes of the learning/ facilitation relationship and evaluation of the process are documented and filed in accordance with legal/ organisational/personal requirements

**Summary of activity**

There is one project in this unit, as presented below:

As part of OLS's ongoing improvement processes we ask our trainer/assessors to take part in Peer Reviews, where a trainer observes a colleague while they are delivering training in order to evaluate and provide feedback on their skills and techniques.

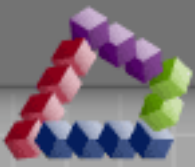
For this project you will be required to participate in a peer review of Peter Farnelli as he facilitates individual learning. In order to complete this you will need to do the following tasks:

- Review Peter's training delivery documentation.
- Observe Peter as he facilitates individual learning.
- Complete the "Individual Facilitation - Peer review report".


Click on the Project Planner link for information, resources and assistance to help you complete this project. When completed, place your "Individual Facilitation - Peer Review Report" into your evidence portfolio.

Through the Project Planner, learners are invited to observe an OLS trainer/assessor delivery a training session to an individual learner from the Rev Shop. As they do so, the learner will complete a number of peer review checklists to identify ways that the trainer could improve their delivery. This process encourages the learner to become familiar with the theoretical basis behind individual facilitation and to apply this knowledge to the given case study.

Your notes:



The introduction from the Project Planner is presented below:

<p>Hi, I'm Jasper Wellard. Thanks for agreeing to deliver to do this peer review.</p>	
<p>Come and see me in the staff area if you want to know more about the <a href="#">peer review process</a>.</p>	
<p>Today Peter Farnelli will be delivering a training session to Robert Fontaine from the Rev Shop.</p>	
<p>Tyrone, the manager of the Rev Shop has opened a new retail outlet and would like Robert to become the new customer services manager. He has asked OLS to deliver a customised training program in customer service to Rob. Through consultation with Tyron, we have selected four units that form part of the Certificate II in Automotive (Sales - Replacement Parts and Accessories) qualification - unit code AUR22099. Peter will be delivering the first session for the unit, "AUR70421B Establish relations with customers".</p>	
<p>In order to complete a peer review you will need to review Peter's training documentation and observe his training delivery. As you do so, you will make notes and fill in a peer review checklist where you identify areas for improvement.</p>	
<p>Remember to click on the "Project Guide" and "DIY Project" tabs above for assistance and resources.</p>	
<p>If you would like to <a href="#">start your peer review straight away then just click here!</a></p>	

Individual facilitation is a dynamic interplay between personalities, expectations and environment. While the project provided in the Toolbox allows learners to apply their knowledge to a given situation, it does not provide the learners with an opportunity to develop their own skills in facilitating interaction and participation. This unit challenges you to provide learners with plenty of practical opportunities to develop their own delivery skills in a dynamic and changing training environment

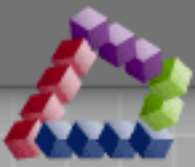
### Challenge

You could make the project more challenging by introducing unexpected factors to the trainer/facilitation relationship that Peter is not aware of. For example, Rob may have additional learner needs and characteristics that have not been identified by the profiling tools.



## Alternative approaches and suggested collaboration activities

1. The learner may already be employed in a training or assessment role for a registered training organisation, and in that case the Workplace Project option may be appropriate.
2. Provide a series of case studies detailing individual learners, their learning needs and organisational requirements and ask learners to identify an appropriate individual facilitation technique/process for each case study. Distant learners can participate in this activity via an online discussion board or through a teleconference.
3. Encourage learners to form small groups, and give each group a topic to research in a given time period. Each group should allocate a group leader, and this leader's role is to motivate and support other group members so that they can complete the activity. At the conclusion of the activity, each "team leader" takes turns describing the leadership and motivational strategies they used. These strategies can be recorded and used as a resource. Distant learners may like to form online teams and conduct the activity in a virtual environment.
4. Role play: Learners take turns working in pairs, one learner plays the role of the "trainer", the other learner demonstrates a number of learner cues which the "trainer" must successfully interpret. This activity could be used as the basis for a discussion on learner cues and a demonstration.
5. To cover performance criteria not included in this project, you could:
  - a. Ask each learner to develop a delivery plan and session plan for the facilitation of training session to an individual on the topic of their choice. They should also prepare a short workbook and any training resources required.
  - b. Learners work in pairs and take turns delivering their training session to their partner. At the conclusion of the session their partner should fill in a peer review checklist (you may like to use the peer review checklists for individual learning provided in the toolbox or create your own and distribute it as a handout). They should also detail their feedback on the impact of the learner/facilitator relationship.
  - c. The learner who has facilitated the training session should use the feedback provided to reflect on their own performance and identify areas for improvement. They could write a short report to detail these reflections, and to document a self-reflection on their performance managing the learner/facilitator relationship.
6. Distant learners could participate in this activity by providing a video recording of a training session they have delivered to an individual. Feedback could be provided by the facilitator or by other group members, the distant learner could then submit their self-reflection online.



## TAADEL404A - Facilitate work-based learning (elective unit)

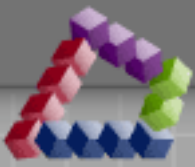
(Delivery and Facilitation stream)

Unit descriptor: This unit specifies the outcomes required to use work effectively as a learning process.

The related performance criteria are detailed in the following table. **Please note** that some of the competencies are applied within the Toolbox context rather than a “real” VET setting, or are covered superficially within the project scenario. In most cases, the learners is able to “see” the competency being applied by an OLS trainer/assessor, or read about how the competency applies to the scenario, but may not be able to actually undertake the competency themselves during completion of the project. Therefore, further evidence from the learner’s own VET context will be required before competency can be demonstrated.

Performance criteria that are shaded grey are **not** explicitly covered within the project.

Element	Performance Criteria	
1. Establish an effective work environment for learning	1.1	The purpose or objectives of the work-based learning are established and agreed with appropriate personnel
	1.2	The areas of work encompassed by the work-based learning are defined and documented
	1.3	Work practices and routines are analysed to determine their effectiveness in meeting the work-based learning objectives
	1.4	Changes are proposed to work practices, routines and the work environment to support more effective learning where appropriate, and discussed with relevant persons
	1.5	Occupational health and safety (OHS) and industrial relations implications of using work as the basis for learning are identified and addressed
	1.6	Occupational health and safety (OHS) and industrial relations implications of using work as the basis for learning are identified and addressed

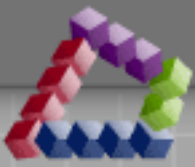


Element	Performance Criteria	
2. Develop a work-based learning pathway	2.1	The documented work areas are analysed to determine an effective work-based learning pathway
	2.2	Organisational strategies to support the work-based learning are proposed
	2.3	Any contractual requirements and responsibilities for learning at work are addressed
	2.4	Connections are made with the training/assessment organisation to integrate and monitor the external learning activities with the work-based learning pathway where relevant
	2.5	The proposed work-based learning pathway is evaluated against appropriate criteria
	2.6	Agreement is obtained from relevant personnel to implement the work-based learning pathway
3. Implement the work-based learning pathway	3.1	The learners' profile and characteristics are evaluated to determine possible requirements for support
	3.2	The purposes/objectives for undertaking work-based learning and the processes involved are clearly explained to the learners
	3.3	The introduction of workplace tasks, activities and processes is sequenced to reflect the agreed work-based learning pathway
	3.4	Agreed organisational strategies are put into effect
	3.5	Relations with other work personnel affected by the work-based learning pathway are managed to ensure effective implementation
	3.6	Appropriate communication and interpersonal skills are used to develop a collaborative relationship with the learner/s



Element	Performance Criteria	
<p>4. Monitor learning and address barriers to effective participation</p>	4.1	Access and equity considerations are addressed, where appropriate
	4.2	The readiness of the worker to participate in and/or take on new tasks and responsibilities is effectively monitored
	4.3	Work performances are observed and alternative approaches suggested where needed
	4.4	The learner is encouraged to take responsibility for learning and to self -reflect
	4.5	Techniques for learners to demonstrate transferability of skills and knowledge are developed
	4.6	OHS requirements are monitored to ensure health, safety and welfare
	4.7	Feedback is provided to learners about work performance and success is communicated and acknowledged
<p>5. Review the effectiveness of the work-based learning pathway</p>	5.1	Work performance and learning achievement is documented and recorded in accordance with legal/organisational requirements
	5.2	Learners are encouraged to provide critical feedback on their learning experiences
	5.3	The effectiveness of the work-based pathway is evaluated against the objectives, processes and models used
	5.4	The effectiveness of any integration of work-based learning and external learning activities is assessed
	5.5	Improvements and changes to work-based practice are recommended in light of the review process





**Summary of activity**

There is one project in this unit, as presented below:

An OLS client requires a work-based learning program to be delivered to one of their staff members. As an OLS trainer/assessor you are required to:

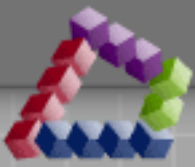
- Demonstrate an understanding of work-based learning by completing an online quiz.
- Complete a "Work-based learning program" using information provided by a Training Needs Analysis and observations of the learner in the workplace.
- Monitor learning and address barriers to effective participation by responding to email messages sent to you by the learner.

Click the Project Planner icon for assistance with this project.


When completed, place your "work-based learning program" and email responses in your evidence portfolio.

Through the Project Planner, learners are invited to visit Orchid Fashion designs, a fictional OLS client and to devise a work-based learning program for Sue, a machinist requiring leadership training.

Your notes:



The introduction from the Project Planner is presented below:

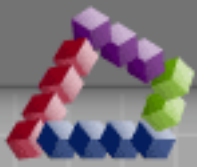
<p>Hi I'm Jasper Wellard, nice to see you! Samara from Orchid Fashion Designs has asked OLS to deliver a work-based learning program to her Head Machinist - Sue.</p> <p>Samara's become very busy of late and she would like to promote Sue to team leader. She has asked OLS to deliver the unit (<a href="#">BSXFM1302A</a>) <a href="#">Provide leadership in the workplace</a> through a work-based learning program.</p> <p>To successfully complete this project you are required to:</p> <ol style="list-style-type: none"><li>1. Demonstrate an understanding of work-based learning by completing an online quiz.</li><li>2. Complete a <a href="#">work-based learning program</a> for Sue using the OLS work-based learning template.</li><li>3. Monitor Sue's learning and address any barriers to participation by responding to email messages sent to you by the learner.</li></ol> <p>A variety of helpful resources are provided on the Project Guide and DIY project pages above. Select the approach that suits you best.</p> <p>To get started visit <a href="#">Sue and Samara at Orchid Fashions</a> using the Visit Clients tab and the Talk to Stakeholders page. You will find all the information you need under the heading DEL404A.</p> <p>Good Luck!</p>	 <p>JASPER WELLARD</p>
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As work environments are many and varied, the facilitator of this unit should provide a rich foundation of different case studies, scenarios and work-based investigation to ensure that the learner can apply their skills and knowledge in a range of situations.

### Challenge

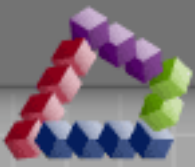
You could make the project more challenging by introducing new organisational strategies. Perhaps you could structure these as a 'last minute' email from Samara that changes the scope of the training required.

Additional complexity can be built into the project by introducing new/different learner needs and characteristics.



## Alternative approaches and suggested collaboration activities

1. The learner may already be employed in a training or assessment role for a registered training organisation, and in that case the Workplace Project option may be appropriate.
2. Learners can be encouraged to work in small groups, each group is provided with a series of workplace tasks. These tasks are accompanied by a work-based learning pathway. Group members should work together to sequence the introduction of workplace tasks, to reflect the agreed work-based learning pathway. Distant learners could participate in this activity online via a discussion board.
3. Invite learners to submit (by posting to the discussion board or similar method) details of the Learning program that they have developed, and their reasoning. You could then facilitate a discussion on the strengths/weaknesses of each one and come to a group decision as to which one best meets the client's needs. If you do this, it may negate the need for a formal report to be written by each learner explaining the choice made.
4. Working in pairs or groups, learners take on the role of detectives "analysing work practices and routines". They are given a series of case studies that detail observations of the daily work routines of several characters. Learners must analyse these case studies and search for hidden clues to help them learn more. An example of a hidden clue may be that the character has trouble delegating tasks and this is only revealed through her overloaded schedule.
5. Set a task for each person to submit a question, so that an "Understanding work-based learning" (or similar) list is compiled, then set a challenge for learners to answer the questions. This would result in the development of a useful resource for everyone.
6. To cover performance criteria not included in this project, you could:
  - a. Encourage learners work in pairs, each learner should interview their partner and identify learning needs and develop an appropriate work-based learning pathway. Ideally, learners should actually visit their partner in the workplace to observe their daily schedule and research organisational objectives. Where appropriate, this work-based learning pathway should be implemented and critical feedback provided by the learner on their on their learning experiences.
  - b. This critical feedback should be used by the facilitator of the work-based learning program as a source of self-reflection. They could write a short report to detail these reflections.
7. Distant learners could participate in this activity by providing documentary evidence of a work-based learning pathway they have developed and implemented. Feedback could be provided by the facilitator or by other group members, the distant learner could then submit their self-reflection online.



## TAAASS401A - Plan and organise assessment

### (Assessment stream)

Unit descriptor: This unit specifies the competence required to plan and organise the assessment process in a competency-based assessment system.

The related performance criteria are detailed in the following table. Please note that some of the competencies are applied within the Toolbox context rather than a “real” VET setting, or are covered superficially within the project scenario. In most cases, the learners is able to “see” the competency being applied by an OLS trainer/assessor, or read about how the competency applies to the scenario, but may not be able to actually undertake the competency themselves during completion of the project. Therefore, further evidence from the learner’s own VET context will be required before competency can be demonstrated.

Performance criteria that are shaded grey are **not** explicitly covered within the project.

#### Element

1. Determine focus of assessment

#### Performance Criteria

- 1.1 Candidate/s are identified/confirmed and the purpose/s and context of assessment are established /confirmed with relevant people in accordance with legal/organisational/ethical requirements
- 1.2 The assessment strategy is accessed and used to guide the development of the assessment plan, where applicable
- 1.3 The benchmarks for assessment are identified/confirmed and accessed



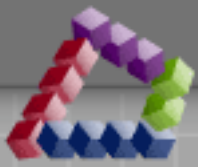
**Element**

2. Prepare the assessment plan

**Performance Criteria**

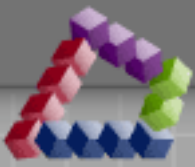
- 2.1 The assessment benchmarks are interpreted to determine the evidence and types of evidence needed to demonstrate competency in accordance with the rules of evidence
- 2.2 Where competency standards are used as benchmarks, all component parts of the competency standard/s, are addressed in defining and documenting the evidence to be collected
- 2.3 Any related documentation to support planning the assessment process is accessed and interpreted
- 2.4 Assessment methods and assessment tools are selected/confirmed which address the evidence to be collected in accordance with the principles of assessment
- 2.5 Specific material and physical resources required to collect evidence are identified and documented
- 2.6 Roles and responsibilities
- 2.7 Timelines and time periods for evidence collection are determined and all information to be included in the assessment plan is documented
- 2.8 The assessment plan is confirmed with relevant personnel
- 3.1 Characteristics of the candidate/s and any allowances for reasonable adjustments and/or specific needs are identified/clarified with relevant people and documented
- 3.2 Where required, competency standards are contextualised, to reflect the operating environment in which assessment will occur, in accordance with contextualisation guidelines
- 3.3 Selected assessment methods and assessment tools are examined and adjusted, where required, to ensure continuing applicability taking into account:
  - any contextualisation of competency standard/s
  - reasonable adjustment/s, where identified
  - integration of assessment activities, where appropriate and practical
  - capacity to support application for recognition of current competence
- 3.4 Adjusted assessment tools are reviewed to ensure the specifications of the competency standard/s are still addressed

3. Contextualise and review assessment plan



#### 4. Organise assessment arrangements

- 3.5 The assessment plan is updated, as needed, to reflect ongoing contextualisation needs, any changes in organisational resource requirements or changes in response to the conduct of assessment
- 3.6 Assessment plan/s are stored and retrieved in accordance with assessment system policies and procedures and legal/organisational/ethical requirements
- 4.1 Identified material and physical resource requirements are arranged in accordance with assessment system policies and procedures and legal/organisational/ethical requirements
- 4.2 Any specialist support required for assessment is organised and arranged in accordance with organisational/ethical/legal requirements, where required
- 4.3 Roles and responsibilities of all people involved in the assessment process are organised
- 4.4 Effective communication strategies are established to encourage regular communication flow and feedback with relevant people involved in the assessment process
- 4.5 Assessment record keeping and reporting arrangements are confirmed



**Purpose of activity**

The learner takes on the role of a **trainer/assessor** who is required to plan and organise a competency-based assessment for a client.

**Summary of activity**

There is one project in this unit, as presented below:


Frank Mori has identified that the staff of the Rev Shop need some training in Occupational Health and Safety (OHS), to develop their skills and knowledge in this area in line with legislative requirements and industry standards.

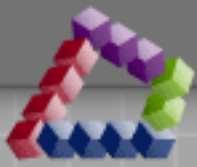
The unit AUR70125B has been chosen for the training, and assessment will also be required - that's where you come in. For this project, you need to:

- identify the assessment requirements,
- create an assessment plan and accompanying documentation,
- refine the assessment plan to cater for candidate's needs and the assessment situation,
- organise any outside support needed for the assessment, and
- review and maintain the assessment plan.

In the Project Planner, learners are provided with an assessment portfolio from the candidate, and her responses to set assessment tasks. The learner is required to make a decision as to whether the candidate should be deemed competent.

The introduction from the Project Planner is presented below:

<p>Hi there! As you may know, my name is Stephanie Mills and I'm the expert on assessment here at OLS.</p>	 <p>STEPHANIE MILLS</p>
<p>As discussed in the project description on the previous screen, you will need to design an assessment plan with supporting documents for the unit AUR70125B - Follow workplace occupational health and safety procedures.</p>	
<p>For this project you need to:</p> <ul style="list-style-type: none"><li>• identify the assessment requirements,</li><li>• create an assessment plan and accompanying documentation,</li><li>• refine the assessment plan to cater for candidate's needs and the assessment situation,</li><li>• organise any outside support needed for the assessment, and</li><li>• review and maintain the assessment plan.</li></ul>	
<p>Remember, you can choose the PROJECT GUIDE option, where I'll break the task down into easy to follow steps, or the DIY Project option, where you can follow your own direction.</p>	
<p>When you have completed this project, save your work into your evidence portfolio and check with your facilitator for further instructions.</p>	



### Challenge

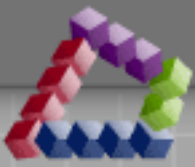
You could make the project more challenging by advising the learners of new information/situation that has just been provided. For example:

1. Introduce an unfair situation into the assessment. For example, one candidate could be given extra help compared to the others in the group, or the candidates could be assessed on something they have not covered in their training.
2. Present an assessment situation, provide some assessment documentation and then ask the learners to determine whether or not the assessment has been planned and organised appropriately.

### Alternative approaches and suggested collaboration activities

1. The learner may already be employed in a training or assessment role for a registered training organisation, in which case the Workplace Project option may be a viable alternative.
2. Once the assessment plan and supporting documents have been completed, you could invite discussion (via the forum facility) between pairs of learners. This will give each candidate trainer/assessor the opportunity to see other approaches to the same situation and exchange feedback comments on the way they have planned and organised their assessment.
3. The project could be completed as a small group exercise, ie; divide a larger group of learners into teams of 3 or more persons who work together on completing the work required.
4. Invite a guest speaker for a chat with your group at a scheduled time. This may be an AOTF auditor (experienced with the requirements of planning and organising assessment), or a VET assessor with experience and expertise in the planning process.
5. Set a task for each person to submit a question, so that a "Planning and Organising Assessments FAQ" list is compiled, then set a challenge for learners to answer the questions. This would result in the development of a useful resource for everyone.
6. To cover the competencies not supported within this project, you could:
  - a. Role-play the consultation stage (PC 1.1) via a discussion board or chat facility, giving the learners an opportunity to determine the purpose and context of the assessment and discuss requirements and confirm the assessment plan (1.7).
  - b. Facilitate a discussion on whether any specialist support is required for this scenario (3.2), and if so; role-play the process of identifying specialist support needs and discussions that would take place.
  - c. Create a game-type challenge where learners have to identify the roles and responsibilities of all persons involved in the process of planning and organising an assessment (3.3). If you wish to increase the level of challenge, create some issues that need to be addressed.
  - d. Facilitate a discussion on assessment record keeping (3.4) and encourage the sharing of ideas and processes from each learner's workplace.
  - e. Create an additional task in which learners have to report on the ways in which they could review and maintain the assessment plan (element 4) in relation to this scenario, and what process/es are followed within their own RTO and/or workplace context.





## TAAASS402A - Assess competence

### (Assessment stream)

Unit descriptor: This unit specifies the competence required to assess the competence of a candidate.

The related performance criteria are detailed in the following table. **Please note** that some of the competencies are applied within the Toolbox context rather than a “real” VET setting, or are covered superficially within the project scenario. In most cases, the learners is able to “see” the competency being applied by an OLS trainer/assessor, or read about how the competency applies to the scenario, but may not be able to actually undertake the competency themselves during completion of the project. Therefore, further evidence from the learner’s own VET context will be required before competency can be demonstrated.

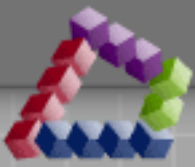
Performance criteria that are shaded grey are **not** explicitly covered within the project.

#### Element

1. Establish and maintain the assessment environment

#### Performance Criteria

- 1.1 The assessment plan is interpreted and assessment system policies and procedures and organisational/ legal/ethical requirements for conducting assessment are confirmed with relevant people
- 1.2 The relevant benchmarks for assessment and nominated assessment tools are accessed and interpreted to confirm the evidence to be collected and how it is to be collected
- 1.3 Details of the assessment plan and the assessment process are explained, discussed and clarified with the candidate including opportunities for assessment, reasonable adjustment, re-assessment and appeals
- 1.4 Proposed changes to the assessment process are negotiated and agreed with the candidate, where relevant



**Element**

2. Gather quality evidence

**Performance Criteria**

2.1 The assessment plan is followed to guide the conduct of assessment and assessment methods and assessment tools are used to gather, organise and document evidence in a format suitable for determining competence

2.2 The principles of assessment and rules of evidence are applied in gathering quality evidence

2.3 Opportunities for evidence gathering in work activities/simulated work activities are identified with the candidate and relevant personnel

2.4 Opportunities for integrated assessment activities are identified and assessment tools are modified, where required

2.5 Identified assessment system policies and procedures and organisational/legal/ethical and requirements for assessment are addressed

3. Support the candidate

3.1 Candidates are guided in gathering their own evidence to support recognition of current competence

3.2 Appropriate communication and interpersonal skills are used to develop a professional relationship with the candidate which reflects sensitivity to individual differences and enables two-way feedback

3.3 Decisions on reasonable adjustment/s, where applicable, are made with the candidate based on candidate's needs and characteristics

3.4 Reasonable adjustments must maintain the integrity of the relevant competency standard/s and provide balanced application of the principles of assessment and rules of evidence

3.5 Specialist support is accessed, where required, in accordance with the assessment plan

3.6 Any occupational health and safety (OHS) risk to person or equipment is addressed immediately

4. Make the assessment decision

4.1 Limitations in obtaining and evaluating quality evidence are identified and assistance is sought, where required, from relevant people

4.2 Collected evidence is examined and evaluated to ensure that it reflects the evidence required to demonstrate competency and which:

- encompasses all component parts of the competency standard/s and the dimensions of competency (where competency standards are the benchmarks for assessment)
- addresses any other related documentation
- complies with the rules of evidence



- |  |  |
|--|--|
| 5. Record and report the assessment decision | <ul style="list-style-type: none"><li>4.3 Judgement is used to infer whether competence has been demonstrated, based on the available evidence</li><li>4.4 Relevant assessment system policies and procedures and organisational/legal/ethical considerations are addressed in making the assessment decision</li><li>4.5 Clear and constructive feedback is provided to the candidate regarding the assessment decision and a follow-up action plan is developed, where required</li></ul>  |
| 6. Review the assessment process             | <ul style="list-style-type: none"><li>5.1 Assessment outcomes are recorded promptly and accurately in accordance with assessment system policies and procedures and organisational/ legal/ ethical requirements</li><li>5.2 An assessment report is completed and processed in accordance with assessment system policies and procedures and organisational/legal/ethical requirements</li><li>5.3 Recommendations for follow up action are submitted to relevant people, where required</li><li>5.4 Other relevant parties are informed of the assessment decision where required, and in accordance with confidentiality conventions</li><li>6.1 The assessment process is reviewed against criteria in consultation with relevant people to improve and modify future assessment practice</li><li>6.2 The review is documented and recorded in accordance with relevant assessment system policies and procedures and organisational/ legal/ethical requirements</li><li>6.3 Reflection skills are used to review and self-evaluate assessment practice</li></ul> |

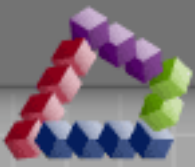
### Summary of activity

There is one project in this unit, as presented below:

Our assessment consultant, Stephanie Mills, has had a request from a participant in one of her Certificate III in Business programs. After seeing the assessment plan, the candidate feels that she already has the skills to be deemed competent in the unit BSBCM306A - Produce business documents.

Stephanie would like you to:

- compare the candidate's evidence portfolio with the elements of competency, performance criteria and assessment plan for the particular unit,
- check the rules of evidence and principles of assessment, and
- make a decision regarding whether or not the evidence is sufficient to deem the candidate competent.



In the Project Planner, learners are provided with an assessment portfolio from the candidate, and her responses to set assessment tasks.


The learner is required to make a decision as to whether the candidate should be deemed competent through a process of reviewing the evidence presented.

**PLEASE NOTE:**

The candidate in this project, Mandy Robinson, should **NOT** be deemed competent. She has submitted the evidence required and completed the tasks specified in the assessment plan, but does not meet competency standards for the unit. Specifically, her third party report is unacceptable, given that her mother has written it.

Additionally, her formal tasks (the spreadsheet and documents) do not meet required standards for competency and she has failed to follow the instructions in the assessment plan. Should the learner deem the candidate to be competent, you will need to explain why this was an incorrect assessment decision.

The introduction from the Project Planner is presented below:

Hi, I'm Stephanie Mills.	 STEPHANIE MILLS
I have had a request from Ms Mandy Robinson, a participant in the Certificate III in Business course that OLS delivers.	
Having seen the assessment plan for the course, Mandy believes she already has the skills and knowledge required for competency in the unit BSBCMN306A - Produce business documents.	
After we went through the assessment plan and competency requirements together, Mandy and I agreed on an evidence plan, which she signed. Since then, Mandy has put together a portfolio of evidence and completed the required tasks, so now we need to assess her competence, which is where you come in! You'll need to:	
<ul style="list-style-type: none"><li>• read through the elements of competency, performance criteria and assessment guidelines for the unit BSBCMN306A - Produce business documents,</li><li>• look at the assessment plan for the unit,</li><li>• have a look through Mandy's evidence portfolio, and consider it in light of the rules of evidence and principles of assessment, and</li><li>• check that Mandy has met the requirements for competency as detailed in the assessment plan.</li></ul>	
Then, you'll need to make a decision as to whether or not you think Mandy's evidence is sufficient to deem her competent.	
When you have completed this project, save your work into your evidence portfolio or check with your facilitator for further instructions.	

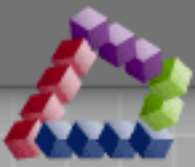


## Challenge

The challenge with this unit is in making the correct assessment decision, following analysis of the assessment plan and the competency standards. Learners will need to pay close attention to the assessment guidelines and evidence requirements for the unit BSBCMN306A, as well as the information presented regarding competency-based assessment. If you wish to increase/decrease the level of challenge, simply alter the evidence presented by the candidate to make the assessment decision easier/harder.

## Alternative approaches and suggested collaboration activities

1. The learner may already be employed in a training or assessment role for a registered training organisation, and in that case the Workplace Project option may be appropriate.
2. You could allocate learners into pairs or groups and invite them to conduct the assessment collaboratively, and encourage discussion on the decision making process.
3. Invite learners to submit (by posting to the discussion board or similar method) examples of assessment tools that they use in their own RTO or VET context. You could then facilitate a discussion on the strengths/weaknesses of these tools and/or compare them to those used at OLS.
4. Invite a guest speaker for a chat with your group at a scheduled time. This may be an AQTF auditor (experienced with assessment), or a VET assessor with experience and expertise.
5. Set a task for each person to submit a question, so that an "Assessing Competence" (or similar) list is compiled, then set a challenge for learners to answer the questions. This would result in the development of a useful resource for everyone.
6. To cover performance criteria not included in this project, you could:
  - a. Role-play (eg; via discussion board) the process of giving feedback to the candidate. You will need to consider who should "play" the candidate (Mandy Robinson) - it may be wise for you to do this so as to steer the role-play in a particular direction and/or towards required outcomes.
  - b. Role-play the pre-assessment process, in particular the meeting between the assessor and the candidate.
  - c. Ask learners to review the assessment process followed by Stephanie in the project and make recommendations as to improvements and/or changes that could be made.



## TAAASS403A - Develop assessment tools

### (Assessment stream)

Unit descriptor: This unit specifies the competence required to develop assessment tools.

The related performance criteria are detailed in the following table. Please note that some of the competencies are applied within the Toolbox context rather than a “real” VET setting, or are covered superficially within the project scenario. In most cases, the learners is able to “see” the competency being applied by an OLS trainer/assessor, or read about how the competency applies to the scenario, but may not be able to actually undertake the competency themselves during completion of the project. Therefore, further evidence from the learner’s own VET context will be required before competency can be demonstrated.

Performance criteria that are shaded grey are **not** explicitly covered within the project.

#### Element

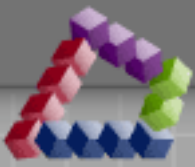
#### Performance Criteria

1. Determine the focus of the assessment tool

- 1.1 The target group of candidates and the purpose/s and context/s of assessment are identified/clarified
- 1.2 The relevant benchmarks for assessment are accessed and interpreted to establish the evidence required to demonstrate competency
- 1.3 Where competency standard/s form the assessment benchmark/s, all component parts of the competency standard/s are interpreted and, where relevant, these standard/s are contextualised to meet organisational/ legal/ ethical requirements, in accordance with contextualisation guidelines
- 1.4 Other related documentation is identified to inform assessment tool development

2. Determine assessment tool needs

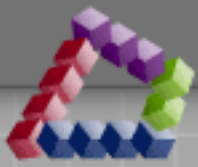
- 2.1 Assessment methods are selected which will support the collection of defined evidence, taking into account the context in which the assessment will take place and meeting the principles of assessment



3. Design and develop assessment tools

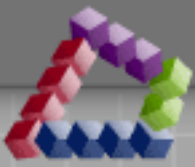
- 2.2 Nominated assessment methods enable candidates to show or support their claim for recognition of current competency
- 2.3 Different instruments for the selected assessment methods are considered and options for assessment activities are generated using critical thinking skills
- 3.1 Specific instruments are developed to address the evidence to be collected based on devising assessment activities which:
  - meet the competency standard/s
  - reflect the principles of assessment
  - incorporate principles of access and equity
  - meet the rules of evidence
  - provide choice, where appropriate
  - are sequenced to reflect competency development in a learning and assessment pathway
  - are user-friendly
  - reflect the assessment environment
  - are practicable
- 3.2 Assessment instruments are developed using appropriate:
  - style and format
  - language, literacy and numeracy
  - sensitivity to audience diversity
  - visual and aural representation
  - media
- 3.3 Clear and specific procedures instructing the assessor and/or candidate on the administration and use of the instruments are defined and documented
- 3.4 Relevant assessment system policy and procedures requirements are considered and addressed including storage and retrieval needs, review and evaluation, version control procedures
- 4.1 Draft assessment tools are checked against evaluation criteria and amended, where necessary

4. Review and trial assessment tools



- 4.2 Draft assessment tools are trialled to validate content and applicability
- 4.3 Feedback from relevant people involved in trialling is collected and documented
- 4.4 Amendments to the final tools are made based on analysis of feedback, where required





**Summary of activity**

There is one project in this unit, as presented below:


For nFinity Marketing to be a successful business, it is essential that staff members communicate effectively with one another and with clients, but lately there have been a few problems. A couple of clients have complained about receiving confusing emails and poorly written letters, and some staff say they have not been receiving properly noted phone messages.

Bill Buckingham from nFinity identified that the main problem area was the sales department, so he asked OLS to deliver the unit (BSBCMN203A) Communicate in the workplace to these staff. Now they need to be assessed to show that they are competent, and it is your task is to develop the assessment tools that we will use.

OLS assessment "guru" Stephanie Mills is going to help you develop appropriate and valid tools. You will also have to consider how you can adapt your assessment tools to suit the needs of a candidate with special needs.

In the Project Planner, learners are provided with examples of assessment tools used at OLS, and given access to a range of templates that can be used for this project. They are able to "talk" to stakeholders at nFinity Marketing to identify the client's needs.

The introduction from the Project Planner is presented below:

Hi, I'm Stephanie.	 STEPHANIE MILLS
Let's look at the project and see what's involved.	
Bill Buckingham from nFinity Marketing needs his sales staff assessed on their new skills, now that they have completed their training in the unit (BSBCMN203A) Communicate in the workplace.	
Your assessment tool(s) must provide enough evidence to show that candidates have met all of the Performance Criteria for the unit. A needs analysis has found that all candidates should be able to be assessed on this unit without any special considerations, except for Matthew Riley (Matt), who is vision impaired.	
The first thing you should do is visit the <a href="#">NTIS website</a> and familiarise yourself with the Performance Criteria and evidence guide for Communicate in the workplace.	
Then have a look at all the resources I have put together to help you through the process of developing your assessment tool, by selecting either the "Project Guide" or the "DIY Project" tab above.	
When you have completed this project, save your work into your evidence portfolio or check with your facilitator for further instructions.	

## Challenge

This project requires learners to carefully analyse the competency standards, assessment guidelines and information provided by the client (nFinity Marketing) in order to develop suitable assessment instruments. One candidate's special needs (a vision impairment) will need to be considered, and learners will be required to apply guidelines for reasonable adjustment and demonstrate how they have been able to make appropriate adjustments to the assessment tool in order to meet these needs.

We recommend that you encourage learners to read through the performance criteria, evidence guide and other information within the competency standard for ASS403A, where they will find plenty of guidance as to what needs to be considered when developing an assessment tool.

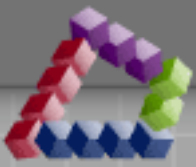
The main challenge with this unit/project will most likely be differences between the assessment tool/s used by the learner (or the learner's RTO) and those provided as examples and templates within the Toolbox. You may need to address any issues this raises.

Additionally, the scenario chosen for this project may be challenging in itself, if learners find it difficult to develop an assessment tool for a training/assessment context and workplace setting with which they are unfamiliar. The unit for the scenario, BSBCM306A, was chosen because most trainers/assessors are familiar with competencies that deal with communication skills.

If in this situation, we recommend that you conduct this project as a "run-through" demonstration rather than an actual task, then invite learners to follow the same process for the development of assessment tool/s that are relevant to their own workplace/industry context.

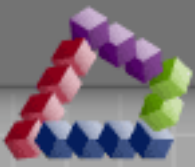
## Alternative approaches and suggested collaboration activities

1. The learner may already be employed in a training or assessment role for a registered training organisation, and in that case the Workplace Project option may be appropriate.
2. You could allocate learners into pairs or groups and invite them to develop the assessment tools collaboratively, and encourage discussion on the decision making process.
3. Invite learners to submit (by posting to the discussion board or similar method) examples of assessment tools that they use in their own RTO or VET context. You could then facilitate a discussion on the strengths/weaknesses of these tools and/or compare them to those used at OLS.
4. Invite a guest speaker for a chat with your group at a scheduled time. This may be an AQTF auditor (experienced with the requirements and guidelines for developing assessment tools), or a VET assessor with experience and expertise in the process.
5. Set a task for each person to submit a question, so that a "Developing Assessment Tools FAQ" list is compiled, then set a challenge for learners to answer the questions. This would result in the development of a useful resource for everyone.



6. To cover performance criteria not included in this project, you could:
  - a. Role-play (eg; via discussion board) meetings with nFinity stakeholders such as Bill Buckingham to go through a feedback process, and then request that amendments are made to the assessment tools based on that feedback.
  - b. Role-play a meeting with Matthew Riley to discuss his special needs for the assessment, then follow this up with a discussion on how best to adapt and adjust the assessment process and tools to meet these needs.
  - c. Facilitate a discussion on policy/procedure for contextualising assessment documentation and version control - what works/doesn't work and how this relates to AQTF requirements for storage etc of documentation.

Your notes:



## TAAASS404A - Participate in assessment validation

### (Assessment stream)

Unit descriptor: This unit specifies the competence required to participate in an assessment validation process.

The related performance criteria are detailed in the following table. Please note that some of the competencies are applied within the Toolbox context rather than a “real” VET setting, or are covered superficially within the project scenario. In most cases, the learners is able to “see” the competency being applied by an OLS trainer/assessor, or read about how the competency applies to the scenario, but may not be able to actually undertake the competency themselves during completion of the project. Therefore, further evidence from the learner’s own VET context will be required before competency can be demonstrated.

Performance criteria that are shaded grey are **not** explicitly covered within the project.

#### Element

##### 1. Prepare for validation

#### Performance Criteria

- 1.1 The *purpose, focus* and *context* of validation is confirmed and discussed with *relevant people*
- 1.2 The *approach to validation* is discussed and determined in accordance with the defined purpose/s, context and *organisational/ legal/ ethical requirements*
- 1.3 Relevant benchmarks for assessment are analysed and the evidence needed to demonstrate competency is collectively agreed
- 1.4 Any related documentation relevant to validation proceedings is identified and collectively agreed
- 1.5 Material/s to be used in validation sessions are obtained, read and interpreted and validation activities collectively agreed



**Element**

2. Contribute to validation process

**Performance Criteria**

- 2.1 Active participation in validation sessions and activities is demonstrated using appropriate communication skills
- 2.2 Participation in validation sessions and activities, includes the review, comparison and evaluation of:
  - the overall assessment process
  - assessment plans
  - interpretation of competency standards or other benchmarks for assessment
  - selection and application of assessment methods
  - the collected evidence
  - assessment decisions including the exercise of judgement

2.3 The review, comparison and evaluation is undertaken in accordance with the principles of assessment and rules of evidence

2.4 All documents used in the validation process are checked for accuracy and version control

3. Contribute to validation outcomes

3.1 Validation findings are collectively discussed, analysed and agreed to support improvements in the quality of assessment

3.2 Recommendations to improve assessment practice are discussed, agreed and recorded

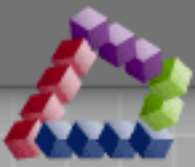
3.3 Changes to own assessment practice, arising from validation and appropriate to assessment role and responsibilities, are implemented

**Summary of activity**

There is one project in this unit, as presented below:


As part of the ongoing validation and moderation assessment process by staff at OLS, this week it's Stephanie's turn to have her assessment plan and tool/s validated. The assessment chosen for the validation is one that was recently undertaken for the unit BSBCM306A - Produce business documents.

For this project, you can practise your validation skills. You will need to: understand the purpose and background of the assessment tool/s being validated, undertake a validation of Stephanie's assessment tool/s, and analyse the outcomes and prepare a report.



In the Project Planner, learners are provided with range of assessment instruments that Stephanie Mills has developed and used for OLS clients.

The introduction from the Project Planner is presented below:

<p>Hi there! I'm Stephanie Mills, the assessment expert here at OLS.</p>	 STEPHANIE MILLS
<p>It's validation time! Actually, it's my turn to have my assessment instruments validated, so here's your chance to give me some feedback on where I might be able to improve my assessment plan and tools.</p>	
<p>We have five steps to go through:</p> <ul style="list-style-type: none"><li>•learn about validation of assessment,</li><li>•understand the purpose and background of the assessment tool/s being validated,</li><li>•gather the documentation that you'll be validating,</li><li>•undertake a validation of my assessment tool, and</li><li>•analyse the outcomes and prepare a report.</li></ul>	
<p>Remember, you can choose the PROJECT GUIDE option, where I'll break the task down into easy to follow steps, or the DIY Project option, where you can follow your own direction.</p>	
<p>When you have completed this project, save your work into your evidence portfolio and check with your facilitator for further instructions.</p>	

### Challenge

The challenge with this unit is in making the correct assessment unit. Learners will need to pay close attention to the assessment guidelines and evidence requirements for the unit BSBCMN306A, as well as the information presented regarding competency-based assessment. If you wish to increase/decrease the level of challenge, simply alter the evidence presented by the candidate to make the assessment decision easier/harder.

### Alternative approaches and suggested collaboration activities

1. The learner may already be employed in a training or assessment role for a registered training organisation, and in that case the Workplace Project option may be appropriate.
2. You could allocate learners into pairs or groups and invite them to conduct the validation collaboratively, and encourage discussion on the process.
3. Role-play a validation meeting, in which each learner is allocated a role and details of the scenario. You could either provide example materials for the validation, or invite learners to submit their own assessment tool/s for validation.
4. Invite a guest speaker for a chat with your group at a scheduled time. This may be an AQTF auditor (experienced with validation), or a VET assessor with experience and expertise in the validation process.
5. Set a task for each person to submit a question, so that a "Validation FAQ" list is compiled, then set a challenge for learners to answer the questions. This would result in the development of a useful resource for everyone.
6. Invite learners to submit (by posting to the discussion board or similar method) examples of assessment tools that they use in their own RTO or VET context. You could then facilitate a discussion on the strengths/weaknesses of these tools and/or compare them to those used at OLS.
7. To cover performance criteria not included in this project, you could:
  - a. Role-play (eg; via discussion board) the process of preparing for the validation, in relation to performance criteria 1.1 and 1.2, a key consultancy stage that should come before the actual validation.
  - b. Invite learners to share their experience/s of assessment validation, and if possible the evidence requirements and/or organisational processes/policies for this from their own RTO.
  - c. Video an actual validation meeting (or part of) and post it up for learners to see, and facilitate a discussion about the communication skills demonstrated by the participants (2.1 and 2.2).
  - d. Invite learners to post their reports to the discussion forum, where you can facilitate a discussion to analyse the outcomes and ask for suggestions to help improve the assessment process that was shown in the scenario (3.1).