



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **TAATAS501B Undertake organisational training needs analysis**

**Release: 1**

## **TAATAS501B Undertake organisational training needs analysis**

### **Modification History**

Not applicable.

### **Unit Descriptor**

**This unit specifies the competency required to undertake a training needs analysis (TNA) to identify the training and assessment needs of an organisation.**

### **Application of the Unit**

Training needs analyses are used to assist organisations identify their training needs and develop relevant solutions.

This competency involves identifying organisational/client needs through data investigation, using reliable and valid data analysis methods to interpret the data and providing advice and recommendations on training and assessment services required to meet the identified training needs. This includes identifying future support and services that the client will need to implement the recommendations.

A training needs analysis can be used to identify the training needs of different levels across an organisation and/or for individuals. This unit focuses on identifying the training and assessment needs at the organisational level. Individual training needs analysis is covered in a number of units in this Training Package.

Achievement of this unit requires competency in the development and implementation of a variety of training and assessment methods and knowledge of current processes and practices involved in the implementation of Training Packages.

The competency specified in this unit is typically required by trainers/facilitators, assessors, teachers, consultants, human resource managers, program coordinators and managers.

### **Licensing/Regulatory Information**

Not applicable.

### **Pre-Requisites**

Not applicable.

### **Employability Skills Information**

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

### Elements and Performance Criteria

Element	Performance Criteria
1 Identify organisational/ client needs	1.1 Discussions are held with <b>clients</b> to identify and verify <b>client objectives, expectations and organisational requirements</b>
	1.2 Appropriate <b>communication and interpersonal skills</b> are used to develop a professional relationship with the client
	1.3 <b>Existing or potential issues</b> to be addressed are identified and analysed to determine the impact on client objectives and requirements
	1.4 <b>Resources</b> are identified and accessed in accordance with organisational requirements
	1.5 A <b>consultation plan</b> is developed with <b>relevant persons</b> and is negotiated and agreed by the client
2 Conduct training needs analysis	2.1 Reliable and appropriate <b>methods for collecting information and data</b> on current, emerging and future training needs are employed which make efficient use of resources
	2.2 Work is analysed to determine skills and competencies required for effective performance
	2.3 Information and data is <b>gathered</b> to determine current skills/competency profile of staff in accordance with legal/organisational/ethical requirements
	2.4 Information is analysed using reliable and valid <b>data analysis methods</b> to determine skills competency match and identification of current/emerging/future organisational training

needs

- 2.5 Conclusions on organisational training needs are supported by verifiable evidence and are consistent with research objectives
- 3 **Provide advice to clients**
    - 3.1 Clients are provided with clear **advice** and recommendations on training and assessment needs
    - 3.2 Clients are provided with **options** for meeting identified training needs
    - 3.3 Feedback and comments on suitability and sufficiency of advice and recommendations are obtained
    - 3.4 Final report is completed and **presented** to the client, and processed in accordance with **legal/organisational requirements**

## Required Skills and Knowledge

Not applicable.

# Evidence Guide

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

## Overview of Assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they can consult effectively with clients to identify their needs and provide recommendations for training and/or assessment.

The advice provided as evidence must show how consultative processes were used to verify client needs; detail research methods undertaken to identify suitable training and/or assessment; include an implementation plan for the training needs analysis; include presentations outlining advice and recommendations; and identify resource requirements and future support delivery timelines.

## Evidence Requirements

### Required knowledge includes:

competency standards and Training Packages/ accredited courses to:  
 match suggested training to client needs  
 work with competency standards to design training solutions  
 work within Australian Quality Training Framework (AQTF) requirements

AQTF Standards for Registered Training Organisations (RTOs)

risk identification and management strategies

industry and enterprise knowledge, for example:

relevant assessment and training strategies

client organisation's culture and expectations

underpinning skills and knowledge likely to be required in the industry

changes likely to impact on the industry/sector and training implications of those

range of evaluation and research

methodologies, for example:

literature research

DACUM analysis

Delphi analysis

interviewing techniques

the external environment relating to social, political, economic and technological developments, for example:

new developments in adult learning techniques

available funding

principles of intellectual property, for example:

various ways to give appropriate credit when using another's ideas or work

training and development strategies

learning organisation concepts

change management concepts/strategies

data retrieval and interpretation systems, for example:

training needs analysis

analysis of job functions

relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:

plagiarism

Training Packages/competency standards/other criteria

copyright and privacy laws in terms of electronic technology

security of information

recording information and confidentiality requirements

duty of care

the industrial relations system,  
industry/workplace relations, and industrial  
awards/enterprise agreements

anti-discrimination including equal  
opportunity, racial vilification and disability  
discrimination

vocational education and training

OHS relating to undertaking an  
organisational training needs analysis,  
including:

sources of information on OHS as it applies  
to the training and/or assessment  
organisation

risks that should be addressed by a training  
and/or assessment organisation

legislative requirements for OHS record  
keeping and reporting requirements

OHS obligations of the training and/or  
assessment organisation, the  
trainer/facilitator, assessor and learner

requirements for consultation under OHS  
legislation

**Required skills and attributes include:**

research skills to:

design research processes for collecting  
reliable and valid information

objectively observe processes

literacy skills to:

prepare written reports incorporating advice  
and recommendations

critically evaluate the relevance, reliability  
and authority of information

integrative thinking skills to:

conceptualise and synthesise issues by  
'making links'

explore issues from a number of different or

contrasting points of view

observation skills to:

identify current work practices

analyse future training requirements

consultation skills to:

analyse and determine client requirements

ensure full participation of relevant individuals and groups in providing feedback on recommendations

communication skills to:

interpret information from a variety of people

promote and explain recommended development activities

interpersonal skills to:

maintain appropriate relationships with stakeholders

establish trust

be open to the opinion of others

actively listen

numerical skills to:

document and present statistical information to illustrate key aspects of a problem or question

negotiation and facilitation skills to:

work with people at all levels of the organisation to ensure client objectives are being met

support ideas in a polite manner when challenged



	problem solving skills to: apply effective approaches to defining and analysing issues
<b>Products that could be used as evidence include:</b>	report highlighting outcomes of workshops and stakeholder consultation report detailing recommendations feedback gathered consultation/communication plans
<b>Processes that could be used as evidence include:</b>	how information was collected how relevant data was analysed how future support was determined
<b>Resource implications for assessment include:</b>	access to competency standards access to assessment materials and tools access to suitable assessment venue/equipment workplace documentation cost/time considerations personnel requirements

**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 Guide, Employability Skills

a range of appropriate assessment methods/evidence gathering techniques is used to determine competency

evidence must be gathered in the workplace wherever 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:**

an outline of client needs

a report of research undertaken

recommendations made to the client

a plan outlining the delivery of future services, if required

**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:

**TAATAS503B Managecontractedwork**

**TAACMQ504B Determine and manage scope of training and/or assessment services.**

## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

**Clients** may be:

- internal or external
- an enterprise
- a department/division
- an industry sector
- a professional association
- a community organisation
- a government organisation

**Client objectives** and **expectations** may include:

focus on individual learner objectives, such as:

- new skills
- specific competencies
- target qualifications
- career advancement

focus on productivity improvement

focus on administrative and records management systems

focus on satisfying legislative or government regulatory requirements

involve specific learning support systems

reflect individualised organisational training and skill requirements

be affected by national and state/territory policy and funding parameters

**Organisational requirements** may include:

- quality assurance and/or procedures manuals
- goals, objectives, plans, systems and processes

legal and organisational policy/guidelines and requirements

recording and reporting procedures

business and performance plans

access and equity principles and practices

confidentiality requirements

ethical standards

collaborative/partnership arrangements

occupational health and safety policies, procedures and programs

quality and continuous improvement processes and standards

defined resource parameters

**Communication and interpersonal skills** may relate to:

verbal or non-verbal language

two-way interaction

constructive feedback

active listening

questioning to clarify and confirm understanding

accurately interpreting non-verbal and verbal messages

use of language and concepts appropriate to cultural differences

clear and concrete presentations of options

culturally inclusive and sensitive engagement techniques

**Existing or potential issues** may include:

time to release employees from work to attend consultations

access to a range of employees

individual concerns/issues/negativities that may be brought to consultation sessions

**Resources** may include:

people

finances

business/organisational needs

equipment

**Consultation plan** may include:

technology  
purpose and aims of consultation  
selection of personnel/other relevant persons  
protocol for consultations with employees  
industrial relations considerations  
confidentiality/privacy/ethical considerations  
reporting arrangements  
resources required  
timeframes  
other organisational needs

**Relevant persons** may include:

clients  
employees  
government agencies  
organisational managers/supervisors  
organisational training and assessment coordinators  
industry groups  
employer/employee representatives  
state/territory registering body representatives  
external consultants

**Methods for collecting information and data** may include:

surveys, interviews, discussions, focus groups  
critical incident technique  
observations of personnel at work  
accessing relevant government legislation, policies and practices  
analysing industry and/or enterprise skills audit reports  
analysing human resource management records/performance management records  
reviewing industry publications or reports  
concept mapping  
job and task analysis

Information and data may be **gathered** at the following levels:

- analysing assessment and/or training records
- organisational
- workgroup/work unit
- individual

**Data analysis methods** may include:

- qualitative/quantitative processes
- feedback on results
- review of previous research
- peer review
- data sampling
- statistical analysis

**Advice** may relate to:

- short-term and/or long-term recommendations
- specified outcomes and strategies
- resource requirements
- provision of training and/or assessment services
- design or review of training programs
- contextualisation of industry competency standards to meet client goals
- administrative and management systems
- statutory and mandatory requirements
- competency standards and performance assessment systems
- national standards
- performance management systems
- training and professional development principles
- reporting and accountability requirements and processes

**Options** may include:

- developing in-house capacity to meet identified needs
- identifying training and/or assessment organisations to meet needs
- identifying specific units of competency, qualifications/courses to meet needs

	consultancy services
	timelines
	urgency
Report may be <b>presented</b> using:	visual, audio-visual, graphics, multimedia demonstrations/presentations written text or equivalent medium plans, diagrams, charts, posters
<b>Legal requirements</b> may include:	standards for training and/or assessment organisation state or territory registering body requirements award and enterprise agreements and relevant industrial arrangements confidentiality and privacy requirements scope of registration relevant legislation from all levels of government that affects business operation, including: OHS issues environmental issues equal opportunity industrial relations and anti-discrimination relevant industry codes of practice

## **Unit Sector(s)**

Not applicable.

## **Competency Field**

**Training Advisory Services**