TAADES505A Research and develop competency standards

Unit Descriptor

This unit specifies the competency required to research and develop competency standards for particular work functions, work processes, work roles and work-related vocational outcomes.

Application of the Unit

In the Australian vocational education and training system, competency standards are used as the benchmarks for learning, assessment and the formal recognition of achievement. (Individual competency standards are also referred to as units of competency).

- The format and design specifications for *endorsed* competency standards are set by the National Training Quality Council (NTQC) of the Australian National Training Authority (ANTA).
- Competency standards developed as part of an NTQC-endorsed industry or enterprise Training Package must meet these format and design requirements. Competency standards developed to provide the vocational outcomes of an accredited course must also be developed in accordance with these technical/format specifications. This unit of competency addresses the knowledge and skills to develop competency standards that reflect the ANTA design requirements.
- This involves researching the area/s of work to be addressed for competency development; writing a clear and accurate document (competency standard) that reflects the vocational outcomes; associated performance specifications and related knowledge, skills and evidence requirements; effectively validating the document and finalising the draft in accordance with the requirements for endorsed competency standards.
- This unit requires the learner to have competency in various research techniques. Learners undertaking this unit without a research background are advised to undertake the imported unit BSBCM405A Analyse and present research information.
- The competency specified in this unit is typically required by senior practitioners, learning product designers, instructional designers and consultants.

Unit Sector

Learning Design
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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</table>
| 1. Interpret requirements and research competency area | 1.1 The scope and purpose of developing competency standards is clarified with the client  
1.2 Systems and processes for managing the competency development process are confirmed with relevant persons and potential issues and risks are identified  
1.3 Initial research is undertaken to identify relevant information within the defined scope  
1.4 Further research is undertaken using a variety of research methods to distinguish:  
1.5 critical and discrete work area/s  
1.6 the range of work activities or tasks within each work area  
1.7 technical and generic skills, knowledge and attributes required to perform the identified tasks/activities  
1.8 Researched information is collated, reviewed, rearranged and organised using relevant thinking skills to create a conceptual overview of all the factors involved in competent performance in each work area/activity  
1.9 Research outcomes are confirmed with relevant people |
| 2. Formulate competency standards             | 2.1 Relevant guidelines are accessed and interpreted to format and structure the competency standards  
2.2 Draft competency standards are developed from the synthesised research in accordance with relevant guidelines  
2.3 The draft competency standards are written to reflect plain English, clear writing and the technical language of the audience  
2.4 All parts of the competency standard format and structure are developed and written to create a cohesive, user-friendly and meaningful document  
2.5 Draft competency standards are confirmed with relevant people |
| 3. Validate competency standards              | 3.1 A comprehensive consultative process is planned to review and validate the draft competency standards  
3.2 Mechanisms are developed to manage feedback  
3.3 The consultation process is undertaken in accordance with the consultation plan and matters raised by stakeholders are addressed  
3.4 Feedback is collated and analysed using criteria and a judgement is made to modify, amend or maintain draft  
3.5 Consultation outcomes are documented  
3.6 If required, a further process of consultation is undertaken and further iterations of draft competency standards are developed  
3.7 Findings are confirmed with relevant people |
4. Finalise competency standards

4.1 Draft competency standards are checked and edited to ensure all relevant changes have been made and that the product meets all requirements

4.2 Any final issues are considered and addressed and final draft is confirmed and handed over to the client

4.3 The development process is evaluated and reflection is used to identify changes and improvements

KEY COMPETENCIES

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
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</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>writing clearly for a wide audience to communicate skills and knowledge required for competency</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>discussing the development of competency standards with a range of people who can provide advice</td>
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<tr>
<td>Collecting analysing and organising information</td>
<td>gathering a range of information using different research techniques, and interpreting and analysing this to identify the skills and knowledge required for competency standards</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>determining a timeframe for the development process</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>ensuring time is taken for reflection and review</td>
<td></td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>collaborating with others and giving and receiving feedback</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>depending on the industry and job, using mathematical techniques for information to be included in the competency standards</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>ensuring the developed competency standard meets the range of skills and knowledge identified during research</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>dealing with different stakeholders who want to contribute to the development process, and negotiating the information to be included/excluded</td>
<td></td>
</tr>
<tr>
<td>Using technology</td>
<td>using technology to research information, write competency standards, and gather and distribute information</td>
<td>2</td>
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RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

The scope of competency standards may include:
- competency standards for a whole industry or cross industry, e.g. training and assessment
- competency standards for an industry sector or field of work within the industry, e.g. assessment
- competency standards for particular areas of work within that sector or field, e.g. developing assessment tools
- competency standards for an organisation or parts of the organisation
- competency standards for meeting specific community needs, e.g. competencies needed by long-term unemployed
- competency standards for a professional or regulatory body

The purpose of competency standards may be to:
- define the work performance requirements expected by the industry/organisation or professional body
- set benchmarks for learning and assessment
- set benchmarks for recognising the skills of existing workers
- define benchmarks for regulatory or licensing requirements
- set requirements for entry into an occupation or profession
- provide the basis for maintaining currency or further development of skill/competency in an occupation/profession
- support business, strategic, human resources or organisational goals

The client may include:
- ANTA
- national Industry Skills Councils (ISCs)
- an enterprise
- a government department
- an organisation
- a training and/or assessment organisation
- a professional association/body representing the interests of a particular occupation
- own organisation
| Systems and processes may include:                          | • project management requirements including project plan  |
|                                                           | • establishment of reference group/steering committee   |
|                                                           | • determining key stakeholders                          |
|                                                           | • using relevant software and computer equipment        |
|                                                           | • records and financial systems                          |
| **Initial research may include:**                          | • preliminary discussions/consultations with key        |
|                                                           |   stakeholders, such as personnel in the                |
|                                                           |   industry/organisation, technical experts or           |
|                                                           |   specialists in the field, representative             |
|                                                           |   organisations                                         |
|                                                           | • literature and/or web research                        |
|                                                           | • surveys/interviews                                     |
| **Relevant information may include:**                      | • existing competency standards including other        |
|                                                           |   industry standards that may cross-over scope/coverage|
|                                                           | • outcomes of organisational training needs analyses    |
|                                                           | • industry or other research reports identifying trends,|
|                                                           |   new developments, technological changes, work         |
|                                                           |   organisation changes and global developments          |
|                                                           | • specific information gleaned from discussions         |
Further research may cover:

- critical and discrete work areas, such as:
  - a broad work function, e.g. managing customer service
  - a narrow but discrete work function, e.g. mail sorting
  - a work function requiring licensing, e.g. a forklift operations
  - a work process, e.g. assessment
  - a different application of a work process or function, e.g. e-based applications
- the range of work activities or tasks within each work area, such as:
  - specific work tasks
  - integrated work tasks
  - the activities performed
  - the processes involved in carrying out the work
- technical skills required to perform the identified tasks/activities
- required knowledge, including the facts, concepts or principles required to competently perform an activity, for example:
  - knowledge of the policies and procedures of the workplace and/or job role
  - knowledge of learner styles
  - knowledge of legislation
- required skills and attributes, including mental or physical abilities required to competently perform an activity, for example:
  - communication skills
  - technology skills
  - facilitation skills
  - English language, literacy and numeracy skills which underpin work performance
- personal qualities needed to competently perform an activity and may include standards of behaviour, values and beliefs, for example:
  - respect
  - demonstrating confidentiality
  - concern for accuracy in information presented or documents produced
  - willingness to travel distances or work irregular hours
- Key Competencies required to perform the identified tasks/activities

Using a variety of research methods may include:

- focus groups with people performing the job/work
- functional analysis workshops using DACUM or similar technique
- structured interviews with personnel regarded as expert, highly competent, very experienced
- evaluation of documentation, e.g. job profiles, recruitment information
- discussions with people in industry or professional networks
Thinking skills may include:

- information processing - process and sort information from a range of sources and determine what is useful or relevant
- convergent thinking - filter, order, critique and evaluate information
- divergent thinking - identify and respond to different stimuli and 'discover' new or important information

Relevant people may include:

- client/client representative
- steering committee/reference group
- manager

Guidelines may include:

- current ANTA guidelines
- guidelines produced by other bodies responsible for competency specifications such as professional bodies
- state/territory accreditation authority guidelines
- guidelines from other countries
- internal organisational guidelines

All parts of the competency standard format and structure may include:

- unit title and descriptor
- application section
- competency field
- industry sector
- pre-requisites
- elements
- Performance Criteria
- Range Statement
- the evidence guide, including
  - required knowledge and skills
  - critical aspects of assessment (in the TAA04 Training and Assessment Training Package called overview of assessment and requirements for the collection of quality evidence and specific evidence requirements)
- Key Competencies
- context and resource implications of assessment
- methods of assessment
- products and processes that could be used as evidence
- integrated assessment/co-assessment relationships
- guidance information

Cohesive, user friendly and meaningful may include:

- using the language of the industry
- reflecting realistic work outcomes, practices, skill and knowledge requirements
- reflecting the job/role environment and context
- reflecting the dimensions of competency
A consultative process may include:

- the audience for consultations and validation of draft materials, e.g. key stakeholders
- the mediums for consultations and validation of draft materials, e.g. workshops, presentations, web, email, mail
- the time period
- the scope - national, state, local, organisational

Mechanisms for managing feedback may include:

- specified questions to guide provision of feedback
- an approval form
- a questionnaire
- a mechanism for stakeholders to draft amendments directly, e.g. through email
- use of a web site

Matters may include:

- issues
- concerns
- misunderstandings
- need for more information
- negative responses
- positive responses
- ideas

Stakeholders may include:

- persons who work in the work area represented in the competency standard
- persons whose work is connected to the work area reflected in the competency standard, e.g. a supervisor
- other developers of competency standards
- National Occupational Health and Safety Commission (NOHSC)
- industry or technical experts including occupational health and safety (OHS)
- regulatory authorities
- State/territory Training Authorities (STAs)
- trainers/facilitators and/or assessors in the area
- reference group or steering committee members
- developers of other components of a Training Package, e.g. the Qualifications Framework and Assessment Guidelines
- peak bodies

Criteria may include:

- relevance of feedback
- appropriateness of feedback
- whether feedback adds value or meaning
- whether feedback adds new content
- whether feedback adds to quality of draft

All requirements means:

- guidelines of relevant body
- industry needs
- client requirements
EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

To demonstrate competency against this unit candidates must be able to provide evidence that they have developed a number of competency standards which accurately define identified work functions/processes/roles/vocational outcomes.

Evidence must show that an extensive research, consultative and validation process was used in developing the competency standards. The specifications must also meet ANTA format and design requirements.

Required knowledge includes:

• sound knowledge of Training Packages, including:
  • the endorsed components of Training Packages and how the components relate to each other
  • the structure and format of endorsed competency standards
  • how the different parts of a competency standard work together and how to link them
  • how and where assessment requirements are defined in the competency standard
  • the language and terminology used
  • current ANTA guidelines for developing competency standards and any other related guidelines
  • statement of relationship between NOHSC and ANTA
  • who to collaborate with to get information about competency standards and their development, for example:
    • other developers
    • trainers/facilitators and/or assessors
    • ISCs
    • employer organisations and unions
    • international organisations
    • regulatory authorities including OHS
    • professional bodies
  • the difference between:
    • skills, knowledge and attributes
    • technical skills and generic skills
    • tasks and work functions
    • the dimensions of competency and the format of competency standards
  • a range of research methods, for example:
    • focus groups
    • functional analysis workshops
    • structured interviews
    • observation
    • evaluation of documentation
    • desk research
    • using international standards
• the vocational education and training environment, for example:
  • different organisations and the information they can provide
  • endorsement processes set out by ANTA and/or STA accreditation processes
  • the role of Training Packages and competency standards
  • developments relating to Training Packages and competency standards
• relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
  • plagiarism, copyright, ethical practice
  • major policy impacting on competency standards development e.g. Bridging Pathways
  • licensing requirements
  • duty of care under common law
  • anti-discrimination including equal opportunity, racial vilification and disability discrimination
  • industrial relations requirements including relevant awards/enterprise agreements
• relevant OHS knowledge relating to the work role and OHS considerations which need to be included in the content of competency standards
• OHS obligations of the training and/or assessment organisation, the trainer/facilitator and/or assessor and learner
Required skills and attributes include:

- **communication skills to:**
  - identify and clarify the purpose and scope of competency standards development
  - elicit relevant information from people during research
  - consult widely and effectively
  - convey ideas and information
  - conduct interviews and ask relevant questions
  - discuss issues and matters relating to competency standards development

- **research and analysis skills to:**
  - gather information from a range of sources
  - analyse information for validity and reliability
  - undertake literature reviews
  - use a variety of research methods
  - analyse competency standards

- **thinking skills to:**
  - conceptualise competency
  - synthesise information
  - order and determine relevant information
  - think laterally
  - process and sort information from a range of sources and determine what is useful or relevant
  - filter, order, critique and evaluate information
  - identify and respond to different stimuli and 'discover' new or important information

- **literacy skills to:**
  - read and interpret written information, guidelines and other documents
  - write clear and cohesive specifications
  - use plain English
  - use appropriate technical language in the area of vocational competency
  - use the language of training/vocational education and training
  - translate the range of processes and procedures followed in a job to a set of skills and knowledge

- **facilitation skills to:**
  - undertake consultative processes
  - run workshops and focus groups
  - ensure effective participation by stakeholders and individuals
  - obtain support from stakeholders

- **presentation skills to:**
  - present information, feedback and advice to stakeholders in consultation processes

- **technology skills to:**
  - develop the competency standard in the format requested by the brief
  - distribute and gather information

- **reflection skills to:**
  - own work
  - other developers’ work
  - the processes used to develop the competency
standard

**Products that could be used as evidence include:**
- draft competency standards
- developed competency standards
- documentation seeking and receiving feedback on draft competency standards
- literature review
- reports of consultations
- functional analysis documentation
- workshop materials

**Processes that could be used as evidence include:**
- how information has been analysed for inclusion in the competency standard
- how consultation and research processes were established and why
- how industry and end user requirements were met

**Resource implications for assessment include:**
- access to research materials
- access to industry/organisational staff and experts
- access to consultation participants
- access to Training Packages
- access to ANTA guides

**The collection of quality evidence requires that:**
- assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies
- a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
- evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided
- the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

**Specific evidence requirements must include:**
- a minimum of three units of competency that encompass the design features, structure and format for competency standards as specified by ANTA
Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the TAA04 Training and Assessment Training Package. Suggested units include but are not limited to:
  - TAADES501A Design and develop learning strategies
  - TAADES502A Design and develop learning resources
  - TAATAS503A Manage contracted work.