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Department of Education, Employment
and Workplace Relations



TAA04 Training and Assessment Training Package

Introduction, Qualifications Framework, Assessment Guidelines, Units of Competency

Volume 1 of 1

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This is Volume I of I Volume. This document comprises the endorsed component of the TAA04 Training and Assessment Training Package endorsed by the National Training Quality Council (NTQC) in October 2004



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Preliminary information

Important note to users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

Check the version number before commencing training or assessment

This Training Package is Version 2.1 – check whether this is the latest version by going to the National Training Information Service (www.ntis.gov.au) and locating information about the Training Package. Alternatively, contact Innovation & Business Skills Australia at www.ibsa.org.au to confirm the latest version number.

Explanation of version number conventions

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. A significant change would mean assigning the version identifier ‘Version 2’ to the Training Package.

When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control (i.e. a new year identifier in the code is added, for example TDT02 becomes TDT07), then it is called Version 1.

Do not confuse the version number with the Training Package’s national code (which remains the same during its period of endorsement).

Version modification history

The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

Version	Release Date	Comments
2.1	February 2008	<p>Addition of contextual information regarding evidence to the Assessment Guidelines.</p> <p>Addition of three Skill Sets:</p> <ul style="list-style-type: none"> • Enterprise Trainer • Enterprise Trainer and Assessor • Assessor. <p>Replace TAAASS401B with TAAASS401C <i>Plan and organise assessment</i>, an enhancement adding requirements for RPL.</p> <p>Replace TAAASS402B with TAAASS402C <i>Assess competence</i>, an enhancement adding requirements for RPL.</p> <p>Replace TAADEL301B with TAADEL301C <i>Provide training through instruction and demonstration of work skills</i> an enhancement adding requirements for coaching skills.</p> <p>Addition of BSBCMM401A <i>Make a presentation</i> to the list of units.</p> <p>Update of imported units.</p>
2.0	August 2007	<p>Employability Skills mandatory text included in the introduction, qualification guidelines, assessment guidelines and each unit of competency; Employability Skills explicitly expressed in units. Category 1 changes made to correct typographical, grammatical and minor formatting errors.</p>
1.0	November 2004	<p>Primary release – replaces BSZ98</p>

TAA04 Training and Assessment Training Package Summary

There are two qualifications in TAA04 Training and Assessment Training Package:

- TAA40104 Certificate IV in Training and Assessment
- TAA50104 Diploma of Training and Assessment.

There are 39 units of competency in Version 2.1 of the TAA04 Training and Assessment Training Package and imported units. The units are grouped into eight Fields of Competence:

- Learning Environment – 5 units
- Learning Design – 7 units
- Delivery and Facilitation – 10 units
- Assessment – 6 units
- Training Advisory Services – 5 units
- Coordination, Management and Quality of Training and/or Assessment Services – 5 units
- Language Literacy and Numeracy Practice – 1 unit
- Imported Units – 17.

Table 1 below sets out the TAA04 units by code and title in their Fields of Competence. Most units do not require achievement of other units as prerequisites or co-requisites, although this varies and the reader should note where prerequisites or co-requisites have been identified. With some units, advice has been provided which identifies the recommended achievement of another TAA unit or units prior to or in conjunction with undertaking the specific unit, particularly in a learning and assessment pathway. This recommended advice is set out in the final column of Table 1.

While most TAA units packaged in the Diploma do not require specific prerequisites, readers should note the general entry requirements for the TAA50104 Diploma of Training and Assessment.

TAA04 Training and Assessment Training Package units and identified pre-requisite and recommended unit relationships

Unit code	Unit Title	Pre-requisite units	Recommended prior or co-learning units
Learning Environment Field			
TAAENV401B	Work effectively in vocational education and training	Nil	Nil
TAAENV402B	Foster and promote an inclusive learning culture	Nil	Nil
TAAENV403B	Ensure a healthy and safe learning environment	Nil	Nil
TAAENV404B	Develop innovative ideas at work	Nil	Nil

Unit code	Unit Title	Pre-requisite units	Recommended prior or co-learning units
TAAENV501B	Maintain and enhance professional practice	Nil	Nil
Learning Design Field			
TAADES401B	Use Training Packages to meet client needs	Nil	Nil
TAADES402B	Design and develop learning programs	Nil	TAADES401B
TAADES501B	Design and develop learning strategies	Nil	TAADES401B TAADES402B
TAADES502B	Design and develop learning resources	Nil	Nil
TAADES503B	Research and design e-learning resources	Nil	TAADES502B
TAADES504B	Develop and evaluate e-learning resources	Nil	TAADES502B TAADES503B
TAADES505B	Research and develop competency standards	Nil	TAADES401B
Delivery and Facilitation Field			
TAADEL301C	Provide training through instruction and demonstration of work skills	Nil	Nil
TAADEL401B	Plan and organise group-based delivery	Nil	TAADES402B (where program development and delivery planning are undertaken as single function)
TAADEL402B	Facilitate group-based learning	Nil	TAADEL401B (where delivery planning and delivery implementation are carried out as single function)
TAADEL403B	Facilitate individual learning	Nil	Nil
TAADEL404B	Facilitate work-based learning	Nil	Nil

Unit code	Unit Title	Pre-requisite units	Recommended prior or co-learning units
TAADEL405B	Coordinate and facilitate distance-based learning	Nil	TAADEL402B
TAADEL501B	Facilitate e-learning	Nil	TAADEL402B
TAADEL502B	Facilitate action learning projects	Nil	Nil
TAADEL503B	Provide advanced facilitation to support learning	TAADEL402B TAADEL403B plus one of: TAADEL404B TAADEL405B TAADEL501B TAADEL502B	
TAADEL504B	Lead and coordinate training services	TAADES402B TAADES501B TAADEL401B TAADEL402B	
Assessment Field			
TAAASS301B	Contribute to assessment	Nil	Nil
TAAASS401C	Plan and organise assessment	Nil	Nil
TAAASS402C	Assess competence	Nil	TAAASS401C (where planning and organising the assessment process and carrying out the assessment process are integrated functions)
TAAASS403B	Develop assessment tools	Nil	Nil
TAAASS404B	Participate in assessment validation	TAAASS402C	TAAASS401C TAAASS403B

Unit code	Unit Title	Pre-requisite units	Recommended prior or co-learning units
TAAASS501B	Lead and coordinate assessment systems and services	TAAASS401C TAAASS402C TAAASS403B TAAASS404B	Nil
Training Advisory Services Field			
TAATAS401B	Maintain information requirements of training and/or assessment organisations	Nil	TAAENV401B
TAATAS501B	Undertake organisational training needs analysis	Nil	Nil
TAATAS502B	Prepare a tender bid	Nil	BSBMGT503A
TAATAS503B	Manage contracted work	Nil	BSBMGT504A
TAATAS504B	Facilitate group processes	Nil	Nil
Coordination, Management and Quality of Training and/or Assessment Services Field			
TAACMQ501B	Develop training and/or assessment organisational policies and procedures	Nil	Nil
TAACMQ502B	Coordinate training and/or assessment arrangements for apprenticeships/traineeships	Nil	TAADES401B TAADES402B TAADES501B
TAACMQ503B	Lead and conduct training and/or assessment evaluations	Nil	Nil
TAACMQ504B	Determine and manage scope of training and/or assessment services	Nil	Nil
TAACMQ505B	Lead a team to foster innovation	Nil	Nil

Unit code	Unit Title	Pre-requisite units	Recommended prior or co-learning units
Language, Literacy and Numeracy Practice Field			
TAALLN401B	Address language, literacy and numeracy issues within learning and assessment practice	Nil	TAAENV401B TAAENV402B TAADEL403B TAADEL401B TAADEL402B TAADEL404B TAADEL405B TAAASS401C TAAASS402C TAAASS404B

Imported units in the TAA04 Training and Assessment Training Package and identified pre-requisite units

Unit code	Unit Title	Unit source	Prerequisite
BSBAUD402B	Participate in a quality audit	BSB07 Business Services Training Package	Nil
BSBCMM401A	Make a presentation	BSB07 Business Services Training Package	Nil
BSBEBUS508A	Build a virtual community	BSB01 Business Services Training Package	Nil
BSBFLM514A	Manage people	BSB01 Business Services Training Package	Nil
BSBLED401A	Develop teams and individuals	BSB07 Business Services Training Package	Nil
BSBMGT503A	Prepare budgets and financial plans	BSB01 Business Services Training Package	Nil
BSBMGT504A	Manage budgets and financial plans	BSB01 Business Services Training Package	Nil
BSBMGT506A	Recruit, select and induct staff	BSB01 Business Services Training Package	Nil
BSBMKG413A	Promote products and services	BSB07 Business Services Training Package	Nil
BSBMKG501B	Identify and evaluate marketing opportunities	BSB07 Business Services Training Package	Nil
BSBREL402A	Build client relationships and business networks	BSB07 Business Services Training Package	Nil
BSBRES401A	Analyse and present research information	BSB07 Business Services Training Package	Nil

Unit code	Unit Title	Unit source	Prerequisite
BSBRKG502B	Manage and monitor business or records systems	BSB07 Business Services Training Package	Nil
BSBWOR502A	Ensure team effectiveness	BSB07 Business Services Training Package	Nil
BSBWRK509A	Manage industrial relations	BSB07 Business Services Training Package	Nil
CHCCAR501A	Provide careers guidance	CHC02 Community Services Training Package	Nil
PSPGOV504B	Undertake research and analysis	PSP04 Public Sector Training Package	Nil

The three skill sets in this Training Package are:

- Enterprise Trainer
- Enterprise Trainer and Assessor
- Assessor.

Mapping to previous Training Package

Changes Resulting from the Review of the Training Package

The review of the BSZ98 Assessment and Workplace Training Package resulted in a number of changes being made. The most obvious is the change in name to TAA04 Training and Assessment Training Package.

The new Training Package still has two qualifications but 39 new units of competency have been specifically developed and 17 units have been imported from other Training Packages. The Training Package also includes three skill sets.

For a complete mapping of units and their content to the previous Training Package, see the detailed unit mapping information provided within the Package.

The review of the Training Package reworked all the previous content and entailed development of additional competencies.

Changes to the qualifications

The number of required units for Certificate IV has been increased from 8 to 14. The packaging allows for 2 elective units to be chosen.

The number of units for completion of the Diploma has been reduced from 13 to 12. The number of core units has increased from 4 to 5.

The TAA04 Training and Assessment Training Package covers a wider range of vocational education and training (VET) professionals, not just workplace trainers and assessors. It includes competencies for workplace or RTO based assessors, teachers/trainers, educationalists, support personnel and middle level technical managers.

TAA04 Training and Assessment Training Package – Mapping of Qualifications from TAA04 Version 2.1 to TAA04 Version 2.0

TAA04 Version 2.1 Qualification Code and Title	TAA04 Version 2.0 Qualification Code and Title	Comments in relation to previous iteration of the Training Package
TAA40104 Certificate IV in Training and Assessment	TAA40104 Certificate IV in Training and Assessment	No change
TAA50104 Diploma of Training and Assessment	TAA50104 Diploma of Training and Assessment	No change

TAA04 Training and Assessment Training Package – Mapping of Qualifications from TAA04 Version 2.0 to TAA04 Version 1.0

TAA04 Version 2.0 Qualification Code and Title	TAA04 Version 1.0 Qualification Code and Title	Comments in relation to previous iteration of the Training Package
TAA40104 Certificate IV in Training and Assessment	TAA40104 Certificate IV in Training and Assessment	No change
TAA50104 Diploma of Training and Assessment	TAA50104 Diploma of Training and Assessment	No change

TAA04 Training and Assessment Training Package – Mapping of Qualifications from TAA04 Version 1.0 to BSZ98

Qualification Code	Relationship	Comment in relation to the previous iteration of the Training Package
TAA40104	Replaces BSZ40198	Unit content and qualification packaging changed
TAA50104	Replaces BSZ50198	Unit content and qualification packaging changed

Changes to units of competency

There are 39 new industry specific units developed as well as 17 units being imported from the Business Services, Community Services and the National Public Services Training Packages. The units provide more comprehensive advice in the Range Statements and Evidence Guides. Particular attention has been given to providing advice on assessment of competency and the collection of quality evidence to make determinations on whether competency has been achieved.

TAA04 Training and Assessment Training Package – Mapping of Competency Standards from TAA04 Version 2.1 to TAA04 Version 2

TAA04 Version 2.1 Unit Code and Title	TAA04 Version 2.0 Unit Code and Title	Comment in relation to previous iteration of the Training Package
Industry Capability – Delivery and Facilitation		
TAADEL301C Provide training through instruction and demonstration of work skills	TAADEL301B Provide training through instruction and demonstration of work skills	Coaching skills added to Performance Criteria and Range Statement. Code changed to reflect change.
Industry Capability – Assessment		
TAAASS401C Plan and organise assessment	TAAASS401B Plan and organise assessment	RPL added to Elements, Performance Criteria and Range Statement. Code changed to reflect change.
TAAASS402C Assess competence	TAAASS402B Assess competence	RPL added to Elements, Performance Criteria and Range Statement. Code changed to reflect change.
Imported Units		
BSBAUD402B Participate in a quality audit	BSBAUD402A Participate in a quality audit	Unit updated and equivalent to BSBAUD402A – minor change.
BSBLED401A Develop teams and individuals	BSBCM404A Develop teams and individuals	Unit updated and equivalent to BSBCM404A.
BSBMKG413A Promote products and services	BSBCM409A Promote products and services	Unit updated and equivalent to BSBCM409A.
BSBMKG501B Identify and evaluate marketing opportunities	BSBMKG501A Identify and evaluate marketing opportunities	Unit updated and equivalent to BSBMKG501A – minor change.
BSBREL402A Build client relationships and business networks	BSBMKG406A Build client relationships and business networks	Unit updated and equivalent to BSBMKG406A.
BSBRES401A Analyse and present research information	BSBCM405A Analyse and present research information	Unit updated and equivalent to BSBCM405A – minor change.
BSBRKG502B Manage and monitor business or records systems	BSBRKG502A Manage and monitor business or records systems	Unit updated and equivalent to BSBRKG502A – minor change.
BSBWOR502A Ensure team effectiveness	BSBFLM512A Ensure team effectiveness	Unit updated and equivalent to BSBFLM512A.
BSBWRK509A Manage industrial relations	BSBHR504A Manage industrial relations	Unit updated and equivalent to BSBHR504A – minor change.

Changes to Assessment Guidelines

Version 2.1 included:

- advice on evidence requirements for core units
- information on RPL and Learning and Assessment Pathways.

Addition of Skill Sets

Version 2.1 included 3 Skill Sets:

- Enterprise Trainer
- Enterprise Trainer and Assessor
- Assessor.

TAA04 Training and Assessment Training Package – Mapping of Competency Standards from TAA04 Version 2.0 to TAA04 Version 1.0

TAA04 Version 2.0 Unit Code and Title	TAA04 Version 1.0 Unit Code and Title	Comment in relation to previous iteration of the Training Package
Industry Capability – Learning Environment		
TAAENV401B Work effectively in vocational education and training	TAAENV401A Work effectively in vocational education and training	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.
TAAENV402B Foster and promote an inclusive learning culture	TAAENV402A Foster and promote an inclusive learning culture	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.
TAAENV403B Ensure a healthy and safe learning environment	TAAENV403A Ensure a healthy and safe learning environment	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.
TAAENV404B Develop innovative ideas at work	TAAENV404A Develop innovative ideas at work	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.
TAAENV501B Maintain and enhance professional practice	TAAENV501A Maintain and enhance professional practice	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.
Industry Capability – Learning Design		
TAADES401B Use Training Packages to meet client needs	TAADES401A Use Training Packages to meet client needs	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes. Range Statement reference to Australian Qualifications Training Framework (under Experts and others) amended to Australian Quality Training Framework.

TAA04 Version 2.0 Unit Code and Title	TAA04 Version 1.0 Unit Code and Title	Comment in relation to previous iteration of the Training Package
TAADES402B Design and develop learning programs	TAADES402A Design and develop learning programs	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.
TAADES501B Design and develop learning strategies	TAADES501A Design and develop learning strategies	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.
TAADES502B Design and develop learning resources	TAADES502A Design and develop learning resources	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.
TAADES503B Research and design e-learning resources	TAADES503A Research and design e-learning resources	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.
TAADES504B Develop and evaluate e-learning resources	TAADES504A Develop and evaluate e-learning resources	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.
TAADES505B Research and develop competency standards	TAADES505A Research and develop competency standards	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.
Industry Capability – Delivery and Facilitation		
TAADEL301B Provide training through instruction and demonstration of work skills	TAADEL301A Provide training through instruction and demonstration of work skills	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.
TAADEL401B Plan and organise group-based delivery	TAADEL401A Plan and organise group-based delivery	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changes to reflect mandatory ES changes.
TAADEL402B Facilitate group-based learning	TAADEL402A Facilitate group-based learning	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.
TAADEL403B Facilitate individual learning	TAADEL403A Facilitate individual learning	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.
TAADEL404B Facilitate work-based learning	TAADEL404A Facilitate work-based learning	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.
TAADEL405B Coordinate and facilitate distance-based learning	TAADEL405A Coordinate and facilitate distance-based learning	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.

TAA04 Version 2.0 Unit Code and Title	TAA04 Version 1.0 Unit Code and Title	Comment in relation to previous iteration of the Training Package
TAADEL501B Facilitate e-learning	TAADEL501A Facilitate e-learning	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.
TAADEL502B Facilitate action learning projects	TAADEL502A Facilitate action learning projects	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.
TAADEL503B Provide advanced facilitation to support learning	TAADEL503A Provide advanced facilitation to support learning	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.
TAADEL504B Lead and coordinate training services	TAADEL504A Lead and coordinate training services	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.
Industry Capability – Assessment		
TAAASS301B Contribute to assessment	TAAASS301A Contribute to assessment	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.
TAAASS401B Plan and organise assessment	TAAASS401A Plan and organise assessment	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.
TAAASS402B Assess competence	TAAASS402A Assess competence	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.
TAAASS403B Develop assessment tools	TAAASS403A Develop assessment tools	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.
TAAASS404B Participate in assessment validation	TAAASS404A Participate in assessment validation	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.
TAAASS501B Lead and coordinate assessment systems and services	TAAASS501A Lead and coordinate assessment systems and services	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.

TAA04 Version 2.0 Unit Code and Title	TAA04 Version 1.0 Unit Code and Title	Comment in relation to previous iteration of the Training Package
Industry Capability – Training Advisory Services		
TAATAS401B Maintain information requirements of training and/or assessment organisations	TAATAS401A Maintain information requirements of training and/or assessment organisations	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.
TAATAS501B Undertake organisational training needs analysis	TAATAS501A Undertake organisational training needs analysis	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.
TAATAS502B Prepare a tender bid	TAATAS502A Prepare a tender bid	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes. Replaced 'tenderer' with 'client' in Performance Criteria 3.6.
TAATAS503B Manage contracted work	TAATAS503A Manage contracted work	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.
TAATAS504B Facilitate group processes	TAATAS504A Facilitate group processes	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.
Industry Capability – Coordination, Management and Quality		
TAACMQ501B Develop training and/or assessment organisational policies and procedures	TAACMQ501A Develop training and/or assessment organisational policies and procedures	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.
TAACMQ502B Coordinate training and/or assessment arrangements for apprenticeships/ traineeships	TAACMQ501A Coordinate training and/or assessment arrangements for apprenticeships/ traineeships	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.
TAACMQ503B Lead and conduct training and/or assessment evaluations	TAACMQ503A Lead and conduct training and/or assessment evaluations	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes. ES enhanced in Range Statement. Evidence Requirements: reference to ISO 8420 removed as deemed not necessary.

TAA04 Version 2.0 Unit Code and Title	TAA04 Version 1.0 Unit Code and Title	Comment in relation to previous iteration of the Training Package
TAACMQ504B Determine and manage scope of training and/or assessment services	TAACMQ504A Determine and manage scope of training and/or assessment services	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes. ES enhanced in Required Skills and Knowledge.
TAACMQ505B Lead a team to foster innovation	TAACMQ505A Lead a team to foster innovation	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes. ES enhanced in Range Statement.
Industry Capability – Language, Literacy and Numeracy Practice		
TAALLN401B Address language, literacy and numeracy issues within learning and assessment practice	TAALLN401A Address language, literacy and numeracy issues within learning and assessment practice	Employability Skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.

Refer to Section 13 for Unit Mapping Analysis: BSZ40198 Certificate IV in Assessment and Workplace Training to TAA40104 Certificate IV in Training and Assessment.

Refer to Section 14 for Unit Mapping Analysis: BSZ50198 Diploma of Training and Assessment Systems to TAA50104 Diploma of Training and Assessment

Changes to Assessment Guidelines

The Assessment Guidelines provide clearer advice including:

- a range of information and guidance relevant to assessors of this Training Package
- specific definition of the requirements to be a TAA assessor
- advice on responsibilities in determining competence
- advice on maintaining currency
- guidance on conducting assessment.

Explanation of the review date

The review date (shown on the title page and in the footer of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Training Packages and their components remain current until they are reviewed or replaced.

Overview of Training Packages

What is a Training Package?

A Training Package is an integrated set of nationally endorsed Competency Standards, Assessment Guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

Each Training Package:

- provides a consistent and reliable set of components for training, and recognising and assessing people's skills, and may also have optional support materials
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training that suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

How do Training Packages fit within the National Training Framework?

The National Training Framework is made up of the nationally agreed quality arrangements for the vocational education and training sector, the Australian Quality Training Framework 2007 (AQTF 2007), and Training Packages endorsed by the National Quality Council (NQC).

How are Training Packages developed?

Training Packages are developed by Industry Skills Councils or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive research, consultation and support within the industry area or enterprise.

How do Training Packages encourage flexibility?

Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained.

Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency and even gain a qualification without completing a formal training program.

With Training Packages, assessment and training may be conducted at the workplace, off the job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

Who can deliver and assess using Training Packages?

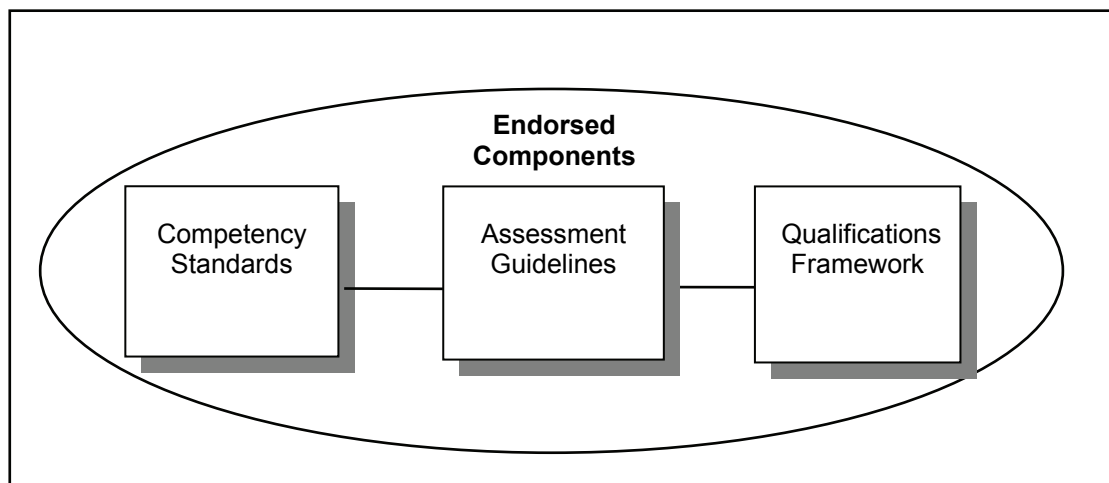
Training and assessment using Training Packages must be conducted by a registered training organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO as specified in the AQTF 2007 Standards for Registered Training Organisations.

Training Package components

Training Packages are made up of mandatory components endorsed by the NQC and optional support materials.

Training Package endorsed components

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.



Competency Standards

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Assessment Guidelines

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the Standards for Registered Training Organisations. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

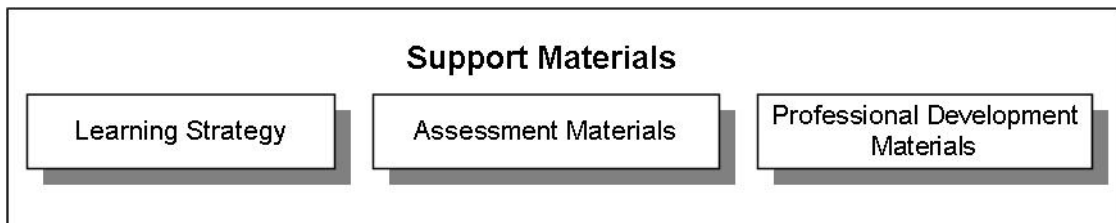
Qualifications Framework

Each Training Package provides details of those units of competency that must be achieved to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the 'packaging rules'. The packaging rules must be followed to ensure the integrity of the nationally recognised qualifications issued.

Training Package support materials

The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners.

Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.



Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and government agencies.



Where such materials have been quality assured through a process of 'noting' by the NQC, they display the following official logo. Noted support materials are listed on the National Training Information Service (NTIS) website, together with a detailed description and information on the type of product and its availability (www.ntis.gov.au).

It is not compulsory to submit support materials for noting; any resources that meet the requirements of the Training Package can be used.

Training Package, qualification and unit of competency codes

There are agreed conventions for the national codes used for Training Packages and their components. Always use the correct codes, exactly as they appear in the Training Package, and with the title always following the code.

Training Package codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example WRF04. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

Qualification codes

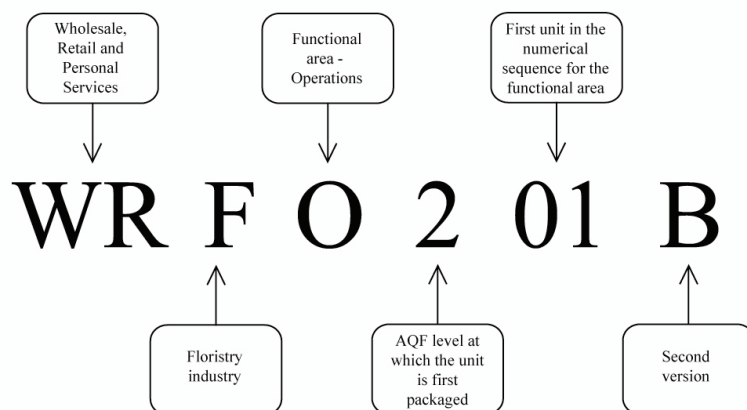
Within each Training Package, each qualification has a unique eight-character code, for example WRF20104. The first three letters identify the Training Package; the first digit identifies the qualification level (noting that numbers are not used in qualification titles themselves); the next two digits identify the position in the sequence of the qualification at that level; and the last two digits identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed.)

Unit of competency codes

Within each Training Package, each unit of competency has a unique code. The unit of competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package.

A typical code is made up of 12 characters, normally a mixture of upper-case letters and numbers, as in WRF0201B. The first three characters signify the Training Package (WRF in this example) and are followed by up to eight characters, relating to the industry sector, function or skill area.

The last character is always a letter and identifies the unit of competency version. The 'B' in the example above indicates that this is not the original unit of competency. An incremented version identifier usually means that minor changes have been made. Typically this would mean that wording has changed in the range statement or evidence guide, providing clearer intent. Where changes are made that alter the outcome, a new code is assigned and the title is changed. The diagram below illustrates the meaning assigned to each character in this example unit of competency code.



Training Package, qualification and unit of competency titles

There are agreed conventions for titling Training Packages and their components. Always use the correct titles, exactly as they appear in the Training Package, and with the code always placed before the title.

Training Package titles

The title of each endorsed Training Package is unique and relates the Training Package's broad industry coverage.

Qualification titles

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence.

- Firstly, the qualification is identified as Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Vocational Graduate Certificate or Vocational Graduate Diploma
- This is followed by the words 'in' for Certificates and 'of' for Diploma and Advanced Diploma.
- Then the industry descriptor follows, for example Transport.

- If applicable, the occupational or functional stream follows in brackets, for example (Warehousing and Storage).

For example:

- TDT10102 Certificate I in Transport and Distribution (Warehousing and Storage).

Unit of competency titles

Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.

For example:

- TDTA1497B Use product knowledge to complete work operations.

Introduction to the TAA04 Training and Assessment Training Package

The TAA04 Training and Assessment Training Package represents part of the continuing cycle of quality improvement in Training Packages.

The impact of this Training Package is wide-ranging, potentially affecting:

- individuals seeking to undertake training and assessment qualifications and units of competency
- individuals undertaking professional or staff development
- individuals seeking to extend, enhance and complement existing qualifications
- RTOs and staff intending to deliver and/or assess the TAA04 Training and Assessment Training Package
- all RTOs and other organisations providing training and assessment to internal staff and/or external clients
- organisational quality management systems for training and assessment services
- the content of other Training Packages and training products through importation of TAA units
- the quality of implementation of those Training Packages
- the work of bodies and authorities that manage the VET system (via the nexus of this Training Package with key policies such as competency based training [CBT] and frameworks such as the NTF and the AQTF).

Who developed the TAA04 Training and Assessment Training Package?

Business Services Training Australia (BSTA), developed the TAA04 Training and Assessment Training Package to meet the competency development needs of individuals and organisations providing training and assessment services within the vocational education and training sector. As of July 2004, the Innovation and Business Industry Skills Council was declared with coverage for the educational industry.

The vocational education and training sector is responsible for developing the competence of individuals in areas of work required by industry, enterprises and organisations as well as providing general education for the community. It includes vocational education and training undertaken in industries, enterprises, government agencies, and community and school settings. The vocational education and training sector encompasses both recognised training leading to a qualification or Statement/s of Attainment under the AQF, and non-recognised training, such as in-house, product-based training.

The TAA04 Training and Assessment Package reflects the outcomes of the Review of the BSZ98 Training Package for Assessment and Workplace Training. It was developed in conjunction with contracted consultants, critical friends and the thousands of individuals and hundreds of organisations who contributed their time and input into the development process. The project was undertaken under the guidance of a Project Steering Committee comprising representatives of key stakeholders and a Reference Group comprising representatives of State and Territory Training Authorities and the

Commonwealth government. Details are provided in the Acknowledgements section of this Training Package.

What does the TAA04 Training and Assessment Training Package cover?

The TAA04 Training and Assessment Training Package is designed to meet the current and future competency development and qualification needs of new and existing personnel working in a broad range of work functions and activities within vocational education and training. It provides a clear set of benchmarks to support both initial competency achievement and ongoing staff and professional development.

The TAA04 Training and Assessment Training Package addresses a range of competency areas that represent the key areas of work undertaken within organisations that provide training and assessment services. Each of these broad areas is called a Field in the TAA04 Training and Assessment Training Package. Seven Fields have been identified with an eighth Field encompassing imported competency standards. The Fields are:

- Field 1 – Learning Environment
- Field 2 – Learning Design
- Field 3 – Delivery and Facilitation
- Field 4 – Assessment
- Field 5 – Training Advisory Services
- Field 6 – Coordination, Management and Quality of Training and/or Assessment Services
- Field 7 – Language, Literacy and Numeracy Practice
- Field 8 – Imported Units

The units have been packaged into two qualifications:

- TAA40104 Certificate IV in Training and Assessment
- TAA50104 Diploma of Training and Assessment.

Further details are set out in the relevant sections of the Training Package.

Key Features of the TAA04 Training and Assessment Training Package

In developing the TAA04 Training and Assessment Training Package a number of key features have emerged which are set out below.

Supporting multiple audiences and audience needs

The TAA04 Training and Assessment Training Package provides significant choice and flexibility to suit a diverse audience with multiple competency development needs operating in a wide range of environments.

The audience may range from the 'novice' trainer or assessor who will be using this Training Package to develop specific competencies to commence training and/or assessment practices to experienced practitioners using the Training Package for ongoing professional development and career development.

The competency development needs of the audience may range from the competence required to deliver on-the-job instruction in a specific work area or for a piece of equipment, to the breadth of competence required of training and assessment staff employed in an RTO, to competence in learning product development, consultancy or coordination functions.

The audience also includes the range of organisations and operating contexts in which the Training Package might be used, ranging from an RTO, which might be a public provider, enterprise/organisation, commercial college, community provider, or school, to an organisation working in a partnership arrangement with an RTO, or an organisation that delivers non-recognised vocational education and training. The RTO audience is also diverse and includes TAFE institutes, private commercial colleges, enterprises, community organisations, group training companies and schools.

A critical aspect in developing this Training Package has been to ensure its relevance to this diversity of organisations. Some units may be more relevant to some operating contexts than others but the breadth of units ensures that all contexts have been addressed.

Focus on learning

The central focus of the TAA04 Training and Assessment Training Package is the learner and the learning process with each Field of Competence directly or indirectly addressing this focus.

The Learning Environment Field includes units of competency related to creating a meaningful learning environment which includes the application of inclusive work practices, responsiveness to diversity, developing a culture that supports learning, ensuring a safe and healthy learning environment, developing and maintaining knowledge of the vocational education and training system, maintaining currency.

The Learning Design Field addresses competence in designing learning processes and learning products that enable the learner to learn.

The Delivery and Facilitation Field addresses the skills and knowledge needed to manage, guide, facilitate and monitor the learning process and to provide meaningful learning experiences.

The Assessment Field addresses the competence of measuring progress in learning and judging whether competence has been demonstrated.

The Training Advisory Services Field focuses on learner support and consultancy services in training and/or assessment which directly or indirectly impacts on learners and their needs.

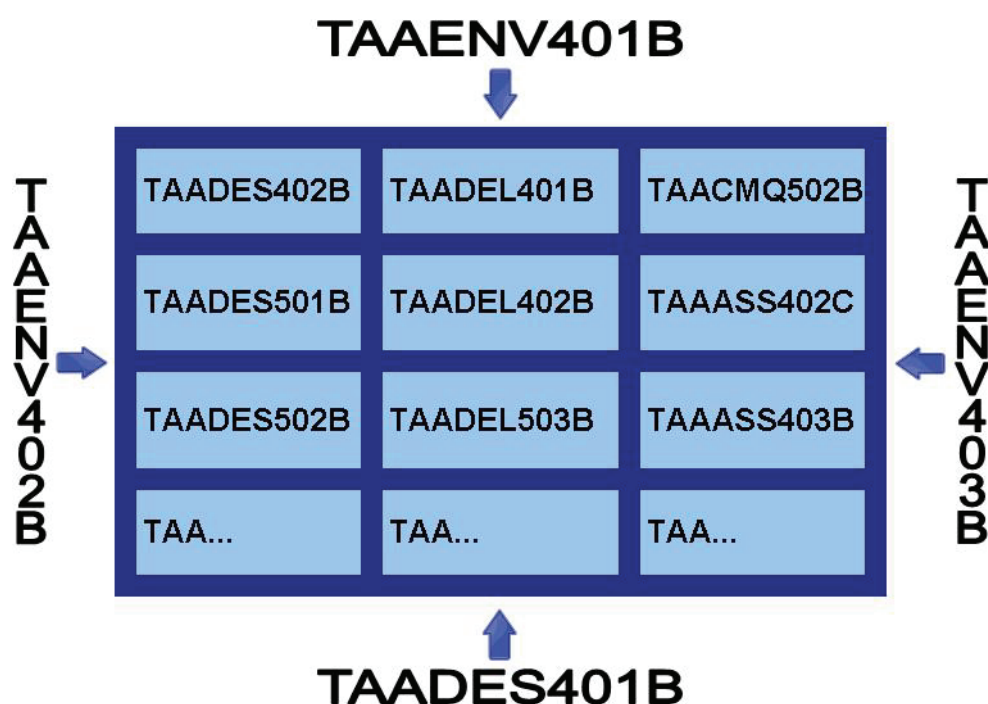
The Coordination, Management and Quality of Training and/or Assessment Services Field focuses on the competence of coordinating trainers/assessors in their work with learners and in developing and coordinating systems for quality training and/or assessment services.

Cohesiveness

The TAA04 Training and Assessment Training Package is designed as a cohesive and integrated Training Package. This is demonstrated in a number of ways.

Firstly, a number of critical units have been developed which stand alone but which can also be used to support the rest of the Training Package. These units address work outcomes that are essential for competent performance in a training and assessment environment as well as underpinning the competence defined in many other units within the TAA04 Training and Assessment Training Package.

These critical units comprise: *TAAENV401B Work effectively in vocational education and training*, *TAAENV40B Foster and promote an inclusive learning culture*, *TAAENV403B Ensure a healthy and safe learning environment*, and *TAADES401B Use Training Packages to meet client needs*. This is represented in the following diagram.



As an example of how cohesiveness and integration can be applied, *TAADEL402B Facilitate group-based learning* stands as a discrete unit of competence but it is also related to, supported by, and can be demonstrated in conjunction with, the outcomes and Performance Criteria set out in TAAENV401B, TAAENV402B, TAAENV403B and TAADES401B when Training Packages form the basis of delivery.

A safe learning environment is essential to delivery (TAAENV403B). Inclusivity and an environment that supports learning is critical to delivery (TAAENV402B) and operating effectively in the relevant training context (TAAENV401B) is necessary. A similar relationship exists with many other units in the TAA04 Training and Assessment Training Package.

Secondly, cohesiveness and integration is also achieved through interrelationships between the units within the Training Package to form sequential and/or complementary competency development. For example, while each unit can be

undertaken separately, one or more of the following linkages could be established between these units.



Thirdly, integration occurs within each unit through the clearly defined connections between the Elements, Performance Criteria, Range Statement and Evidence Guide

In developing the units significant attention has been paid to ensuring that content defined in one part of the competency standard is reflected in the next part of the standard and so on to form a coherent whole.

Clear specifications

The TAA04 Training and Assessment Training Package provides clear, detailed and robust unit specifications.

Details of the unit format and content definition are set out in the Introduction to the Competency Standards section on page 58. In summary, some of the features of the TAA unit design include:

- an application statement which provides a front-end overview of the unit's focus, content, parameters, potential audience and relationship to other units
- clear and detailed definition of Performance Criteria including emphasis on relevant areas of knowledge and skill
- a detailed Range Statement that defines critical or significant aspects of the Performance Criteria and defines the possible meanings of various words, terms and phrases that are used in the Performance Criteria
- a detailed Evidence Guide with:
 - depth of definition in knowledge and skills identified as relevant to competent performance
 - definition and guidance on how the Key Competencies are applied as part of competence
 - identification of critical products and processes that can be used as evidence
 - generic guidance on assessment
 - specific guidance on the collection of evidence to support valid and sufficient assessment.

The inclusion of these specific evidence requirements was strongly supported by trainers, practitioners and assessors participating in the validation workshops and in the documented feedback.

Competency themes

The TAA04 Training and Assessment Training Package has specific themes that permeate the units of competency. These themes include:

- supporting effective learning
- developing facilitation skills
- creating an effective learning environment
- fostering inclusivity
- managing cultural diversity
- encouraging collaborative processes
- fostering innovation
- meeting ethical and legal requirements
- outlining occupational health and safety roles and responsibilities
- managing own ongoing learning and professional development and currency
- achieving transferability across contexts, and
- maintaining continuous improvement.

Broadly focused qualifications

The decision to develop two broadly based qualifications came out of the development process. Earlier drafts suggested a greater range of qualifications for particular areas of work. These approaches were quickly abandoned following feedback which identified the potential impacts including constriction of pathways and an artificial division within qualifications that did not reflect the realities and needs of work.

The decision of breadth over specificity will make the qualifications more relevant to the audience for the TAA04 Training and Assessment Training Package.

Comprehensive Assessment Guidelines

Because this Training Package addresses assessment as an area of vocational competence, the TAA04 Training and Assessment Training Package Assessment Guidelines are unique.

The Assessment Guidelines provide clear and comprehensive advice for assessors of this Training Package about the requirements to be a TAA assessor, responsibilities in determining competence, conducting assessments, assessment pathways, maintaining currency and other considerations in assessment which need to be addressed.

Qualifications Framework

The Australian Qualifications Framework (AQF)

What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF, see the *AQF Implementation Handbook*, 3rd Edition, 2002. You can download it from the Australian Qualifications Framework Advisory Board (AQFAB) website (www.aqf.edu.au) or obtain a hard copy by contacting AQFAB on phone 03 9639 1606 or by emailing AQFAB on aqfab@curriculum.edu.au.

The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately.

Qualifications

Training Packages can incorporate the following eight AQF qualifications:

- Certificate I in ...
- Certificate II in ...
- Certificate III in ...
- Certificate IV in ...
- Diploma of ...
- Advanced Diploma of ...
- Vocational Graduate Certificate in...
- Vocational Graduate Diploma of...

On completion of the requirements defined in the Training Package, a registered training organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the *AQF Implementation Handbook* and the *Australian Quality Training Framework Standards for Registered Training Organisations*, particularly Standard 10.

Statement of Attainment

Where an AQF qualification is partially achieved through the achievement of one or more endorsed units of competency, an RTO may issue a Statement of Attainment. Issuance of Statements of Attainment must comply with the advice provided in the *AQF Implementation Handbook* and the *Australian Quality Training Framework Standards for Registered Training Organisations*, particularly Standard 10.

Under the *Standards for Registered Training Organisations*, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF guidelines and learning outcomes

The AQF Implementation Handbook provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET-related AQF qualification is provided below.

Certificate I

Characteristics of learning outcomes

- Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.
- Applications may include a variety of employment-related skills, including preparatory access and participation skills, broad-based induction skills and specific workplace skills. They may also include participation in a team or work group.

Distinguishing features of learning outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate knowledge by recall in a narrow range of areas
- demonstrate basic practical skills, such as the use of relevant tools
- perform a sequence of routine tasks given clear direction
- receive and pass on messages and information?

Certificate II

Characteristics of learning outcomes

- Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied.
- Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.
- Applications may include some complex or non-routine activities involving individual responsibility or autonomy and collaboration with others as part of a group or team.

Distinguishing features of learning outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate basic operational knowledge in a moderate range of areas
- apply a defined range of skills
- apply known solutions to a limited range of predictable problems
- perform a range of tasks where choice between a limited range of options is required
- assess and record information from varied sources
- take limited responsibility for own outputs in work and learning?

Certificate III

Characteristics of learning outcomes

- Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.
- Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints.
- Applications may involve some responsibility for others. Participation in teams, including group or team coordination may be involved.

Distinguishing features of learning outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning
- take limited responsibility for the output of others?

Certificate IV

Characteristics of learning outcomes

- Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.
- Performance of a broad range of skilled applications, including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices, and provide some leadership and guidance to others in the application and planning of the skills. Applications involve responsibility for and limited organisation of others.

Distinguishing features of learning outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others?

Diploma

Characteristics of learning outcomes

- Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and management requirements, evaluation and coordination.
- The self-directed application of knowledge and skills, with substantial depth in some areas where judgement is required in planning and selecting appropriate equipment, services and techniques for self and others.
- Applications involve participation in the development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. They may include participation in teams, including teams concerned with planning and evaluation functions. Group or team coordination may be involved.
- The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas
- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts and technical or creative skills to a range of situations
- evaluate information, using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters
- take some responsibility for the achievement of group outcomes?

Advanced Diploma

Characteristics of learning outcomes

- Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and management functions, including development of new criteria or applications or knowledge or procedures.
- The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved. Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures.
- The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of specialised knowledge with depth in some areas
- analyse, diagnose, design and execute judgements across a broad range of technical or management functions
- generate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- demonstrate accountability for personal outputs within broad parameters
- demonstrate accountability for personal and group outcomes within broad parameters?

Vocational Graduate Certificate***Characteristics of competencies or learning outcomes***

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and management functions in highly varied and highly specialised contexts.
- Applications involve making significant, high-level, independent judgements in major broad or planning, design, operational, technical and management functions in highly varied and specialised contexts. They may include responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major broad or technical and management functions in highly varied and highly specialised contexts.
- Generate and evaluate ideas through the analysis of information and concepts at an abstract level.
- Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts.
- Demonstrate responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

Vocational Graduate Diploma

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.
- Further specialisation within a systematic and coherent body of knowledge.
- Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and highly specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major functions, both broad and within highly varied and highly specialised contexts.
- Generate and evaluate complex ideas through the analysis of information and concepts at an abstract level.
- Demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and highly specialised or varied contexts.
- Demonstrate full responsibility and accountability for personal outputs.
- Demonstrate full responsibility and accountability for all aspects of the work or functions of others, including planning, budgeting and strategy.

Employability Skills

Employability Skills replacing Key Competency information from 2006

In May 2005, the approach to incorporate Employability Skills within Training Package qualifications and units of competency was endorsed. As a result, from 2006 Employability Skills will progressively replace Key Competency information in Training Packages.

Background to Employability Skills

Employability Skills are also sometimes referred to as generic skills, capabilities or Key Competencies. The Employability Skills discussed here build on the Mayer Committee's Key Competencies, which were developed in 1992 and attempted to describe generic competencies for effective participation in work.

The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), produced the *Employability Skills for the Future* report in 2002 in consultation with other peak employer bodies and with funding provided by the Department of Education, Science and Training (DEST) and the Australian National Training Authority (ANTA). Officially released by Dr Nelson (Minister for Education, Science and Training) on 23 May 2002, copies of the report are available from the DEST website at:

http://www.dest.gov.au/archive/ty/publications/employability_skills/index.htm.

The report indicated that business and industry now require a broader range of skills than the Mayer Key Competencies Framework and featured an Employability Skills Framework identifying eight Employability Skills¹:

- communication
- teamwork
- problem solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology.

The report demonstrated how Employability Skills can be further described for particular occupational and industry contexts by sets of facets. The facets listed in the report are the aspects of the Employability Skills that the sample of employers surveyed identified as being important work skills. These facets were seen by employers as being dependent both in their nature and priority on an enterprise's business activity.

¹ Personal attributes that contribute to employability were also identified in the report but are not part of the Employability Skills Framework.

Employability Skills Framework

The following table contains the Employability Skills facets identified in the report *Employability Skills for the Future*.

Skill	Facets Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.
Communication that contributes to productive and harmonious relations across employees and customers	<ul style="list-style-type: none"> • listening and understanding • speaking clearly and directly • writing to the needs of the audience • negotiating responsively • reading independently • empathising • using numeracy effectively • understanding the needs of internal and external customers • persuading effectively • establishing and using networks • being assertive • sharing information • speaking and writing in languages other than English
Teamwork that contributes to productive working relationships and outcomes	<ul style="list-style-type: none"> • working across different ages irrespective of gender, race, religion or political persuasion • working as an individual and as a member of a team • knowing how to define a role as part of the team • applying teamwork to a range of situations e.g. futures planning and crisis problem solving • identifying the strengths of team members • coaching and mentoring skills, including giving feedback
Problem solving that contributes to productive outcomes	<ul style="list-style-type: none"> • developing creative, innovative and practical solutions • showing independence and initiative in identifying and solving problems • solving problems in teams • applying a range of strategies to problem solving • using mathematics, including budgeting and financial management to solve problems • applying problem-solving strategies across a range of areas • testing assumptions, taking into account the context of data and circumstances • resolving customer concerns in relation to complex project issues

Skill	Facets Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.
Initiative and enterprise that contribute to innovative outcomes	<ul style="list-style-type: none"> • adapting to new situations • developing a strategic, creative and long-term vision • being creative • identifying opportunities not obvious to others • translating ideas into action • generating a range of options • initiating innovative solutions
Planning and organising that contribute to long and short-term strategic planning	<ul style="list-style-type: none"> • managing time and priorities – setting time lines, coordinating tasks for self and with others • being resourceful • taking initiative and making decisions • adapting resource allocations to cope with contingencies • establishing clear project goals and deliverables • allocating people and other resources to tasks • planning the use of resources, including time management • participating in continuous improvement and planning processes • developing a vision and a proactive plan to accompany it • predicting – weighing up risk, evaluating alternatives and applying evaluation criteria • collecting, analysing and organising information • understanding basic business systems and their relationships
Self-management that contributes to employee satisfaction and growth	<ul style="list-style-type: none"> • having a personal vision and goals • evaluating and monitoring own performance • having knowledge and confidence in own ideas and visions • articulating own ideas and visions • taking responsibility
Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes	<ul style="list-style-type: none"> • managing own learning • contributing to the learning community at the workplace • using a range of mediums to learn – mentoring, peer support and networking, IT and courses • applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work) • having enthusiasm for ongoing learning • being willing to learn in any setting – on and off the job • being open to new ideas and techniques • being prepared to invest time and effort in learning new skills • acknowledging the need to learn in order to accommodate change

Skill	Facets Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.
Technology that contributes to the effective carrying out of tasks	<ul style="list-style-type: none"> • having a range of basic IT skills • applying IT as a management tool • using IT to organise data • being willing to learn new IT skills • having the OHS knowledge to apply technology • having the appropriate physical capacity

Employability Skills Summary

An employability skills summary exists for each qualification. Summaries provide a lens through which to view employability skills at the qualification level and capture the key aspects or facets of the employability skills that are important to the job roles covered by the qualification. Summaries are designed to assist trainers and assessors to identify and include important industry application of employability skills in learning and assessment strategies.

The following is important information for trainers and assessors about employability skills summaries.

- Employability skills summaries provide examples of how each skill is applicable to the job roles covered by the qualification.
- Employability skills summaries contain general information about the industry context which is further explained as measurable outcomes of performance in the units of competency in each qualification.
- The detail in each employability skills summary will vary depending on the range of job roles covered by the qualification in question.
- Employability skills summaries are not exhaustive lists of qualification requirements or checklists of performance (which are separate assessment tools that should be designed by trainers and assessors after analysis at the unit level).
- Employability skills summaries contain information that may also assist in building learners' understanding of industry and workplace expectations.

Industry requirements for Employability Skills

IBSA has used the Generic Employability Skills Framework for IBSA Training Packages to further identify facets of Employability Skills that describe industry occupations for each IBSA Training Package qualification.

These facets were used to create an Employability Skills Summary for each qualification as an example of how facets would apply to one specific job role covered by the qualification. The text making up the Employability Skills Summary for each qualification was developed directly from the units of competency to ensure that the language and essence of the job role were appropriately reflected.

From the Employability Skills Summary, trainers and assessors can then work out how facets of Employability Skills would apply to other job roles relevant to the particular qualification they are using.

In this Training Package the Employability Skills Summary can be found at the end of each qualification.

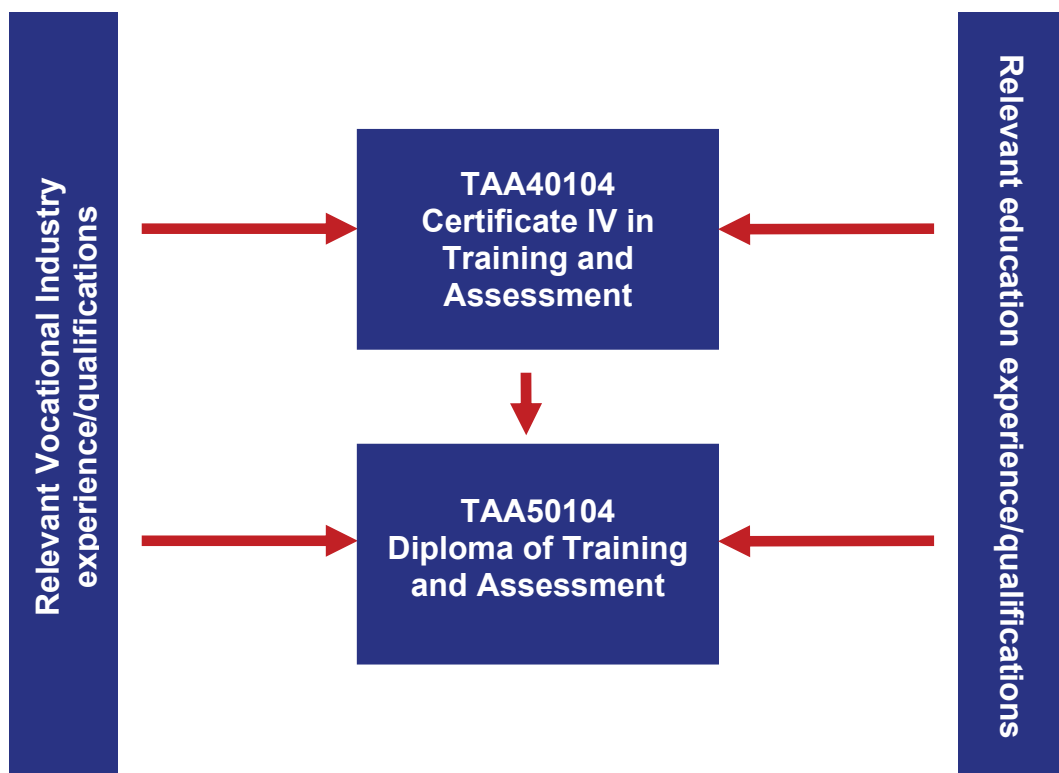
Examples from this Training Package of Employability Skills embedded within unit components

Unit component	Example of embedded Employability Skill
Unit Title	Give formal presentations and take part in meetings (communication)
Unit Descriptor	This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to effect change. (initiative and enterprise)
Element	Proactively resolve issues. (problem solving)
Performance Criteria	Information is organised in a format suitable for analysis and dissemination in accordance with organisational requirements. (planning and organising)
Range Statement	Software applications may include email, internet, word processing, spreadsheet, database or accounting packages. (technology)
Required Skills and Knowledge	<p>Modify activities depending on differing workplace contexts, risk situations and environments. (learning)</p> <p>Work collaboratively with others during a fire emergency. (teamwork)</p> <p>Instructions, procedures and other information relevant the maintenance of vessel and port security. (communication)</p>
Evidence Guide	<p>Evidence of having worked constructively with a wide range of community groups and stakeholders to solve problems and adapt or design new solutions to meet identified needs in crime prevention. In particular, evidence must be obtained on the ability to:</p> <ul style="list-style-type: none"> • assess response options to identified crime-prevention needs and determine the optimal action to be implemented • in consultation with relevant others, design an initiative to address identified issues. (initiative and enterprise).

TAA04 Training and Assessment Training Package Qualifications

Two qualifications are included the TAA04 Training and Assessment Training Package. These are:

- TAA40104 Certificate IV in Training and Assessment
- TAA50104 Diploma of Training and Assessment



TAA40104 Certificate IV in Training and Assessment

<p>Purpose:</p> <p>The TAA40104 Certificate IV in Training and Assessment specifies the competencies required to deliver training in an industry area or area of subject matter expertise, and to conduct competency-based assessment in a range of contexts.</p>
<p>Qualification Requirements:</p> <p>The TAA40104 Certificate IV in Training and Assessment comprises 14 units packaged as:</p> <p>12 core units</p> <p>PLUS</p> <p>2 elective units</p>
<p>Core units</p>
<p>Learning Environment</p> <p>TAAENV401B Work effectively in vocational education and training</p> <p>TAAENV402B Foster and promote an inclusive learning culture</p> <p>TAAENV403B Ensure a healthy and safe learning environment</p> <p>Learning Design</p> <p>TAADES401B Use Training Packages to meet client needs</p> <p>TAADES402B Design and develop learning programs</p> <p>Delivery and Facilitation</p> <p>TAADEL401B Plan and organise group-based delivery</p> <p>TAADEL404B Facilitate work-based learning</p> <p>TAADEL403B Facilitate individual learning</p> <p>Assessment</p> <p>TAAASS401C Plan and organise assessment</p> <p>TAAASS402C Assess competence</p> <p>TAAASS403B Develop assessment tools</p> <p>TAAASS404B Participate in assessment validation</p>

Elective units

Select 2 elective units. Both electives can be selected from the list of units below. Alternatively, 1 of the 2 elective units can be selected from the TAA50104 Diploma of Training and Assessment, or any other Diploma or any other Certificate IV.

Delivery and Facilitation

TAADEL301C Provide training through instruction and demonstration of work skills

TAADEL402B Facilitate group-based learning

TAADEL405B Coordinate and facilitate distance-based learning

Learning Environment

TAAENV404B Develop innovative ideas at work

Training Advisory Services

TAATAS401B Maintain information requirements of training and/or assessment organisations

Language, Literacy and Numeracy Practice

TAALLN401B Address language, literacy and numeracy issues within learning and assessment practice

Imported units

BSBAUD402B Participate in a quality audit

BSBLED401A Develop teams and individuals

BSBMKG413A Promote products and services

BSBREL402A Build client relationships and business networks

BSBRES401A Analyse and present research information

Employability Skills Summary

TAA40104 Certificate IV in Training and Assessment

The following table contains a summary of the Employability Skills required for a person whose primary function is delivering training in a workplace environment. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability Skill	Industry requirements for this qualification include:
Communication	<ul style="list-style-type: none"> • interpreting the needs of the client and writing to these • utilising a range of communication skills such as: listening, questioning, reading, interpreting and writing documents • writing hazard and incident reports • using effective facilitation and interpersonal skills including verbal and body language which is sensitive to the needs of others • mentoring, coaching and tutoring techniques
Teamwork	<ul style="list-style-type: none"> • working with colleagues to compare, review, compare and evaluate assessment processes and outcomes • actively participate in assessment validation sessions • managing work relationships and seeking feedback from colleagues and clients on professional performance • developing and evaluating with others learning programs customised for individual or group needs
Problem Solving	<ul style="list-style-type: none"> • identifying hazards and assessing risks in the learning environment • using time management skills in designing learning programs • calculating cost of programs, logistics of delivery and accessing appropriate resources • generating a range of options to meet client needs
Initiative and Enterprise	<ul style="list-style-type: none"> • interpreting the learning environment and selecting delivery approaches which motivate and engage learners • monitoring and improving work practices to enhance inclusivity and learning • being creative to meet clients' training needs • applying design skills to develop innovative and flexible cost effective programs

Employability Skill	Industry requirements for this qualification include:
Planning and Organising	<ul style="list-style-type: none"> • researching, reading, analysing and interpreting workplace specifications • planning, prioritising and organising workflow • interpreting collected evidence and making judgements of competency • action plans and hazard reports documented • working with clients in developing personal or group learning programs • organising the human, physical and material resources required for learning and assessment
Self-management	<ul style="list-style-type: none"> • working within policy and organisational frameworks • managing work and work relationships. Adhere to ethical and legal responsibilities • taking personal role and responsibility in the planning, delivery and review of training • being a role model for inclusiveness and demonstrate professionalism • personal perceptions and attitudes examined
Learning	<ul style="list-style-type: none"> • undertaking self evaluation and reflection practices • researching information and accessing policies and frameworks to maintain currency of knowledge and skills • promoting a culture of learning in the workplace, seek feedback from colleagues • facilitating individual, group based and work based learning
Technology	<ul style="list-style-type: none"> • using technology to enhance outcomes ie: online delivery, research using the web • using student information management systems to record assessments. • technology and equipment needs are identified and organised prior to training • ability to use a range of software including presentation packages

TAA50104 Diploma of Training and Assessment

Purpose:

The TAA50104 Diploma of Training and Assessment specifies the competencies required to engage in advanced training and assessment practice which may also include competence in one or more of the following areas: development of training products, provision of training advisory and consultancy services and leadership and co-ordination of training and assessment services.

Entrants to the Diploma **must have the core units of the TAA40104 Certificate IV in Training and Assessment or be able to demonstrate equivalent competence.**

Qualification Requirements:

The **TAA50104 Diploma of Training and Assessment** comprises **12 units** packaged as:

5 core units

PLUS

7 elective units

Core units

Learning Environment

TAAENV501B Maintain and enhance professional practice

Learning Design

TAADES501B Design and develop learning strategies

Delivery and Facilitation

TAADEL503B Provide advanced facilitation to support learning

Assessment

TAAASS501B Lead and coordinate assessment systems and services

Coordination, Management and Quality of Training and/or Assessment Services

TAACMQ503B Lead and conduct training and/or assessment evaluations

Elective units

Select 7 electives. A minimum of 5 units must be TAA coded units packaged within the Diploma listed below. Up to 2 of the 7 elective units may be selected from the identified imported units listed below or from any other Diploma qualification.

1 of the 2 elective units may be selected from TAA40104 Certificate IV in Training and Assessment electives or from any other Certificate IV.

Learning Design

TAADES502B Design and develop learning resources

TAADES503B Research and design e-learning resources

TAADES504B Develop and evaluate e-learning resources

TAADES505B Research and develop competency standards

Delivery and Facilitation

TAADEL501B Facilitate e-learning

TAADEL502B Facilitate action learning projects

TAADEL504B Lead and coordinate training services

Training Advisory Services

TAATAS501B Undertake organisational training needs analysis

TAATAS502B Prepare a tender bid

TAATAS503B Manage contracted work

TAATAS504B Facilitate group processes

Coordination, Management and Quality of Training and/or Assessment Services

TAACMQ501B Develop training and/or assessment organisational policies & procedures

TAACMQ502B Coordinate training and/or assessment arrangements for apprenticeships/traineeships

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

TAACMQ505B Lead a team to foster innovation

Imported units

BSBEBUS508A Build a virtual community

BSBFLM514A Manage people

BSBMGT503A Prepare budgets and financial plans

BSBMGT504A Manage budgets and financial plans

BSBMGT506A Recruit, select and induct staff

BSBMKG501B Identify and evaluate marketing opportunities

BSBRKG502B Manage and monitor business or records systems

BSBWOR502A Ensure team effectiveness

BSBWRK509A Manage industrial relations

CHCCAR501A Provide careers guidance

PSPGOV504B Undertake research and analysis

Employability Skills Summary

TAA50104 Diploma Training and Assessment

The following table contains a summary of the Employability Skills required for a person responsible for the management of the training function in an organisation. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability Skill	Industry requirements for this qualification include:
Communication	<ul style="list-style-type: none"> • applying high level language and literacy skills • establishing and maintaining strategies for communication and networking • using advanced facilitation techniques with learners and trainers/assessors • determining training needs and preparing proposals and written reports to meet client needs • consulting via interviews, meetings, focus groups and surveys
Teamwork	<ul style="list-style-type: none"> • providing leadership and coordination of training and assessment systems • providing coaching, mentoring and tutoring to trainers and assessors • applying collaborative facilitation models and providing feedback to assist others to improve their performance • organising teams to meet client needs based on skills and personal attributes • maintaining effective relationships with staff and stakeholders
Problem Solving	<ul style="list-style-type: none"> • designing programs and learning strategies based on characteristics of target groups • identifying resourcing issues related to training ie: facilities, access to qualified trainers, cost • conducting risk analyses and contingency planning for new and existing training delivery • investigating, analysing and evaluating scope of training services • determining costs and benefits of outsourcing and/or partnering with other providers
Initiative and Enterprise	<ul style="list-style-type: none"> • developing innovative and responsive approaches to improving professional practice • developing innovative skills to lead a team into new and creative ways of delivering a range of training services • modelling and application to promote innovation • continually explore options and evaluate processes to ensure continuous improvement

Employability Skill	Industry requirements for this qualification include:
Planning and Organising	<ul style="list-style-type: none"> • researching and analysing information for a range of purposes including meeting compliance and other legal requirements • managing operations, developing policies and procedures and maintaining appropriate documentation • managing tender applications, contracts and the evaluation of outcomes • determining training schedules and resourcing requirements
Self-management	<ul style="list-style-type: none"> • ensuring ethical, legal and organisational requirements underpin all training services • creating a conceptual and experiential framework of professional practice • reflecting on and evaluating own professional performance • modelling high standards of performance and participate in professional development activities
Learning	<ul style="list-style-type: none"> • developing and extending one's own expertise in facilitation • opportunities sourced to increase own knowledge and skills • professional development activities identified for own staff • developing learner independence, extend their learning styles and readiness to learn • reflecting on own learning
Technology	<ul style="list-style-type: none"> • using business equipment and software programs to monitor assessment processes and practices • using technology to distribute information to staff and clients • developing feedback tools and collating feedback using technology • preparing submissions, reports and other documentation using a wide range of software packages • using the web to conduct research

Skill Sets

Assessor Skill Set

Target Group	Individuals wishing to obtain the assessment competencies to assess according to AQTF2007 requirements.
Units	TAAASS401C Plan and organise assessment TAAASS402C Assess competence TAAASS404B Participate in assessment validation <i>Plus the relevant vocational competencies at least to the level being assessed.</i>
Pathway	The TAAASS units provide credit towards a Certificate IV in Training and Assessment
Suggested form of words for Statement of Attainment	The competencies from TAA04, the Training and Assessment Training Package when used with relevant vocational competencies, meet industry requirements for assessors.

Enterprise Trainer Skill Set

Target Group	Individuals who train others within a workplace. The training may be accredited or non-accredited. The role may involve some coaching at individual or small group levels.
Units	TAADEL301C Provide training through instruction and demonstration of work skills BSBCMM401A Make a presentation
Pathway	The first unit listed above is an elective within the Certificate IV in Training and Assessment.
Suggested form of words for Statement of Attainment	These competencies from TAA04, the Training and Assessment Training Package meet industry requirements for enterprise trainers.

Enterprise Trainer and Assessor Skill Set

Target Group	Enterprise trainer and assessor working in an enterprise Registered Training Organisation or in an enterprise that works together with a Registered Training Organisation in an auspic arrangement. These people deliver and assess nationally endorsed units or qualifications.
Units	<p>TAADEL301C Provide training through instruction and demonstration of work skills</p> <p>TAAENV401B Work effectively in vocational education and training</p> <p>TAAASS401C Plan and organise assessment</p> <p>TAAASS402C Assess competence</p> <p>TAAASS404B Participate in assessment validation</p>
Pathway	These units provide credit towards a Certificate IV in Training and Assessment
Suggested form of words for Statement of Attainment	These competencies from TAA04, the Training and Assessment Training Package meet industry requirements for enterprise trainers and assessors.

Vocational competence to deliver the TAA04 Training and Assessment Training Package qualifications and units of competency

The vocational competence of this Training Package is training and assessment. Accordingly, persons who deliver recognised training in the TAA04 Training and Assessment Training Package, through or on behalf of a Registered Training Organisation, must be able to demonstrate their vocational competence in training delivery and assessment. The benchmarks for demonstration of this vocational competence are the relevant competency standards of the TAA04 Training and Assessment Training Package or have equivalent competence.

The following vocational competence requirements apply to persons delivering training services for the TAA04 Training and Assessment Training Package including training services relating to the delivery of qualifications and the delivery of individual endorsed units of competency.

- 1 Persons who deliver training for the TAA40104 Certificate IV in Training and Assessment must hold formal recognition of competence in the TAA40104 Certificate IV in Training and Assessment or have equivalent competence.
- 2 Persons who deliver training for the Diploma of Training and Assessment must hold formal recognition of competence in the TAA50104 Diploma of Training and Assessment or have equivalent competence.

Persons who deliver training in any unit in the TAA04 Training and Assessment Training Package must hold formal recognition of competence in that unit which they wish to deliver or demonstrate equivalent competence

- 3 All persons delivering training in the TAA04 Training and Assessment Training Package must:
 - a) demonstrate current knowledge and skill in training delivery. This could be met by a combination of evidence including:
 - relevant work history
 - attendance at professional development activities focusing on best practice in assessment and/or workplace training
 - colleague/peer support
 - participation in networks/communities of practice
 - recent assessment and workplace training activities
 - knowledge of language, literacy and numeracy issues in the context of assessment and workplace training.and
 - b) have current knowledge of the industry and workplace of the TAA04 learners/candidates. This would include:
 - familiarity with the industry/enterprise competency standards to be used by the learner/candidate as the basis of assessment and/or training
 - an understanding, where applicable of the training and/or assessment system in which the learner/candidate operates
 - knowledge of the requisite assessor qualifications for the industry or enterprise.

Assessment Guidelines

Assessment System Overview

Quality assessment underpins the credibility of the vocational education and training system. The Assessment Guidelines of a Training Package are an important tool in supporting quality assessment.

These Assessment Guidelines provide the endorsed framework for assessment relating to the TAA04 Training and Assessment Training Package. They are designed to ensure that assessment is conducted in accordance with the assessment requirements of the units of competency in this Training Package and any other requirements outlined herein.

The advice in these Assessment Guidelines is directed at assessors (referred to as TAA assessors) who are responsible for assessing the competence of individuals (referred to as TAA candidate/s) against the units of competency in this Training Package.

TAA assessors are at the frontline, determining the competence of those who will subsequently work as trainers and/or assessors for Registered Training Organisations (RTOs), enterprises and other organisations involved in the provision of training and/or assessment services. These Assessment Guidelines provide support and guidance to TAA assessors carrying out this work.

These guidelines are not directed at the TAA candidates who must, themselves, plan, conduct and validate assessments to achieve the TAA04 Training and Assessment Training Package units in the assessment field.

Assessments for the TAA04 Training and Assessment Training Package must be carried out in accordance with the:

- benchmarks for assessment (below)
- Principles of assessment (below)
- rules of evidence
- assessment requirements set out in the AQTF 2007 Essential Standards for Registration.

Benchmarks for assessment

The endorsed units of competency in this Training Package are the benchmarks for assessment. As such, they provide the basis for nationally recognised AQF qualifications and Statements of Attainment issued by RTOs.

Principles of assessment

All assessments carried out by RTOs are required to demonstrate compliance with the four principles of assessment:

- validity
- reliability
- fairness
- flexibility

These principles of assessment must be addressed in the:

- design, establishment and management of the assessment system for the TAA04 Training and Assessment Training Package
- development of assessment tools and
- the conduct of assessment.

The assessment principles and their application to the TAA04 Training and Assessment Training Package competency standards are elaborated below.

Validity

Assessment is valid when the process assesses what it claims to assess. For this to happen, the assessor must ensure:

- the outcomes and performance requirements of the unit are addressed
- the broad range of skills and knowledge that are essential to competent performance are addressed
- assessment of knowledge and skills is integrated with their practical application
- sufficient evidence is collected. Evidence should be gathered on a number of occasions and in a range of contexts, using different assessment methods. The specific evidence requirements of the TAA04 Training and Assessment Training Package units provide advice relating to sufficiency
- judgement of competency incorporates the requirements of validity.

The validity of assessment for the TAA04 Training and Assessment Training Package is enhanced when TAA assessors:

- sample a sufficient range of the performance of the TAA candidate
- assess tasks/activities in the workplace
- obtain evidence of performance after the assessment to support predictive validity
- gather evidence of transferability to new situations
- use assessment tools that document workplace performance
- use multiple approaches to assessment
- address the dimensions of competency in the assessment process.

Reliability

Reliability refers to the consistency of the interpretation of evidence and the consistency of assessment outcomes. Reliability can only be achieved when assessors share a common interpretation of the unit(s) being assessed. The TAA04 Training and Assessment Training Package units have been written to support clear and unambiguous interpretations of the assessment requirements.

For assessment to be reliable, the assessor must:

- use clearly defined benchmarks for assessment
- be able to interpret those benchmarks for assessment information and requirements
- adhere to those benchmarks in the assessment process
- monitor and review own and others assessment decisions to ensure consistency of judgement

The reliability of assessment for the TAA04 Training and Assessment Training Package is enhanced when TAA assessors:

- compare assessment decisions (moderation)
- collect evidence via a number of different assessment methods
- collect evidence across different locations and times
- specify clearly the competencies to be attained (documentation)
- detail clearly the items used on self/peer/supervisor assessment documentation
- take care in the construction of assessment tools (systematic procedures)
- review the training of assessors (systematic procedures).

Evidence of consistency can be obtained by assessing on multiple occasions, and by using a number of methods of evidence gathering in a range of contexts.

Fairness

Assessment is fair when the assessment process is clearly understood by candidates and agreed by both assessors and candidates and when candidates' needs and characteristics are addressed. For assessment to be fair, the TAA assessor must:

- provide TAA candidates with clear, accurate and relevant information about the assessment process including assessment purpose, benchmarks, assessment tools, materials, methods, evidence requirements and review/appeals processes
- enable TAA candidates to prepare and agree on the assessment process
- provide for recognition and self-assessment of readiness for assessment
- take into account the characteristics of TAA candidates
- apply reasonable adjustments, where appropriate, depending on the characteristics of TAA candidates and explain reasons for not making adjustments
- document the assessment process and provide feedback to candidates.

To be fair, assessment needs to:

- be clearly based on the requirements of the TAA04 Training and Assessment Training Package competency benchmarks
- not include additional requirements to the TAA04 Training and Assessment Training Package competency benchmarks
- involve a participatory approach to assessment that is agreed to by the TAA assessor and the TAA candidate
- document evidence requirements that are clear to TAA candidates
- be equitable to all TAA candidates which may require making reasonable adjustments
- be objective and inclusive, free from discrimination and bias
- provide opportunities that allow TAA candidates to challenge assessments and with provision for reassessment.

Care must be taken to ensure assessment practices do not perpetrate possible workplace discriminatory practices. As well, assessors must not use the assessment to coerce personal or professional favours or to gain economic advantage from TAA candidate/s or potential client groups.

Personal or interpersonal biases held by TAA candidates and/or the TAA assessor, for example, race, gender, language background, religious background, political affiliation, sexual orientation, physical disabilities, physical appearances, marital status, age, skin

colour, social class and/or ethnic background, should never interfere with the assessment process or decision.

Fairness applies to the assessment process – not the standard to be met. Adjusting the competency standard beyond what is 'reasonable adjustment' can affect the validity of the assessment. Reasonable adjustment is discussed later in these Guidelines.

Fairness in assessment can be compromised where a conflict of interest arises for assessors. Any conflict of interest should always be declared. Potential forms of conflict of interest in the assessment process and/or outcome may include:

- pre-established, personal relationship between the assessor and the candidate
- financial implications for the assessor
- employment opportunities for the assessor
- power opportunities for the assessor.

Referrals for opinions to other internal assessor/s or to external assessor/s can help to establish fair practice. The referrals may involve informal verbal consideration, a formalised written document, or a combination of the two. Validation also provides a vehicle to enable assessors to verify their assessment practices.

Flexibility

Flexibility in assessment involves consideration of the various needs of the parties involved in the assessment process. To be flexible, assessments should:

- reflect the needs of TAA candidates and other parties impacted by the assessment process
- be accessible to TAA candidates in terms of timing and readiness
- provide for the recognition of competencies no matter how, where or when they have been acquired
- draw on a range of methods and be appropriate to the context and TAA candidates' characteristics
- enable progression from one competency standard to another.

Flexibility applies to the assessment process – not the competency standard. Providing for flexibility must be balanced to ensure validity of the assessment.

Rules of evidence

The rules of evidence guide the collection of evidence that address the principles of validity and reliability, guiding the collection of evidence to ensure that it is valid, sufficient, current and authentic.

Validity

Valid evidence must relate directly to the requirements of the competency standard. In ensuring evidence is valid, assessors must ensure that the evidence collected supports demonstration of the outcomes and performance requirements of the competency standard together with the knowledge and skills necessary for competent performance. Valid evidence must encapsulate the breadth and depth of the competency standard. This will necessitate using a number of different assessment methods.

Sufficiency

Sufficiency relates to the amount of evidence collected. The collection of sufficient evidence is necessary to ensure all aspects of the competency standard have been captured and to satisfy the need for repeatable performance. Supplementary sources of evidence may be necessary.

Currency

Currency relates to the age of collected evidence. Competency requires demonstration of current performance – therefore the evidence collected or provided must be recent. This is particularly relevant when TAA candidates seek to recognition of existing competence through an assessment only pathway. This issues is discussed later in these Guidelines

Authenticity

Authenticity relates to ensuring the evidence is from the TAA candidate and not another person. Where evidence relies on indirect or supplementary forms of evidence or the direct evidence is not directly observable other complementary evidence that supports authenticity may need to be provided.

Advice is provided to TAA assessors relating to the collection of evidence in the Evidence Guide of the units of competency, particularly through the sections entitled Overview of Assessment, Collection of quality evidence requirements and specific evidence requirements.

AQTF 2007 requirements for assessment

Compliance with the TAA04 Training and Assessment Training Package, as required by the AQTF 2007, will be rigorously enforced by State Recognition Authorities.

The AQTF 2007 Standards can be downloaded from the Department of Education, Employment and Workplace Relations (DEEWR) website at www.dest.gov.au or can be obtained in hard copy from DEEWR.

Assessment Pathways in the TAA04 Training and Assessment Training Package

The competencies in this Training Package may be attained in a number of ways including:

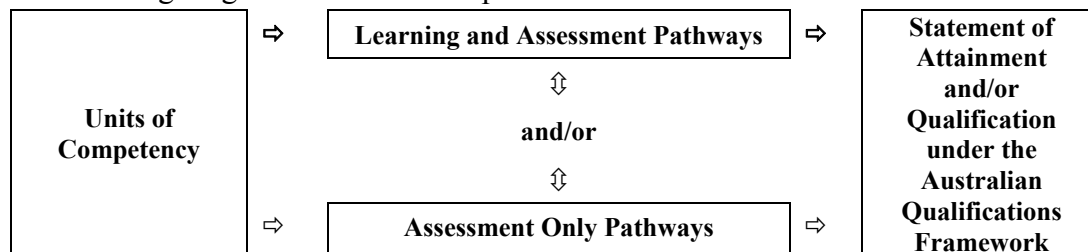
- formal or informal learning experiences
- work experiences
- general life experiences, and/or
- any combination of the above.

To be awarded a TAA04 Training and Assessment Training Package qualification or Statement of Attainment, recognition of achievement of these competencies requires a formal process of assessment which:

- takes place as part of a learning and assessment pathway involving formative and summative assessment activities or
- is the focus of an assessment only pathway or

- can occur as a combination of the two where the TAA candidate achieves competency recognition for some units through an assessment pathway involving skills recognition, followed by achievement of others through a learning and assessment pathway.

The following diagram illustrates this process:



Assessment, by any pathway, must comply with the assessment requirements set out in the *AQTF Standards for Registered Training Organisations*.

Learning and Assessment pathway

Where the focus of the TAA candidate is on gaining new competencies, a learning and assessment pathway will be the most common and relevant pathway to be accessed.

In the context of the TAA04 Training and Assessment Training Package this will be the most widespread approach for TAA candidates who have no previous training experience or educational background.

The learning strategies and/or learning programs developed within this pathway must represent and include all aspects of the TAA04 Training and Assessment Training Package unit specifications, including the performance requirements, Evidence Guide requirements and the dimensions of competence.

Assessment Only pathway

This pathway has many names – Assessment Only, Skills Recognition, Recognition of Current Competence (RCC) and Recognition of Prior Learning (RPL). These are all terms used interchangeably within the vocational education and training sector when referring to this pathway. This Training Package uses the term Assessment Only to describe assessments conducted through this pathway.

Where the focus of the TAA candidate is on gaining recognition for existing competencies, the assessment only pathway will be the most relevant. TAA candidates with prior training and/or assessment experience and/or other training and educational qualifications are able to seek recognition for their prior learning using this pathway.

As with all assessments, the TAA assessor must be confident that the evidence presented indicates that TAA candidates are currently competent against all components of the endorsed TAA04 Training and Assessment Training Package units of competency and that the evidence provided by TAA candidates meets all the rules of evidence. Competencies identified as gaps or partial gaps can be developed through further learning and assessment.

Combination of pathways

Where TAA candidates demonstrate current competencies through a mix of previous certification and/or work and life experience but also indicate gaps in their competence, a combination of pathways may be appropriate.

In such situations, TAA candidates may undertake an initial assessment to determine their current level of competence. Competencies identified as gaps or partial gaps can be developed through further learning and assessment.

TAA Assessors – Requirements and Responsibilities

This section outlines the requirements and responsibilities of TAA assessors, including specified competency requirements to assess, the need to maintain currency in assessment practice, responsibilities in making assessment judgements, and adherence to the assessors' 'code of practice'.

Competency requirements of TAA assessors

The vocational competence of this Training Package is training and assessment. Accordingly, persons who deliver recognised training in the units of competency and the qualifications of the TAA04 Training and Assessment Training Package, through or on behalf of a Registered Training Organisation, must be able to demonstrate their vocational competence in training and assessment. The benchmarks for demonstration of this vocational competence are the relevant competency standards of the TAA04 Training and Assessment Training Package or have equivalent competence .

The following vocational competence requirements apply to persons providing assessment services for the TAA04 Training and Assessment Training Package including assessments relating to TAA04 qualifications and individual TAA04 endorsed units of competency.

- Persons who conduct assessments against the units of competency leading to the award of the Certificate IV in Training and Assessment must have the TAA40104 Certificate IV in Training and Assessment or have equivalent competence .
- Persons who conduct assessments against the units of competency leading to the award of the Diploma of Training and Assessment must hold formal recognition of competence in the TAA50104 Diploma of Training and Assessment or have equivalent competence .
- Persons who conduct assessments of candidates against individual units of competency from the TAA04 Training and Assessment Training Package must hold formal recognition of competence in each unit in which they wish to conduct assessment or be able to demonstrate equivalent competence

All persons conducting assessments against the competency standards in the TAA04 Training and Assessment Training Package must:

- demonstrate current knowledge and skill in assessment practice. This could be met by a combination of evidence including:
 - relevant work history
 - attendance at professional development activities focusing on best practice in assessment and/or workplace training
 - colleague/peer support and participation in trainer/assessor and/or professional networks

- participation in networks/communities of practice
- participation in moderation, validation activities
- knowledge of current practices in assessment and workplace training
- recent assessment and workplace training activities
- knowledge of language, literacy and numeracy issues in the context of assessment and workplace training.

and

- have current knowledge of the industry and workplace of the TAA learners/candidates. This would include:
 - familiarity with the industry/enterprise competency standards to be used by the learner/candidate as the basis of assessment and/or training
 - an understanding, where applicable of the training and/or assessment system in which the learner/candidate operates
 - knowledge of the requisite assessor qualifications for the industry or enterprise.

Responsibilities of TAA assessors

TAA assessors have a significant responsibility. Their judgement certifies that TAA candidates have demonstrated the TAA04 Training and Assessment Training Package competency standards to the standard required in the workplace. Once qualified, this recognition can be used to work in a variety of training and/or assessment contexts and industries, including delivery and assessment of the TAA04 Training and Assessment Training Package.

In making the judgement of competence against the TAA units of competency, TAA assessors must evaluate the evidence and assess the risks. Constraints and pressures are widespread – time, cost, the demand for a quick outcome – but compromise and diminution of the TAA04 Training and Assessment Training Package unit requirements are not viable options.

Faithful adherence to the content and intent of the Training Package in the assessment process is critical to ensuring the vocational education and training systems is staffed by competent trainers, assessors and VET practitioners.

Maintaining currency

TAA assessors also have a responsibility to maintain currency in all areas of their own vocational competence in training and/or assessment practice. This includes continuing currency in assessing against the TAA04 Training and Assessment Training Package competency standards. This means that TAA assessors must be able to provide evidence of their ongoing TAA training and/or assessment practice.

Currency also includes maintaining professional knowledge about the vocational education and training sector, particularly developments relating to the vocational education and training operating environment and changes in training and assessment policies and practices.

Code of Practice for assessors

The Code of Practice detailed below is included in these Assessment Guidelines to support professionally responsible and ethical assessment practice and to guide TAA

assessors in the responsibilities of their work. This code is loosely based on an international code developed by the National Council for Measurement in Education.

The code reinforces the performance outcomes of the TAA04 Training and Assessment Training Package assessment units.

- The differing needs and requirements of the candidates, the local enterprise/s and/or industry are identified and handled with sensitivity.
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified, and appropriate referrals are made, if necessary.
- All forms of harassment are avoided throughout the assessment process and in the review and reporting of assessment outcomes.
- The rights of candidates are protected during and after the assessment process.
- Candidates are made aware of their rights and processes of appeal.
- Personal or interpersonal factors that are irrelevant to the assessment of competence must not influence the assessment outcomes.
- Evidence is verified against the rules of evidence
- Assessment decisions are based on available evidence that can be produced and verified by another assessor.
- Assessments are conducted within the boundaries of the assessment system policies and procedures.
- Formal agreement is obtained from candidates and the assessor that the assessment was carried out in accordance with agreed procedures.
- Assessment systems and tools are consistent with equal opportunity legislation.
- Candidates are informed of all assessment reporting processes prior to the assessment.
- Candidates are informed of all known potential consequences of assessment decisions, prior to the assessment.
- Confidentiality is maintained regarding assessment decisions/outcomes and records of individual assessment outcomes which identify personal details are only released with the written permission of the candidate/s.
- Assessment outcomes are used consistently with the purposes explained to candidates.
- Self-assessments are periodically conducted to ensure current competence against the TAA04 Training and Assessment Training Package competency standards.
- Professional development opportunities are identified and sought.
- Opportunities for networking amongst assessors are created and maintained.
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment practice and participating in validation.

Advice to TAA Assessors on Conducting Assessments

This section provides guidance to TAA assessors on conducting assessments. It includes:

- initial advice to TAA candidates on assessment requirements
- access to a practice environment for TAA candidates
- advice on using simulation
- advice on applying reasonable adjustment
- advice on online assessment
- advice on integrated assessments

- interpreting the TAA04 Training and Assessment Training Package units for assessment purposes
- developing TAA assessment strategies
- contextualising TAA04 Training and Assessment Training Package units for assessment
- developing or modifying assessment tools.

Initial advice to TAA candidates on assessment requirements

The TAA assessor is responsible for ensuring the integrity of the assessment process of the TAA04 Training and Assessment Training Package units. Part of this responsibility involves the provision of initial advice to TAA candidates to ensure they are fully aware of the assessment requirements of the TAA04 Training and Assessment Training Package units including the underlying language, literacy and numeracy (LL&N) and other skill requirements embedded within these units. This advice ensures TAA candidates can make an informed decision about proceeding with training and/or assessment in TAA04 Training and Assessment Training Package units or qualifications.

This initial advice should also address the relationship between the TAA04 Training and Assessment Training Package and the candidate's own area of vocational competence.

The link between vocational competence and TAA04 Training and Assessment Training Package competence

A central focus of the TAA04 Training and Assessment Training Package, particularly the TAA40104 Certificate IV in Training and Assessment, is the connection with the candidate's area of vocational competence.

TAA candidates generally undertake this Training Package because they possess vocational competence in a specific industry/subject/technical area and they need to develop or extend competence in training and assessment to teach/train/facilitate the learning of other individuals in their area of vocational expertise. In some instances the TAA candidate may be acquiring vocational competence concurrently with their TAA04 Training and Assessment Training Package competencies.

The development and assessment of the candidates' competence in TAA04 Training and Assessment Training Package units, particularly in the learning design, delivery and assessment fields, should be focused around their vocational competence. This will provide a relevant and meaningful reference point for assessment.

Potential TAA candidates should be made aware of the importance of vocational competence and advised of the AQTF 2007 requirements for vocational competence if they intend to use their TAA04 Training and Assessment Training Package qualifications to deliver training in an RTO.

English language, literacy and other skill requirements

It is part of an RTOs responsibility to provide appropriate information to candidates to ensure they understand the requirements of the units of competency prior to assessment. TAA assessors carrying out this responsibility must ensure TAA candidates/potential

candidates are advised effectively of the underlying skill requirements of TAA04 Training and Assessment Training Package units.

In particular, advice about the underlying level of English language and literacy required to meet the outcomes of TAA04 Training and Assessment Training Package units must be made clear prior to commencement of the learning and/or assessment process, and candidates who may have difficulty meeting these requirements must be provided with advice and options such as appropriate language and literacy skills training.

Candidates must also be advised that competence will include assessment of the specified language and literacy Performance Criteria and required skills of individual TAA04 Training and Assessment Training Package units. This includes effective language, communications and interpersonal skills and the ability to write a range of documentation. For example, TAA candidates are expected to read and interpret Training Packages, develop and document learning programs and assessment tools, present information, facilitate in a number of contexts using a range of skills, and prepare various records and documents.

Technology applications are also required as part of the competency specifications of some units. Further, complex cognitive skills in planning, research, interpretation, analysis and synthesis form part of the skills requirements of many units.

In a learning and assessment pathway, some of these skills can be developed through the learning process – however, this will depend on the approach adopted in the learning strategy and learning program content and the level of resourcing available.

In some situations, implementation may be based on an assumption that learners/candidates possess these skills. In these circumstances, and in an assessment only pathway, TAA candidates must be made aware of the specific skills that underpin the outcomes and performance requirements of the TAA04 Training and Assessment Training Package units to ensure they are capable of demonstrating competence. Where essential skills need to be acquired, options for meeting these skills gaps must be provided.

Access to a practice environment

The units in the TAA04 Training and Assessment Training Package are designed to be practised and assessed in the workplace. Workplace application is desirable to ensure that competence to the standard required by this industry sector has been attained.

Ideally, all TAA candidates should be working in **or** have access to an operating training and assessment environment such as an RTO, a training division in an enterprise, government or community organisation, or training services applied in a voluntary agency.

For candidates in a learning and assessment pathway, a work environment provides opportunities for practice, for applying skills and knowledge and for undertaking relevant work activities that address the performance requirements of the TAA04 Training and Assessment Training Package units.

It is recognised that TAA candidates in a learning and assessment pathway will not always have access to an effective practice environment. TAA assessors need to consider options within their own workplaces to support practice opportunities, such as whether their own RTO can provide opportunities for workplace application. Candidates without a suitable workplace should also be encouraged to find other practice environments.

For candidates in an assessment only pathway, a work environment in training and/or assessment is essential in providing the basis for the collection of evidence that meets the rules of evidence.

Advice on using simulation

While a workplace environment is highly desirable for both practice and assessment, it is recognised that, where an appropriate workplace environment is not available, simulation may be required as an assessment environment for some units or aspects of competence. Some examples would be where occupational health and safety considerations make workplace application inadvisable or the TAA candidate does not have and cannot gain access to a workplace where all the assessment requirements of a unit can be met.

Simulation is not, and should not be considered an assessment 'short cut' as the rules of evidence still apply.

Where simulation is used, the TAA assessor must ensure that the assessment replicates the workplace activities and range of contexts addressed by the unit. It is critical that the designer of the simulation has a thorough knowledge of the unit content and is experienced in the current circumstances of the work outcomes the unit defines to ensure validity and authenticity.

In deciding whether a simulation has been adequately designed, the following questions should be asked.

Are there opportunities to:

- demonstrate the dimensions of competency?
- address and demonstrate the range of skills identified within the units, including both technical and generic skills?
- effectively transfer required knowledge to practical applications?
- incorporate the requirements for collaboration with colleagues?
- meet the specific assessment requirements of the units?
- reflect the complexity of work requirements such as time pressures, competing and multiple work pressures, prioritisation, and deadlines?
- demonstrate inclusive practices and capacity to meet the needs of diverse groups and specific individuals?
- find, discuss and test solutions to problems?
- explore health and safety issues?
- demonstrate the range and level of language and literacy within the units?

Advice on applying reasonable adjustments

In assessing the competence of individuals, TAA assessors must provide for reasonable adjustments to ensure the assessment principles of fairness and flexibility are addressed.

However, TAA assessors must be confident that reasonable adjustments do not compromise the outcomes of the unit and the integrity of the qualifications and Statements of Attainment issued as certification of achievement.

Achievement of the units and qualifications of the TAA04 Training and Assessment Training Package leads to national, portable recognition of competence. As such, individuals assessed as competent must be able to demonstrate transfer of competence to environments other than their own. Specific care should be undertaken to ensure the literacy and language and other skill requirements are addressed in the assessment process and that candidate/s are fully informed of assessment requirements prior to commencement of any learning program and/or assessment process. Candidates with difficulties in meeting these requirements must be provided with options and advice.

Where a TAA candidate requires reasonable adjustments, TAA assessors must decide what types of adjustments are needed and then make a judgement about whether these are 'reasonable' given the unit content requirements and specifications. The test of reasonableness is subjective but must be guided by the principles of assessment and the balance between them, as well as the rules of evidence.

Reasonable adjustments may take the form of additional support during the assessment process for example in the provision of particular equipment or software, or changes to the physical environment, or provision of support persons for physical disability or additional time. An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package.

The use of interpreters would not be a reasonable adjustment for assessment of units in this Training Package as English language is essential. Similarly, a focus on oral responses in place of documentary evidence would not be reasonable if the unit clearly requires evidence of literacy skills to write, document and record material. Given the focus on cognitive skills relating to planning, research, analysis, thinking techniques and evaluation, achieving the competency outcomes may be difficult for people with some learning disabilities or intellectual disabilities.

Where reasonable adjustments have been applied, assessors should ensure the type of adjustments is recorded to guide any further assessments of the candidate and for validation purposes.

Advice on online assessment

TAA assessors working in an e-environment must ensure the assessment activities and overall assessment process clearly meets the assessment requirements of the units and the rules of evidence. The focus and content of most TAA04 Training and Assessment Training Package units involves multiple and complex relationships and interactions between people and, in the context of the units in the delivery and facilitation and assessment fields of the Training Package, interactions involving other learners and

candidates. The people skills required by the TAA04 Training and Assessment Training Package units must be demonstrated in the assessment process.

Assessment undertaken entirely through an e-based platform will not provide the necessary evidence of the demonstration of these skills. Additional assessment evidence involving real-life experiences will be needed.

Advice on integrated assessments

Whilst TAA candidates may be assessed against each individual unit of competency in the TAA04 Training and Assessment Training Package, the TAA04 Training and Assessment Training Package offers significant capacity to develop assessment tools and an assessment process that integrates evidence collection across two or more TAA04 Training and Assessment Training Package units.

This approach will be particularly relevant where candidates may be undertaking, or seeking recognition for, a number of units of competency that link together in content and/or focus. This may occur where:

- the outcomes and performance requirements of a unit can be linked to another unit as an integrated and continuous work activity, e.g. *TAAASS401C Plan and organise assessment* may be linked to *TAAASS403B Develop assessment tools* and then to *TAAASS402C Assess competence*
- one unit forms the developmental basis for another, e.g. *TAADES401B Use Training Packages to meet client needs* underpins the competence of *TAAASS403B Develop assessment tools* as well as many other units in the TAA04 Training and Assessment Training Package
- knowledge and skills overlap and are reflected across a number of units and these can be pulled together in an assessment tool.

TAA assessors are provided with guidance on units that may be appropriate for integrated assessment in the last section of the Evidence Guide for each unit. TAA assessors are advised to consider these suggestions but may also choose other combinations.

TAA assessors should note that the units listed below can form the basis of integrated assessment with almost any other TAA04 Training and Assessment Training Package unit or units. Because they can be individually and/or collectively linked to most other TAA04 Training and Assessment Training Package units, for learning and assessment purposes, they have not been specifically identified in the integrated assessment section of individual unit Evidence Guides.

- *TAAENV401B Work effectively in vocational education and training*
- *TAAENV402B Foster and promote an inclusive learning culture*
- *TAAENV403B Ensure a healthy and safe learning environment*
- *TAADES401B Use Training Packages to meet client needs.*

As an example, *TAADES401B Use Training Packages to meet client needs*, focuses on the knowledge and skills needed to unpack and interpret a Training Package. This process will involve defining the client need, sourcing a Training Package to meet this need, analysing and interpreting the endorsed components against the client need and then developing the specific application. The application may be to develop a skills program, obtain a qualification or assess the competence of a group of employees.

These applications are all addressed as separate units of competency. If for example it is to assess a group of individuals, the learning and assessment required to achieve *TAADES401B* could be fully integrated or embedded into the learning and assessment process for achieving competence in *TAAASS402C*.

In conducting integrated assessments, TAA assessors must ensure they use assessment tools that have been developed specifically to support an integrated assessment process and that these tools clearly address the rules of evidence.

Interpreting the specifications of TAA04 Training and Assessment Training Package units

TAA assessors must reference their assessments to the specifications of the TAA04 Training and Assessment Training Package units of competency and must ensure that TAA candidates have access to and use the TAA04 Training and Assessment Training Package units as part of their learning and/or assessment to achieve these units.

Assessment information is located throughout each unit of competency and assessors need to ensure that in developing, modifying and/or using existing assessment tools the assessment requirements are addressed.

Detailed information on the format and structure of the TAA04 Training and Assessment Training Package competency standards is provided in the Introduction to the Competency Standards section of this Training Package. Assessors are advised to read this information carefully. Specific points relating to assessment are considered below.

The **Application** statement provides useful information to guide the assessor in clarifying the focus and content of the unit and relationships with other units and may provide options for sequential and/or co-assessment.

The **Elements** and **Performance Criteria** define the vocational outcomes and the measurement of demonstrated performance. This is the core of the assessment process. However in interpreting these requirements it is essential that the assessor interprets the whole work activity, function or process represented by the unit rather than a step by step checklist approach to each Performance Criteria.

Elements may be sequential to each other, concurrent, independent of each other or a mix, depending on the unit focus. Demonstrated performance of the whole unit may involve meeting the assessment requirements of one Element before progressing to the next; in other units, demonstrated performance will be simultaneous; or separately assessed.

For example in *TAADEL402B Facilitate group-based learning*, Element 1 is Establish an environment conducive to group learning. Logically, this element must be demonstrated before Element 2: Deliver and facilitate training sessions. However, Element 2 and Element 3: Demonstrate effective facilitation skills and Element 4: Support and monitor learning, can all be demonstrated at the same time and the assessment process should address this concurrence. In *TAADEL401B Plan and organise group-based delivery*, Element 1: Interpret the learning environment and delivery requirements and Element 2: Prepare session plans are discrete and the assessment tools would reflect the requirements of each element separately.

TAA assessors need to look closely at the **Range Statement** to reference their assessments to both the candidate's immediate context and to the broader context of the TAA04 Training and Assessment Training Package's application.

TAA assessors should ensure that the breadth and depth suggested by the Range Statement is encompassed in the assessment process to ensure transferability of the candidate's competence to other contexts. This may require case studies, projects and simulations. TAA assessors will need to use judgement in determining what aspects of the Range Statement need to be addressed.

In some units, the Range Statement will identify an aspect of performance which must be addressed in full. These are identified with the stem 'must include' after the specific term, word or phrase which has been listed. In these units, TAA assessors must ensure each bullet point for the nominated aspect is addressed as part of the assessment.

TAA assessors will also find there is replication between some Range Statement content and the defined knowledge and skills sections of the **Evidence Guide**. This has been done deliberately to ensure interpretation of the Performance Criteria is clear and robust.

The Evidence Guide provides TAA assessors with a range of information relevant to assessment including generic and specific assessment requirements. TAA assessors are advised to read the assessment overview, refer to the quality evidence requirements and ensure the specific evidence requirements are addressed. Detailed specification of knowledge and skills intrinsic to competent performance must also be evident in the assessment methods and tools used.

Assessment methods are not identified. This is a matter of interpretation and judgement by the competent professionals using this Training Package.

The qualification level at which the unit has been packaged should also be considered to determine if the breadth and depth of knowledge and skills required have been addressed in the development of relevant assessment activities.

Developing TAA04 Training and Assessment Training Package assessment strategies

Assessment strategies form part of the AQTF 2007 requirements for assessment. TAA assessors must ensure assessment is conducted in accordance with a clearly defined assessment strategy which has been developed as part of a Learning and Assessment Pathway or Assessment Only pathway. A key reference for developing an assessment strategy in a Learning and Assessment pathway is the unit of competency, TAADES501B. TAAASS501B also addresses this skill in an Assessment Only pathway.

The assessment strategy can include:

- identification and interpretation of the benchmarks to be used for assessment
- arrangements for RCC/RPL, as part of an assessment only or combination pathway, including guidance and assistance to candidates about self-assessment and collection of evidence
- determination of assessment methods

- determination of assessment tool requirements
- organisational arrangements for assessment including physical and human resources, roles and responsibilities, and partnership arrangements, where relevant
- development of an assessment plan relating to the specific assessment context and including strategies for reasonable adjustment, OHS and ensuring a quality assessment process
- nominated quality assurance mechanisms, including validation
- identified risk management strategies.

Contextualising TAA04 Training and Assessment Training Package units for assessment

Any TAA04 Training and Assessment Training Package units which are contextualised in an assessment must reflect the guidelines for contextualisation set out in the Introduction to the Competency Standards section of this Training Package. TAA assessors must refer to these guidelines before undertaking any contextualisation.

Developing or modifying assessment tools

When developing assessment tools, TAA assessors must ensure that the tools:

- are benchmarked against the relevant unit or units of competency
- are reviewed as part of the validation of assessment strategies as required by the *AQTF 2007 Essential Standards for Registration*, and
- meet the assessment requirements expressed in the *AQTF 2007 Essential Standards for Registration*.

A key reference for assessors in developing assessment tools is the unit of competency *TAAASS403B Develop assessment tools*. TAA assessors must have this unit or demonstrate equivalent competency in this unit.

When using off-the-shelf assessment resources that contain assessment tools, TAA assessors must review these products to ensure that the materials effectively meet the relevant TAA04 Training and Assessment Training Package competency standards.

These tools may need to be modified or contextualised to reflect the operating environment and individual needs of the TAA candidate and/or to ensure the Performance Criteria and Evidence Requirements of the competency standards have been met.

Advice on Evidence Requirements

Each of the TAA04 units of competency is to be analysed to determine the specific evidence requirements for assessment whether as part of RPL or as a Learning and Assessment Pathway. In either case, the Rules of Evidence and Principles of Assessment must be applied.

In developing a learning and assessment strategy for the Certificate IV Training and Assessment, RTOs may wish to cluster some of the units as part of a learning program. One option is to cluster the units according to the four fields or to cluster them across the Design and Environment field, Design and Delivery or Delivery and Assessment fields. By clustering the units some of the assessment tasks may be integrated, however the integrity of the evidence requirements of the individual units cannot be

compromised. A summary of the evidence requirements for the core units of the Certificate IV Training and Assessment is outlined below.

Summary of Evidence Requirements for Core Units of Certificate IV Training and Assessment

This summary provides a general overview of the evidence requirements across the core units within the TAA40104 Certificate IV in Training and Assessment. The information provided is indicative of the evidence required to assess candidate(s) competence as part of RPL or a Learning and Assessment Pathway. Users will need to refer to individual units of competency to identify the specific requirements for each unit.

FIELD	UNIT CODES	EVIDENCE OF COMPETENCY TO INCLUDE
Learning Environment	TAAENV401B TAAENV403B TAAENV402B	<p>Documentation on how to identify client vocational educational and training needs, including the development and review client communication strategies. Documentation on sources of information and advice on the quality framework for vocational education and training in particular as it applies at the organisational level.</p> <p>Documentation on processes and procedures used to identify specific needs of clients including how inclusivity and diversity of needs are addressed, learning is promoted and how individuals are encouraged to contribute to a learning environment.</p> <p>Documentation on how potential/real hazards/risks are identified, reported on and addressed in the learning environment, including how consultation and communication takes place with stakeholders, how OHS information is provided to learners/candidates and examples of OHS checklists and reports.</p>
Learning Design	TAADES401B TAADES402B	<p>Documentation on the unpacking of training specifications, including at least one Training Package to meet client's needs.</p> <p>Preparation of two learning programs of differentiated design, context and learner needs. At least one program to be based on competency standards or accredited course.</p>
Delivery and Facilitation	TAADEL401B TAADEL403B TAADEL404B	<p>Development of a minimum of two delivery plans, one of which is to be linked to competency standards or accredited curriculum. One delivery plan to address the whole or substantial part of a learning program with a series of session plans and evidence of contextualization of learning activities, the development of relevant learning materials and documentation of requirements for training delivery.</p>

FIELD	UNIT CODES	EVIDENCE OF COMPETENCY TO INCLUDE
		<p>Documentation on a minimum of two individual learning relationships involving the following: how the need was determined; what technique used and why; a plan for the learning relationship; individual session plans; evaluation of the relationship</p> <p>Documentation on a minimum of two examples developing a work-based learning pathway including how needs were identified; work practices, work environment and activities were analysed; and how work was organised and allocated to meet learning needs.</p>
Assessment	TAAASS401C TAAASS402C TAAASS403B TAAASS404B	<p>Planning and organising the assessment process on at least two occasions to include a range of assessment events including: RPL, a range of candidates, different competency or performance standards, contextualisation of standards and tools, reasonable adjustment and consideration of organisational arrangements.</p> <p>Conducting of assessments on a number of occasions using an assessment plan. Assessments to include RPL, application of reasonable adjustment, use of different assessment methods and tools, demonstration of two-way feedback, completion of records and review of the assessment process.</p> <p>Developing and trialling of new assessment tools that support assessment methods that address at least three units of competency at different levels of the AQF. Evidence of review and feedback from appropriate personnel and documentation on the tools and procedures to be included.</p> <p>Documenting participation in two assessment validation sessions aimed at validating the assessment process including legal and ethical responsibilities. Evidence of communications, liaison and recording of feedback to be provided.</p>

Examples of Evidence for the Certificate IV in Training and Assessment

Listed below are some examples of evidence that can be used in developing assessments, including RPL, for the Certificate IV in Training and Assessment. These should be read in conjunction with the relevant units of competency and the specific evidence requirements.

1. *Examples of evidence for the Design units include:*

- Development of learning programs for 2 different qualifications in a relevant Training Package.
- Development of content of the 2 programs, as well as assessment strategies and a review process
- Contextualisation of the learning programs to a workplace.

2. *Examples of evidence for the Environment units include:*

- Maintenance of a journal on issues of inclusivity and diversity in the classroom
- Examples of how work relationships are maintained
- Application of policies and procedures that foster inclusivity
- Completed of OHS checklists and/or pro forma OHS report.
- Research, assess and report on OHS of a learning environment
- Research and report on key VET policies and application to a particular workplace

3. *Examples of evidence for the Delivery units include:*

- Identification of a training need within the workplace
- Development of 3 training sessions to address the need
- Analysis of different techniques and resources used for large training sessions small group and one on one sessions
- Development, implementation and review of an individual learning plan, incorporating coaching as a learning methodology.

4. *Examples of evidence for the Assessment units include:*

- Development of plans for at least 2 assessment processes including an RPL methodology as part of one of the assessment processes
- Development, trial and validation of at least 2 assessment tools for 2 different qualifications
- Conduct and report on the conduct of a number of assessments using different assessment methods and different assessment tools,
- Conduct of assessments to include a RPL and one involving a reasonable adjustment
- Report on the completion and recording of assessment outcomes

Scope of Operation of TAA04 Training and Assessment Training Package Assessment Guidelines

Assessment of TAA04 Training and Assessment Training Package units undertaken in another industry context (for example, where the TAA04 Training and Assessment Training Package units have been imported into another Training Package) must comply with the TAA04 Training and Assessment Training Package Assessment Guidelines, including the vocational competence requirements for TAA trainers and/or assessors defined earlier.

Responsibility for Assessment Guidelines

The ongoing monitoring and review of these Assessment Guidelines will be incorporated in the general review and maintenance of this Training Package. Any review will ensure that these Assessment Guidelines:

- continue to meet the requirements of the vocational education and training sector
- are consistent with the AQTF 2007 Essential Standards for Registration
- promote confidence in the system
- ensure assessment processes and outcomes are valid, reliable, fair and flexible
- support RTOs to effectively carry out their responsibilities.

Further sources of information

For advice and purchase of TAA04 Training and Assessment Training Package and related materials contact:

Innovation and Business Industry Skills Council trading as
Innovation & Business Skills Australia
Building B, Level 2
192 Burwood Road
Hawthorn, Victoria, 3122

Tel (+613) 9815 7000

Fax (+613) 9815 7001

www.ibsa.org.au

For advice on the AQTF requirements and registration processes for the TAA04 Training and Assessment Training Package contact your State or Territory Training Authority.

For networking and support contact and become involved in a trainer/assessor network, community of practice. Contact details will be maintained on the ISC website.

General resources

Web sites

Description

<http://www.training.com.au>

Designed to support access to information on vocational education and training in Australia; a federal initiative managed by the Department of Science, Education and Training (DEST)

<http://www.training.com.au/aqtf2007/>

Australian Quality Training Framework 2007 general information

http://www.dest.gov.au/sectors/training_skills/publications_resources

Australian Quality Training Framework resources and information

<http://www.ntis.gov.au>

National Training Information Service – an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses

Hard copy texts

Publishing information

Australian Quality Training Framework 2007 Essential Standards for Registration

Download from:
www.training.com.au/AQTF2007

AQF Implementation Handbook, Third edition, 2007

Download from:
<http://www.aqf.edu.au/implem.htm>

Style Guide: Training Package Support Materials, 2003

Download from:
http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/anta/profile/anta_style_guide_training_package_support_materials.htm

Training Package Development Handbook, 2007

Download from:
http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/Training_Package_Development_Handbook.htm

Introduction to the Competency Standards

What is Competency?

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attributes relevant to effective participation in an industry, industry sector or enterprise.

Competency covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attributes consistently over time and in the required workplace situations and environments. In line with this concept of competency Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focusing on the learning process itself.

Competency standards in Training Packages are determined by industry to meet identified industry skill needs and are based on extensive research, validation and evaluation. Each competency standard or unit of competency reflects a discrete job function, area of work or occupational outcome. The standard is set by defining the work outcomes (referred to as elements of competency) to be met in demonstrating competency which are measured against defined performance specifications (Performance Criteria). Demonstration of the Performance Criteria is guided and supported by information and advice set out in the Evidence Guide of each unit.

Competency standards are written to a common structure and format to support consistency and usability. This structure and format is determined by the Australian National Authority and amended from time to time to support continuous improvement. Some parts of this format are mandatory for all units while other parts are included at the discretion of the Training Package developer. Detailed information on the structure and format applied to the TAA04 Training and Assessment Training Package units is set out later in this Introduction.

Generally, each unit of competency within a Training Package is linked to one or more AQF qualifications. Refer to the Qualifications section for information on the packaging of TAA04 Training and Assessment Training Package units into AQF qualifications.

Units can be unaligned in special circumstances where it is clearly justifiable. The TAA04 Training and Assessment Training Package contains one unit in this category. This unit is *TAAASS301B Contribute to assessment*. (This unit is discussed later in this section).

Overview of the TAA04 Training and Assessment Training Package Competency Standards

Purposes of TAA04 Training and Assessment Training Package Competency Standards

The TAA04 Training and Assessment Training Package competency standards can be used for a range of different purposes. Determining the purpose will impact on how the standards are used.

A key purpose of the TAA04 Training and Assessment Training Package competency standards is to establish nationally recognised benchmarks that define vocational competence in training and assessment and related work in vocational education. These benchmarks are used to guide teaching and learning in this area of vocational competence and to determine assessment requirements.

In addressing this purpose, the TAA04 Training and Assessment Training Package competency standards are designed to support learners from a wide range of backgrounds and characteristics including those entering this field of work for the first time and those currently employed as trainers/facilitators/VET practitioners/assessors and who may have considerable experience and/or other forms of certification.

In the latter context, individual TAA04 Training and Assessment Training Package units of competency will be particularly useful as a focus for professional and staff development which could in turn be recognised either as a standalone point of recognition through a Statement of Attainment and/or in contribute to a TAA04 Training and Assessment Training Package qualification.

Other purposes may include use as a tool for Human Resources (HR), Industrial Relations (IR) or employment. Such purposes are entirely determined by individual organisations and their organisational needs.

A further purpose is simply as a reference tool for existing trainers and/or assessors and others working in this field who may want to self-manage their own ongoing learning and/or to reflect on their current practice.

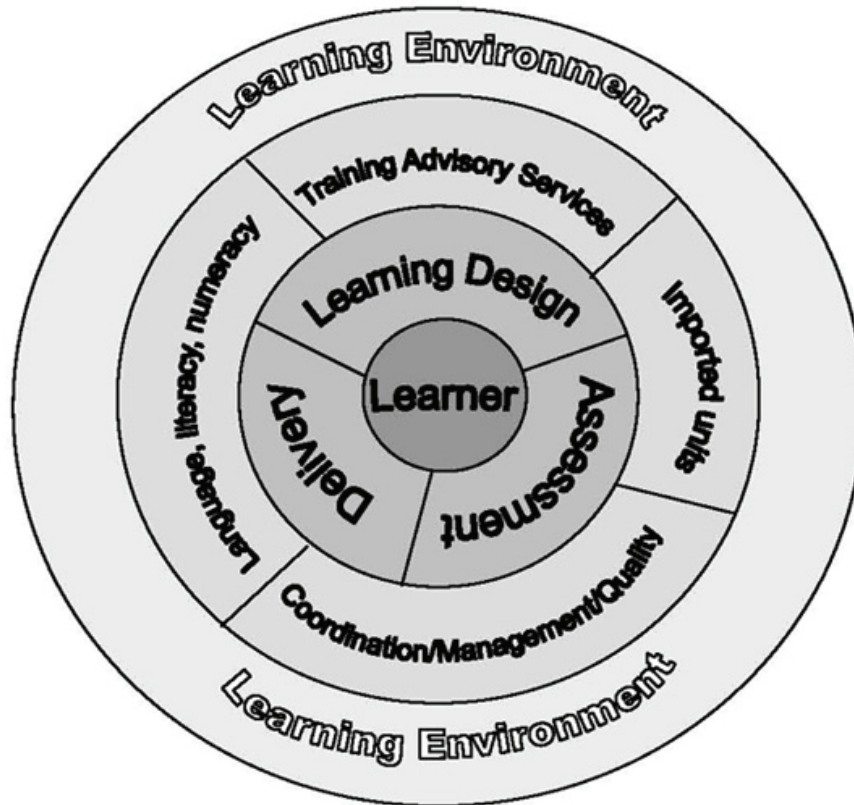
Competency Fields and units of Competency

The competency standards in the TAA04 Training and Assessment Training Package are grouped into eight fields of competency. The eight fields are:

- Field 1 Learning Environment
- Field 2 Learning Design
- Field 3 Delivery and Facilitation
- Field 4 Assessment
- Field 4 Training Advisory Services
- Field 6 Coordination, Management and Quality of Training and/or Assessment Services
- Field 7 Language, Literacy and Numeracy Practice
- Field 8 Imported Units

The Fields are represented in the following diagram.

The central focus of this competency framework is on learning and the learner, with the fields of competency that most directly support the learning process directly grouped around this central focus. Competency Fields representing relevant and connected areas of work are grouped around this core and overlaying the whole is the Learning Environment Field.



TAA04 Training and Assessment Training Package Competency Fields

Field 1: Learning Environment (ENV)

The learning environment field units address different aspects of the relationships between work and the environment of vocational education and training.

The three units – *TAAENV401B Work effectively in vocational education and training*, *TAAENV402B Foster and promote an inclusive learning culture*, and *TAAENV403B Ensure a healthy and safe learning environment* – support the other units of competency in the Training Package. The outcomes of these units establish the parameters of work in training and/or assessment.

The other units in this field focus on innovation, self-development and leadership.

Field 2: Learning Design (DES)

The learning design field units address competence in both the design of learning products and the design of the learning process.

The first unit in this field – *TAADES401B Use Training Packages to meet client needs* – provides the base or foundation for the TAA04 Training and Assessment Training Package and addresses the skills and knowledge needed to unpack and use Training

Packages for different purposes and client needs. These different purposes and applications are then further elaborated within separate competency standards, for example, a Training Package may be used to *Design and develop a learning strategy (TAADES501B)* or to *Facilitate group-based learning (TAADEL402B)* or to *Assess competence (TAAASS402C)*.

Two units – *TAADES501B Design and develop learning strategies* and *TAADES402B Design and develop learning programs* – address different applications and outcomes of the learning design process. Other units address the design and development of learning resources and competency standards.

Field 3: Delivery and Facilitation (DEL)

The assessment field units address the competence required to deliver training and to facilitate learning. The units differentiate competence by application in different delivery modes (face-to-face, e-based, through work and by distance) and by application of particular delivery methods and techniques (action learning, individual facilitation and instruction and demonstration). The delineation by mode and method recognises that the outcomes, skills, knowledge and attributes involved represent both different applications and new areas of skills and knowledge that form distinct competency requirements.

Field 4: Assessment (ASS)

The units in this Field address the process of assessment, the development of assessment tools, competency in validation processes and leadership, and coordination of assessment systems and services.

The process of planning, conducting and reviewing assessment of candidates is encompassed in a single unit of competency – *TAAASS402C Assess competence* – while the planning and organising that precedes the assessment process is a separate unit, as is validation.

Field 5: Training Advisory Services (TAS)

The training advisory services field units represent two discrete areas of work. The first relates to training support while the other group of units represent advisory/consultancy work functions.

Field 6: Coordination, Management and Quality of Training and/or Assessment Services (CMQ)

This coordination, management and quality field units addresses a range of work functions connected with the coordination and management of training and/or assessment services and systems. Key areas addressed by these units include policy development, apprenticeship/traineeship coordination, systemic evaluations, determining scope and team leadership.

Field 7: Specialist Language, Literacy and Numeracy Practice (LLN)

The language, literacy and numeracy field units provide a clearly defined set of standards for this area of specialist practice and will enable a pathway into this field of work from a range of training contexts.

Only one unit is included at this stage – *TAA04 Address language, literacy and numeracy issues within learning and assessment practice*.

Field 8: Imported Units

The imported units have been selected from other Training Packages, principally the Business Services Training Package, to complement the TAA04 Training and Assessment Training Package competency standards and to provide additional flexibility to the TAA04 Training and Assessment Training Package competency framework and qualifications. The imported units represent areas of generic competence that underpin and support specific TAA04 Training and Assessment Training Package competence. It is suggested that users consider appropriate contextualisation of the imported units for application in the vocational education and training environment. Users should note that under the packaging rules of the TAA04 Training and Assessment Training Package qualifications, other units could be selected in place of the nominated imported units.

Note that *BSBCMM401A Make a presentation* can only be used as part of the Enterprise Assessor Skill Set.

List of TAA04 Training and Assessment Training Package units and their codes

Field 1: Learning Environment:

- TAAENV401B Work effectively in vocational education and training
- TAAENV402B Foster and promote an inclusive learning culture
- TAAENV403B Ensure a healthy and safe learning environment
- TAAENV404B Develop innovative ideas at work
- TAAENV501B Maintain and enhance professional practice

Field 2: Learning Design:

- TAADES401B Use Training Packages to meet client needs
- TAADES402B Design and develop learning programs
- TAADES501B Design and develop learning strategies
- TAADES502B Design and develop learning resources
- TAADES503B Research and design e-learning resources
- TAADES504B Develop and evaluate e-learning resources
- TAADES505B Research and develop competency standards

Field 3: Delivery and Facilitation:

- TAADEL301C Provide training through instruction and demonstration of work skills
- TAADEL401B Plan and organise group-based delivery
- TAADEL402B Facilitate group-based learning
- TAADEL403B Facilitate individual learning
- TAADEL404B Facilitate work-based learning
- TAADEL405B Coordinate and facilitate distance-based learning
- TAADEL501B Facilitate e-learning
- TAADEL502B Facilitate action learning projects
- TAADEL503B Provide advanced facilitation to support learning

- TAADEL504B Lead and coordinate training services

Field 4: Assessment:

- TAAASS301B Contribute to assessment
- TAAASS401C Plan and organise assessment
- TAAASS402C Assess competence
- TAAASS403B Develop assessment tools
- TAAASS404B Participate in assessment validation
- TAAASS501B Lead and coordinate assessment systems and services

Field 5: Training Advisory Services:

- TAATAS401B Maintain information requirements of training and/or assessment organisations
- TAATAS501B Undertake organisational training needs analysis
- TAATAS502B Prepare a tender bid
- TAATAS503B Manage contracted work
- TAATAS504B Facilitate group processes

Field 6: Coordination, Management and Quality of Training and/or Assessment Services:

- TAACMQ501B Develop training and/or assessment organisational policies and procedures
- TAACMQ502B Coordinate training and/or assessment arrangements for apprenticeships/ traineeships
- TAACMQ503B Lead and conduct training and/or assessment evaluations
- TAACMQ504B Determine and manage scope of training and/or assessment services
- TAACMQ505B Lead a team to foster innovation

Field 7: Language, Literacy and Numeracy Practice:

- TAALLN401B Address language, literacy and numeracy issues within learning and assessment practice

Field 8: Imported Units:

Units packaged in the TAA40104 Certificate IV in Training and Assessment

- BSBAUD402B Participate in a quality audit
- BSBLED401A Develop teams and individuals
- BSBMKG413A Promote products and services
- BSBREL402A Build client relationships and business networks
- BSBRES401A Analyse and present research information

Units packaged in the TAA50104 Diploma of Training and Assessment

- BSBEBUS508A Build a virtual community
- BSBFLM514A Manage people
- BSBMGT503A Prepare budgets and financial plans
- BSBMGT504A Manage budgets and financial plans
- BSBMGT506A Recruit, select and induct staff
- BSBMKG501B Identify and evaluate marketing opportunities

- BSBRKG502B Manage and monitor business or records systems
- BSBWOR502A Ensure team effectiveness
- BSBWRK509A Manage industrial relations
- CHCCAR501A Provide careers guidance
- PSPGOV504B Undertake research and analysis

Integral aspects of competence

The TAA04 Training and Assessment Training Package units are designed to reflect the breadth and depth of knowledge and skill required for competent performance in the areas of work addressed within the Training Package. The units emphasise skills such as language/communications and interpersonal skills, literacy, research and analysis, and generic skills represented through the Key Competencies. Areas of knowledge reflect requirements such as the operating context of vocational education and training, knowledge of learning theories and principles, and OHS responsibilities.

Particular aspects of competence or themes that are embedded across a range of the TAA04 Training and Assessment Training Package units include:

- supporting effective learning
- developing facilitation skills
- creating an effective learning environment
- fostering inclusivity
- managing cultural diversity
- encouraging collaborative processes
- fostering innovation
- meeting ethical and legal requirements
- outlining OHS roles and responsibilities
- managing own ongoing learning and professional development and currency
- achieving transferability across contexts, and
- maintaining continuous improvement.

TAA04 Training and Assessment Training Package Unit Structure and Format

Overview of unit components

The TAA04 Training and Assessment Training Package units of competency have been designed to provide users with competency standards that provide clarity, depth, breadth and specificity.

The units reflect the dimensions of competence – task skills, task management skills, contingency management skills and job role/environment skills.

Table 5 summarises the unit template and the role of each component part in the unit design. Advice regarding each component used in this template follows:

Unit Title

The Unit Title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique, both within and across Training Packages.

Unit Descriptor

The Unit Descriptor broadly communicates the content of the unit of competency and the work outcome it addresses.

Employability Skills statement

A standard Employability Skills statement appears in each unit of competency. This statement directs trainers and assessors to consider the information contained in the Employability Skills Summary in which the unit of competency is packaged.

Application Statement

This component provides the user with a more detailed overview of the unit focus and content, and sets out the parameters of the unit, its potential audience and relationship to other units in the Training Package. This part of the unit structure is particularly useful as a brief explanation of the unit's scope for both teaching/learning and assessment purposes.

Elements

The Elements describe the critical or significant outcomes which must be met to achieve competency.

Performance Criteria

Performance Criteria specify the performance requirements that are used to evaluate achievement of the elements of competency. The Performance Criteria may address specific tasks, roles, skills and applied knowledge that demonstrate competent performance.

In defining the Performance Criteria every attempt has been made to ensure clarity of meaning by *italicising* any word or term which could have multiple meanings or applications. This italicised word or term is then elaborated/clarified in the Range Statement.

Range Statement

This component provides the user with relevant information that aids both understanding and gives meaning to the unit in different contexts. The Range Statement in the TAA04 Training and Assessment Training Package units has been broadened and extended to provide more information to guide TAA facilitators and/or assessors in interpreting the Performance Criteria.

Where the Range Statement provides guidance relating to contextual information which may vary considerably in different training and/or assessment environments, the qualification level at which the unit has been packaged should be considered in interpreting this range to ensure the breadth and depth at this level is addressed in learning and assessment activities.

Evidence Guide

The Evidence Guide is critical in assessment as it provides information to the assessor about how the defined competency is demonstrated. The Evidence Guide does this by

providing a range of evidence for the assessor to make determinations, and by providing the assessment context. The Evidence Guide sets out:

- conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment
- relationships with the assessment of any other units of competency
- suitable methodologies for conducting assessment including the potential for workplace simulation
- resource implications, for example access to particular equipment, infrastructure or situations
- how consistency in performance can be assessed over time, various contexts and with a range of evidence, and
- the required knowledge, skills and attributes to demonstrate competence

In the TAA04 Training and Assessment Training Package the Evidence Guide has been designed to provide increased depth and definition of the evidence requirements for competent performance.

This detailed guidance is also very useful in supporting the learning process in a learning and assessment pathway.

The qualification level at which the unit has been packaged should also be considered when interpreting the Evidence Guide to determine if the breadth and depth of knowledge and skills required have been addressed in the development of relevant learning and assessment activities.

The Evidence Guide of the TAA04 Training and Assessment Training Package units includes ten sub-components. These are:

a) Overview of assessment requirements

The Evidence Guide of each unit begins with an overview that sets out the broad requirements for assessment of the unit. TAA assessors should read this section to ensure they have an overall understanding of the assessment requirements.

b) Required knowledge

In the TAA04 Training and Assessment Training Package units, knowledge is defined as *required knowledge* because it represents areas of knowledge that TAA candidates must demonstrate in order to meet the performance specifications.

This required knowledge is specified into content areas, each of which are further defined into specific aspects. These aspects must be addressed as part of the learning and/or assessment process. They provide definition to guide TAA trainers/facilitators and/or assessors in developing tools and activities to address the knowledge needed for competence.

The listed aspects are not meant to imply an exhaustive definition of the knowledge area. The stem used indicates this – *Required knowledge includes but is not limited to ?* TAA Trainers/facilitators can enhance and further develop aspects of any knowledge area as part of their professional practice.

c) Required skills and attributes

The same model has been used for defining the specific skills and relevant attributes that TAA candidates must demonstrate in order to meet the performance specifications. This section includes a list of critical skills and attributes and provides further elaboration of the content to be addressed.

d) and e) Products and processes that could be used as evidence

Products and processes are sub-components of the Evidence Guide which provide advice to TAA assessors and candidates on outputs – products, materials, service delivered or performance observed and inputs – demonstrating how the outputs were achieved – that can be used as evidence. These sections also provide advice to TAA assessors on areas of questioning to establish whether key knowledge and skills have been acquired including the 'what', 'how' and 'why' aspects of competence.

f) Resource implications

This sub-component sets out information on the resources required for assessment.

g) Quality evidence requirements: generic assessment requirements

This part of the Evidence Guide provides the generic requirements for collecting evidence and determining competence. It has been included in each unit because the units can be used in a stand-alone capacity and as imported units in other Training Packages.

These generic requirements are:

- 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 Employability Skills.
- a range of the most 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 competence 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

i) Specific evidence requirements

This part of the Evidence Guide provides details specific evidence that needs to be collected. It should be read carefully to ensure the rules of evidence, specifically validity and sufficiency, have been met.

TAA assessors must also ensure the evidence collected supports currency and authenticity. This is particularly important in an assessment only pathway which may rely more heavily on indirect and supplementary forms of evidence provided by TAA candidates.

j) Integrated assessment

The TAA04 Training and Assessment Training Package units provide options for co-assessment with other units to enable integrated assessment and to minimise time and cost where a single assessment process may address the outcomes of a number of units.

TAA assessors are advised to consider co-assessment where this is relevant and appropriate. New assessment tools will need to be developed to reflect this approach to assessment. It is critical that these tools synthesise the evidence requirements in a way which can be unpacked to demonstrate achievement of the specified outcomes of each unit included in the integrated assessment and which meet the generic assessment requirements of all units.

Overview of unit template

Unit code: the combined alpha/numeric code of the unit	Unit Title: the name of the unit
Unit Descriptor:	provides a brief descriptor of the unit
Employability Skills:	required outcomes described in the unit contain applicable facets of Employability Skills
Competency Field:	identifies to which field the unit belongs
Application of the Unit:	provides an overview of the unit's focus and content, setting out the parameters of the unit, its potential audience and relationship to other units
Elements: define the critical outcomes of a unit of competency	Performance Criteria: specify the level of performance required to demonstrate achievement of the Element. <i>Italicised</i> terms are elaborated in the Range Statement.
Element 1: outcome	1.1 PC ... 1.2 PC ...
Element 2: outcome	2.1 PC ... 2.2 PC ...
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	
<i>Italicised word/term</i> may mean:	<ul style="list-style-type: none"> • RS

Evidence Guide: provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence	
Overview of assessment requirements: explains the overall evidence requirements	
Evidence requirements: includes a number of sub-components. These are:	
Required knowledge:	<ul style="list-style-type: none"> • specifies one by one the area/s of knowledge needed to meet Performance Criteria • lists specific content of that knowledge area
Required skills and attributes:	<ul style="list-style-type: none"> • specifies one by one the technical or other skills and attributes needed to meet Performance Criteria • lists specific aspects of the skill and how it is used in the performance
Products that could be used as evidence include:	<ul style="list-style-type: none"> • provides examples of tangible evidence or outputs, such as things made/performance observed
Processes that could be used as evidence include:	<ul style="list-style-type: none"> • provides examples of evidence of processes used to achieve outputs
Resource implications for assessment include:	<ul style="list-style-type: none"> • provides a list of resources that are required to support the assessment process
The collection of quality evidence requires that:	<ul style="list-style-type: none"> • provides clear generic requirements to be followed in collection of evidence and in making a judgement of competence
Specific evidence requirements must include:	<ul style="list-style-type: none"> • sets out specific evidence to be collected to reflect rules of evidence
Integrated assessment means that:	<ul style="list-style-type: none"> • suggests other units which could be co-assessed with this unit

Using the TAA04 Training and Assessment Training Package units

Interpreting the TAA04 Training and Assessment Training Package units

Each TAA04 Training and Assessment Training Package unit is designed to provide a complete and detailed competency specification. The individual components of each unit are linked to each other to build an integrated and broad concept of competency. It is suggested that repackaging/reformatting the unit in landscape format will assist the user to recognise and interpret these links and to create a visual image of the unit as a whole. This approach will also assist in developing effective learning programs, learning resources and assessment tools.

Users will note the level of specificity in the TAA04 Training and Assessment Training Package units. This level of specificity is designed to ensure the competency standards provide robust benchmarks for learning and/or assessment, with users able to interpret the requirements clearly and consistently.

In linking each unit component, users may note some overlap in content particularly between the Range Statement and the knowledge and skills requirements of the Evidence Guide. This overlap provides a cross reference to ensure these aspects of competent performance are addressed in learning and/or assessment. Because many areas of knowledge and skills are common to and applied as part of competent performance in different units, users will also see some overlap in the definitions used across units.

In a learning and assessment pathway, learning activities and experiences might be based around these common areas of required knowledge and skills, with applications developed against the performance requirements of specific units and verification of achievement through demonstration of the evidence requirements.

In an assessment only pathway, it may be appropriate to start with the Evidence Guide using the assessment advice provided in specific evidence requirements and then work back through the unit to ensure all components are addressed. Alternatively, the assessment process may be based around the Performance Criteria but also incorporate the Range Statement and Evidence Guide requirements.

Clustering units

Whilst most units in the TAA04 Training and Assessment Training Package competency framework stand alone as a discrete competency standard, the units may also be linked together by the user to address different learning needs and/or integrated assessment.

Clustering units to create specific learning programs and/or integrated assessment may occur within the parameters of a defined TAA04 Training and Assessment Training Package qualification or involve combinations of units that cut across a TAA04 Training and Assessment Training Package qualification.

Any combination of units can be clustered resulting in Statements of Attainment for each unit assessed in the cluster.

This enables users to build competency profiles which suit their immediate skill development needs while building towards a qualification outcome, should that be a longer term goal.

In this way, the competency framework resembles a jigsaw, but a jigsaw where the pieces can lock together in a range of different combinations for different purposes.

Clustering will be very important in circumstances where specific competencies in training and/or assessment are required but not the whole TAA40104 Certificate IV in Training and Assessment. For example, in many industry settings, individuals may perform training and/or assessment functions as part of their overall work role. These skills are often complementary to core work functions and competence will only be required or relevant in a few TAA04 Training and Assessment Training Package units.

For example, an individual providing specific training in one unit from an industry Training Package or someone responsible for organisational internal training may find that *TAADEL301C Provide training through instruction and demonstration of work skills*, *TAADEL403B Facilitate individual learning* and/or *TAADEL404B Facilitate work-based learning* reflects the competency profile needed for their training responsibilities. If they also assess, *TAAASS402C Assess competence* may be added to the cluster. In other circumstances other clusters may be more relevant.

This approach to using the TAA04 Training and Assessment Training Package will be very important in many industry and organisational contexts.

Contextualising units

Contextualisation enables endorsed units of competency to be adjusted to reflect the immediate context in which the units are to be used. RTOs and other users of the TAA04 Training and Assessment Training Package may need to contextualise units of competency to:

- reflect local or organisational needs
- suit particular delivery methods
- address learner characteristics
- provide for specific enterprise requirements.

However, any contextualisation must ensure that the integrity of the unit of competency is maintained. To guide users in contextualising TAA04 Training and Assessment Training Package units the following advice is provided.

Contextualisation:

- cannot involve changes to the wording of Elements
- cannot involve the addition or removal of Elements and Performance Criteria
- can include substitution of specific industry terminology to generic wording in the Performance Criteria where this does not distort or narrow the competency outcomes
- can include amendments and additions to the Range Statement as long as such changes do not diminish the breadth of application of the competency and/or reduce its portability
- can include additional detail to the Evidence Guide in areas such as knowledge and skill requirements and resource and infrastructure requirements where these expand the breadth of the competency but do not limit its use.

Because the TAA04 Training and Assessment Training Package units represent national benchmarks applied across the vocational education and training system, contextualisation should not limit the application of the competence to the immediate work context of the learner/candidate. One of the critical features of these standards is that competence must be transferable across different vocational education and training environments.

The specific evidence requirements of some units have been developed to ensure this transferability, for example relevance and application in recognised and non-recognised training environments, and application in both Training Package and non-Training

Package environments. Simulation may be required to meet the range of applications/contexts of the evidence requirements.

Importing TAA04 Training and Assessment Training Package units in other Training Packages

This Training Package also has a significant role to play in terms of cross-industry applications within other Training Packages. Importing TAA04 Training and Assessment Training Package units into other Training Packages provides those industries with a range of units that support training and assessment roles relevant to their needs.

Importing TAA04 Training and Assessment Training Package units is encouraged to support the establishment of effective national benchmarks and to provide a means of industry-based national recognition for individuals undertaking training and/or assessment functions within their industry/enterprise.

The following advice is provided to support effective use of TAA04 Training and Assessment Training Package units:

- where another Training Package developer or course developer intends to use a TAA04 Training and Assessment Training Package unit in their qualification/s, the developer can select any unit or units in the TAA04 Training and Assessment Training Package relating to their needs
- developers cannot replicate or diminish a TAA04 Training and Assessment Training Package qualification by importing all units required for a TAA04 Training and Assessment Training Package qualification. The number of imported units should relate to the specific competency requirements which need to be addressed within the industry or sector.
- developers intending to import TAA04 Training and Assessment Training Package units should examine the units closely to ensure the assessment requirements of each unit can be met, including all Evidence Guide requirements
- developers intending to import TAA04 Training and Assessment Training Package units into their qualifications must advise the body responsible for the TAA04 Training and Assessment Training Package, the Innovation and Business Industry Skills Council, to enable an information management system to be established for the effective application of TAA04 Training and Assessment Training Package units
- developers intending to import TAA04 Training and Assessment Training Package units into their qualifications must ensure all specific requirements relating to the TAA04 Training and Assessment Training Package Assessment Guidelines are addressed. This includes advice on assessment only pathways and the "vocational competence" requirements of assessors. Developers must also ensure these vocational competence requirements are also met by delivery and assessment personnel.

Units of Competency not packaged against a Qualification

Generally each unit of competency within a Training Package is packaged to one or more AQF qualifications. In special circumstances units of competency may be endorsed that are not packaged to an AQF qualification. The TAA04 Training and

Assessment Training Package contains one unit in this category – *TAAASS301B Contribute to assessment*.

This unit has been developed in response to an explicit need identified in the research and development of the TAA04 Training and Assessment Training Package. It addresses the competence of gathering quality evidence to support a candidate's competence. This evidence, in conjunction with other gathered evidence, will contribute to the assessment decision against the relevant benchmark, by the qualified assessor.

This competence is typically required by an individual who may have technical/vocational expertise and/or may have a supervisory or mentoring/coaching work role, and for whom gathering evidence for assessment is an adjunct to principal work responsibilities. Application may occur in a range of circumstances including those where the organisation/enterprise uses a team assessment approach and/or in rural/remote areas where access to qualified assessors may be limited (and where assessor guidance can be provided by technology) and/or as part of the assessment arrangements for collecting evidence over a period of time and in a range of contexts.

It has a clear vocational workplace outcome.

It can be used as a stand-alone unit, as part of a cluster of units to form a relevant learning program for industry and through importation into other Training Packages.

This unit has not been packaged as part of the TAA40104 Certificate IV in Training and Assessment Training because there is another unit packaged within that qualification – *TAAASS402C Assess competence* – which is more appropriate and because its wide application could enable packaging at Certificate III or higher.

The Competency Standards

Learning Environment

- TAAENV401B Work effectively in vocational education and training
- TAAENV402B Foster and promote an inclusive learning culture
- TAAENV403B Ensure a healthy and safe learning environment
- TAAENV404B Develop innovative ideas at work
- TAAENV501B Maintain and enhance professional practice

Learning Design

- TAADES401B Use Training Packages to meet client needs
- TAADES402B Design and develop learning programs
- TAADES501B Design and develop learning strategies
- TAADES502B Design and develop learning resources
- TAADES503B Research and design e-learning resources
- TAADES504B Develop and evaluate e-learning resources
- TAADES505B Research and develop competency standards

Delivery and Facilitation

- TAADEL301C Provide training through instruction and demonstration of work skills
- TAADEL401B Plan and organise group-based delivery
- TAADEL402B Facilitate group-based learning
- TAADEL403B Facilitate individual learning
- TAADEL404B Facilitate work-based learning
- TAADEL405B Coordinate and facilitate distance-based learning
- TAADEL501B Facilitate e-learning
- TAADEL502B Facilitate action learning projects
- TAADEL503B Provide advanced facilitation to support learning
- TAADEL504B Lead and coordinate training services

Assessment

- TAAASS301B Contribute to assessment
- TAAASS401C Plan and organise assessment
- TAAASS402C Assess competence
- TAAASS403B Develop assessment tools
- TAAASS404B Participate in assessment validation
- TAAASS501B Lead and coordinate assessment systems and services

Training Advisory Services

- TAATAS401B Maintain information requirements of training and/or assessment organisations
- TAATAS501B Undertake organisational training needs analysis
- TAATAS502B Prepare a tender bid
- TAATAS503B Manage contracted work
- TAATAS504B Facilitate group processes

Coordination, Management and Quality Competency Standards

- TAACMQ501B Develop training and/or assessment organisational policies and procedures
- TAACMQ502B Coordinate training and/or assessment arrangements for apprenticeships/traineeships
- TAACMQ503B Lead and conduct training and/or assessment evaluations
- TAACMQ504B Determine and manage scope of training/ assessment services
- TAACMQ505B Lead a team to foster innovation

Language, Literacy and Numeracy Practice

- TAALLN401B Address language, literacy and numeracy issues within learning and assessment practice

Imported Units

- BSBAUD402B Participate in a quality audit
- BSBCMM401A Make a presentation
- BSBEBUS508A Build a virtual community
- BSBFML514A Manage people
- BSBLED401A Develop teams and individuals
- BSBMGT503A Prepare budgets and financial plans
- BSBMGT504A Manage budgets and financial plans
- BSBMGT506A Recruit, select and induct staff
- BSBMKG413A Promote products and services
- BSBMKG501B Identify and evaluate marketing opportunities
- BSBREL402A Build client relationships and business networks
- BSBRES401A Analyse and present research information
- BSBRKG502B Manage and monitor business or records systems
- BSBWOR502A Ensure team effectiveness
- BSBWRK509A Manage industrial relations
- CHCCAR501A Provide careers guidance
- PSPGOV504B Undertake research and analysis

**TAA04 Training and Assessment
Training Package
Learning Environment
Competency Standards**

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TAAENV401B Work effectively in vocational education and training

Unit Descriptor	This unit specifies the competency required to work effectively in the policy and operating environment of the vocational education and training sector.
Employability Skills	This unit contains employability skills.
Competency Field	<i>Learning Environment</i>
Application of the Unit	<p>The vocational education and training sector is responsible for developing the skills and knowledge of individuals for work. It includes vocational education and training undertaken in industries, enterprises, government agencies, and community and school settings. The vocational education and training sector encompasses both recognised training leading to a qualification or Statement of Attainment under the Australian Qualifications Framework (AQF), and non-recognised training, such as in-house and product-based training.</p> <p>Recognised training is delivered by organisations registered by State/Territory Training Authorities (STAs), in accordance with the Australian Quality Training Framework (AQTF).</p> <p>This unit addresses the impact of the policy and operating environment of vocational education and training on work performance in a training and/or assessment organisation.</p> <p>It enables individuals to place their work role into a context of policy frameworks that guide the operations of the vocational education and training sector at a national, state/territory and organisational level. It also addresses the importance of developing a client-centred approach to work and a collegiate model of work relations.</p> <p>This unit is one of four units in the <i>TAA04 Training and Assessment Training Package</i> which, collectively, support the outcomes of other units in the Training Package.</p> <p>Other supporting units are <i>TAAENV402B Foster and promote an inclusive learning culture</i>, <i>TAAENV403B Ensure a healthy and safe learning environment</i>, and <i>TAADES401B Use Training Packages to meet client needs</i>. These units can be grouped together, used separately and/or grouped with other units in the <i>TAA04 Training and Assessment Training Package</i> for teaching/learning and/or assessment purposes.</p>

In this unit, all organisations involved in the provision of vocational education and training are referred to generically as a *training and/or assessment organisation* (refer to the definition provided in the Range Statement).

The competency specified in this unit is typically required by those involved directly or indirectly in the provision of training/ assessment services in a training and/or assessment organisation.

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

1. Work within the vocational education and training 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 ***Commonwealth and state/territory legislation and guidelines*** are accessed and used to ensure work practices comply with 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*** are taken up to contribute to vocational education and training organisational policy developments
- 1.6 ***Vocational education and training terminology*** is used to communicate effectively within the sector

2. Work within the training and/or assessment organisation's quality framework

- 2.1 ***Relevant organisational documentation*** is 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 on work quality is actively sought from colleagues and clients
- 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

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.

Training and/or assessment organisation refers to:

- a Registered Training Organisation (RTO), i.e. an organisation registered to provide recognised training and assessment services; includes TAFE institutes, private commercial colleges/companies, enterprises, community organisations, group training companies and schools

- an organisation working in a partnership arrangement with an RTO to provide recognised training and assessment services
- an organisation that provides non-recognised training and assessment services

National vocational education and training policies and frameworks include:

- National Training Framework (NTF)
- Training Packages
- Australian Quality Training Framework (AQTF)
- Australian Qualifications Framework (AQF)
- User Choice
- traineeship and apprenticeship arrangements
- National Reporting System (NRS)
- Department of Education Science and Training (DEST) strategic planning policy documents including policies related to access and equity

Vocational education and training organisations and stakeholders may include:

- DEST
- Department of Employment, Science and Technology (DEST)
- State/Territory Training Authorities (STAs)
- Australian Qualifications Framework Advisory Board (AQFAB)
- Industry Skills Councils (ISCs)
- national and state employer and employee organisations (unions)
- New Apprenticeships Centres (NACs)
- training and/or assessment organisations

Relevant Commonwealth and state/territory legislation and guidelines relevant to:

- guidelines on program/project funding
- User Choice
- apprenticeships/traineeships
- implementation of Training Packages
- registration
- course accreditation
- access and equity
- anti-discrimination including equal opportunity, racial vilification and disability discrimination
- industrial relations
- code of practice for assessors
- RTO code of practice
- National Reporting System (NRS)
- occupational health and safety (OHS)

Sources of information and advice may include:

- web-based information from vocational education and training organisations and

stakeholders such as the National Training Information Service (NTIS)

- printed policies, newsletters, bulletins, publications of vocational education and training organisations and stakeholders
- products including revised Training Packages, support materials and professional development materials implementation guidelines
- research journals
- conference papers

Opportunities may include:

- attendance at workshops and consultations conducted by relevant vocational education and training organisations and stakeholders
- individual or organisational written submissions and feedback to relevant vocational education and training organisations and stakeholders
- participation in forums, networks, conferences
- participation in training and/or assessment organisation meetings
- participation in validation meetings
- research/consultancy
- contribution to online consultations

Vocational education and training terminology includes but is not limited to:

- acronyms
- language of the profession
- language styles commonly used in vocational education and training environments (refer to the Glossary for the *TAA04 Training and Assessment Training Package*)

Relevant organisational documentation may include:

- strategic plans
- business plans
- policies and procedures
- position descriptions
- responsibility statements

Training and/or assessment organisation's quality assurance strategies, processes, policies and procedures may relate to:

- quality arrangements for clients covering:
 - enrolment and induction/orientation
 - complaints, grievances and appeals
 - assessment, including skills recognition, pre-assessment and appeals
 - identification of training support requirements, for example, language, literacy and/or numeracy needs
 - fees
 - privacy

- access and equity
- welfare and guidance
- issuance of qualifications
- mutual recognition of qualifications, Statements of Attainment, credit and articulation arrangements
- internal quality policies and procedures covering:
 - risk management
 - continuous improvement
 - OHS
 - equal employment opportunity (EEO)
 - discrimination and workplace harassment
 - staff disciplinary procedures
 - financial management
 - records management
 - management processes for learning resources and learning materials
 - recruitment and induction of personnel
 - staff qualifications
- learning and professional/staff development opportunities which may include:
 - nationally funded programs such as Reframing the Future and Learnscope
 - state-based initiatives
 - training and/or assessment organisation staff development programs
 - participation in networks
 - individual learning initiatives
 - membership of professional associations/networks
 - relevant university courses

Ethical and legal

responsibilities may include:

- compliance with relevant Commonwealth and state/territory legislation including:
 - OHS legislation
 - EEO legislation
 - anti-discrimination legislation
 - state/territory vocational education and training acts
 - legislation relating to overseas learners
- compliance with industrial awards, enterprise agreements and employment contracts
- meeting environmental standards
- duty of care

- recognising and being sensitive to individual differences and diversity
- provision of accurate information, advice and services
- providing support to learners appropriate to their needs
- maintaining client privacy and confidentiality
- code of practice for assessors

Work issues may include:

- time pressures
- work overload
- competing demands
- unexpected contingencies
- technology problems
- relations with other personnel
- client issues/relations

Relevant technological skills may include:

- using computer word processing software to produce documents, reports and learning materials
- using computer presentation applications
- using computer data processing software to produce statistical information
- using computers/communication systems to support online learning
- conducting web searches
- participating in Internet/video conferencing
- using chat rooms
- managing email
- operating computer projection equipment
- operating overhead projectors
- operating other business equipment, e.g. fax machines, photocopiers and telephone systems

Clients, internal and/or external may include:

- individual learners, apprentices and trainees, employees
- candidates for assessment
- enterprises/industry
- other parts of the training and/or assessment organisation
- government departments/agencies, or other organisations

Clients and their needs and expectations may include:

- a focus on individual learner objectives such as:
 - new skills
 - specific competencies
 - target qualifications
 - new career
 - career advancement
 - improved language
 - literacy and numeracy skills
- preference for particular learning styles
- individualised learning support systems
- individualised organisational training
- client centred approaches
- information and advice on courses, learning programs, qualifications and assessment

Operational limits may include:

- level of responsibility, autonomy, classification level
- staffing resource limitations
- physical environment limitations
- cost
- time
- scheduling difficulties
- OHS

Effective communication strategies may include:

- establishing clarity of purpose
- ongoing liaison
- effective reporting arrangements
- continuous feedback mechanisms

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 have acquired knowledge of the key policies and features of the national vocational education and training system and integrate this knowledge into all aspects of their work in a vocational education and training organisation.

Evidence must also establish that candidates can take responsibility for organising their own work, work in a team environment and show a client-focused approach to their work.

Evidence Requirements

Required knowledge

- Training Packages, including the purpose and

includes:

structure of:

- units of competency
- Assessment Guidelines
- qualifications
- Employability Skills
- support materials
- (Note: this knowledge is addressed in detail in TAADES401B Use Training Packages to meet client needs)
- Australian Quality Training Framework (AQTF) standards for Registered Training Organisations (RTOs)
- the Australian Qualifications Framework (AQF), for example:
 - qualifications nomenclature and structure
 - qualifications characteristics
 - Statements of Attainment
 - issuance procedures
- key organisations that operate in a vocational education and training environment and their roles and responsibilities, for example:
 - DEST
 - state and territory training authorities
 - ISCs
 - state/territory industry advisory bodies
 - NACs
- sources of information on vocational education and training, for example:
 - NTIS web site for accessing details on units, courses/qualifications, training organisations, and Training Packages and support materials
 - DEST web site for accessing details on STAs, ISCs, government funding bodies
 - Department of Education, Science and Training (DEST) web site especially for information on apprenticeships/traineeships
 - DEST Literacynet web site, particularly for resources for learners with language, literacy and numeracy needs
 - STA web sites

- sources of information on legal and organisational requirements, for example:
 - organisational manuals, documents, publications
 - organisational data systems
 - publications, newsletters of relevant authorities
 - Commonwealth and state/territory government/statutory authority web sites
- competency-based training and assessment, for example:
 - competency standards define performance outcomes, applied knowledge and skills needed for work
 - competency standards form the basis for teaching and learning and training delivery in recognised VET
 - learning is outcomes focused not inputs driven
 - competency standards establish requirements for assessment
 - assessment is criterion referenced/not norm referenced
 - assessment is reported as competent/not yet competent
 - competency standards are industry defined
 - competency standards have a national focus
- the training and/or assessment organisation's systems, policies and procedures
- relevant vocational education and training terminology appropriate to the work role
- the diversity of clients, client needs, client expectations for vocational education and training services
- relevant legal and policy requirements, codes of practice, national standards and Commonwealth and state/territory legislation, for example:
 - specific industry/workplace legal/compliance and licensing requirements
 - duty of care under common law
 - anti-discrimination including equal opportunity, racial vilification and disability discrimination
 - workplace relations, industrial awards and enterprise agreements
 - privacy/security of information
 - copyright/plagiarism

- relevant OHS knowledge relating to the work role/work context, and OHS considerations when working in vocational education and training, including:
 - internal policies and procedures to meet OHS requirements
 - hazards commonly found in the work environment
 - sources of OHS information and expertise

(Note: this knowledge is addressed in detail in *TAAENV403B Ensure a healthy and safe learning environment*)

Required skills and attributes include:

- literacy skills to:
 - read and understand vocational education and training policy and other documents, vocational education and training terminology and language styles
 - interpret legal requirements of vocational education and training policies, procedures and guidelines
 - write documents for a range of vocational education and training audiences and purposes
- language skills to:
 - communicate with personnel across all levels of the organisation and with clients
 - understand and use vocabulary and terminology specific to the vocational education and training environment
 - listen and summarise key points, make evaluative judgements and articulate verbally or in writing to a client or colleague
 - facilitate discussions to encourage problem solving, sharing of strategies, and exploring different solutions to problems
 - work effectively as a team member
- recognising and being sensitive to individual difference and diversity, for example:
 - being sensitive to and valuing culture
 - acting without bias/discrimination
 - responding to individuals with particular needs
 - recognising the importance of religion

- planning skills to:
 - identify and access relevant sources of national vocational education and training policies, frameworks, legislation and guidelines
 - participate in opportunities to contribute to vocational education and training organisational policy developments
 - manage work and work relationships
 - research skills to access information
 - technology skills to:
 - use computer hardware and relevant software
 - use office/business equipment
- Products that could be used as evidence include:**
- report of a developed client-focused approach to vocational education and training practice within the organisation
 - examples of work practices that have incorporated the outcomes from learning and professional staff development opportunities
 - teaching/learning materials incorporating evidence of knowledge of policies and frameworks in vocational education and training
 - survey/s of client satisfaction with services provided
- Processes that could be used as evidence include:**
- how guidance was sought from personnel to identify where additional support is needed
 - how and what changes were identified, considered appropriate and implemented in the workplace
 - how and when communication took place with clients and stakeholders
 - how sources of information on VET were accessed and why
- Resource implications for assessment include:**
- access to business, organisational, legislative and vocational education and training documentation
 - access to clients
 - access to colleagues
 - access to a VET operating environment

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 and 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:

- reports/documents outlining processes and procedures to effectively identify, meet the needs of clients and evaluate client satisfaction
- documented applications of the organisation's quality framework into work practices
- documented client communication strategies that have been developed and implemented
- demonstrated knowledge of vocational education and training policy frameworks, key organisations and sources of information

Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving units in the *TAA04 Training and Assessment Training Package*.

TAAENV402B Foster and promote an inclusive learning culture

Unit Descriptor	This unit specifies the competency required to foster and promote an environment which supports inclusive work practices and learning culture.
Employability Skills	This unit contains employability skills.
Competency Field	<i>Learning Environment</i>
Application of the Unit	<p>This unit addresses the responsibilities of all persons in a training and/or assessment organisation to promote a positive and inclusive learning culture which actively acknowledges, respects and builds on individual differences, and integrates principles which underpin inclusivity into all training and/or assessment practices.</p> <p>In this unit the principles of inclusivity are applied to working with both colleagues clients.</p> <p>This is one of four units in the <i>TAA04 Training and Assessment Training Package</i> which, collectively, support the outcomes of other units in the Training Package. Other supporting units are <i>TAAENV401B Work effectively in vocational education and training</i>, <i>TAAENV403B Ensure a healthy and safe learning environment</i> and <i>TAADES401B Use Training Packages to meet client needs</i>. These units can be grouped together, used separately and/or grouped with other units for teaching/learning and assessment purposes.</p> <p>The competency specified in this unit is typically required by a person involved directly or indirectly in the provision of training/ assessment services in a <i>training and/or assessment organisation</i> (refer to the definition provided in the Range Statement).</p>

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

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 communication and professionalism

- 1.3 *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
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 to 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
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 and/or 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

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.

Training and/or assessment organisation refers to:

- a Registered Training Organisation (RTO), i.e. an organisation registered to provide recognised training and assessment services; includes TAFE institutes, private commercial colleges/companies, enterprises, community organisations, group training companies and schools
- an organisation working in a partnership arrangement with an RTO to provide recognised training and assessment services
- an organisation that provides non-recognised training and assessment services

Individual differences may include:

- learning difficulties
- literacy and numeracy needs
- language other than English (LOTE)
- cultural background, images and perceptions
- socio-economic background
- age, gender, sexuality
- religious practices
- intellectual impairment or disability

Clients with particular needs may include:

- medical conditions such as arthritis, epilepsy, diabetes and asthma
- physical impairment or disability involving hearing vision, voice or mobility
- psychological or psychiatric impairment
- Aboriginal and Torres Strait Islander people
- women where under-represented
- rural and remote learners
- people with disabilities, either permanent or temporary
- people from non-English speaking backgrounds
- youth at risk
- survivors of torture and trauma
- refugees and asylum seekers

Principles may include:

- supporting equal opportunity for participation
- fostering and advocating independence
- ensuring cooperative approaches to learning
- using client-centred approaches to learning
- supporting, encouraging and valuing individual contributions
- motivating learners
- creating opportunities for participation and success
- making reasonable adjustments to procedures, activities and assessment for equity
- acknowledging current strengths and skills as a basis for further learning

Access and equity means:

- ensuring that vocational education and training is responsive to the diverse needs of all clients. These requirements are outlined in the AQTF *Standards for Registered Training Organisations*

Ground rules may include:

- guidelines of behaviour and acceptance
- common understandings between learners about group interaction, respect and acceptance
- expectations of working relationships
- safety of learners and others
- comfort of learners and others
- agreed consequences for breaching ground rules

Specific needs may include:

- physical environment adjustments
- adjustments to learning and assessment activities
- OHS issues to be addressed
- language requirements
- literacy and numeracy issues
- more time/additional support to learners
- need for a broad general education

Verbal and body language may refer to:

- language that recognises and values individual differences
- language that supports inclusivity
- language that is non-discriminatory
- language that does not devalue, denote or derogate
- language that does not suggest fear, mistrust or lack of understanding
- language that does not label or suggest assumptions about capabilities

Documented resources may include:

- national, state/territory and training and/or assessment organisation policies on access and equity
- state-based guidelines and support materials on access, equity, disability and inclusive practice
- journals
- information technology resources such as the web, hardware and software
- texts and references

Support persons may include:

- family members
- government officers in specialist support services
- case workers and personal carers
- advocates for a person or group
- peer support
- interpreters
- community representatives
- note takers
- library personnel
- technical support
- human resources personnel
- administrative personnel
- career counsellors
- student services officers
- equity liaison officers

Physical environment support needs may include:

- modifications to layout of premises
- equipment modifications
- use of adaptive technologies
- changes to work schedules
- modifications to job design

OHS issues may include:

- issues relating to the learner
- issues relating to the OHS impact on others

Generic skills may include:

- Employability Skills including:
 - communication
 - teamwork
 - problem solving
 - initiative and enterprise
 - planning and organising
 - self-management
 - learning
 - technology
- innovation
- language, literacy, numeracy and communication skills

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 have acquired and integrated knowledge of how to develop and maintain an environment which facilitates an inclusive learning culture.

Evidence must also establish that candidates can take responsibility for: practising and integrating inclusivity principles into work practices; responding to diversity; and developing, implementing and monitoring work strategies that support and improve an inclusive work and learning environment.

Evidence Requirements

Required knowledge includes:

- the principles underpinning inclusivity and how to integrate them into work practices
- the diversity of clients, client needs, client backgrounds and differing expectations for vocational education and training services
- ethical and inclusive behaviours expected of professional relationships with clients and colleagues

- sources of information to support inclusive practices
- availability and types of supports for clients with specific needs
- relevant policies, legal requirements, codes of practice and national standards including national Commonwealth and state/territory legislation on:
 - disability, discrimination, inclusiveness, human rights, equal opportunity, racial discrimination
 - duty of care responsibilities
 - access and equity policies
- organisational work systems, practices
- OHS relating to the work role/work context, and OHS considerations when fostering and promoting an inclusive learning culture including:
 - internal policies and procedures to meet OHS requirements
 - hazards commonly found in the work environment
- duty of care of the training and/or assessment organisation and trainer for the learner and others who may be affected by actions of others within or attending the training and/or assessment organisation

Required skills and attributes include:

- language and communication skills that:
 - reflect inclusive language
 - address cross cultural communication, indirect communication, participation of others (family/ community/elders), appropriate time and communication protocols
 - involve consultation and liaison with clients, other colleagues, counsellors, experts and specialists on learning and/or assessment concerns/issues
 - reflect good practice in active listening, appropriate eye contact, friendly tone, appropriate volume, clarity of diction and plain English
 - encourage expression by all individuals
 - involve a variety of mediums

- recognising and being sensitive to individual difference and diversity, for example:
 - being sensitive to and valuing culture
 - acting without bias/discrimination
 - responding to individuals with particular needs
 - recognising the importance of religion
- research skills to identify and increase knowledge of individual differences and how these impact on individuals
- problem solving skills to:
 - identify specific needs
 - respond appropriately to cultural diversity
- decision making skills to:
 - promote a culture of learning
 - monitor and improve work practices
 - identify appropriate adaptive technologies
 - modify learning and assessment activities
 - advise, act or recommend adjustments to physical space and/or equipment

Products that could be used as evidence include:

- completed and implemented work strategies designed to support inclusivity
- third party reports that have incorporated activities/strategies to support inclusivity
- examples of work practices that have incorporated strategies to support inclusivity
- examples of reasonable adjustments to learning and assessment activities
- examples and recommendations involving structural changes

Processes that could be used as evidence include:

- how guidance was sought from colleagues and clients to identify where additional support is needed
- how and what changes were identified, considered appropriate and implemented in the workplace, and why
- how and when communication took place with learners, colleagues and clients and why
- analysis/report of the workplace culture

Resource implications for assessment include:

- access to relevant policies, legislation, guidelines and resources to support inclusivity
- access to clients/colleagues
- access to workplace environment

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 and 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:

- reports/documents outlining processes and procedures used to identify specific needs of colleagues and clients
- evidence of accessing documented resources and support personnel to guide inclusive practices
- evidence of identifying and responding to diversity and individual needs
- evidence of encouraging individuals to contribute to the work and learning environment
- evidence of implementing work strategies that promote learning

Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving units in the *TAA04 Training and Assessment Training Package*.

TAAENV403B Ensure a healthy and safe learning environment

Unit Descriptor	This unit specifies the competency required to ensure the health, safety and welfare of learners and candidates.
Employability Skills	This unit contains employability skills.
Competency Field	<i>Learning Environment</i>
Application of the Unit	<p>This unit provides a focus for occupational health and safety (OHS) in the vocational education and training sector. It covers the legislative and common law duty of care responsibilities of trainers/facilitators, assessors and other parties in the provision of training and/or assessment services.</p> <p>This is a critical responsibility involving knowledge and skills to assess the learning environment for hazards and risks and to apply risk control strategies to ensure the safety, health and welfare of learners.</p> <p>This unit also underpins the knowledge and skills required for the achievement of the OHS components of other units in the <i>TAA04 Training and Assessment Training Package</i>, including those for design, delivery and assessment.</p> <p>The learning environment refers to an environment where learning/assessment takes place to develop skills and knowledge for work through a planned and organised learning process. This may include a workplace where the training and/or assessment organisation trainer/facilitator and/or assessor has no direct control over the learning environment.</p> <p>This unit is one of four units in the <i>TAA04 Training and Assessment Training Package</i> which support other units in the Training Package. The other supporting units are <i>TAAENV401B Work effectively in vocational education and training</i>, <i>TAAENV402B Foster and promote an inclusive learning culture</i> and <i>TAADES401B Use Training Packages to meet client needs</i>. These units can be grouped together, used separately and/or grouped with other units for teaching/learning and assessment purposes.</p> <p>The competency specified in this unit is typically required by those involved directly in the provision of training/assessment services in a <i>training and/or assessment organisation</i> (refer to the definition provided in the Range Statement).</p>

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

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 specific OHS needs of learners and/or candidates are identified
- 2.4 Any ***potential hazards*** created by learners and/or candidates with specific needs are identified
- 2.5 Personal limitations and responsibilities in identifying hazards are recognised and ***specialist advisers*** are consulted when appropriate

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/or candidates | <p>4.1 Risk controls are developed based on the <i>hierarchy of control</i></p> <p>4.2 A risk control action plan is identified and accessed or formulated in consultation with various parties</p> <p>4.3 Actions within the control and responsibility of the trainer/facilitator and/or assessor are implemented</p> <p>4.4 Outstanding risk control actions are referred to the various parties for implementation</p> <p>4.5 <i>Supervisory arrangements</i> appropriate to learners and/or candidates levels of knowledge/skill/ experience are monitored to ensure their health and safety</p> |
| 5. Provide appropriate OHS requirements to learners and/or candidates | <p>5.1 Learners and/or candidates are provided with <i>appropriate information</i> related to OHS</p> <p>5.2 Learners and/or candidates are assessed for knowledge of OHS requirements</p> <p>5.3 Learners and/or candidates are supplied with personal protective equipment, if required</p> <p>5.4 Learners and/or candidates are able to correctly use and maintain this, if required</p> |
| 6. Monitor OHS arrangements in the learning environment | <p>6.1 Achievement against the risk control action plan is monitored and any issues addressed</p> <p>6.2 The effectiveness and reliability of existing risk controls are confirmed with relevant parties</p> <p>6.3 Effective hazard and incident reporting and investigation processes are confirmed on a continuing basis</p> |

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.

Training and/or assessment organisation refers to:

- a Registered Training Organisation (RTO), i.e. an organisation registered to provide recognised training and assessment services; includes TAFE institutes, private commercial colleges/companies, enterprises, community organisations, group training companies and schools

- an organisation working in a partnership arrangement with an RTO to provide recognised training and assessment services
 - an organisation that provides non-recognised training and assessment services
- Purpose of OHS*** is to:
- protect the safety of the learner and/or candidate and others in the learning environment
- Approaches of OHS*** include:
- the establishment and maintenance of a healthy and safe learning environment through:
 - a consultative approach
 - a systems approach
 - shared responsibilities for OHS
 - trainer/facilitator and assessor familiarisation with OHS requirements of the specific learning environment
- OHS legal responsibilities*** may include:
- requirements under legislation relating to OHS and common law duty of care
 - legislative requirements for consultation
 - requirements under hazard-specific and other OHS regulations
 - legislative requirements for reporting and record keeping related to OHS
- Various parties*** may include:
- managers/supervisors
 - designated person for OHS
 - employee OHS representatives
 - other people with prior OHS knowledge, for example:
 - trainers/facilitators and assessors
 - program coordinators
 - training and/or assessment organisation
- Organisational OHS documentation*** may relate to:
- the training and/or assessment organisation and/or workplace in which the training and/or assessment services take place, and may include:
 - policies and procedures
 - incident reports
 - emergency procedures
 - induction information
 - risk assessment
 - safety reports

- Sources of information** may include:
- OHS regulatory authorities
 - industry bodies
 - subject and technical specialists including OHS professionals
 - hazard and injury reports from similar learning environments
- Hazards** are defined as:
- sources or situations with a potential for harm in terms of human injury or ill health
- Potential hazards** refers to:
- possible hazards created for learners and/or others as a consequence of learners and/or candidates specific needs
- Specialist advisers** may include:
- subject/technical specialists including OHS professionals
- Likelihood of injury** is defined as:
- the chance or probability that an injury will occur; this is influenced by factors such as the exposure of the person to the hazard and the effectiveness and reliability of the existing controls
- Risk** is defined as:
- the likelihood and severity of injury or harm
- Assessed for risk** may involve:
- in the simplest case a subjective, qualitative consideration, through to a matrix process developed under the training organisation's management system or already existing in public documents. In this context it does not extend to detailed or complex risk assessment techniques
- Prioritised for action** refers to:
- the sequence in which controls are to be implemented based upon the risk assessment and other considerations
- Hierarchy of control** refers to:
- the preferred priority for risk control, emphasising hazard elimination and, where this is not possible, risk minimisation by such means as:
 - substitution with a lesser hazard
 - isolation of the hazard from people at risk
 - engineering controls
 - administrative means (eg, safe work practices, procedures and training)
 - use of personal protective equipment

Supervisory arrangements need to take into account the learner's and/or candidate's:

- level of knowledge
- level of experience

Appropriate information may include:

- rights, responsibilities and obligations of the various parties
- the code of conduct in the learning environment
- types of potential hazardous events/emergencies and required responses
- hazards and their control in the learning environment, including the use and maintenance of personal protective equipment
- safe access and egress
- work procedures
- first aid provisions
- arrangements in the learning environment for the management of OHS, including:
 - reporting procedures for hazards, incidents, injuries and faulty equipment
 - processes to use when injury does occur
 - policies and procedures, including staff handbooks

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 have undertaken activities to identify hazards and assess risk within a learning and/or assessment environment and that they have liaised with employers and consulted others, as appropriate, regarding actions to provide a learning and/or assessment environment that is healthy and safe.

Evidence must show how the learning environment was assessed and the basis for hazard identification and risk assessment, consultative processes undertaken and how the learning environment was monitored to ensure agreed actions and arrangements were in place.

Evidence Requirements

Required knowledge includes:

- relevant policies, legal requirements, codes of practice and national standards including national Commonwealth and state/territory legislation, for example:
 - legislative requirements for information and consultation relevant to safety

Required skills and attributes include:

- legislative requirements for record keeping related to OHS
- legislative requirements for safe workplaces
- OHS roles and responsibilities of employers, the training and/or assessment organisation, trainers/facilitators, assessors, learners and/or candidates, managers and supervisors
- duty of care obligations for training and/or assessment organisations, trainers/facilitators and assessors
- hazards and risks in the specific industry where learning and/or assessment will take place
- common risk control strategies applicable to the industry where learning and/or assessment will take place
- basics of a systematic approach to OHS
- sources of information on OHS requirements relevant to the specific industry where learning and/or assessment will take place
- organisational OHS documentation including policies, procedures and risk control strategies
- hierarchy of control as it applies to risks encountered in the learning environment
- knowledge of the learning environment sufficient to be able to identify hazards and conduct simple risk assessment
- literacy skills to:
 - access a range of sources of OHS information
 - read and understand OHS documentation
 - interpret OHS legal requirements
 - write hazard and incident reports
 - contribute to the development of a risk control action plan (if required)
- language skills to:
 - communicate and consult with a range of people from different levels and backgrounds
 - listen and summarise key points, make evaluative judgements and articulate verbally
- technology skills to:
 - use computer hardware and relevant software
 - use office/business equipment
- research skills to access relevant OHS information
- negotiation skills

Products that could be used as evidence include:

- reports, letters and emails relating to OHS, produced as part of communication within the learning environment
- completed checklists on OHS and other proforma reports for hazard identification and risk assessment
- completed risk control action plans

Processes that could be used as evidence include:

- reports from the learning environment or third parties consulted in the process
- how information was collected and how the learning environment was monitored

Resource implications for assessment include:

- access to resources and equipment to establish and maintain the safety, health and welfare of the learner and/or candidate
- access to legislative and training and/or assessment organisation documentation on OHS

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 and 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:

- processes undertaken to identify potential/real hazards/risks in the learning environment
- examples of communication and consultative processes undertaken

- report on how the learning environment was monitored to ensure agreed actions and arrangements were in place
- provision of clear OHS information to learners and/or candidates
- completed OHS checklist and/or other OHS proforma reports
- this unit can be assessed alone or as part of an integrated assessment activity involving unit/s in the *TAA04 Training and Assessment Training Package*.

Integrated assessment means that:

TAAENV404B Develop innovative ideas at work

Unit Descriptor	<p>This unit specifies the competency required to develop innovative ideas in the workplace.</p> <p>This unit is based on the generic guidelines unit ICS3 Develop innovative ideas at work, and has been contextualised to reflect the <i>TAA04 Training and Assessment Training Package</i> context.</p>
Employability Skills	<p>This unit contains employability skills.</p>
Competency Field	<p><i>Learning Environment</i></p>
Application of the Unit	<p>This unit addresses the skills needed to interpret or observe a need and to develop a detailed idea. This requires the creative generation and discussion of a number of ideas or solutions and the acceptance of positive and negative feedback. It covers the skills and knowledge required to develop new ideas or new uses for old ideas. When used as a methodology, this competency can increase the capacity for innovation within an organisation.</p> <p>Ideas should be tested in order to establish and present a workable outcome that meets the needs of the end user. The skills and knowledge required for innovation are applicable to all work contexts.</p> <p>In the vocational education and training context, developing new ideas and innovation is an essential process to improve the quality and provision of training and/or assessment services.</p> <p>This thinking process is used across the range of work carried out in vocational education and training. Examples include designing learning programs, designing learning or assessment strategies, managing projects, developing learning resources, learning materials and assessment tools, delivering training and conducting assessment.</p> <p>This unit has a broad range of applications and could be successfully implemented by anyone in the vocational education and training sector to improve their work practices.</p> <p>This unit may be assessed in conjunction with a wide range of other units in this or any other Training Package as it contains generic skills that are relevant across the spectrum of work.</p>

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

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| <p>1. Interpret the need for innovation</p> | <p>1.1 The need or opportunity for <i>innovation</i> within the workplace context is recognised</p> <p>1.2 <i>Assumptions</i> about products/processes are challenged to identify opportunities for innovation</p> <p>1.3 Possible future contexts and environments for the innovation are projected</p> <p>1.4 <i>End user requirements</i> are identified</p> <p>1.5 <i>Resources and constraints</i> are identified</p> <p>1.6 <i>Factors</i>, including ethical considerations, that may impact on the innovation are researched</p> <p>1.7 Relevant organisational knowledge is accessed</p> <p>1.8 Desired outcomes from innovation are identified</p> |
| <p>2. Generate a range of ideas</p> | <p>2.1 Ideas are conceptualised using a range of <i>creative thinking techniques</i></p> <p>2.2 <i>Relevant knowledge</i> is applied to explore approaches</p> <p>2.3 Stimulation is sought from <i>alternative sources</i></p> <p>2.4 Ideas are tested against the brief and other factors</p> <p>2.5 Preferred ideas are selected</p> |
| <p>3. Collaborate with others</p> | <p>3.1 Ideas are developed in conjunction with <i>relevant people</i></p> <p>3.2 Feedback is sought and accepted from relevant people in an appropriate fashion</p> <p>3.3 Ideas are modified according to feedback</p> <p>3.4 A network of colleagues is established, maintained and utilised to develop the ideas</p> |
| <p>4. Reflect on the ideas</p> | <p>4.1 Ideas are analysed from different perspectives using structured reflection</p> <p>4.2 Appropriate strategies are used to capture reflections</p> <p>4.3 Time is allowed for the development and analysis of the ideas</p> <p>4.4 Reflections are utilised to improve the ideas</p> |

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| 5. Represent the ideas | 5.1 Appropriate <i>communication methods</i> are selected for the target audience |
| | 5.2 The presentation of the ideas is developed with the audience in mind |
| | 5.3 The ideas are communicated to educate/inform the end users |
| | 5.4 The ideas are is modified according to end user feedback |
| 6. Evaluate the ideas | 6.1 The ideas are <i>reviewed</i> using appropriate <i>evaluation methods</i> to ensure it meets required needs |
| | 6.2 The ideas are modified as required |

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.

Innovation is defined as:

- the process of generating new ideas or solutions, or new uses for old ideas and making them useful or a means of improvement

Assumptions may include:

- those views/beliefs held about work processes, training and/or assessment services, learning resources and learning materials, systems, tools and working conditions

End user requirements may include:

- needs
- possible uses
- advantages
- application context

Resources and constraints may include:

- time required
- costs
- equipment
- human resources
- work culture
- management practice
- technology needed

Factors may include:

- aesthetic requirements
- functionality of ideas
- information available to support ideas
- OHS considerations
- environmental considerations

- social considerations
 - workplace relations considerations
- Creative thinking techniques*** may include:
- brainstorming
 - visualising
 - making associations
 - building on associations
 - telling stories
 - creative writing
 - lateral thinking games
 - mind mapping
 - drawings
 - de Bono's Six Thinking Hats
 - using prompts
- Relevant knowledge*** may include:
- technical/subject matter/vocational knowledge
 - knowledge of vocational education and training
 - knowledge from different media
 - knowledge from different work areas and work colleagues
- Alternative sources*** may include:
- books and industry journals
 - colleagues, friends, experts
 - industry workshops, conferences and networks
- Relevant people*** may include:
- colleagues
 - team members
 - supervisors
 - managers
 - clients
- Communication methods*** may include:
- writing a proposal
 - building a model
 - showing a film
 - presenting a talk
 - preparing a report
 - drawing a diagram
 - helping the client to visualise the ideas
- Reviewed*** may include checking that the idea:
- can be implemented
 - meets the client and/or end user needs
 - represents best practice
 - meets financial requirements

Evaluation methods may include:

- developing checklists
- discussing the process with colleagues or supervisors
- writing a report of the outcomes
- surveys
- feedback

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 show evidence that they can recognise a need or accurately interpret a brief to develop a detailed and appropriate idea or ideas.

This requires the creative generation of a number of ideas or solutions and being able to discuss these while being open to positive and negative feedback. Ideas should be critically analysed in order to establish and present a workable outcome which meets the need of the end user.

Evidence Requirements

Required knowledge includes:

- relevant technical, job/industry or subject matter knowledge
- organisational/workplace culture and relationship to ideas generation
- different techniques for creative thinking
- evaluation and analytical methods
- relevant policies, legislation, codes of practice and national standards including national Commonwealth and state/territory legislation for example:
 - industry/workplace requirements
 - duty of care under common law
 - anti-discrimination including equal opportunity, racial vilification and disability discrimination
 - workplace relations
 - industrial awards/enterprise agreements
- relevant OHS knowledge relating to the work role/work context, and OHS considerations when developing ideas in vocational education and training, including:
 - organisational OHS policies and procedures
 - hazards commonly found in the work environment

Required skills and attributes include:

- language and communication skills that:
 - communicate proposed ideas with colleagues, personnel and clients
 - clarify details
 - help others to visualise the outcomes and benefits
- literacy skills to:
 - develop innovative ideas using a range of communication styles, e.g. written form, diagrams and flow charts
- research skills to:
 - access information
 - explore various options and concepts
 - identify factors and impacts of innovation
- networking skills to:
 - develop ideas with others
 - give and receive feedback
 - collaborate effectively
- reflection skills to:
 - schedule reflection
 - capture reflection
 - structure reflection
 - utilise reflection
- cognitive skills to:
 - generate relevant new ideas or solutions
 - apply new uses to old ideas
 - use a range of creative thinking techniques
 - reviewing ideas using appropriate evaluation methods
- lateral thinking skills
- the ability to analyse self and external factors

Products that could be used as evidence include:

- a report outlining a proposed idea including the benefits to the individual/team/organisation and the resources and/or costs required
- a diagram or representation of a proposed idea

Processes that could be used as evidence include:

- examples of creative thinking techniques used to develop and implement ideas
- examples of questions asked and why, and an analysis of responses

Resource implications for assessment include:

- work culture may not be conducive to developing innovative ideas
- time required

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 and 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:

- demonstration of:
 - interpretation of needs
 - basis for generating and selecting ideas
 - content development and representation of ideas
 - evaluation processes

Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving units in the *TAA04 Training and Assessment Training Package*.

TAAENV501B Maintain and enhance professional practice

Unit Descriptor	This unit specifies the competency required for individuals to manage their personal professional performance and to take responsibility for their professional development in relation to the provision of training and/or assessment services.
Employability Skills	This unit contains employability skills.
Competency Field	<i>Learning Environment</i>
Application of the Unit	<p>This unit addresses the processes required to maintain a high level of professional performance in the vocational education and training field. It includes modelling high standards of performance in accordance with professional standards and procedures, and the processes and outcomes involved in determining professional development needs and participating in associated activities.</p> <p>This unit is also designed to assist vocational education and training personnel to identify strategies for maintaining currency and to respond to changes in vocational education and training policy and the operating environment.</p> <p>The competency specified in this unit is typically required by a person involved directly or indirectly in the provision of training/ assessment services in a <i>training and/or assessment organisation</i> (refer to the definition provided in the Range Statement).</p>

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where <i>bold italicised</i> 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.
1. Model high standards of performance	<p>1.1 Personal performance is consistent with the <i>organisation's goals and objectives</i></p> <p>1.2 Appropriate <i>professional techniques and strategies</i> are modelled</p> <p>1.3 Personal work goals and plans reflect individual responsibilities and accountabilities in accordance with <i>organisational/legal requirements</i></p> <p>1.4 <i>Ethical and inclusive practices</i> are applied in professional practice</p>

- 2. Determine personal development needs**
- 2.1 Personal knowledge and skills are assessed against units of competency and other relevant benchmarks to determine development needs and priorities
 - 2.2 Changes in vocational education and training policy and operating environments are identified and the impact on professional practice and personal development needs is determined
 - 2.3 **Feedback** from colleagues and clients is used to identify personal learning needs/areas of professional development
 - 2.4 Future career options are identified
 - 2.5 Personal learning needs are documented and updated
 - 2.6 Personal development needs are discussed with **relevant personnel** for inclusion in the **professional development plan**
- 3. Participate in professional development activities**
- 3.1 **Development opportunities** suitable to personal learning style/s are selected and used to support continuous learning and maintain **currency of professional practice**
 - 3.2 **Professional networks** are participated in to support continuous learning and to maintain professional practice
 - 3.3 Own performance and professional competency is continuously improved through engagement in professional development activities
 - 3.4 **Technology** is used to maintain regular communication with relevant networks, organisations and individuals
- 4. Reflect on and evaluate professional practice**
- 4.1 **Developments and trends** impacting on professional practice are researched and integrated into work performance
 - 4.2 Feedback from colleagues/clients is used to identify and introduce improvements in work performance
 - 4.3 Innovative and responsive approaches for improving professional practice are identified through the use of **continuous improvement techniques and processes**
 - 4.4 Records, reports and recommendations for improvement are managed within the organisation's systems and processes

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.

Training and/or assessment organisation refers to:

- a Registered Training Organisation (RTO), i.e. an organisation registered to provide recognised training and assessment services; includes TAFE institutes, private commercial colleges/companies, enterprises, community organisations, group training companies and schools
- an organisation working in a partnership arrangement with an RTO to provide recognised training and assessment services
- an organisation that provides non-recognised training and assessment services

Organisation's goals and objectives may relate to:

- business plan
- strategic plan
- operational plan/s
- organisation's code of conduct
- flexibility and client responsiveness
- client satisfaction
- financial performance
- people management
- marketing and client service
- quality and quality assurance

Professional techniques and strategies may include:

- techniques for initiating action and directing decision making
- strategies for presenting a confident and assured manner in challenging situations
- maintaining ethical practice in the face of opposition
- modelling behavioural and personal presentation standards
- motivation strategies
- time management
- strategies for acknowledging and respecting the attitudes and beliefs of others
- techniques for promoting active participation

Organisational/legal requirements may include:

- customer complaints, grievances and appeals
- risk identification and management, including OHS

- quality and continuous improvement processes and standards, including validation systems
- financial management, including refund policies and systems to protect fees paid in advance (if appropriate)
- recognition of qualifications issued by other training and/or assessment organisations
- access and equity
- client selection, enrolment and induction/orientation
- staff recruitment, induction and ongoing development and monitoring
- availability of policies and procedures to all personnel and learners/clients
- collaborative/partnership arrangements
- confidentiality and privacy requirements
- ethical standards
- defined resource parameters
- administrative and records management system, for example:
 - reporting/recording requirements and arrangements
 - maintenance, retention, archiving, retrieval, storage and security of assessment information
 - document version control

Ethical and inclusive practices may include:

- demonstrating probity in all areas of responsibility
- modelling organisational/professional codes of conduct
- reinforcing ethical conduct in interactions with and between other people
- showing respect for individual diversity, culture and religion
- recognising and utilising difference to develop both the individual and the organisation
- demonstrating sensitivity to the circumstances and background of others
- fostering a culture of inclusiveness
- new/revised policy directions in vocational education and training

Feedback may include:

- formal/informal performance appraisals
- obtaining comments from supervisors and colleagues
- obtaining comments from clients

- personal reflective behaviour strategies
 - routine organisational methods for monitoring service delivery
- Relevant personnel** may include:
- personnel responsible for initiating and approving the professional development plan for employees in the organisation
- Professional development plan** refers to:
- the organisation's professional development plan for each individual staff member, outlining:
 - work and personal career objectives
 - identified areas requiring development
 - learning opportunities/activities
 - relevant work activities/projects
 - links to organisational training needs profile
- Development opportunities** may include:
- undertaking further higher education/VET qualification
 - undertaking professional development in specific areas of practice
 - internal training/development programs
 - relevant conferences, seminars and workshops
 - reading relevant journals and literature
 - networking with internal/external colleagues
 - coaching and/or mentoring
- Currency of professional practice** may include:
- vocational competency and/or technical expertise in subject matter
 - professional practice as a trainer/facilitator, assessor
- Professional networks** may include:
- informal networks with:
 - other trainers/facilitators, assessors
 - people working in industry/vocational area
 - contacts in vocational education and training
 - formal networks such as:
 - local/interstate assessor/trainer networks
 - interest and support groups
 - regional, specialist and peak associations
 - professional/occupation associations
 - communities of practice
- Technology** may include:
- computer-based communication, e.g. email, Internet, Extranet and Intranet
 - facsimile machines
 - telephone
 - video conferencing

Developments and trends may include:

- new/revised Training Packages in vocational area of expertise
- legislative/regulatory changes in vocational area of competency
- new developments/directions/trends in vocational education and training
- policy changes in vocational education and training

Continuous improvement techniques and processes may include:

- limited and systemic evaluation
- records review and maintenance
- self-assessment
- strategic business/operational planning
- ongoing education and training
- team meetings and networking

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 have managed their personal professional development. This includes documenting personal learning needs, having input into the professional development plan, in consultation with relevant personnel, participating in relevant industry networks and maintaining currency of professional practice.

Candidates must show that they have participated in relevant industry/professional development events or activities; identified and prioritised individual networking needs; shown how networks have been used to gain information and other support appropriate to workplace or work role; shown how feedback was used to identify further areas for development; used reflection strategies to identify new ways of improving performance; and used technology to access new information.

Evidence Requirements

Required knowledge includes:

- organisational goals/objectives
- organisational processes, procedures and opportunities relating to professional development
- a range of continuous improvement techniques and processes and their application
- social and education trends and changes impacting on the vocational education and training environment, for example:
 - policy changes
 - technological changes
 - cultural changes
 - economical changes

- networks relevant to professional practice
- standards/principles, ethnical/inclusive principles and practices
- types and availability of training development activities and opportunities
- relevant policies, legislation, codes of practice and national standards including national Commonwealth and state/territory legislation for example:
 - Training Packages, competency standards, other relevant benchmarks
 - licensing requirements
 - industry/workplace requirements
 - duty of care under common law
 - recording information and confidentiality requirements
 - anti-discrimination including equal opportunity, racial vilification and disability discrimination
 - workplace relations
 - industrial awards/enterprise agreements
 - National Reporting System
- relevant OHS knowledge relating to the work role/work context, and OHS when managing own professional practice and performance
- reflection skills to:
 - systematically evaluate personal work practices to improve performance or understanding
 - reduce or prevent stress
- leadership skills to present a professional image
- self-evaluation skills to:
 - identify gaps in skills or knowledge
 - obtain competencies to meet current and future organisational objectives
- research skills to:
 - keep up with trends in vocational education and training to obtain current information
 - identify relevant industry affiliations
 - keep up with trends/changes/developments in the vocational area of competency
- communication skills to:
 - obtain feedback from colleagues and clients
 - participate in professional networks
 - consult with colleagues and clients

Required skills and attributes include:

- interpersonal skills to:
 - participate in industry events and activities
 - build professional relationships
- networking skills to build an industry network
- literacy skills to:
 - document personal learning needs
 - read and interpret vocational education and training information such as legal/organisational policy documents
 - complete and maintain records related to professional development
- time management skills to:
 - organise professional development activities
 - analyse and identify career options
 - create a balance between work, study, personal and recreation activities

Products that could be used as evidence include:

- documented personal learning needs
- examples of developments and trends researched
- examples of continuous improvement techniques and processes used

Processes that could be used as evidence include:

- how organisational ethics and/or practices were accessed and applied within organisational requirements
- how and why personal development needs were identified
- how feedback was obtained from clients and colleagues and used to improve work performance
- how and why professional practice was reflected on and evaluated

Resource implications for assessment include:

- relevant organisational/legal documentation
- access to relevant benchmarks
- access to networks, technology, communication

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 and 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:

- evidence of contribution to professional development plan
- evidence of networking and using technology to gain information and other support
- evidence of participating in professional development activities and maintaining currency
- evidence of incorporating self reflection, feedback obtained from clients/colleagues into professional practice

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:
 - *TAAASS501B Lead and coordinate assessment systems and services*
 - *TAACMQ505B Lead a team to foster innovation*
 - *TAADEL503B Provide advanced facilitation to support learning.*

**TAA04 Training and Assessment
Training Package
Learning Design
Competency Standards**

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TAADES401B Use Training Packages to meet client needs

Unit Descriptor This unit specifies the competency required to use Training Packages and accredited courses as a tool to support industry, organisation or individual competency development needs.

Employability Skills This unit contains employability skills.

Competency Field *Learning Design*

Application of the Unit Training Packages represent the national industry benchmarks for nationally recognised vocational outcomes in the vocational education and training system. Accredited courses represents other industry benchmarks for vocational education and training. Being able to use Training Packages and accredited courses is a core competency required of all persons with a training, assessment or associated role operating in recognised vocational education and training.

This unit addresses the skills and knowledge required to use Training Packages and accredited courses. This includes identifying and sourcing Training Packages and accredited courses to meet client needs, and interpreting the requirements of Training Package/s including the competency standards/units, the packaging rules for qualifications and the assessment guidelines.

It also includes selecting and contextualising competency standards to meet client needs, and identifying the multiple applications of Training Package/s and accredited courses for workplace or educational needs.

This unit underpins and supports a range of other competencies in the *TAA04 Training and Assessment Training Package* including, but not limited to, developing various learning and/or assessment products, developing learning strategies and programs, and undertaking delivery and assessment.

The competency specified in this unit is typically required by persons working in or with *training and/or assessment organisations* (refer to the definition provided in the Range Statement), including trainers/facilitators, teachers, assessors, designers, managers and consultants.

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

1. Define the basis for using Training Package/s and accredited courses

- 1.1 Discussions are held with ***relevant persons*** to confirm ***training and/or assessment needs*** of the ***client***
- 1.2 ***Training Packages*** and/or ***accredited courses*** which could satisfy client needs are identified and ***sourced***
- 1.3 ***Endorsed components*** of the Training Package/s and/or accredited courses are ***explored*** to determine whether client needs are addressed
- 1.4 ***Additional sources of information*** are identified to clarify Training Package and/or accredited courses content and requirements, where necessary
- 1.5 The specific purpose and ***application/s*** of using Training Packages and/or accredited courses are confirmed with relevant persons

2. Analyse and interpret the qualifications framework

- 2.1 The ***qualifications framework*** of the selected Training Packages and/or accredited courses, 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

3. Analyse and interpret competency standards and accredited modules for client application/s

- 3.1 Individual competency standards 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 and/or accredited modules format and structure*** are read, analysed and interpreted for meaning
- 3.3 All parts of the competency standard and/or accredited modules are analysed for English language, literacy and numeracy requirements
- 3.4 The selected competency standards and/or accredited modules are analysed to identify the ***dimensions of competency***

- 3.5 The *relationships* between the parts of the competency standard are identified and the *whole competency standard* is used in the application to meet client needs
- 3.6 The relationship between parts of modules are identified and the whole module is used in the application to meet client needs
- 3.7 Content links between competency standards and/or accredited modules are analysed to develop effective applications for the client
- 3.8 Advice is sought from experts where guidance on interpretation is needed
- 3.9 Analysis and interpretation of competency standards and/or accredited modules is documented
- 4. Contextualise competency standards and accredited courses for client application/s**
- 4.1 Clarification is sought from the client regarding the need for contextualisation of competency standards or accredited courses
- 4.2 If required, competency standards or accredited courses are contextualised using the relevant Training Package's or *curricula* guidelines/advice on contextualisation
- 4.3 Feedback is sought from experts to ensure contextualisation meets the competency standards and the Training Package's or *accredited courses* contextualisation advice
- 5. Analyse and interpret assessment guidance for client application**
- 5.1 All sections of the Assessment Guidelines of the Training Package/s and/or accredited courses are read, interpreted and applied to the application
- 5.2 Where two or more Training Packages and/or accredited courses are used to meet client needs, the assessment guidelines of each Training Package and/or curricula are applied
- 5.3 Advice is sought from experts where guidance on interpretation is needed
- 6. Use Training Package/s and accredited courses as an integrated tool for client application**
- 6.1 All analysis and interpretation of Training Package and/or accredited courses content is reviewed against the purpose and the application to meet client needs
- 6.2 All analysis and interpretation of Training Package and/or accredited courses content is reviewed against requirements and guidelines

- 6.3 The interrelationships in content between the three endorsed components of the Training Package are evident in the application or in the case of accredited courses, the relationship between component parts
- 6.4 The user of the Training Package and/or accredited courses reflects on the process and continuous improvements for other applications

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.

Training and/or assessment organisation refers to:

- a Registered Training Organisation (RTO), i.e. an organisation registered to provide recognised training and assessment services; includes TAFE institutes, private commercial colleges/companies, enterprises, community organisations, group training companies and schools
- an organisation working in a partnership arrangement with an RTO to provide recognised training and assessment services
- an organisation that provides non-recognised training and assessment services

Accredited courses

- a training specification which has been accredited and which meets the AQTF – Standards for State and Territory Registering/Courses Accrediting Bodies

Relevant persons may include:

- training managers/coordinators
- other managers/supervisors
- industry or organisational clients
- consultants
- colleagues
- other people who work for a training and/or assessment organisation
- personnel at national Industry Skills Councils (ISCs)
- industry experts
- industry networks/trainers/facilitators

Training and/or assessment needs may be:

- an Australian Qualifications Framework (AQF) qualification

- an apprenticeship/traineeship
- a learning program to meet a skill/competency gap or need
- learning product development/modification
- delivery
- assessment
- professional development
- generic skill development
- maintenance of currency
- recognition of current competency/prior learning
- organisational skill development needs

Client may include:

- target learner group
- individual learners
- candidates for assessment
- business/organisation
- group training company
- government department or agency
- internal clients – other personnel in the training and/or assessment organisation

Training Package/s and accredited courses may be sourced by:

- using the Internet to access the National Training Information Service (NTIS) or Resource Generator
- purchasing copies from relevant ISCs
- purchasing copies from Australian Training Products
- accessing library facilities
- making inquiries of other personnel within the training and/or assessment organisation

Endorsed components of the Training Package include:

- units of competency
- Assessment Guidelines
- Qualifications Framework

Explored may include:

- reading, examining and interpreting content to identify relevance
- clarifying different parts of the Training Package or accredited courses and how they relate to each other
- knowing who to go to with questions about applicability/relevance to client needs
- understanding the terms, phrases and language used in the Training Package or accredited courses, and the style in which Training Packages or accredited courses and other VET documentation is written

Additional sources of information may include:

- clarifying how competency standards in one Training Package relate to competency standards in other Training Packages accredited courses
- clarifying how modules in accredited courses relate to modules in other accredited courses
- identifying the underpinning language, literacy and numeracy requirements
- Training Package and accredited courses support materials
- an Implementation Guide for the Training Package
- supplementary information produced by the relevant ISC
- learning resources and learning materials developed by the Workplace English Language and Literacy (WELL) program
- Training Package and accredited courses endorsement/accreditation information including review dates and status
- accredited courses accreditation information including target audience and expiry date

Application/s may include:

- developing a learning strategy for a Training Package and/or accredited courses qualification
- developing an accredited course based on competency standards from different Training packages, to meet a client need
- developing a traineeship/apprenticeship training plan
- developing a learning program
- undertaking delivery
- conducting assessment
- developing assessment tools
- undertaking validation
- developing learning resources/learning materials
- using the Training Package and/or accredited courses:
 - as a project tool
 - for coordination and management functions
 - for human resource functions including recruitment, selection, performance management
 - to support organisational change

- Qualifications framework*** is defined as:
- the qualification outcomes of the Training Package or accredited courses which comprise meaningful combinations of competencies aligned to specific Australian Qualifications Framework (AQF) qualification titles
- Packaging rules*** are defined as:
- the grouping of units of competency into combinations for the purpose of creating an AQF qualification and may include:
 - a core only model
 - a core and electives model
 - a core and specialisation model
 - a core, specialisation and/or electives model
 - an electives only model
- Experts and others*** may include:
- other trainers/facilitators
 - other assessors
 - Industry Skills Councils (ISCs) staff
 - Department of Education, Science and Training (DEST) and/or State/Territory Authority (STA) staff
 - Australian Quality Training Framework (AQTF) auditors
- All parts of the competency standard format and structure*** must include:
- Unit Descriptor
 - Elements
 - Performance Criteria
 - Employability Skills
 - Range Statement
 - the Evidence Guide including:
 - required knowledge and skills
 - critical aspects of assessment (in the *TAA04 Training and Assessment Training Package* called requirements for the collection of quality evidence and specific evidence requirements)
 - context and resource implications for assessment
- All parts of the accredited courses*** must include:
- descriptor
 - learning outcomes
 - assessment criteria
 - context and resource implications for assessment

All parts of the competency standard and/or accredited module, format and structure may include:

- application section
- prerequisites
- competency field
- industry sector
- overview of assessment
- methods of assessment
- products and processes that could be used as evidence
- integrated assessment/co-assessment relationships
- guidance information

Dimensions of competency include:

- task skills
- task management skills
- contingency management skills
- job/role environment skills

Relationships may include:

- identifying the performance requirements and how critical outcomes will be achieved
- clarifying the intent of each component
- the application of required knowledge and skills to work activities defined in the Performance Criteria
- the interrelationships between assessment requirements, the intent and focus of the unit and the Performance Criteria
- the integration of Employability Skills as part of the assessment process
- the interrelationship between the Evidence Guide and assessment in providing specific guidance to support sufficiency and validity of evidence

The whole competency standard refers to:

- all parts of the competency standard, including dimensions of competency

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 source, analyse, interpret and use a Training Package and an accredited course to contextualise or adapt competency standards for an industry, organisation or individual.

Evidence Requirements

Required knowledge includes:

- the function of Training Packages and accredited curriculum as national benchmarks in a competency-based training and assessment system of vocational education and training
- the different purposes for which Training Packages can be used
- the structure of Training Packages and accredited courses and the role and purpose of each endorsed/accredited component
- the language and terminology used in Training Packages and accredited courses, for example:
 - acronyms used to describe components of, and organisations within, the vocational education and training environment
 - meanings of words and phrases concerning workplace training and assessment
 - the language style in which Training Packages and accredited courses and other vocational education and training documentation is written
- where to access Training Packages and accredited courses information, for example:
 - web sites – DEST, STAs, ISCs
 - organisations that distribute Training Packages and accredited courses - ISCs, ATP
 - personnel in ISCs
 - industry associations
- how to use Training Packages and accredited courses in relation to different applications, for example:
 - how to use the introductory information
 - how to use packaging rules, qualification frameworks and Assessment Guidelines
- the format and structure of competency standards and accredited modules
- the format and structure of accredited courses
- the dimensions of competency
- how to interpret and use competency standards for a range of applications and purposes, e.g.:
 - training
 - assessment
 - human resources
 - recognition
 - credit transfer/articulation

- the endorsement/accreditation period of Training Packages/accredited courses, review dates and review status
- the parts of Training Packages and accredited courses which can be contextualised and those which cannot
- the diversity of VET clients, client needs and expectations and how Training Packages and accredited courses can meet client needs
- relevant policies, legal requirements, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
 - copyright and privacy laws in terms of electronic technology
 - security of information
 - plagiarism
 - licensing
 - industry/workplace requirements
 - duty of care under common law
 - anti-discrimination including equal opportunity, racial vilification and disability discrimination
 - workplace relations
 - industrial awards/enterprise agreements
- occupational health and safety (OHS) relating to the work performance outcomes and requirements set out in competency standards, including:
 - internal policies and procedures to meet OHS requirements
 - hazards commonly found in the work environment to which learning is related
- communication skills to collaborate with others on using Training Packages and accredited courses, for example:
 - discussing issues
 - asking questions
 - accepting feedback and instruction
 - interpreting written information
- planning skills to:
 - develop a structure for a particular application of the Training Package and accredited courses
 - coordinate the use of more than one Training Package /accredited courses or more than one competency standard or accredited module

Required skills and attributes include:

- cognitive skills to:
 - analyse, interpret and apply the qualifications frameworks of selected Training Packages and accredited courses
 - select, analyse and interpret individual competency standards/accredited modules
 - analyse, interpret and apply all sections of the Assessment Guidelines
- research skills to:
 - analyse and interpret Training Package and accredited courses content against purpose and application to meet client needs
 - determine learning or organisational application
 - use a range of sources to access Training Packages
 - identify opportunities to integrate components within and across units

Products that could be used as evidence include:

- learning or organisational applications which have been developed using a Training Package and/or accredited courses as a framework

Processes that could be used as evidence include:

- how different components of the Training Package and/or accredited courses were analysed
- how different parts of the competency standards were analysed
- how the Training Package/s and/or accredited courses were used to meet the needs of a particular industry or organisation
- how Training Package/s and/or accredited courses operate in vocational education and training

Resource implications for assessment include:

- Training Packages and accredited courses
- access to appropriate personnel for consultation and advice

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:

- a minimum of two examples of unpacking training specifications including at least one Training Package. The other may be another Training Package or accredited courses which meets the vocational outcomes of the learner. It is strongly recommended that this evidence be collected through integrated assessment with any of the units listed below. This may be in a real or simulated work environment.

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:
 - *TAADES402B Design and develop learning programs*
 - *TAADES501B Design and develop learning strategies*
 - *TAADES502B Design and develop learning resources*
 - *TAADES503B Research and design e-learning resources*
 - *TAADES504B Develop and evaluate e-learning resources*
 - *TAADES505B Research and develop competency standards*
 - *TAAASS401C Plan and organise assessment*
 - *TAAASS402C Assess competency*
 - *TAAASS403B Develop assessment tools*
 - *TAAASS404B Participate in assessment validation.*

TAADES402B Design and develop learning programs

Unit Descriptor

This unit specifies the competency required to conceptualise, design, develop and evaluate learning programs to meet an identified need for a group of learners, using appropriate criteria.

Criteria may include endorsed competency standards and other specifications such as organisational performance standards, product equipment specifications and workplace procedures.

Employability Skills

This unit contains employability skills.

Competency Field

Learning Design

Application of the Unit

Learning programs document a cohesive and integrated learning process for the learner. They include the learning outcomes or the learning objectives (derived from the competency standards or other criteria) and outline the content, sequence and structure of learning and the delivery and assessment method/s to be used.

This unit addresses the skills and knowledge needed to identify the parameters of a learning program, determine the design, outline the content and review its effectiveness.

The trainer/facilitator uses learning programs to develop more specific and detailed delivery plans which contextualise and individualise the learning for particular groups.

A learning program can be discrete, providing a planned learning approach, relating to specific learning/training needs, or it may form part of the learning design for a qualification. In the latter context, the learning program represents a subset of a learning strategy, adding detail to specified content areas outlined within the learning strategy. For each learning strategy a number of learning programs would need to be developed to guide implementation.

The competency requirements to develop a learning strategy are separately identified in *TAADES501B Design and develop learning strategies*.

Competency standards must be used as the basis for determining the learning program content in a learning and assessment pathway which leads to a recognised vocational qualification or Statement/s of Attainment under the Australian Qualifications Framework (AQF).

The competency of 'unpacking' and interpreting Training Packages is addressed separately in *TAADES401B Use Training Packages to meet client needs*.

Where the learning program is designed to meet a general education need within vocational education and training or to meet specific organisational or business needs that do not lead to AQF certification, other criteria may form the basis for the learning outcomes.

Throughout this unit the ‘learner’ refers to the individual in the group being trained in any vocational area, not the person undertaking this unit.

The competency specified in this unit is typically required by trainers/facilitators, training coordinators, training consultants.

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

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 ***scope and breadth*** of the learning program is discussed and interpreted
- 1.5 The ***target group learners*** and their ***characteristics*** 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

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 are investigated to inform the learning program design

- 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
- 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

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.

Purpose of the learning program may include:

- developing vocational competency/vocational skills
- developing generic skills
- developing language, literacy, numeracy
- developing general education
- fleshing out and adding content to part of a learning strategy
- achieving organisational change
- supporting organisational skill development
- for professional development purposes
- developing teams
- meeting new legislation, licensing or registration requirements
- meeting regulatory and occupational health and safety (OHS) requirements
- meeting funding body requirements

Focus of the learning program may be:

- a subset of a learning strategy
- a short course/vocational program
- a professional development program
- a community education program
- a workplace learning program
- part of a VET in Schools program
- part of an apprenticeship/traineeship

- a short-term development plan developed by a coach
 - a short-term induction program
- Other relevant specifications*** may include:
- curriculum specifications
 - product specifications
 - organisational work requirements/training needs
 - induction needs
 - language, literacy and numeracy development needs
 - regulatory/licensing requirements
- Scope and breadth*** may include:
- the number of competencies to be achieved
 - the vocational or generic skills to be developed
 - the subject or technical knowledge and/or theory to be learned
 - the work activities to be encompassed
 - the specific organisational learning needs to be addressed
- Target group learners*** may include:
- existing industry/enterprise employees
 - school leavers
 - new entrants to the workforce
 - apprentices/trainees
 - individuals learning new skills/knowledge
 - individuals seeking to upgrade skills/knowledge
 - individuals changing careers
 - unemployed
 - learners who have a disability
 - members of target groups such as Aboriginal and Torres Strait Islander communities
 - overseas learners
 - recent migrants
 - individuals/groups meeting licensing or other regulatory requirements
- Characteristics*** may include:
- level and breadth of work experience
 - level and previous experiences of formal education
 - skill/competency profile
 - socio-economic background, age, gender, range of abilities (disabilities)
 - cultural background and needs
 - specific needs – physical or psychological
 - motivation for learning

- Sources of information** may include:
- language, literacy and numeracy needs of learners
 - learning style and preferences
 - job descriptions
 - employee records
 - performance appraisals
 - registration or enrolment information
 - surveys
 - publications from government agencies including OHS and regulatory authorities' supervisor reports
 - industry bodies
 - employment records
 - company brochures and promotional materials

- Learning environment** may include:
- operational workplace
 - simulated workplace
 - meeting room/tutorial room
 - college/school classroom
 - online
 - community setting
 - home

- Operational resource requirements** may include:
- staffing needs
 - guest speakers
 - technical and support staff
 - learning materials and learning resources
 - equipment and technology

- Learning strategy documentation** includes:
- learning strategies developed for qualifications in Training Packages
 - Training Package endorsed components

- Competency/educational profile** may include:
- previous qualifications
 - highest level of qualification
 - existing certified/uncertified competency
 - human resource (HR) information
 - job/work descriptions

- Learning styles** may include:
- auditory
 - visual
 - kinaesthetic
 - left/right brain
 - global/analytical
 - theoretical
 - activist

Learning resources may include:

- pragmatist
- reflective
- Training Package noted support materials such as:
 - learner/user guides
 - trainer/facilitator guides
 - how to organise training guides
 - example training programs
 - specific case studies
 - professional development materials
 - assessment materials
- other published, commercially available support materials for Training Packages/courses
- organisational learning resources
- competency standards as a learning resource
- videos
- CDs and audio tapes
- references and texts
- manuals
- record/log books
- learning resources and learning materials developed under the Workplace English Language and Literacy (WELL) program
- learning resources produced in languages other than English as appropriate to target group learners and workplace

Learning materials may include:

- handouts for learners
- worksheets
- workbooks
- prepared case studies
- prepared task sheets
- prepared activity sheets
- prepared topic/unit/subject information sheets
- prepared role-plays
- prepared presentations and overheads
- prepared scenarios, projects, assignments
- materials sourced from the workplace, e.g. workplace documentation, operating procedures, specifications
- prepared research tasks

Design *options for the learning program content* may include:

- following the design approach of the learning strategy
- organising the learning program around discrete unit/criteria requirements
- integrating units/criteria within the learning program
- focusing the content on knowledge and/or skill acquisition
- focusing the content on activities/experiences as the focus of learning
- listing existing learning activities, learning materials, learning resources that could be used in developing content
- considering the most appropriate delivery and/or assessment methods

Other persons may include:

- colleagues
- trainers/facilitators
- industry contacts
- vendors
- HR personnel
- marketing personnel
- end users
- subject or technical specialists, including OHS
- language, literacy and numeracy specialists

Learning principles include:

- adults have a need to be self-directing
- adults have a range of life experience, so connecting learning to experience is meaningful
- adults have a need to know why they are learning something
- training needs to be learner-centred to engage learners
- the learning process needs to support increasing learner independence
- emphasis on experimental and participative learning
- use of modelling
- the learning process should reflect individual circumstances

Costs may include:

- venue hire
- technology and equipment
- purchase of Training Packages
- purchase of learning resources/learning materials and related costs

- photocopying of materials/documents
- use of training and/or assessment personnel
- use of consultants and other support personnel
- cost benefit analysis of learning program to the client

Logistics may include:

- when learning program is required/when to implement
- where learning program will be undertaken
- accessibility/availability of appropriate learning resources, learning materials and equipment needs to support the learning program
- communication/marketing needs
- availability of appropriate staff

Learning activities may include:

- discussions
- role-plays
- written activities
- case studies
- simulation
- audio or visual activities
- demonstrations
- practice, e.g. practicum or supervised teaching/facilitation
- individual activities/projects/assignments
- group activities/projects/assignments
- workplace practice
- research
- problem-based tasks
- ‘thinking skills’ exercises
- question and answer
- self-paced learning materials
- games

A learning and assessment pathway involves:

- a combination of planned and sequenced learning experiences and assessment opportunities which enable an individual to develop and achieve the defined criteria/learning outcomes

Assessment requirements may include:

- meeting the rules of evidence
- physical resource requirements
- specialist support (if required)
- reasonable adjustments to the assessment process
- assessment tools and methods
- formative assessment processes
- legislative requirements

Time frame for each segment may refer to:

- the number and duration of training sessions/classes/periods
- suggested learning time
- time for practice/work experience

Delivery strategies may include:

- the focus of delivery, for example:
 - groups of varying sizes
 - groups from single context/from multiple contexts
 - groups of similar educational/competency levels/groups with divergent educational/competency backgrounds
 - on individuals
- the context of delivery, for example:
 - in the workplace – work in situ
 - in a simulated work environments
 - in the training room/classroom
 - in specialist environments – e.g. laboratory/ computer room
 - through the world wide web
 - at home
 - in a community setting
- the mode of delivery, for example:
 - face-to-face
 - technology-based electronic/computer-based/ online/audiovisual
 - experiential
 - distance resource-based
 - blended
- delivery methods, for example:
 - lock step/learner-paced/mixed
 - interactive/participative/collaborative
 - trainer/facilitator-centred/learner-centred
 - time and place dependent/independent
 - demonstration
 - instruction
 - presentations
 - guided facilitation
 - guided activities/applications/experiences
 - tutoring
 - project-based
 - individual facilitation techniques – coaching/ mentoring
 - blended delivery methods

Assessment methods may include:

- direct observation of real work/real time activities or work activities in a simulated work environment
- structured activities (e.g. simulation exercises, projects, demonstration, activity sheets)
- questioning (e.g. computer, oral, written questions)
- portfolios (collections of evidence compiled by the candidate)
- product review
- third party feedback

Assessment tools may include:

- templates/proformas
- a profile of acceptable performance and the decision making rules for the assessor
- oral or written questioning, including confirming, probing, reflective – interview, test, exam
- information and instructions to the candidate and/or assessor
- evidence/observation checklists
- checklists for the evaluation of work samples
- candidate self-assessment materials
- project-based activities
- workplace documents
- integrated competency assessment tool

Organisational requirements may include:

- specific location/s for delivery
- ensuring learning program reflects industry/workplace/organisational culture
- coordinating locations
- special equipment or technology needs
- scheduling requirements
- providing for specific needs of the learners
- investigating the learning environment to identify, assess and control OHS risks
- allowable time for training
- management expectations
- people to be involved
- reporting requirements
- access issues, e.g. to the work practice environment

The ***learning program*** includes:

- the competencies or other criteria to be achieved
- the specific learning outcomes derived from the criteria for each chunk or segment of the learning program

- an overview of the content to be covered in each chunk/segment of the learning program
- learning resources, learning materials and activities for each segment of the learning program
- number and duration of training sessions/classes required and overall timelines
- delivery methods for each chunk/segment of the learning program
- OHS issues to be addressed in delivery
- identification of assessment points to measure learner progress
- assessment modes and methods and tools to be used to collect evidence of competency, where assessment is required

Learning program draft is *reviewed* to ensure that:

- the focus and purpose of the learning program is clear and appropriate
- content and structure address all aspects of required competencies/other relevant criteria
- learning sequence provides effective and manageable blocks of learning
- activities are interesting, relevant and appropriate to outcomes and learner characteristics
- assessment points, methods and tools are appropriate and effective, where assessment is required
- equity needs are effectively addressed
- risk areas and contingencies are identified

Stakeholders may include:

- team leaders/supervisors/managers/employers
- participant/employee/learner
- technical and subject experts including language, literacy, numeracy and OHS specialists
- government regulatory bodies
- industry, union, employee representatives
- employer bodies
- training providers, human resource departments
- assessment and/or training partners
- trainers/facilitators/assessors

An *evaluation tool* may include:

- an open- or closed-ended questionnaire
- a mapping tool
- a checklist
- a focus group
- a structured interview

Appropriate personnel may include:

- program manager
- head of department
- senior teacher
- apprenticeship/traineeship supervisor
- training coordinator/manager
- HR manager

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 design a range of learning programs to meet different learner needs/learning contexts.

The learning programs provided as evidence must establish the learning context; identify learner and client needs; identify the competency standards or other relevant criteria which best reflect these needs; and be structured and sequenced to maximise learning.

The program must also be logical and innovative enough to engage the learner group; identify the delivery methods which enhance flexibility; and identify the resources needed for delivery.

The ability to map the learning program to the competency standards or other relevant criteria used must also be demonstrated to ensure all content and specifications of the standards or criteria are addressed in the learning program.

Evidence Requirements

Required knowledge includes:

- Training Package/s and/or relevant competency standards to be used as the basis of the learning program
- other performance standards/criteria to be used as the basis of the learning program, where relevant
- the distinction and relationship between a Training Package/accredited courses, learning strategy and learning program, where linked
- different purposes and focus of learning programs
- a sound knowledge of learning principles, including:
 - training needs to be learner-centred
 - adults have a need to be self-directing and decide for themselves what they want to learn

- adults have a range of life experience, so connecting learning to experience is meaningful
- adults have a need to know why they are learning something
- an introductory knowledge of adult learning theory, including:
 - behavioural learning theory
 - cognitive learning theory
 - information processing theory
 - andragogy
- industry content/subject matter knowledge specific to the area/s of the learning program
- learners profile, learner target group characteristics
- learning styles that best suit the learner profile/target group, for example:
 - theorist
 - pragmatist
 - activist
 - reflector
 - kinaesthetic
 - auditory
 - visual
- instructional design principles relating to different design options for learning program design/structure
- availability and types of different relevant learning resources, learning materials and pre-developed learning activities
- how to develop and document new learning activities and related learning materials
- different delivery modes and delivery methods for example:
 - face-to-face
 - work-based
 - online
 - distance-resource-based
 - individual facilitation techniques
 - blended delivery
- different assessment methods
- how to prepare costings related to the development of the learning program

- relevant policies, legal requirements, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
 - copyright and privacy laws in terms of electronic technology
 - record keeping and security of information
 - plagiarism
 - competency standards
 - licensing requirements
 - OHS
 - industry/workplace requirements
 - duty of care under common law
 - anti-discrimination including equal opportunity, racial vilification and disability discrimination
 - workplace relations
 - industrial awards/enterprise agreements
- relevant OHS knowledge relating to the work role, and OHS considerations which need to be included in the learning program, including:
 - internal policies and procedures to meet OHS requirements
 - hazards commonly found in the work environment to which learning is related
- evaluation and feedback methods
- communication skills, for example:
 - negotiation skills
 - ability to elicit information
 - questioning skills
 - listening skills
 - collaboration skills
- design skills to:
 - define the learning program structure and content
 - develop learning activities
 - design learning materials
- analysis skills to:
 - interpret information about learners' needs from enrolment forms and other documentation
 - interpret requirements of competency standards and workplaces, including language, literacy and numeracy
 - develop the learning program content

Required skills and attributes include:

- organisational skills to:
 - ensure resources are available
 - manage other work
- time management skills to:
 - pace learning
 - structure learning
 - determine the time required for each learning segment and the overall timelines of the learning program
 - design and develop the learning program in an appropriate timeframe
- problem solving skills, to:
 - organise information and content so that it is meaningful, accurate and logical
 - negotiate with others for resources or budget
- cognitive skills to:
 - develop the learning program content
 - design the structure of the learning program
 - review the learning program
- literacy and language skills to:
 - use widely understood language and vocational education and training terminology
 - write clearly and in plain English
 - read and interpret a range of documentation including:
 - Training Packages
 - accredited courses
 - legislation
 - codes of practice
 - guidelines and regulations
 - organisational documentation
 - technical and subject matter documents
 - references and texts

Products that could be used as evidence include:

- documented learning program/s
- evaluations of learning program/s
- materials and processes used to develop learning program/s

Processes that could be used as evidence include:

- how competency standards and other documents were analysed
- why learning content was included
- how learning content was developed
- how learning was sequenced

- how activities were developed and what was their purpose
 - how learning resources/learning materials were identified and gathered and why they were selected
- Resource implications for assessment may include:**
- access to relevant learning strategy/ies
 - access to relevant Training Packages/competency standards
 - access to content information/documentation and learning resources/learning materials needed to develop the learning program
 - time to achieve the unit and meet the evidence requirements
 - access to relevant persons
- 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:**
- the preparation and development of a minimum of two learning programs. These must contain:
 - differentiated learning program designs to reflect particular needs, contexts and timelines
 - at least one learning program must be based on competency standards or accredited courses

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:
 - *TAADES401B Use Training Packages to meet client needs*
 - *TAADEL401B Plan and organise group-based delivery*
 - *TAAASS403B Develop assessment tools.*

TAADES501B Design and develop learning strategies

Unit Descriptor	This unit specifies the competency required to design, develop and evaluate learning strategies.
Employability Skills	This unit contains employability skills.
Competency Field	<i>Learning Design</i>
Application of the Unit	<p>Learning strategies document a framework for the learning requirements and the teaching/delivery and assessment arrangements of a vocational education and training qualification. The learning strategy is the umbrella document that outlines the requirements for designing the learning and assessment process at the qualification level.</p> <p>These requirements include: determining the specific criteria or learning outcomes to be achieved; any recognition and entry requirements (if appropriate); an outline of the areas of learning/content to be addressed; the assessment requirements, the broad sequence of learning, the delivery and assessment methods to be used, the resources required and any other additional information to support a learning and assessment pathway to a qualification.</p> <p>The criteria may already exist if the qualification is part of a Training Package. In this instance the endorsed competency standards packaged within the Training Package qualification constitute the relevant criteria. Alternatively, if the learning strategy takes the form of a course for accreditation, the learning outcomes may need to be developed to reflect an identified industry, enterprise or community need.</p> <p>This unit addresses the competency requirements for developing a learning strategy relevant to both Training Package qualifications and course-based qualifications.</p> <p>The learning strategy provides an overview or outline only. Detailed guidance is fleshed out through the content of specific learning programs. Each learning strategy would require development of a number of learning programs, depending on the design approach of the learning strategy.</p> <p>The competency of developing learning programs is addressed separately in <i>TAADES402B Design and develop learning programs</i>.</p> <p>In a traineeship or apprenticeship context, this unit should be linked directly to <i>TAAACMQ502B Coordinate training and/or assessment arrangements for apprenticeships/traineeships</i>, which more closely establishes the learning strategy requirements for that model of training delivery.</p>

The competency specified in this unit is typically required by instructional designers, trainers/facilitators, training consultants and training coordinators/managers.

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

1. Determine the parameters of the learning strategy

- 1.1 The ***purpose*** of the ***learning strategy*** is clarified
- 1.2 The likely ***target groups and their needs*** for learning are clarified
- 1.3 The ***characteristics*** of the likely target groups are researched and identified
- 1.4 ***Qualification options*** for meeting the likely target group needs are researched, and the appropriate option is selected
- 1.5 Consultations are carried out to confirm the parameters of the learning strategy with ***relevant people***

2. Develop the framework for the learning strategy

- 2.1 The learning strategy design reflects the ***qualification requirements*** of the selected qualification
- 2.2 ***Industry or organisation documentation*** is analysed to determine additional and supporting requirements
- 2.3 ***Options for design*** are researched and analysed, based on likely target groups, their learning needs and contexts for delivery
- 2.4 The learning strategy design reflects and is supported by ***appropriate learning theories*** and ***instructional design principles***
- 2.5 The design approach is determined and broad ***content headings*** are identified and documented
- 2.6 Consultations are carried out to confirm the framework
- 2.7 The review process for the learning strategy is developed

- | | |
|---|--|
| 3. Devise the content and structure of the learning strategy | <p>3.1 Each content heading is elaborated and documented to form an overview of content to be addressed</p> <p>3.2 The content is sequenced to support learning, and overall timelines are determined within <i>operating constraints</i></p> <p>3.3 Learning strategy outcomes are expressed to reflect both <i>generic</i> and specific learning outcomes to be achieved</p> <p>3.4 <i>Pathways</i> are addressed and documented</p> <p>3.5 <i>Appropriate delivery</i> and <i>assessment strategies</i> are identified and documented, taking account of the learning parameters, design framework and learning context</p> <p>3.6 <i>Operational requirements</i> are identified and documented</p> <p>3.7 The completed learning strategy is checked for completeness</p> |
| 4. Review the learning strategy | <p>4.1 The learning strategy is reviewed in collaboration with relevant people against <i>relevant criteria</i> prior to and post implementation</p> <p>4.2 A post-implementation review process is documented which includes <i>measures</i> for identifying the effectiveness and quality of the learning strategy</p> <p>4.3 Recommendations/changes based on outcomes of the review processes are made, where appropriate, and documented</p> <p>4.4 Modifications are further confirmed with relevant people, where appropriate</p> |

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.

Purpose may be to:

- implement a Training Package qualification
- meet an identified client, industry or community need
- provide learning pathways/career development
- provide for apprenticeship/traineeship qualifications

- settle in Australia
 - develop of English language, literacy and numeracy skills
 - meet regulatory requirements
- A learning strategy* may apply to:
- a nationally endorsed qualification from a Training Package or accredited course
 - a traineeship or apprenticeship
 - a course to be accredited with an AQF qualification outcome
- Likely target groups and their needs* may include:
- existing industry/enterprise employees
 - school leavers
 - new entrants to the workforce
 - apprentices/trainees
 - individuals learning new skills/knowledge
 - individuals seeking to upgrade skills/knowledge
 - individuals changing careers
 - unemployed individuals and groups
 - learners who have a disability, or are members of target groups such as Aboriginal and Torres Strait Islander communities
 - recent migrants
 - individuals/groups meeting licensing or other regulatory requirements
 - particular class of visa holder
- Characteristics* of target groups may include:
- level and breadth of work experience
 - level and previous experiences of formal education
 - skill/competency profile
 - socio-economic background
 - cultural background and needs
 - age
 - specific physical or psychological needs
 - motivation for learning
 - language, literacy and numeracy needs
 - learning styles and preferences
 - as determined by funding body, e.g. residence and length of time in Australia, length of time unemployed
 - specific levels of English language, literacy and numeracy skill as determined by initial assessment process

Qualification options may include:

- selecting a relevant qualification from an endorsed Training Packages
- using the packaging guidelines of the Training Package to determine the final mix of units which form the qualification
- selecting appropriate existing accredited courses
- developing a new accredited course based on combining endorsed units from different Training Packages or developing new competency standards to meet the identified need

Relevant people may include:

- enterprise/industry clients
- Industry Skills Councils
- state/territory industry training advisory bodies
- industry associations/employer bodies
- trade unions
- professional associations
- universities
- research agencies
- regulatory/licensing authorities
- subject or technical specialists/experts
- previous clients
- people working in the roles targeted by training
- government agencies and departments, including
 - OHS authorities
 - Department of Education, Science and Training (DEST)
 - Department of Immigration and Multicultural and Indigenous Affairs (DIMIA)

Qualification requirements may include:

- relevant Training Package qualification or packaging rules
- AQF guidelines for qualifications, including:
- key features of each qualification
- guidelines for each qualification title
- national guidelines on cross-sector linkages
- issuing a qualification
- Australian Quality Training Framework (AQTF) Standards for State/Territory Registering/Course Accrediting Bodies
- levels and aspects of communication of the National Reporting System (NRS)

Industry or organisation documentation may include:

- workplace policies and procedures
- internal competency specifications
- existing training or learner support materials
- existing course information/curriculum
- industry codes of practice, guidance notes and other industry information on hazard and risk control
- business and risk management strategies
- job descriptions
- case studies
- regulatory requirements related to the job, including licensing
- outcomes of organisational training needs analyses
- documented research relating to potential content
- contextualisation rules of relevant endorsed industry Training Package/s
- relevant Training Package noted support materials

Options for design may include:

- a learning framework that addresses each unit of competency separately unit by unit within the qualification
- a learning framework that is based on clustering units into meaningful combinations to create an integrated learning framework for the qualification
- a learning framework-based on building from less complex to more complex tasks/skills/knowledge learning objectives/outcomes
- a learning framework designed around work structures, work organisation and work activities
- project-based learning models
- a learning framework built around synthesising knowledge and skill requirements across the qualification
- an articulated approach
- combinations of the above

Appropriate learning theories may include:

- behaviourist
- social learning
- discovery learning
- cognitive learning theory
- constructivist

Instructional design principles may include:

- situational
- humanistic
- action science
- applied learning models
- presenting material in a logical order and sequence
- presenting material in order of increasing difficulty
- opportunities for review of material and repetition
- the need for learner activity and interactivity
- inclusion of a variety of approaches and techniques for presenting information and activities and for encouraging participation by learning
- structuring the information effectively
- application of adult learning principles

Content headings may separate learning into:

- topics
- subjects
- modules
- units
- knowledge components
- technical skill sets
- work activities
- the development of specific English language, literacy and numeracy skills
- generic skills

Operating constraints may include:

- budget
- timelines
- availability of support materials
- nominal hours
- human and physical resourcing requirements
- occupational health and safety (OHS) requirements

Generic outcomes may include:

- spoken and written communication
- team work
- numeracy
- problem solving
- planning and organising work
- use of technology
- self-management
- initiative and enterprise
- how to learn
- OHS

Pathways may include:

- entry and exit
- prerequisites/co-requisites
- access and equity
- RPL/RCC arrangements
- credit transfer arrangements
- articulation with other qualifications

Appropriate delivery strategies may include:

- the focus of delivery, for example:
 - groups of varying sizes
 - groups from single context/from multiple contexts
 - groups of similar educational/competency levels/groups with divergent educational/competency backgrounds
 - individuals
- the context of delivery, for example:
 - in the workplace
 - in a simulated work environments
 - in the training room/classroom
 - in specialist environments – e.g. laboratory, computer room
 - through the Internet
 - at home
 - in a community setting
- the mode of delivery, for example:
 - face-to-face
 - technology-based – electronic/computer-based/online/audiovisual
 - experiential
 - distance resource-based
 - blended
- delivery methods, including:
 - lock step/learner-paced/mixed
 - interactive/participative/collaborative
 - trainer/facilitator-centred/learner-centred
 - time and place dependent/independent
 - demonstration
 - instruction
 - presentations
 - guided facilitation
 - learning activity-based
 - guided work-based activities/applications/experiences
 - tutoring

- project-based
 - individual facilitation techniques – coaching/mentoring
 - blended delivery methods
- Appropriate assessment strategies*** may include:
- the identification and interpretation of competency standards/other criteria for assessment and for validation
 - application of Training Packages Assessment Guidelines
 - arrangements for recognition of existing competency (RCC/RPL), including provision of guidance and assistance to candidates in gathering and evaluating evidence
 - determination of assessment methods for identified competency standards
 - selection of assessment tools for identified competency standards
 - organisational arrangements for assessment, including physical and human resources, roles and responsibilities and partnership arrangements, where relevant
 - nominated quality assurance mechanisms
 - identified risk management strategies
- Operational requirements*** may include:
- infrastructure including facilities, plant/equipment
 - staffing requirements including number of full-time, part-time and sessional trainers/facilitators
 - other staffing needs including technical support, specialist and administrative personnel
 - copy/ies of relevant Training Package/s
 - learning resources
 - reference lists
- Relevant criteria*** may include:
- Training Package requirements
 - accreditation requirements
 - curriculum design
 - OHS implications for delivering the learning strategy
- Measures*** may include:
- learner/participant feedback
 - feedback from clients and industry bodies
 - enrolments
 - completion rates
 - Statements of Attainment, competencies achieved, qualifications awarded

- return business
- development of language, literacy and numeracy skills as measured by the National Reporting System (NRS)

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 have designed at least two learning strategies.

The learning strategies provided as evidence must: establish the learning context; identify learner and client needs; identify the units or other criteria which best reflect these needs; outline the learning framework which has been designed and sequenced to maximise learning; be logical, innovative and engaging to the learner group; identify the delivery and assessment arrangements; indicate pathways to, from and within the qualification; identify the operational resources needed to deliver the strategy; and provide a review process both before and after implementation.

Evidence Requirements

Required knowledge includes:

- Training Packages, including:
 - range of current and relevant Training Packages
 - structure and definition of the endorsable components of Training Packages
 - content of Training Package/s relevant to learning strategy
 - availability of relevant noted support materials
 - relevant accredited courses
 - relationship to the National Reporting System (NRS)
- AQTF including:
 - standards for Registered Training Organisations (RTOs)
 - standards for State and Territory Registering/Course Accrediting Bodies
- AQF including:
 - key features of each qualification
 - guidelines for each qualification title
 - national guidelines on cross-sector links
 - issuing a qualification guideline for qualification title of the learning strategy
 - guidelines on cross-sector qualification linkages

- industry and enterprise knowledge, for example:
 - the names of relevant industry associations and trade unions
 - the relevant ISC or state/territory authorities
 - particular industry or enterprise requirements relevant to the learning strategy
 - industry licensing arrangements (where relevant)
 - particular regulations and guidelines relevant to the learning strategy, e.g. immigration, labour market
- a general knowledge of the main branches of adult learning theory, for example:
 - behavioural learning theory
 - information processing theory
 - cognitive learning theory
 - andragogy
 - vocational education and training pedagogy
- learning principles, for example:
 - adults have a need to be self-directing
 - adults have a range of life experience which they can connect to learning
 - adults have a need to know why they are learning something and its benefits
 - training needs to be learner-centred to motivate adults
 - the learning environment encourages interaction
- instructional learning design, including:
 - presenting material in a logical order and sequence
 - presenting material in order of increasing difficulty
 - opportunities for review of material and repetition
 - the need for learner activity and interactivity
 - inclusion of a variety of approaches and techniques for presenting information and activities and for encouraging participation by learning
 - structure of the information is clear, logical

- assessment, including:
 - Training Package Assessment Guidelines requirements
 - AQTF requirements
 - the basis and rationale for different assessment methods appropriate to the learning strategy
 - assessment tool design
- appropriate cultural sensitivity, for example:
 - organisation diversity policies
 - cultural learning styles, preferences and communication of the indigenous community
 - cultural learning styles, preferences and communication of other potential target groups
 - reasonable adjustment principles and practice
- sources of information, for example:
 - National Training Information Service (NTIS)
 - vocational education and training national bodies – DEST; ISCs; National Centre for Vocational Education Research (NCVER); and Australian Qualifications Framework Advisory Board (AQFAB)
 - State and Territory Training Authorities (STAs) and agencies
 - regulatory agencies
 - professional associations
- relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
 - security of information
 - plagiarism
 - competency standards
 - licensing
 - industry/workplace requirements
 - duty of care under common law
 - anti-discrimination including equal opportunity, racial vilification and disability discrimination
 - workplace relations
 - industrial awards/enterprise agreements

Required skills and attributes:

- relevant OHS knowledge relating to the work role, and OHS considerations which need to be included in the learning strategy, including:
 - internal policies and procedures to meet OHS requirements
 - hazards commonly found in the work environment to which learning is related
- literacy skills to:
 - read, interpret and analyse information
 - develop and revise the content
 - write the learning strategy in accordance with design requirements
 - document and record the strategy using appropriate computer software
- planning skills to:
 - set timelines to develop the learning strategy
 - organise and structure the development process
 - identify the tasks to be undertaken
 - identify measures to monitor progress
- research skills and techniques to gather and interpret information relevant to the content and development of the learning strategy, for example:
 - literature and web-based research
 - interviews
 - focus groups
- communication skills to:
 - clearly articulate information
 - collaborate with others on the strategy development
 - get feedback on the strategy
- interpersonal skills to:
 - manage conflict and problems
 - negotiate the strategy development
 - solve problems

Products that could be used as evidence include:

- documented learning strategies
- documented reviews of learning strategies
- evidence of collaboration that took place during the strategy development
- documentation analysing industry or organisational documentation
- documentation outlining content research

Processes that could be used as evidence include:

- how learner characteristics were researched, the methods used and why
- how others were consulted to plan the strategy and why those people were selected
- how Training Package qualification rules were interpreted or how learning outcomes were defined
- how the learning framework was designed and the reasons for the approach adopted
- why the content was sequenced in the proposed order
- how reflection has been built into the learning design process and why it is important

Resource implications for assessment include:

- access to industry/organisation documentation
- access to relevant learner information
- access to materials/information to support content outline of learning framework
- time to achieve the unit and meet the evidence requirements
- access to relevant persons

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:

- a minimum of two examples of a learning strategy designed by the candidate with differentiated design structures in each that reflect the specific qualification requirements, client needs and contexts of application

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:
 - *TAADES401B Use Training Packages to meet client needs.*
 - *TAAACMQ502B Coordinate training and/or assessment arrangements for apprenticeships/ traineeships*
 - *TAAASS501B Lead and coordinate assessment systems and services.*

TAADES502B Design and develop learning resources

Unit Descriptor	This unit specifies the competency required to design and develop resources to support learning.
Employability Skills	This unit contains employability skills.
Competency Field	<i>Learning Design</i>
Application of the Unit	<p>Learning resources are designed to enhance and support the effectiveness of the learning process. They provide guidance, materials, learning and assessment activities, and relevant information that address the competencies/learning outcomes to be achieved by the learner.</p> <p>In the <i>TAA04 Training and Assessment Training Package</i>, learning resources are defined as learning materials that have been specifically developed to address a substantive area of teaching/learning and/or assessment guidance and support.</p> <p>Learning resources may address a whole Training Package, a Training Package or course qualification or a learning program. Learning resources may also take the form of existing equipment, physical materials and physical resources within the learning environment.</p> <p>Learning resources can take a variety of forms such as facilitation guides, learning guides/participant resources, assessment materials, workplace resources and text books, and may be self-paced or instructor-led. While primarily text and print-based, other mediums such as audio or video learning resources could be developed using this unit. The complexity of the resource will vary depending on its focus, type, audience and technological medium.</p> <p>Although the range of learning resources may vary, the skills and knowledge required to design and develop them is the same, with instructional design being a critical aspect.</p> <p>Where a learning resource product is built around an electronic medium, other critical skills, knowledge and outcomes are required. These are addressed through separate units of competency, <i>TAADES503B Research and design e-learning resources</i> and <i>TAADES504B Develop and evaluate e-learning resources</i>. Co-learning and co-assessment is suggested where competency across all media is required.</p> <p>Design and development are combined in this unit. In some circumstances the design phase and content development are separated, especially in a large project. However, it is important that competency reflects the whole process.</p>

Depending on the complexity of the resource, extensive consultation and working with others may be required.

This unit can provide a specific application for undertaking the generic unit *TAATAS503B Manage contracted work*.

The competency specified in this unit is typically required by trainers/facilitators, instructional designers, assessors and consultants.

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

1. Research and interpret the learning resource requirements

- 1.1 The ***brief, focus and type of learning resource*** is clarified with the client
- 1.2 The ***likely target audience/s***, their learning needs and the ***learning environment*** for the resource are ***researched***
- 1.3 The ***characteristics of the learners/end users*** of the learning resource are identified
- 1.4 ***Existing information*** which may be relevant is gathered, collated and analysed
- 1.5 ***Ethical and legal considerations*** are identified and acted upon
- 1.6 A ***development work plan*** is written and documented

2. Design the learning resource and plan the content

- 2.1 A range of ***design options*** is generated using a variety of ***principles and techniques***
- 2.2 Time is taken to ***reflect*** on the designs, identifying the implications of each
- 2.3 The diversity of learners/end users and their ***learning styles*** are researched and embedded into the design specifications
- 2.4 An ***outline or prototype*** for the learning resource is developed and confirmed with the client
- 2.5 The ***content specifications*** of the learning product are analysed and the proposed content is mapped out
- 2.6 The breadth and depth of the proposed content is determined, in accordance with the design prototype, content specifications and financial constraints

- 2.7 **Relevant personnel** are identified to support the development phase, if needed
- 3. Develop the learning resource content**
- 3.1 Content and content specification is developed in accordance with the agreed design
- 3.2 Modifications are made to the design and/or content, where necessary, to address changes in project parameters
- 3.3 **Mechanisms** for reviewing work in progress are established
- 3.4 Text is clear, concise, grammatically correct and appropriate for the intended audience/s
- 3.5 Visuals are relevant, instructive and appropriate for the intended audience/s
- 3.6 The resource is formatted using an appropriate **style guide**
- 4. Review learning resource prior to implementation**
- 4.1 Content of the resource is checked to ensure the accuracy and relevance of information against content specifications
- 4.2 Text, format and visual design are checked for clarity and focus
- 4.3 An external review is conducted using appropriate **methods**, and feedback is incorporated where relevant
- 4.4 Final draft is reviewed against the brief and other relevant criteria to ensure it meets all requirements prior to delivery to the client
- 5. Evaluate the design and development process**
- 5.1 The design and development process is reviewed against appropriate **evaluation criteria**
- 5.2 Time is taken to reflect and identify areas for improvement
- 5.3 Identified improvements are documented for future projects

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.

The **brief** of the learning resource may include:

- a client proposal
- identified gap in the learning product market
- a tender
- an organisational need

Focus of the learning resource may include:

- a whole Training Package
- a Training Package qualification/qualifications
- a traineeship/apprenticeship
- an accredited course
- individual competency standards/modules/subjects
- a non-accredited course
- a learning program
- a learning resource to support the introduction/implementation of new technology/equipment

Type of learning resource may include:

- Training Package noted support materials, such as:
 - learner/user guides
 - trainer/facilitator guides
 - training guides
 - example training programs
 - specific case studies
 - professional development materials
 - assessment materials
- other published, commercially available support materials for Training Packages/courses
- organisational learning resources
- competency standards as a learning resource
- videos
- CDs and audio tapes
- references and texts
- manuals
- record/log books
- learning resources and learning materials developed under the Workplace English Language and Literacy (WELL) program
- learning resources produced in languages other than English as appropriate to target group learners and workplace

The **learning resource** is:

- designed to enhance and support the effectiveness of the learning process. It provides guidance, materials, learning and assessment activities, and relevant information that addresses the competencies/ learning outcomes to be achieved by the learner

Likely target audience/s and learning environment must include:

- who the learning resource is for
- what the learning resource is designed to do
- how the learning resource will be used
- where the learning resource will be used
- possible mediums to be used

Research may include:

- interviews
- focus groups
- informal discussions
- literature reviews
- Internet research
- evaluations of existing products
- questionnaires
- workshops

Characteristics of the learners/end users may include:

- level of prior experience/knowledge of content area
- skill/competency profile
- range and response to previous learning experiences
- level of education
- socio-economic background, age, gender
- current work
- work culture
- cultural and ethnic background
- disability or learning support needs
- preferred learning styles
- motivation for learning
- English language, literacy and numeracy needs

Existing information may include:

- industry/end user needs
- industry best practice and culture
- existing learning resources and learning materials
- relevant Training Packages/competency standards
- relevant courses, curriculums, modules
- workplace procedures, documentation, and requirements
- industry coverage
- roles and responsibilities of groups and individuals
- information from industry experts and advisers

Ethical and legal

considerations may include:

- contract preparation
- meeting contractual requirements
- intellectual property
- regulatory requirements including occupational health and safety (OHS)
- organisational requirements
- equity issues and needs
- potential legal consequences of false, misleading or incorrect information

Development work plan may include:

- timelines and milestones to be achieved
- scheduled meetings and focus groups
- consultative processes
- handover requirements
- equipment, learning resources and learning materials needed
- industry information/practices
- budget
- identification of risks/risk management strategies
- organisation/industrial politics
- access to experts/advisers

Design options may include:

- use and extent of practical activity-based content and passive content (reading, interpreting and absorbing information)
- use and extent of text-based information and graphical information
- level of depth of text-based information and sophistication of language
- level of completeness in addressing the focus
- options for presenting text-based information e.g. straight text, question and answer, case studies
- visual design
- sequencing of material
- sources of further information/further reading
- style guides
- visual look

Principles and techniques

may include:

- instructional design, for example:
 - presenting material in a logical order and sequence
 - opportunities for collaborative learning between learners
 - navigation tools

- presenting material in order of increasing difficulty
- opportunities for review of material and repetition
- the need for learner activity and interactivity
- inclusion of a variety of approaches and techniques for presenting information and activities and for encouraging participation by learning
- structure of the information
- ensuring learning is embedded in a realistic and relevant context
- techniques to engage the learner in learning
- creative thinking, for example:
 - brainstorming
 - mind mapping
 - scenario setting
 - lateral thinking
- visual/graphic design, for example:
 - format
 - composition
 - balance
 - typography
 - images/graphics
 - charts/diagrams
- research and evaluation, for example:
 - of other learning resources
 - up-to-date research on learning

Reflect may include:

- asking key questions
- discussing details with others, for example:
 - colleagues
 - team members
 - other learning product developers/instructional designers
 - the client
 - supervisor/manager
- standing back from work
- setting specified times for reflection
- reviewing personal skills

Learning styles may include:

- theoretical
- pragmatic
- active
- reflective

- kinaesthetic
 - auditory
 - visual
- Outline or prototype*** may include:
- mock-up
 - framework
 - model
 - format specifications
- Content specifications*** may include:
- requirements of relevant Training Packages, competency standards/benchmarks
 - OHS requirements
 - work practices and procedures
 - culture and ethics of the learner/end user environment
 - organisational requirements
 - copyright/intellectual property agreements/acknowledgements
- Relevant personnel*** may include:
- subject matter/technical experts
 - industry experts
 - colleagues
 - learners or users
 - industry stakeholders
 - specialist consultants, e.g. language, literacy and numeracy specialists
- Mechanisms*** may include:
- verbal or written communication with relevant personnel
 - verbal or written communication with content experts
 - project updates
 - internal/external reviews of drafts
- Style guide*** may include:
- fonts – types and sizes
 - line spacing
 - white space
 - icons
 - use of visuals – icons, photographs, pictures, diagrams
 - signposting
 - logos
 - DEST Style Guide
 - client style guide

Methods may include:

- evaluation by experts
- pilot
- focus groups
- questionnaires
- checklists
- workshops
- telephone interviews

Evaluation criteria may include:

- meeting the brief
- satisfaction of the client
- timeliness
- cost
- design issues/modifications required
- blockages and responses
- team effectiveness/cohesion
- level of expertise required/available

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 have designed and developed learning resources.

The learning resources provided as evidence must: clearly identify the target audience; be appropriate to the target group; and be well structured, clear, interesting, appropriate, easy to use, and accessible.

Competency also requires demonstrated ability to research learning resource requirements and content, seek and accept feedback, work effectively with a project team or other experts as required, and critically evaluate own work.

Evidence Requirements

Required knowledge includes:

- sound knowledge of the vocational education and training system, including:
 - relevant terminology
 - training and assessment processes
 - Training Packages and competency standards
 - the Australian Quality Training Framework (AQTF) requirements
 - the Australian Qualifications Framework (AQF)
- instructional design, for example:
 - planning, analysis, development, synthesis, evaluation

- presenting material in a logical order and sequence
- opportunities for collaborative learning between learners
- navigation tools
- presenting material in order of increasing difficulty
- opportunities for review of material and repetition
- the need for learner activity and interactivity
- inclusion of a variety of approaches and techniques for presenting information and activities and for encouraging participation by learning
- structure of the information
- ensure learning is embedded in a realistic and relevant context
- techniques to engage the learner in learning
- visual design principles/techniques, for example:
 - format
 - composition
 - balance
 - typography
 - images/graphics
 - charts/diagrams
- research and evaluation techniques, including:
 - interviews
 - focus groups
 - workshops
 - questionnaires
 - literature reviews
 - web research
 - pilot processes
- a general knowledge of the main branches of learning theory, for example:
 - behavioural learning theory
 - information processing theory
 - cognitive learning theory
 - andragogy
 - vocational education and training pedagogy
- learning principles, including:
 - adults are autonomous and self-directed
 - adults have life experience to draw on
 - adults are goal-oriented

- adults need relevance
- adults are practical
- adults need to be shown respect
- cultural awareness
- a range of learning approaches and styles of learning resources
- different learning styles, including:
 - activist
 - reflector
 - theorist
 - pragmatist
 - kinaesthetic
 - auditory
 - visual
- language, literacy and numeracy (LLN) issues, for example:
 - principles and definitions
 - how to work out the LLN level of likely users, and LLN requirements of the resource
- relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
 - copyright and privacy laws relating to electronic technology
 - security of information
 - plagiarism
 - competency standards
 - licensing
 - industry/workplace requirements
 - duty of care under common law
 - anti-discrimination including equal opportunity, racial vilification and disability discrimination
 - workplace relations
 - industrial awards/enterprise agreements
- relevant OHS knowledge relating to the work role, and OHS procedures which need to be included in the content of the learning resource
- OHS obligations of the training and/or assessment organisation, the trainer/facilitator and learner

Required skills and attributes include:

- review and analysis skills to:
 - identify areas for improvement
 - recognise personal limitations
- communication and interpersonal skills to:
 - collaborate with a range of people
 - seek feedback from others
 - be open to feedback and suggestions
 - maintain a network
 - listen
 - negotiate
- computer/technical skills, for example:
 - using a range of software programs
 - using a range of office equipment
- literacy/writing skills, including:
 - writing from the learner's perspective
 - writing for different audiences
 - using plain English and correct grammar
 - pitching writing to the appropriate level
 - using an appropriate style
 - having an eye for detail
- time management skills, including keeping to appropriate timelines
- analytical skills to:
 - identify critical learning points
 - structure and weight the contents appropriately
 - determine appropriateness of feedback
- ability to develop a range of learning activities
- research skills to:
 - find content and relevant information
 - interview relevant people
 - solve problems
 - ask questions

Products that could be used as evidence include:

- learning resources developed
- letters to relevant personnel seeking comments and feedback
- evaluation forms
- minutes of meetings
- drafts of resources
- feedback received from others

Processes that could be used as evidence include:

- how research was undertaken and why
- how consultative process was set up
- how industry or end user requirements were established
- how resource was evaluated and reviewed
- what methods were used to evaluate the process used for resource development and why
- ways in which personal skills and efficiency were developed and monitored and why
- how personal workload was managed

Resource implications for assessment include:

- research for content of resources
- access to experts for review and consultation

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 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 complete print-based learning resource product that demonstrates competency in accordance with the specifications of this unit or
- evidence of contributions to a range of learning resources and learning materials that in combination demonstrate competency in accordance with the specifications of this unit
- evidence of transferable application to the development of other learning resources
- designed under the guidelines for Training Package support materials
- print-based

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:
 - *TAADES401B Use Training Packages to meet client needs*
 - *TAADES402B Design and develop learning programs*
 - *TAADES501B Design and develop learning strategies*
 - *TAADEL405B Coordinate and facilitate distance-based learning*
 - *TAAATAS503B Manage contracted work*
 - *TAADES503B Research and design e-learning resources*
 - *TAADES504B Develop and evaluate e-learning resources.*

TAADES503B Research and design e-learning resources

Unit Descriptor	This unit specifies the competency required to research the requirements for e-learning resources and to design resources based on that research.
Employability Skills	This unit contains employability skills.
Competency Field	<i>Learning Design</i>
Application of the Unit	<p>Learning resources are designed to enhance and support the effectiveness of the learning process. They provide guidance, materials, learning and assessment activities, and relevant information that address the competencies/learning outcomes to be achieved by the learner.</p> <p>An e-learning resource is any learning resource that is assisted by information and communication technology. This includes but is not limited to web-based and computer-based learning resources, virtual re-creations of vocational contexts, digital collaboration, Internet, Intranet, Extranet, interactive CD-ROM, hand-held computers and satellite broadcast.</p> <p>E-learning resources are used to support e-based learning or blended delivery and may be used in conjunction with print-based or other learning resources. The complexity of the e-resource will vary depending on its focus, type and audience. The emphasis is on the clarity and structure of the learning resource and how the technology supports this, not the technology itself.</p> <p>This unit focuses on the e-product design. Development of the e-learning resource is addressed separately in <i>TAADES504B Develop and evaluate e-learning resources</i>. Separate competency standards have been developed because these two functions are often undertaken separately and by different team members. Where competency is required across both the design and development phase co-learning and co-assessment is recommended.</p> <p><i>TAADES503B Research and design e-learning resources</i> and <i>TAADES504B Develop and evaluate e-learning resources</i> are also closely linked with <i>TAADES502B Design and develop learning resources</i>, which focuses on print-based learning resources. Some outcomes and performance requirements of this unit are duplicated in <i>TAADES502B</i> but the overall competency is differentiated by the technological skills and knowledge that are applied and integral to performance. It is recommended that individuals undertake <i>TAADES502B</i> before commencing <i>TAADES503B</i> or <i>TAADES504B</i>.</p>

The competency specified in this unit is typically required by instructional designers, learning product developers, trainers/ facilitators and training consultants.

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

1. Research and interpret the e-learning resource requirements

- 1.1 The ***brief, focus*** and ***type of e-learning resource*** is clarified with the client
- 1.2 The ***likely target audience/s*** and the ***e-learning environment*** is ***researched***
- 1.3 The ***characteristics of the learners/end users*** are identified and their suitability for e-learning is evaluated
- 1.4 ***Existing information*** which may be relevant is investigated and analysed
- 1.5 Training Package and/or ***other relevant criteria*** are read, interpreted and analysed to determine suitability for e-learning delivery and assessment solutions and the outcomes of this analysis is clarified with the client
- 1.6 ***Ethical and legal considerations*** are identified and acted upon

2. Generate options for e-learning resource

- 2.1 ***Standards and guidelines*** relevant to the design and development of e-learning resources are identified and clarified
- 2.2 Competency standards or other relevant criteria are interpreted to generate and conceptualise design ideas in conjunction with ***other people***
- 2.3 Principles of ***instructional design, other design techniques*** and ***learning theory*** are applied in proposing and selecting suitable ideas for the e-learning resource
- 2.4 Possible ***constraints*** are identified and considered in developing design options
- 2.5 ***Materials*** for the trainer/facilitator are identified and documented
- 2.6 A preferred design concept is selected and justified as meeting the client requirements

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|--|--|
| 3. Create the design concept | <p>3.1 <i>Critical feedback</i> is sought from relevant persons and is interpreted to modify and improve the design concept, as required</p> <p>3.2 Collaborative arrangements to finalise the design concept are established, where appropriate</p> <p>3.3 Sample content is developed which reflects the demonstrated application of e-learning instructional design principles and contains <i>appropriate e-learning activities</i></p> <p>3.4 The design demonstrates flexibility of application with contingency pathways integrated and described in the concept</p> <p>3.5 <i>Learner, trainer/facilitator support mechanisms</i> are built into the design</p> <p>3.6 A <i>representation</i> of the e-learning resource is created</p> |
| 4. Finalise the e-learning design concept | <p>4.1 The design concept is reviewed in conjunction with relevant persons</p> <p>4.2 The review process addresses <i>relevant criteria</i> to ensure relevance to the product and learner needs</p> <p>4.3 The design concept is adjusted where required and finalised</p> <p>4.4 The design concept is approved by the client</p> |

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.

The brief may include:

- client proposal
- identified gap in the learning product market
- a tender
- an organisational need

Focus may include:

- a Training Package
- a Training Package qualification/qualifications
- a traineeship/apprenticeship qualification
- an accredited course
- individual competency standards/modules/subjects
- a non-accredited course

- a learning program
- a learning resource to support introduction/implementation of new technology/equipment

Type of e-learning resource may include:

- Training Package toolboxes
- assessment materials
- trainer/facilitator materials
- learner materials
- professional development materials
- generic skills materials
- industry/enterprise specific materials
- self-paced or instructor-led materials

Likely target audience/s must include:

- who the learning resource is for
- what the learning resource is designed to do
- why an e-learning medium is being considered
- how the learning resource will be used
- where learning resource will be used

The e-learning environment may be:

- web-based
- computer-based
- digital collaboration
- virtual environment
- Internet/Intranet/Extranet
- satellite broadcast
- a combination of these environments
- operate through learning or content management systems/platforms, for example:
 - WebCT
 - Blackboard
 - Janison Toolbox

Researched may include:

- Internet research
- questionnaires
- evaluations of existing products
- literature reviews
- interviews
- informal discussions
- focus groups
- workshops

Characteristics of the learners/ end users may include:

- level of prior experience/knowledge of content area
- skill/competency profile
- technical skills in operating in an e-environment

- access to the type of computer required for e-learning
 - range and response to previous learning experiences
 - level of education
 - socio-economic background, age, gender
 - current work
 - work culture
 - cultural or ethnic background
 - disability or learning support needs
 - preferred learning styles
 - motivation for learning
 - English language, literacy and numeracy needs
- Existing information*** may include:
- industry/end user needs
 - industry best practice and culture
 - existing relevant learning and e-learning resources and materials
 - relevant Training Packages/competency standards
 - relevant courses, curriculum, modules
 - workplace procedures, documentation, and requirements
 - industry coverage
 - roles and responsibilities of groups and individuals
 - information from industry experts and advisers
- Other relevant criteria*** may include:
- learning/assessment strategy
 - learning outcomes of curriculums
 - accreditation requirements
 - curriculum design
 - occupational health and safety (OHS) implications for delivering the learning strategy
- Ethical and legal considerations*** may include:
- contract preparation
 - meeting contractual requirements
 - intellectual property
 - regulatory requirements including OHS
 - organisational requirements
 - equity issues and needs
 - potential legal consequences of false, misleading or incorrect information

Standards and guidelines may include:

- Guidelines for Toolbox Learning Materials
- DEST Guidelines for Training Package Support Materials
- Training Package competency standards
- Preferred Standards to Support Cooperation in Applying Technology to Vocational Education and Training
- Web Accessibility Guidelines for content from the World Wide Web Consortium (interoperability)
- requirements under the Australian Quality Training Framework (AQTF) for access and equity
- legislative requirements relating to:
 - disability discrimination
 - equal opportunity
 - racial discrimination
- sex discrimination

Other people may include:

- colleagues/team members
- the client
- staff of Industry Skills Councils/advisory bodies
- supervisors/coordinators
- project reference groups
- technical specialists

Instructional design principles may include:

- the need for learner-centred activities and interactivity
- the need for collaborative learning opportunities
- the need for authenticity in learning and assessment activities
- presenting material in a logical order and sequence and in order of increasing difficulty
- opportunities for review of material and repetition
- inclusion of a variety of approaches and techniques for presenting information and activities and for encouraging participation by learning
- structure of the information
- ensure learning is embedded in a realistic and relevant context
- what happens if the learner makes a mistake (feedback)
- how to get help
- techniques to engage the learner in learning

Other design techniques may include:

- creative thinking, for example:
 - brainstorming
 - mind mapping
 - scenario setting
 - lateral thinking
- visual/graphic design, for example:
 - format
 - composition
 - balance
 - typography
 - images/graphics
 - charts/diagrams

Learning theory may include:

- cognitive learning theory
- behavioural learning theory
- information processing theory
- andragogy
- problem-based learning

Constraints may include:

- limits of the technology and what types of things it can do
- financial limitations to achieve proposed options
- low levels of information technology (IT) skills of trainers/facilitators and intended learners/end users
- anticipated difficulties due to language, literacy and numeracy skills of learners/end users
- limited access of intended learners/end users to the necessary technology
- logistical issues
- access to relevant technical/subject matter experts

Materials may include:

- trainer/facilitator guide
- technical guide
- guide to using the learning resource

Critical feedback may be from:

- instructional designers
- graphic designers
- information technology experts
- intended learners/end users
- communication experts
- audio-visual experts
- language, literacy and numeracy specialists
- programmers

- IT help desk personnel
 - the client
 - project stakeholders
 - members of the reference group
 - critical friends
- Appropriate e-learning activities*** may include:
- tutorials
 - quizzes
 - case studies
 - images
 - audio
 - problems
 - interviews
 - projects
 - tasks
 - web-based role-play
 - e-games for learning
 - simulation
 - checklists
 - online discussions
 - work-based practice activities
- Learner, trainer/facilitator support mechanisms*** may include:
- telephone hotline for technical support
 - email facilities
 - regular learner contact with trainer/facilitator or tutor
 - opportunities for feedback
 - instructions
 - orientation/induction
 - schedules
 - procedures
- A representation of the e-learning resource*** may be:
- proof of concept
 - web site shell
 - diagrammatical representation
 - sketches
 - samples of other similar e-learning products
 - product brief
 - storyboard, for example:
 - PowerPoint presentation
 - html or handwritten show board
- Relevant criteria*** may include:
- benchmarks/learning outcomes are achievable through e-learning
 - design is relevant to targeted learners
 - design is easy to navigate/use

- design encourages participation and engagement
- design motivates and provides effective learning resources
- design provides opportunities for learner reflection and collaboration
- design meets needs of client

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 research and design a e-learning resources that address the competency standards to be achieved (or learning outcomes derived from the competency standards), and that reflect the application of instructional design principles and other relevant principles, standards and guidelines in conceptualising the design.

The e-learning resource must meet the needs of the client and end user, be creative, easy to navigate and suitable for the learning content and the target audience. Collaboration with others in creating and finalising the design must be demonstrated.

Evidence Requirements

Required knowledge includes:

- language, literacy and numeracy appropriate for the learner group
- cultural and educational background of the learners
- design features which facilitate access to e-learning by range of likely user groups, for example:
 - people with a hearing impairment
 - those with language, literacy and numeracy needs
- IT principles, for example:
 - Internet
 - technology capabilities
 - e-learning methodologies and vocabulary
- how to create an effective learning experience using electronic technology, e.g. using:
 - multiple perspectives
 - opportunities for reflection
 - opportunities for collaborative learning
 - authentic assessment
 - incremental learning

- variety
- organisation
- best practice design
- a range of e-learning environments and their application in designing e-learning resources
- differences in e-learning mode versus face-to-face mode, for example:
 - ways of communicating electronically versus face-to-face for the learner and deliverer
 - electronic terms and new language that makes reference to specific functions of e-learning
 - ways of sharing information and collaborating electronically that differ from face-to-face learning
- instructional design for electronic materials, for example:
 - systematic instructional strategies
 - learning design principles
 - criterion-referenced test items
 - order of increasing difficulty
 - opportunities for review of material and repetition
 - the need for interactivity
 - inclusion of a variety of approaches and techniques for presenting information and activities
 - structure of the information
 - what happens if the learner makes a mistake
 - how to get help
 - techniques to hold the user's attention
- project management, for example:
 - time management
 - team management
 - meeting budgets
 - administration
- relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
 - design of e-learning resources to meet worldwide accessibility and usability guidelines
 - copyright and privacy laws relating to electronic technology
 - security of information

Required skills and attributes include:

- plagiarism
- competency standards
- licensing
- industry/workplace requirements
- duty of care under common law
- anti-discrimination including equal opportunity, racial vilification and disability discrimination
- workplace relations
- industrial awards/enterprise agreements
- OHS relating to the work role, and OHS considerations to include in the design of the e-learning resource
- OHS obligations of the training and/or assessment organisation, the trainer/facilitator and learner
- representing an e-learning design in a variety of ways, for example:
 - describing the learner's pathway through a program to a designer
 - writing the e-learning pathways in a report
 - describing the e-learning pathways in a sketch or drawing
 - referring to examples of other e-learning products with similar attributes to the desired online outcome
- learning, using and understanding electronic technology
- anticipating or predicting risks and plan contingencies
- ability to design e-learning resources in alignment with AQTF requirements e.g. if designing resources to support Training Packages
- collaboration skills to:
 - work with vendors and consultants
 - share ideas and information
 - seek feedback on the e-learning design
- research skills to:
 - determine the suitability of the learning content for electronic development
 - identify constraints, resources, standards and guidelines required to design and develop e-learning resources
 - generate options for the e-learning resource

- communication skills to:
 - negotiate
 - solve problems
 - listen to others
 - adjust personal use of technical language to meet others level of understanding
- Products that could be used as evidence include:**
- a design plan
 - documentation of ideas generated
 - documentation of briefs developed
 - consultations and collaboration with others
 - feedback from clients/learners
 - demonstration web site
 - CD-ROM
- Processes that could be used as evidence include:**
- description of the final e-learning resource
 - how learning outcomes were addressed in the design and why
 - how instructional design principles were maintained
 - how evidence gathering opportunities were incorporated and why
- Resource implications for assessment include:**
- computer system and other technology
 - support personnel
- 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 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 one completed design concept for an e-learning resource which reflects the outcomes and performance requirements of the unit and which demonstrates application of the specified knowledge and skills required to demonstrate the performance requirements

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:
 - *TAADES504B Develop and evaluate e-learning resources*
 - *TAATAS503B Manage contracted work.*

TAADES504B Develop and evaluate e-learning resources

Unit Descriptor	This unit specifies the competency required to develop and evaluate e-learning resources based on an agreed design concept.
Employability Skills	This unit contains employability skills.
Competency Field	<i>Learning Design</i>
Application of the Unit	<p>Learning resources are designed to enhance and support the effectiveness of the learning process. They provide guidance, materials, learning and assessment activities, and relevant information that address the competencies/learning outcomes to be achieved by the learner.</p> <p>An e-learning resource is any learning resource that is assisted by electronic technology. This includes but is not limited to web-based and computer-based resources, virtual classrooms, digital collaboration, Internet, Intranet, Extranet, interactive CD-ROM, hand-held computers and satellite broadcast.</p> <p>In the <i>TAA04 Training and Assessment Training Package</i>, learning resources are defined as learning products that have been specifically developed to address a substantive area of learning such as a Training Package, a qualification or a learning program. E-learning resources are used to support e-based learning or blended delivery and may be used in conjunction with print-based or other learning resources. The complexity of the e-resource will vary depending on its focus, type and audience. The emphasis is on the clarity and structure of the learning resource and how the technology supports this, not the technology itself.</p> <p>This unit focuses on developing an e-learning resource following a design concept. It involves working with others to develop and evaluate a prototype, improving the e-learning resource based on the evaluation and then working with others to develop the finished resource. It addresses this competency from the perspective of contributing to the development of content, not the technical specifications. However, technological literacy to work with technical experts is necessary.</p> <p>The competency of creating the design concept is separately addressed in <i>TAADES503B Research and design e-learning resources</i>. Separate competency standards have been developed because these two functions are often undertaken separately and by different team members. Where competency is required across both the design and development phase co-learning and co-assessment is recommended.</p>

This unit has some content overlap with *TAADES502B Design and develop learning resources* which focuses on print-based learning resources but it is differentiated by the technological skills, knowledge and application required to perform this work. It is recommended that individuals undertake *TAADES502B Design and develop learning resources* before commencing *TAADES503B Research and design e-learning resources* or this unit of competency.

This competency would normally be achieved in a collaborative working environment involving a project team that develops the complete e-learning resource.

The prototype developed for evaluation may not be a fully functional e-learning resource. Parts of it may be in detailed draft or presentation form, such as a storyboard, with supporting information yet to be built into an e-learning resource.

The competency specified in this unit is typically required by instructional designers, learning product developers, trainers/ facilitators, training consultants.

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

1. Participate in the development process

- 1.1 Individuals who can contribute expertise to the e-learning resource development are identified and proposed to the ***project manager***
- 1.2 Own role in developing the e-learning resource is identified and agreed with the project manager including responsibilities for client liaison, where relevant
- 1.3 ***Roles of each team member*** and their contribution to developing the e-learning resource are clarified through team discussions
- 1.4 A collaborative work ethic with team members is demonstrated throughout the development process
- 1.5 Appropriate ***documentation*** is maintained throughout the development process

2. **Develop the e-learning resource prototype in conjunction with others**
 - 2.1 The *design concept* and any relevant *standards or guidelines* are read, interpreted and clarified
 - 2.2 The identified *target audience* and their *learning needs* and *characteristics* are identified or confirmed using information from the design phase
 - 2.3 The *technical parameters and technological requirements* are discussed with team members throughout development phase
 - 2.4 Learning expertise is applied to write or present the learning content for the *prototype* in accordance with the *quality requirements* of the design concept
 - 2.5 Technical and/or content issues are raised with relevant persons immediately they arise and collaborative approaches are used to resolve them
3. **Trial and evaluate the e-learning resource prototype**
 - 3.1 *Tools* which specify *relevant criteria* for trialling and evaluation are developed in collaboration with others
 - 3.2 Trial sites/audiences/users are identified, confirmed and the trialling/evaluation process is undertaken in collaboration with others
 - 3.3 Feedback and results from the evaluation are documented and analysed to determine any changes or improvements relating to own areas/s of development responsibility
 - 3.4 Identified modifications are made and the prototype is finalised in collaboration with others
4. **Collaborate in developing the full e-learning resource**
 - 4.1 Designated responsibilities in developing the e-learning resource are carried out and any milestones, budgets and timelines are met
 - 4.2 Other members of the project team are supported in fully developing and completing their designated components of the resource
 - 4.3 The completed e-learning resource is evaluated through a collaborative process with team members against criteria, standards and guidelines

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.

Project manager may include:

- self
- supervisor

Roles of each team member may include:

- project management
- communication
- graphic design
- multimedia
- software design
- computer programming
- audio-visual expertise
- research
- instructional design
- content writer/developer
- editing
- proofreading

Documentation may include:

- draft materials/content
- draft e-learning activities
- technical specifications
- tools for evaluation
- feedback/results of trial/evaluation process
- comments/feedback from client

Design concept includes:

- the basis for the proposed design including sample design construct or representation for the e-learning resource

Standards or guidelines may refer to:

- Guidelines for Toolbox Learning Materials
- Guidelines for Training Package support materials
- competency standards
- Web Content Accessibility Guidelines from the World Wide Web Consortium (interoperability)
- Preferred Standards to Support National Cooperation in Applying Technology to Vocational Education and Training
- requirements under the Australian Quality Training Framework (AQTF) for access and equity

- legislative requirements relating to:
 - disability discrimination
 - equal opportunity
 - racial discrimination
 - sex discrimination

Target audience and their learning needs must include:

- who the learning resource is for
- what the learning resource is designed to do
- why an e-learning medium is being considered
- how the learning resource will be used
- where learning resource will be used

Characteristics may include:

- level and breadth of work experience
- level and previous experiences of formal education
- skill/competency profile
- socio-economic background, age, gender, range of abilities (disabilities)
- cultural background and needs
- specific needs – physical or psychological
- motivation for learning
- language, literacy and numeracy needs of learners
- learning style and preferences

Technical parameters and technological requirements may include:

- type of electronic media
- required technical software and hardware
- learner management interfaces
- technical navigation tools
- integration of media

A ***prototype*** may include:

- CD-ROM
- web pages
- storyboards
- audiovisual resource
- virtual classroom
- simulation via Internet/Intranet/Extranet
- satellite broadcast
- computer-based resource
- a skeleton of a resource
- a representation of colour, look and feel of the resource
- written information yet to be built into the resource

- Quality requirements** include:
- design is relevant to targeted learners
 - design is easy to navigate/use
 - design encourages participation and engagement
 - design motivates and provides effective learning resources
 - design provides opportunities for learner reflection and collaboration
 - design meets needs of client

- Tools** may include:
- surveys
 - interviews
 - trial applications

- Relevant criteria** may include:
- navigation/ease of use
 - quality instructional design
 - application of relevant standards

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 develop and evaluate a prototype e-learning resource by following the design brief, and ensure that learning outcomes/competency standards are addressed.

The e-learning resource must meet the principles of instructional design, be well structured and organised, and provide variety for the learner and clear pathways for learning. The designer will work with a project team (which may include a range of experts from various technical fields) on the development of the e-learning prototype resource and final product to ensure the learning components are addressed.

The prototype developed for evaluation may not be a fully functional e-learning resource. It may include information that will be built into an e-learning resource by team members who have the expertise required to complete the resource.

Evidence Requirements

Required knowledge includes:

- knowledge of IT principles, for example:
 - Internet
 - technology capabilities
 - e-learning methodologies and vocabulary
- project management, for example:
 - time management
 - work flow
 - team management

- meeting budgets
- administration
- effective learning using technology, e.g. using:
 - multiple perspectives
 - opportunities for reflection
 - opportunities for collaborative learning
 - authentic assessment
 - incremental learning
 - variety
 - organisation
- language, literacy and numeracy appropriate for the learner group
- resources available to support learning, for example:
 - books
 - articles
 - documents
 - manuals
 - web links
 - lectures
- differences in e-learning versus face-to-face mode, for example:
 - ways of communicating electronically versus face-to-face for the learner and deliverer
 - electronic terms and new language that makes reference to specific functions of e-learning
 - ways of sharing information and collaborating that differ electronically from face-to-face learning
- instructional design for electronic materials, for example:
 - systematic instructional strategies
 - learning design principles
 - criterion-referenced test items
 - order of increasing difficulty
 - opportunities for review of material and repetition
 - the need for interactivity
 - inclusion of a variety of approaches and techniques for presenting information and activities
 - structure of the information
 - what happens if the person makes a mistake
 - how to get help
 - techniques to hold the user's attention

- relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
 - copyright and privacy laws relating to electronic technology
 - security of information
 - plagiarism
 - competency standards
 - licensing
 - industry/workplace requirements
 - duty of care under common law
 - anti-discrimination including equal opportunity, racial vilification and disability discrimination
 - workplace relations
 - industrial awards/enterprise agreements
- relevant occupational health and safety (OHS) knowledge relating to the work role, and OHS considerations to be include in the content of the e-learning resource
- OHS obligations of the training and/or assessment organisation, the trainer/facilitator and learner

Required skills and attributes include:

- overcoming barriers to e-learning, for example:
 - using graphics and pathways which are appealing and engaging
 - identifying and addressing lack of technical knowledge in potential users
- learning, using and applying electronic technology
- collaboration skills to:
 - work with vendors and consultants
 - share ideas and information
 - seek feedback on the e-learning design
- communication skills to:
 - negotiate
 - problem solve
 - listen to others
 - adjust personal use of technical language to meet level of understanding of other collaborators/likely users

Products that could be used as evidence include:

- final or prototype e-learning resource
- parts of the e-learning resource under development
- plans, diagrams or notes taken during development
- evaluation tools developed
- results of prototype trials

Processes that could be used as evidence include:

- how team roles were allocated and why
- how learning outcomes/competency standards were related to technical parameters
- how trial sites/audiences were selected and why

Resource implications for assessment include:

- technology required for development
- support personnel

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 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:

- evidence of supporting and contributing to the development for an e-learning resource through collaborative working relationships with colleagues
- contributing to the development of the prototype
- developing the specific components/areas of content

Integrated assessment means that:

- conducting the trial and evaluation
- responding to feedback, modifying the prototype and finalising the resource in association with team members

- 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:
 - *TAADES503B Research and design e-learning resources*
 - *TAATAS503B Manage contracted work.*

TAADES505B 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.
Employability Skills	This unit contains employability skills.
Competency Field	<i>Learning Design</i>
Application of the Unit	<p>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).</p> <p>The format and design specifications for <i>endorsed</i> competency standards are set by the National Training Quality Council (NTQC) of the Department of Education, Science and Training (DEST).</p> <p>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 DEST design requirements.</p> <p>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.</p> <p>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 <i>BSBRES401A Analyse and present research information</i>.</p> <p>The competency specified in this unit is typically required by senior practitioners, learning product designers, instructional designers and consultants.</p>

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

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:
 - critical and discrete work area/s
 - the range of work activities or tasks within each work area
 - technical and generic skills, knowledge and attributes required to perform the identified tasks/activities
- 1.5 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
- 1.6 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 | <p>3.1 A comprehensive <i>consultative process</i> is planned to review and validate the draft competency standards</p> <p>3.2 <i>Mechanisms</i> are developed to manage feedback</p> <p>3.3 The consultation process is undertaken in accordance with the consultation plan and <i>matters</i> raised by <i>stakeholders</i> are addressed</p> <p>3.4 Feedback is collated and analysed using <i>criteria</i> and a judgement is made to modify, amend or maintain draft</p> <p>3.5 Consultation outcomes are documented</p> <p>3.6 If required, a further process of consultation is undertaken and further iterations of draft competency standards are developed</p> <p>3.7 Findings are confirmed with relevant people</p> |
| 4. Finalise competency standards | <p>4.1 Draft competency standards are checked and edited to ensure all relevant changes have been made and that the product meets <i>all requirements</i></p> <p>4.2 Any final issues are considered and addressed and final draft is confirmed and handed over to the client</p> <p>4.3 The development process is evaluated and reflection is used to identify changes and improvements</p> |

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.

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

The *purpose* of competency standards may be to:

- competency standards for meeting specific community needs, e.g. competencies needed by long-term unemployed
- competency standards for a professional or regulatory body
- 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:

- DEST
- 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
- Employability Skills 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 DEST 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)
- Employability Skills
- 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 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 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 DEST format and design requirements.

Evidence 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 DEST guidelines for developing competency standards and any other related guidelines
- statement of relationship between NOHSC and DEST
- 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 DEST 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 DEST 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 Guide, Employability Skills
- 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 DEST

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:
 - *TAADES501B Design and develop learning strategies*
 - *TAADES502B Design and develop learning resources*
 - *TAATAS503B Manage contracted work.*

**TAA04 Training and Assessment
Training Package
Delivery and Facilitation
Competency Standards**

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TAADEL301C Provide training through instruction and demonstration of work skills

Unit Descriptor This unit specifies the competency required to conduct individual and group instruction and demonstration of work skills.

Employability Skills This unit contains employability skills.

Competency Field *Delivery and Facilitation*

Application of the Unit Demonstration of work skills is typically provided by experienced workers or supervisors in the workplace. The focus of this instruction is usually on specific learner and organisation requirements, including workplace induction, learning how to operate new equipment and processes, developing new skills at work, improving efficiency and effectiveness, and meeting safety procedures. A range of delivery techniques should be used to enhance the experience for the learner.

This unit covers the skills required to provide instruction and demonstration of work skills using existing learning resources, in a safe and comfortable learning environment, and to determine the success of both the training provided and personal training performance.

The unit addresses the skills and knowledge required to organise and conduct the instruction and demonstration through a planned approach. It emphasises the training as being driven by the work process and context.

The training may be delivered to achieve competency standards/ units of competency prescribed by a Training Package, or may be delivered to meet organisational requirements.

Skills and knowledge relating to assessment are not covered in this unit. This is addressed in relevant units from the Assessment field of the *TAA04 Training and Assessment Training Package*.

This unit is not equivalent to *TAADEL401B Plan and organise group based delivery* and/or *TAADEL402B Facilitate group based learning* and cannot be assessed in place of either of these units.

This unit has been developed to support a wide range of applications across any workplace setting and therefore can be used by any organisation.

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

1. Organise instruction and demonstration

- 1.1 ***Information about learner characteristics*** and their learning needs is gathered
- 1.2 A ***safe learning environment*** is confirmed
- 1.3 ***Instruction and demonstration objectives*** are gathered and checked and assistance is sought if required
- 1.4 Relevant ***learning resources*** and ***learning materials*** are accessed and reviewed for suitability and relevance and assistance sought to interpret the contextual application
- 1.5 Access to necessary equipment or physical resources required for instruction and demonstration is organised
- 1.6 Learners are engaged in the selection of the ***delivery techniques*** to be used
- 1.7 Learners are notified of ***details*** regarding the implementation of the ***learning program*** and/or ***delivery plan***

2. Conduct instruction and demonstration

- 2.1 ***Interpersonal skills*** are used to establish a safe and comfortable learning environment
- 2.2 The ***learning program*** and/or ***delivery plan*** is followed to ensure all learning objectives are covered
- 2.3 Learners are briefed on any ***occupational health and safety (OHS) procedures*** and requirements prior to and during training
- 2.4 ***Delivery techniques*** are used to structure, pace and enhance learning
- 2.5 ***Coaching*** techniques are applied to assist learning
- 2.6 ***Communication skills*** are used to provide information, instruct learners and demonstrate relevant work skills
- 2.7 Opportunities for practice are provided during instruction and through work activities
- 2.8 Feedback on learner performance is provided and discussed to support learning

- | | |
|---|--|
| 3. Check training performance | 3.1 <i>Measures</i> are used to ensure learners are acquiring and can use new technical/generic skills and knowledge |
| | 3.2 Learner progress and outcomes are monitored in consultation with the learner |
| | 3.3 The relationship between the trainer/coach and the learner is reviewed and adjusted to suit the needs of the learner |
| 4. Review personal training performance and finalise documentation | 4.1 Personal performance in providing instruction and demonstration is <i>reflected</i> upon and strategies for improvement are developed. |
| | 4.2 Learner records are maintained, stored and secured in accordance with legal/organisational requirements |

Required skills and knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- verbal and non-verbal communication techniques, for example:
 - ask relevant and appropriate questions
 - provide explanations
 - organise and give demonstrations
 - use listening skills
 - provide information clearly
 - engage, motivate and connect with learners
 - provide constructive feedback
- implement OHS requirements, by acting and responding safely in order to:
 - identify hazards
 - conduct pre-start up checks if required
 - observe and interpret learner behaviour which may put people at risk
- time management, for example:
 - ensure all learning objectives are covered
 - pace learning
- reflection skills in order to:
 - identify areas for improvement
 - maintain personal skill development
- literacy skills to:
 - complete and maintain documentation
 - read and follow learning program/plan
 - read and analyse learner information
- skills to operate audio-visual and technical equipment

- interpersonal skills to:
 - maintain appropriate relationships
 - establish trust
 - use appropriate body language
 - maintain humour
 - demonstrate tolerance
 - manage a group
- observation skills to:
 - monitor learner acquisition of new skills/knowledge/competency requirements
 - assess learner communication and interaction skills with others
 - identify learner concerns
 - recognise learner readiness to take on new skills/tasks
- recognising and being sensitive to individual difference and diversity, for example:
 - being sensitive to and valuing culture
 - acting without bias/discrimination
 - responding to individuals with particular needs
 - recognising the importance of religion
- using equipment for demonstration

Required knowledge

- learner characteristics and needs
- content and requirements of the relevant learning program and/or delivery plan
- sources and availability of relevant learning resources and learning materials
- content of learning resources/learning materials
- training techniques which enhance learning and when to use them, e.g. using:
 - instruction and explanation
 - questioning
 - practice
 - written information
 - group/pair/team activities
 - individual activities
 - coaching skills
 - demonstration
- learning principles (introductory), for example:
 - learning and experience are connected for meaning
 - adults need to know why they are learning
 - adults can self-evaluate
 - adults learn in different ways
- different learning styles, (introductory), for example:
 - visual
 - audio
 - theoretical
 - activist
 - reflective

- OHS, for example:
 - roles and responsibilities of key personnel in learning environment
 - responsibilities of learners learning environment
 - relevant policies and procedures including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency procedures
 - hazard identification and risk controls for the specific learning environment
- organisational policies, systems of operation relevant to specific area of training, e.g. job roles, industrial relations requirements

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.

Information about learner characteristics may include:

- language, literacy and numeracy levels
- learning styles
- past learning and work experiences
- specific needs
- workplace culture

Safe learning environment may include:

- exit requirements
- personal protective equipment, if needed
- safe access
- use of equipment

Instruction and demonstration objectives may relate to:

- competencies to be achieved
- generic and/or technical skills and may be:
 - provided by the organisation
 - developed by a colleague individual/group objectives
 - learning outcomes

Learning resources may be:

- CDs and audio tapes
- commercially available support materials for Training Packages/courses
- competency standards as a learning resource
- learning resources and learning materials developed under the Workplace English Language and Literacy (WELL) program
- learning resources produced in languages other than English as appropriate to learner group and workplace manuals
- organisational learning resources
- record/log books
- references and texts

- Training Package noted support materials, such as:
 - learner/user guides
 - trainer/facilitator guides
 - how to organise training guides
 - example training programs
 - specific case studies
 - professional development materials
 - assessment materials
- videos

Learning materials may include:

- handouts for learners
- materials sourced from the workplace, e.g. workplace documentation, operating procedures, specifications
- prepared activity sheets
- prepared case studies
- prepared presentations and overheads
- prepared research tasks
- prepared role-plays
- prepared scenarios, projects, assignments
- prepared task sheets
- prepared topic/unit/subject information sheets
- worksheets
- workbooks

Delivery techniques may include:

- case studies
- coaching
- demonstrations
- discovery activities
- explanations
- group/pair work
- problem solving
- providing
- opportunities to practise skills
- question and answer

Details may include:

- location
- outcomes of instruction/demonstration reason for instruction/demonstration
- who will be attending
- time of instruction/demonstration

The *learning program* includes:

- an overview of the content to be covered in each chunk/segment of the learning program
- assessment methods and tools to be used to collect evidence of competency, where assessment is required competencies or other criteria to be achieved
- delivery methods for each segment of the learning program
- identification of assessment points to measure learner progress
- learning resources, learning materials and activities for each chunk/segment of the learning program
- number and duration of training sessions/classes required and overall timelines
- OHS issues to be addressed in delivery
- specific learning outcomes derived from the criteria for each chunk or segment of the learning program

The *delivery plan* is used by the trainer/facilitator to guide and manage delivery to a group and may include:

- content of sessions as specified in the session plans
- individual/group learning objectives or outcomes for the segment of the learning program to be addressed
- identify delivery techniques to be used to cater for a range of learning styles
- learning resources, learning materials and learning activities to be used in sessions
- number of learners and their specific support requirements
- other resource requirements
- OHS considerations, including:
 - incident or hazard reporting
 - emergency procedures
 - timelines/duration of activities within sessions

Interpersonal skills may include:

- actively listening
- adjusting personal language to suit others' requirements
- communicating clearly and effectively
- engaging and motivating learners
- maintaining appropriate body language
- responding to learners appropriately and individually

Occupational health and safety (OHS) procedures may include:

- emergency procedures
- hazards and their means of control
- incident reporting
- use of personal protective equipment
- safe working practices
- safety briefing
- site-specific safety rules

Coaching may encompass:

- acquisition of specific job skills and knowledge
- action learning arrangements
- less formal learning arrangements requiring immediate interaction and feedback
- on-the-job instruction and 'buddy' systems
- relationships targeting enhanced performance
- short-term learning arrangements
- working on a one-one basis

Communication skills may include:

- asking clear and probing questions
- communicating with learners in the learning environment and training context
- providing constructive feedback
- providing explanations
- providing information coherently and clearly
- using legible writing

Measures to ensure learners are acquiring new skills and knowledge may include:

- informal review or discussion
- learner surveys
- on-the-job observation
- peer coaching systems questioning

Personal performance may be **reflected** upon by:

- critical questioning of personal performance
- discussions with other trainers/facilitators
- learner evaluations
- peer assessment or feedback
- personal reflection
- video recording of session

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.

Critical aspects for assessment and evidence required to demonstrate competency

Evidence of the following is essential:

- a minimum of three training sessions involving demonstrating and instructing of particular work skills for different groups. Each session must address different learning objectives, a range of techniques and effective communication skills appropriate to the audience

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace whenever possible. Where no workplace is available, a simulated workplace must be provided
- assessment must be conducted at different points in time and, in a learning and assessment pathway, these must be separated by further learning and practice

Resources required include:

- the necessary materials for instruction/demonstration
- access to required technology for instruction/demonstration
- developed learning activities

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- analysis of responses to case studies and scenarios
- analysis of responses for identifying processes for checking learning achievement
- learner evaluations
- analysis of responses for selecting learning techniques
- peer evaluations
- analysis of responses to the provision of practice opportunities for learners
- questioning (oral or written)

- analysis of responses to reasons for selecting learning resources and their organisation
- review of testimony from team members, colleagues, supervisors or managers
- tests of knowledge on sources of workplace diversity
- video/observation of a demonstration/instruction

This unit can be assessed alone or as part of an holistic assessment activity involving relevant units in the *TAA04 Training and Assessment Training Package* or any other Training Package. Suggested units include but are not limited to:

- *TAADEL403B Facilitate individual learning.*

TAADEL401B Plan and organise group-based delivery

Unit Descriptor	This unit specifies the competency required to plan and organise training for individuals within a group.
Employability Skills	This unit contains employability skills.
Competency Field	<i>Delivery and Facilitation</i>
Application of the Unit	<p>This competency involves developing a delivery plan that is used by the trainer/facilitator to guide and manage delivery to a group. It encompasses interpreting the learning environment and delivery requirements for the identified group of learners, developing session plans, and preparing and organising the resources required.</p> <p>The delivery plan is based on a documented learning program and provides a context specific plan for implementation.</p> <p>The competency of designing and developing learning programs is separately addressed in <i>TAADES402B Design and develop learning programs</i>.</p> <p>In some situations the learning program and delivery plan may be developed concurrently while in other circumstances the delivery plan is developed separately. Where the application is concurrent co-learning and/or co-assessment of these two units is recommended.</p> <p>The planning and organising of group delivery is essential to the effective conduct of group delivery/facilitation which is also addressed as a unit of competency in <i>TAADEL402B Facilitate group-based learning</i>. While these two units are discrete, co-learning and assessment are strongly recommended. Both units are written from the perspective of a face-to-face delivery mode in a learning context such as a training room, classroom, meeting room, community setting or any location a group can access which is safe, relevant and conducive to learning. Other units in the Delivery and Facilitation Field of the <i>TAA04 Training and Assessment Training Package</i> address other modes of delivery and learning contexts.</p> <p>Throughout this unit the ‘learner’ refers to the individuals in the group being trained/participating in a learning process; not the candidate undertaking this unit.</p> <p>The competency specified in this unit is typically required by trainers/facilitators, vocational education and training teachers and training consultants.</p>

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

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***

2. Prepare session plans

- 2.1 Specific ***learning objectives*** and assessment activities (where required) are refined in accordance with learning program requirements and 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

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.

- Learning context*** includes:
- where the learning will occur, for example:
 - in the workplace
 - in a simulated work environment
 - in the training room/classroom
 - in specialist environments – e.g. laboratory/ computer room
 - in an external venue
 - in an internal venue
 - in a community setting

- Organisational arrangements*** may include:
- finalising specific location/s or venue/s for delivery
 - coordinating locations
 - enrolment procedures
 - scheduling requirements
 - size of group
 - special equipment or technology needs
 - providing for specific needs of the learners

- investigating the learning environment to identify, assess and control occupational health and safety (OHS) risks
- allowable time for training
- management expectations
- people to be involved
- reporting requirements
- access issues, e.g. to work practice environment

A learning program may include:

- a subset of a learning strategy
- a short course/vocational program
- a professional development program
- a community education program
- a workplace learning program
- part of a VET in Schools program
- part of an apprenticeship/traineeship
- a short-term development plan developed by a coach
- a short-term induction program

A learning program provides a documented guide to support a cohesive and integrated learning process for the learner and includes:

- the competencies or other benchmarks to be achieved
- the specific learning outcomes for each chunk or segment of the learning program
- an overview of the content to be covered in each chunk/segment of the learning program
- learning resources, learning materials and activities for each chunk/segment of the learning program
- number and duration of training sessions/ classes required and overall timelines
- delivery methods for each chunk/segment of the learning program
- OHS issues to be addressed in delivery
- identification of assessment points to measure learner progress
- assessment methods and tools to be used to collect evidence of competency, where assessment is required

Learning needs may be:

- a competency or group of competencies
- aspects of competency such as skills, knowledge or technical applications
- skills in operating specific equipment
- generic skills development
- personal development and growth

- Learner/s*** refers to:
- English language, literacy and numeracy
 - underpinning skills
 - existing industry/enterprise employees
 - school leavers
 - new entrants to the workforce
 - apprentices/trainees
 - individuals learning new skills/knowledge
 - individuals seeking to upgrade skills/knowledge
 - individuals changing careers
 - unemployed people
 - learners who have a disability
 - members of target groups such as Aboriginal and Torres Strait Islander communities
 - overseas learners
 - recent migrants
 - individuals/groups meeting licensing or other regulatory requirements
- Learner characteristics*** may include:
- language, literacy and numeracy requirements
 - specific needs, physical or psychological
 - preferred learning styles
 - employment status
 - past learning experiences
 - level of maturity
 - cultural background and needs
 - level of formal schooling in Australia or overseas
 - length of time resident in Australia
- Information and documentation*** may include:
- enrolment information
 - employee/personnel records (confidentiality protected)
 - results of organisational training needs analyses
 - outcomes of RCC/RPL assessments
 - communication with individual learners
- Processes*** may be formal or informal, and may include:
- analysing learner information on enrolment forms
 - discussions with learners to identify learning support needs
 - observation of the learners

Learner support requirements may include:

- support arrangements for meeting disability needs
- support arrangements for meeting cultural needs
- support arrangements for meeting language, literacy and numeracy needs

Constraints may include:

- access to industry experts
- access to workplace
- access to practice opportunities
- cost of training
- time required/available for delivery
- scheduling difficulties
- consideration of appropriate groupings of learners and meeting learner needs/characteristics

Risks may include:

- OHS considerations
- inappropriate location
- inadequate equipment/technology/resources
- capacity to meet learner needs and characteristics

Personal role and responsibilities may include:

- responsibility for planning and organising provision of parts of the relevant learning strategy, or learning program or parts of the learning program
- responsibility for planning and organising provision of a specific number of sessions
- planning and organising the availability of relevant learning materials
- relationships with other trainers/facilitators
- arrangements for assessment
- reporting arrangements

Relevant personnel may include:

- own supervisor
- other trainers/facilitators
- other workplace supervisors
- workplace management
- industry personnel
- OHS representatives
- English language, literacy and numeracy specialists

Learning objectives may relate to:

- competencies to be achieved by learners
- learning outcomes
- individual/group objectives
- generic and/or technical skills

Learning principles include:

- adults have a need to be self-directing
- adults have a range of life experience, and connecting learning to experience is meaningful
- adults have a need to know why they are learning
- training needs to be learner-centred to engage learners
- the learning process needs to support increasing learner independence
- emphasis on experimental and participative learning
- use of modelling
- reflecting individual circumstances

Learning theories may include:

- behavioural learning theory
- information processing theory
- cognitive learning theory
- constructivist
- situational
- problem-based
- andragogy
- pedagogy

Existing ***learning resources*** may include:

- Training Packages noted support materials, such as:
 - learner/user guides
 - trainer/facilitator guides
 - how to organise training guides
 - example training programs
 - specific case studies
 - professional development materials
 - assessment materials
- other published, commercially available support materials for Training Packages/courses
- organisational learning resources
- competency standards as a learning resource
- videos
- CDs and audio tapes
- references and texts
- manuals
- record/log books
- learning resources and learning materials developed under the Workplace English Language and Literacy (WELL) program

Learning materials may include:

- learning resources produced in languages other than English as appropriate to learner group and workplace
- handouts for learners
- worksheets
- workbooks
- prepared case studies
- prepared task sheets
- prepared activity sheets
- prepared topic/unit/subject information sheets
- prepared role-plays
- prepared presentations and overheads
- prepared scenarios, projects, assignments
- materials sourced from the workplace, e.g. workplace documentation, operating procedures, specifications
- prepared research tasks

Learning activities may include:

- discussions
- role-plays
- written activities/tasks
- case studies
- simulation
- audio or visual activities
- demonstration
- practice, e.g. practicum or supervised teaching/facilitation
- individual activities/projects/assignments
- group activities/projects/assignments
- workplace tasks
- research
- problem-based tasks
- thinking skills exercises
- question and answer
- working through self-paced materials
- games

Session plans may include:

- introductions
- outline of objectives/content to be addressed
- ice breakers to be used
- delivery methods for each part of the session
- plan of learning activities to be used within the session
- timelines/duration for each learning activity

- formative assessment points/opportunities
- learning materials required
- summary/overview/wrap up

Learner styles may include:

- auditory
- visual
- kinaesthetic
- left/right brain
- global/analytical
- theoretical
- activist
- pragmatist
- reflective

Specific facility, technology and equipment needs may include:

- specific location/room
- availability of appropriate furniture
- adequate lighting
- comfortable seating and temperature
- overhead projector
- computer hardware and software
- video equipment
- audio equipment
- technical machinery/equipment
- working tools
- scientific laboratory and equipment

Additional resourcing to meet identified learner support needs includes:

- providing referrals to internal services such as language, literacy and numeracy support unit or individual learning unit
- providing referrals to external services such as community language, literacy and numeracy program, disability support service, counselling support, etc.
- incorporating techniques such as modelling/demonstrating, chunking, visual/diagrammatic, opportunities to practise skills, peer support, and repetition
- drawing on range of resources from first language, including peer support
- ensuring appropriate physical and communication supports are available
- listening to problems and helping within own area of responsibility and/or knowledge
- building required knowledge and skills using support materials

- A *delivery plan* may include:
- individual/group learning objectives or outcomes for the segment of the learning program to be addressed
 - number of learners and their specific support requirements
 - content of sessions as specified in the session plans
 - timelines/duration of activities within sessions
 - learning resources, learning materials and learning activities to be used in sessions
 - other resource and equipment requirements
 - OHS considerations, including:
 - incident or hazard reporting
 - emergency procedures

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 have planned and organised training for a group of learners to be trained in a face-to-face learning environment.

Evidence should show that candidates can develop a delivery plan that incorporates: interpreting a specific learning environment; interpreting an existing learning program to develop and document specific training sessions that address a whole or part of a learning program and which reflect the needs and characteristics of a specific learner group; selecting and modifying existing learning resources, learning materials and learning activities and developing new learning materials and learning activities; planning and organising the resources required in delivery.

Evidence Requirements

Required knowledge includes:

- a sound knowledge of learning principles, including:
 - learning needs to be learner-centred
 - the learning process needs to support increasing learner independence
 - emphasis is on experimental and participative learning
 - use of modelling
 - the learning process needs to reflect individual circumstances and needs
 - adults have a range of life experience which they can connect to learning

- adults have a need to know why they are learning something and its benefits
- adults have a need to be self-directing
- a sound knowledge of learner styles, for example:
 - auditory
 - visual
 - kinaesthetic
 - left/right brain
 - global/analytical
 - theoretical
 - activist
 - pragmatist
 - reflective
- an introductory knowledge level of learning theories, for example:
 - cognitive learning theory
 - andragogy
 - pedagogy
 - information processing
 - behavioural learning theory
- learner profile including characteristics and needs of learner group/learner target group
- learning program design and structure and content
- how to structure and develop session plans
- the availability, types and content of relevant existing learning resources and learning materials
- how to develop new learning materials and learning activities
- the industry area/subject matter of the delivery, for example:
 - the relevant industry competency standards
 - the specific topic/subject/unit content
 - specific areas of content knowledge as defined in the learning strategy or learning program
- basic instructional design principles, for example:
 - sequencing information
 - providing opportunities for practise
- different delivery methods and techniques appropriate to face-to-face delivery
- the availability and sources of specific resources, equipment and support services for learners with specific needs

- organisational records management system and reporting requirements which may include Australian Quality Training Framework (AQTF) and AVETMISS requirements
- relevant policy, legal requirements, codes of practice and national standards including Commonwealth and state/territory legislation, including:
 - competency standards
 - licensing
 - industry/workplace requirements
 - duty of care under common law
 - OHS
 - recording information and confidentiality requirements
 - anti-discrimination including equal opportunity, racial vilification and disability discrimination
 - workplace relations
 - industrial awards/enterprise agreements
 - National Reporting System
- OHS relating to the work role, including:
 - reporting requirements for hazards
 - safe use and maintenance of relevant equipment
 - emergency procedures
 - sources of OHS information
- planning and organisational skills to:
 - reflect the group and individual learning needs and learner characteristics within session plans
 - incorporate relevant/modified learning objectives and assessment methods (where required) in session plans
 - determine the structure and time requirements for each session
 - identify specific facility, technology and equipment needs for each session
- literacy skills to:
 - document the delivery plan, prepare or customise learning activities
 - prepare or customise learning materials such as handouts and information sheets
 - read and interpret learner information

Required skills and attributes include:

- technology skills to:
 - use computers to produce documents, prepare presentations e.g. PowerPoint and communicate through email and the web
- time management skills to:
 - determine time allocations for each part of the session plan
 - determine overall session time
 - determine how many sessions may be required
 - schedule training sessions
- reflection skills to:
 - identify areas for improvement
 - maintain own skill development
- recognising and being sensitive to individual difference and diversity, for example:
 - being sensitive to and valuing culture
 - acting without bias/discrimination
 - responding to individuals with particular needs
 - recognising the importance of religion
- ensure the correct industrial relations climate of the learning environment

Products that could be used as evidence include:

- documented delivery plan
- individual session plans forming part of the delivery plan
- feedback forms from learners on quality/effectiveness of delivery planning
- modified/contextualised learning resources and learning materials
- new learning materials and documented learning activities

Processes that could be used as evidence include:

- how the learning program was interpreted
- how responsibilities were identified and clarified
- why sessions were planned as documented
- how ideas for delivery were generated
- how individual learning needs were managed in the planning and organising process

Resource implications for assessment include:

- access to relevant learning programs
- access to relevant learning resources and learning materials
- access to real or simulated learning environment that addresses organisational requirements of this unit

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 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:

- the ability to transfer skills to different training environments and learner groups
- evidence of the preparation of a minimum of two delivery plans:
 - one of these delivery plans must address a learning program that is linked to competency standards or an accredited curricula
 - one delivery plan should address the whole or substantial part of a learning program and contain session plans for a series of training sessions
- assessment must also include evidence of both developing and contextualising learning activities for the delivery plan and of developing new learning materials such as handouts, overheads, etc., and organising the material and physical requirements for delivery

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:
 - *TAADEL402B Facilitate group-based learning*
 - *TAADES402B Design and develop learning programs*.

TAADEL402B Facilitate group-based learning

Unit Descriptor	This unit specifies the competency required to facilitate learning by individuals within a group.
Employability Skills	This unit contains employability skills.
Competency Field	<i>Delivery and Facilitation</i>
Application of the Unit	<p>The competency of delivering training and facilitating learning to a group involves preparing, guiding supporting and managing learners using a range of delivery methods, knowledge, skills and behaviours that enhance learning.</p> <p>It also includes the skills needed to support and manage interactions with and between individuals in a group. The competency of individual facilitation is addressed by a separate unit of competency – <i>TAADEL403B Facilitate individual learning</i>.</p> <p>The vocational outcomes and performance requirements of this unit are set in the context that the learning outcomes to be achieved are defined and documented through a learning program (<i>TAADES402B Design and develop learning programs</i>) and the organisational arrangements to support delivery have been previously determined (<i>TAADEL401B Plan and organise group-based delivery</i>). The focus of the group facilitator is on guiding and supporting learners' progress towards the learning outcomes/competency to be achieved.</p> <p>The skill of group facilitation, which is not linked to specified learning outcomes, is also addressed in this Training Package through <i>TAATAS504B Facilitate group processes</i>. The competency defined in that unit focuses on facilitating a group to determine its own outcomes.</p> <p>Co-learning and assessment with <i>TAADEL401B Plan and organise group-based delivery</i> is strongly recommended where both these competencies are required. Both units are written from the perspective of a face-to-face delivery mode within an off-the-job learning context such as a training room, classroom, meeting room, community setting or any location a group can access which is safe, relevant and conducive to learning.</p> <p>Throughout this unit the 'learner' refers to the individual participating in the group learning process, not the candidate undertaking this unit.</p> <p>The competency specified in this unit is typically required by trainers/facilitators, teachers and training consultants.</p>

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

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 occupational health and safety (OHS) are discussed, clarified and agreed
- 1.5 A learning facilitation relationship is established between trainer/facilitator and the group using ***appropriate oral communication and language skills*** and ***interpersonal skills***
- 1.6 Relationships with and between learners are initiated which support inclusivity, acknowledge diversity and enable a positive learning environment

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 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
- 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

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.

The ***learning program*** provides a documented guide to support a cohesive and integrated learning process for the learner and includes:

- the competencies or other benchmarks to be achieved
- the specific learning outcomes derived from the benchmarks for each chunk or segment of the learning program
- an overview of the content to be covered in each chunk/segment of the learning program
- learning resources, learning materials and activities for each chunk/segment of the learning program
- number and duration of training sessions/classes required and overall timelines
- delivery methods for each chunk/segment of the learning program
- OHS issues to be addressed in delivery
- identification of assessment points to measure learner progress
- assessment methods and tools to be used to collect evidence of competency, where assessment is required

The ***delivery plan*** is used by the trainer/facilitator to guide and manage delivery to a group and includes:

- individual/group learning objectives or outcomes for the segment of the learning program to be addressed
- number of learners and their specific support requirements
- content of sessions as specified in the session plans
- timelines/duration of activities within sessions
- learning resources, learning materials and learning activities to be used in sessions
- other resource requirements
- OHS considerations, including:
 - incident or hazard reporting
 - emergency procedures

- All resource needs*** includes:
- the learning resources required by the trainer/facilitator and learners to be used in the session/s
 - the learning materials and documented learning activities required by the trainer/facilitator and learners to be used in the session/s
 - specific facility, technology and equipment to be used in the session/s
 - learner support requirements
- Learner recognition processes*** may include:
- recognition of prior learning (RPL) for previous formal education and training which contributes to assessment of current competency or formal credit
 - recognition of current competency (RCC)
 - credit for subjects/units/qualifications/Statements of Attainment
- Relevant persons*** may include:
- self (as the assessor)
 - other trainers/facilitators with learner records
 - other assessors
 - support personnel administering learner/candidate records
- Individual learner needs*** may:
- vary from overall group learning objectives depending on previous experience and competencies already held
- Objectives*** may include:
- the competency standards being addressed
 - specified learning outcomes or learning objectives derived from the competency standards
 - learning outcomes based on other benchmarks
 - group learning needs
 - individual learning needs
 - specific learning activities
 - practise opportunities e.g. practicum or supervised teaching/facilitation
 - formative assessment opportunities
- Expectations*** may include:
- expectations of learners and the group by trainer/facilitator
 - expectations of the trainer/facilitator by individuals and by the group

- expectations of individual and group behaviour including respect, sensitivity to needs of others, sensitivity to culture, ethics and gender, practising inclusivity in group work, use of appropriate language
- expectations of commitment to learning/learning process/learner motivation and participation
- expectations of interesting, engaging delivery and facilitation
- expectations of a safe, secure learning environment

Requirements may include:

- appropriate behaviour
- maintaining progress
- attendance
- assessment including
 - the points in delivery at which assessments will occur
 - identified formative assessment activities as part of learning experience
 - evidence requirements
- OHS aspects and requirements, including:
 - reporting requirements for hazards
 - safe use and maintenance of relevant equipment
 - emergency procedures
 - sources of OHS information
 - names of key workplace persons with OHS roles and responsibilities
 - OHS policies and procedures relevant to the learning environment

Appropriate oral communication and language skills may include:

- using an appropriate tone and level of voice
- making clear and concrete presentations of options/advice
- using icebreakers as appropriate
- using appropriate terminology and language of the industry/profession
- using an open, warm communication style including effective verbal and body language
- communicating clearly to facilitate group and individual learning
- using critical listening and questioning skills and techniques
- providing constructive and supportive feedback

Interpersonal skills may include:

- accurately interpreting verbal messages
- inviting learners to paraphrase advice/instructions
- ensuring language, literacy and numeracy (LLN) used is appropriate to the learner/s needs
- showing respect for the expertise and background of learners
- establishing trust
- building and maintaining rapport
- demonstrating sensitivity to diversity, disability, culture, gender and ethnic backgrounds
- modelling facilitation and learning behaviours
- engaging in two-way interaction
- encouraging the expression of diverse views and opinions
- negotiating complex discussions by establishing a supportive environment
- using language and concepts appropriate to cultural differences
- accurately interpreting non-verbal messages

Learning principles include:

- adults have a range of life experience which they can connect to learning
- adults have a range of life experience which they can connect to learning
- adults have a need to know why they are learning something and its benefits
- learning needs to be learner-centred
- adults have a need to be self-directing
- the learning process needs to support increasing learner independence
- emphasis on experimental and participative learning
- use of modelling
- the learning process needs to reflect individual circumstances and needs

Learner styles may include:

- auditory
- visual
- kinaesthetic
- left/right brain
- global/analytical
- theoretical
- activist

- pragmatist
 - reflective
- Learner characteristics*** may include:
- language, literacy and numeracy requirements
 - specific needs, physical or psychological
 - preferred learning styles
 - employment status
 - past learning experiences
 - level of maturity
 - cultural background and needs
 - level of formal schooling in Australia or overseas
 - length of time resident in Australia
- Session plans*** may include:
- introduction/s
 - outline of objectives/content to be addressed
 - ice breakers to be used
 - delivery methods for each part of the session
 - plan of learning activities to be used within the session
 - timelines/duration for each learning activity
 - formative assessment points/opportunities
 - learning materials required
 - summary/overview/wrap up
- Resource requirements*** include:
- the resources needed by the trainer/facilitator and the resources needed by the learners as identified in the delivery plan
- Diversity*** may include:
- age
 - gender
 - culture
 - ethnicity
 - disability
 - religion
 - sexual orientation
 - level and prior experiences of education and training
 - attitudes and reasons for learning
- Generic skills*** may include:
- Employability Skills, including:
 - communication
 - teamwork
 - problem solving
 - initiative and enterprise
 - planning and organising

Delivery methods are the techniques used to guide, facilitate and support the learning process and may be:

- self-management
- learning
- technology
- innovation
- language, literacy and numeracy skills
- lock step, learner-paced, mixed pace
- interactive, participative, collaborative
- trainer/facilitator-centred and learner-centred, and may include:
 - demonstration/modelling
 - instruction
 - presentations/lectures
 - guided facilitation of individual and group learning activities/group work/case studies
 - initiating and facilitating group discussions
 - brainstorming activities
 - practice opportunities
 - enabling and supporting effective learner participation
 - tutoring
 - project-based
 - individual facilitation techniques – coaching/mentoring
 - blended

Appropriate technology and equipment may include:

- overhead projectors
- computers
- light projectors
- DVD/video equipment
- television/screen
- whiteboard/blackboard
- butcher's paper
- specific technical equipment/machinery relevant to technical areas

Presentation skills may include:

- synthesising information and ideas
- preparing aids such as overhead projectors and data projectors
- using computer presentation applications
- using computer software and hardware
- speaking with appropriate tone and pitch
- using appropriate language to reflect the audience
- encouraging and dealing appropriately with questions

- showing enthusiasm for the topic
- summarising key points
- making direct eye contact to create direct pathway between learners and self (may be culturally inappropriate for some groups)
- demonstrating confidence
- supporting learners to enable progress from simple to more complex tasks and concepts

Group facilitation skills may include:

- ensuring that every individual has an opportunity for participation and input
- maintaining group cohesion
- encouraging rapport between group members
- managing group dynamics
- observing and interpreting behaviour that puts others at risk
- facilitating discussion and group interaction

Observation skills may include:

- using formative evaluation to monitor learner progress
- monitoring group and individual interactions
- monitoring conflict/behavioural difficulties
- monitoring learner cues about concerns/difficulties in learning
- monitoring learner readiness for assessment and/or new areas of learning

Unanticipated situations may include:

- identifying learners experiencing difficulties with learning for a variety of reasons, which may include:
 - English language, literacy and numeracy difficulties
 - physical/sensory difficulties
 - socio-emotional difficulties
 - organisational issues

Inappropriate behaviour may include:

- violent or inappropriate language
- verbal or physical abuse
- bullying
- insensitive verbal or physical behaviour towards other learners or the trainer/facilitator e.g. cultural, racial, disability or gender-based insensitivities
- dominant or overbearing behaviour
- disruptive behaviour
- non-compliance with safety instructions

Conflict resolution and negotiation skills may include:

- identifying critical points/issues/concerns/problems
- talking through points/issues/concerns/problems
- identifying options for changing behaviours
- bringing the parties together
- managing discussions
- moving parties forward
- presenting solutions
- ensuring equitable outcomes
- providing face-saving options
- obtaining agreements

Reflecting on own performance may include:

- thinking through the training delivery
- asking key questions
- reviewing achievements
- analysing difficulties

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 have delivered training and facilitated learning within a group in a face-to-face learning environment, on a number of occasions, that involves a series of training sessions covering a number of learning outcomes. They should also provide evidence of reviewing and evaluating the effectiveness of the delivery plan and their personal performance in training delivery.

Evidence should show that they can provide training using appropriate sequencing and activities to develop the skills and knowledge of learners, as well as enhancing motivation, interest and enthusiasm. Trainers must demonstrate high-level facilitation, observation, communication and interpersonal skills to support and teach each learner effectively.

Evidence Requirements

Required knowledge includes:

- a sound knowledge of learning principles, including:
 - adults have a range of life experience which they can connect to learning
 - adults have a need to know why they are learning something and its benefits
 - learning needs to be learner-centred
 - adults have a need to be self-directing

- the learning process needs to support increasing learner independence
- emphasis is on experimental and participative learning
- use of modelling
- the learning process needs to reflect individual circumstances and needs
- a sound knowledge of learner styles, for example:
 - auditory
 - visual
 - kinaesthetic
 - left/right brain
 - global/analytical
 - theoretical
 - activist
 - pragmatist
 - reflective
- the industry area/subject matter of the delivery, for example:
 - the relevant industry competency standards
 - the specific topic/subject/unit
 - specific areas of knowledge as defined in the learning strategy or learning program
- an introductory knowledge of learning theories, for example:
 - cognitive learning theory
 - andragogy
 - pedagogy
 - information processing
 - behavioural learning theory
- learner group profile including characteristics and needs of individual learners in the group
- the content and requirements of the learning program and/or delivery plan
- different delivery methods and techniques appropriate to face-to-face group delivery
- techniques for the recognition and resolution of inappropriate behaviours
- behaviours in learners which may indicate learner difficulties
- organisational records management system and reporting requirements which may include Australian Quality Training Framework (AQTF) and AVETMISS requirements

- evaluation/revision techniques, for example:
 - developing simple questionnaires and feedback forms
 - administering evaluation forms
 - using questioning for evaluation purposes
- specific resources, equipment and support services available for learners with special needs
- relevant policy, legal requirements, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
 - competency standards
 - licensing requirements
 - industry/workplace requirements
 - duty of care under common law
 - OHS legislation
 - recording information and confidentiality requirements
 - anti-discrimination including equal opportunity, racial vilification and disability discrimination
 - workplace relations
 - industrial awards/enterprise agreements
 - National Reporting System
- OHS relating to the facilitation of group-based learning, including:
 - assessment and risk control measures
 - reporting requirements for hazards
 - safe use and maintenance of relevant equipment
 - emergency procedures
 - sources of OHS information
 - role of key workplace persons
 - policies and procedures relevant to the learning environment
- group facilitation skills to:
 - facilitate discussion and group interaction
 - maintain group cohesion
 - handle difficult learners/situations
 - manage group activities
 - manage conflict
 - observe and interpret behaviour that puts others at risk

Required skills and attributes include:

- different delivery and facilitation methods/ techniques, such as:
 - demonstration/modelling
 - instruction
 - presentations/lectures
 - guided facilitation of individual and group learning activities/group work/case studies
 - initiating and facilitating group discussions
 - brainstorming activities
 - providing and guiding practice opportunities
 - enabling and supporting effective learner participation
 - tutoring
 - project-based
 - individual facilitation techniques – coaching/ mentoring
 - blended
- oral communication and interpersonal skills to:
 - present information
 - provide sequenced, structured instructions
 - use questioning techniques
 - use listening techniques
 - adjust language to suit the audience
 - maintain appropriate relationships
 - establish trust
 - build rapport
 - be open to others' opinions
 - use appropriate body language
- negotiation and conflict resolution skills
- observation skills to:
 - monitor learner progress
 - monitor group and individual interactions
 - monitor conflict/behavioural difficulties
 - monitor learner cues about concerns/difficulties in learning
 - monitor learner readiness for assessment/new areas of learning
- literacy skills to:
 - prepare presentations
 - prepare questions
 - prepare or customise learning activities
 - prepare or customise learning materials such as handouts and information sheets
 - develop feedback documentation

- record learner information
- technology skills to:
 - use overhead projectors
 - use audiovisual equipment
 - use computers to produce documents, prepare presentations e.g. PowerPoint, and communicate through email and the web
- manage time to:
 - schedule training
 - be flexible
 - make adjustments to suit learners
- reflection skills to:
 - identify areas for improvement
 - maintain own skill development
- recognising and being sensitive to individual difference and diversity, for example:
 - being sensitive to and valuing culture
 - acting without bias/discrimination
 - responding to individuals with particular needs
 - recognising the importance of religion
 - ensure the correct industrial relations climate of the learning environment

Products that could be used as evidence include:

- identified generic skills relevant to the learning objectives
- feedback forms and other evaluation evidence from learners
- observations or videotaped examples of presentation, group facilitation, oral communication and interpersonal and observation skills used during the training sessions
- examples of completed learning activities that are product- or document-based
- notes showing reflection on own performance and own learning

Processes that could be used as evidence include:

- how the delivery plan was followed and why
- how group or individual conflict was managed
- how individual learning needs were managed
- ways in which initial relationships in the group were established
- how the trainer/facilitator reflected on own performance
- learning achieved by the learners

Resource implications for assessment include:

- delivery venue for programmed learning activities
- access to more than one group of learners
- access to learner group over time
- access to learning program/s
- access to delivery plan/s
- time to ensure that assessment covers the range of specific evidence 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 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:

- the ability to transfer delivery and facilitation skills to different training environments and learner groups
- evidence of the delivery, facilitation and review of a series of training sessions including at least two consecutive sessions that follow a learning program design:
 - at least one session (minimum) should be based on a learning program that is derived from Training Package competency standards or accredited curricula
 - at least one session must be based on using learning outcomes from another source

Integrated assessment means that:

- at least one session must be delivered to a different learner group with evidence of how the characteristics and needs of this group were addressed
- at least one training session should be one hour minimum duration
- 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:
 - *TAADES402B Design and develop learning programs*
 - *TAADEL401B Plan and organise group-based delivery.*

TAADEL403B Facilitate individual learning

Unit Descriptor	This unit specifies the competency required to facilitate individual learning through a one-on-one relationship between a learner and facilitator.
Employability Skills	This unit contains employability skills.
Competency Field	<i>Delivery and Facilitation</i>
Application of the Unit	<p>Learning facilitation relationships may take a number of forms including structured/semi-structured activities and formal/informal agreements. They may be independent of or part of a broad learning and delivery strategy. Identifying which learners and learning contexts may benefit from individual learning facilitation forms part of this competency.</p> <p>Establishing an appropriate mutual relationship is critical, and the communication and interpersonal skills of the trainer/facilitator are paramount in creating the necessary preconditions for individual learning facilitation to be effective.</p> <p>Two major techniques to facilitate individual learning are derived from mentoring and coaching methodologies. Other similar instructional techniques may also be appropriate, such as tutoring. The trainer/facilitator may use these techniques with one learner or with individual learners in a small group context.</p> <p>Individual learning/facilitation relationships may be used to help an individual or individuals meet personal or job goals, learn new skills/knowledge or develop new learning/work behaviours. The role of the trainer/facilitator using these techniques is to advise, guide, support and respond to the needs of the individual learner.</p> <p>The delivery mode may be face-to-face, online, via telecommunication or using a combination of media.</p> <p>The competency specified in this unit is typically required by trainers/facilitators, supervisors, managers, leaders, practitioners, teachers, assessors and consultants.</p>

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

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
- 2.3 The ***boundaries and expectations*** of the learning/facilitation relationship are clarified and agreed using effective ***communication and interpersonal skills***
- 2.4 Any ***equity or additional support needs*** are clarified
- 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. Close and evaluate 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 communication 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
 - 4.6 The outcomes of the learning/facilitation relationship and evaluation of the process are documented and filed in accordance with legal, organisational and personal requirements

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.

Need for individual learning/facilitation may be:

- proposed by the learner, a manager/department in the organisation, or the trainer/facilitator
- a requirement of management
- part of the delivery strategy of a Training Package qualification, course or learning program

- a request for additional support to enhance learning
 - based on observation
- Learning area*** may be:
- organisational/individual
 - a new/changed job role
 - new or changed work procedures/work skills
 - technical skills
 - life skills
 - generic skills
 - management skills
 - units of competency in Training Packages
 - curriculums
- Goals for learning*** may include:
- learning a new skill/area of knowledge or competency
 - defined through learning outcomes or objectives of a learning program
 - increasing productivity
 - career advancement or redirection
 - changes in life direction
 - setting personal directions/achievements
 - relationship development
- Relevant persons*** may include:
- the learner
 - the workplace supervisor/coordinator/manager
 - other team members
 - other trainers/facilitators/teachers/lecturers
- Individual learning/facilitation techniques and processes*** may include:
- a formal or informal process
 - an ongoing or one-off process
 - a specific circumstance or an integrated feature of the overall learning process
 - coaching techniques
 - mentoring techniques
 - tutoring techniques
 - peer relationships
 - matching experienced workers/learners
 - single or double loop learning approaches
- Evaluation processes*** may include:
- a formal evaluation tool
 - quantifiable measures such as increased productivity/achievement of new skills
 - level of attendance
 - critical feedback from learner and others

Organisational support may include:

- agreement by organisation to provide additional assistance to individuals through identified techniques
- venue and equipment support
- additional time with learner

Individual's learning style may include:

- auditory
- visual
- kinaesthetic
- tactile
- left/right brain
- global/analytical
- theoretical
- activist
- pragmatist
- reflective

Learner characteristics may include:

- language, literacy and numeracy requirements
- specific needs, physical or psychological
- preferred learning styles
- employment status
- past learning experiences
- level of maturity
- cultural background and needs
- level of formal schooling in Australia or overseas
- length of time resident in Australia

Context for learning may be:

- determined by the area of learning
- determined by the trainer/facilitator and the learner
- defined by the work/learning activities
- in a classroom, tutorial room, meeting room, office, work in situ, any agreed meeting place
- in a workplace, training and/or assessment organisation, college, community, university or school
- defined by the time requirements for individual facilitation and how these will be built into learning activities
- impacted by the health, safety or welfare of the learner

Selected is defined as:

- where the trainer/facilitator has the capacity to independently determine which technique/process will be most appropriate

Organised is defined as:

- where the trainer/facilitator is operating in circumstances where the technique/process is part of an existing delivery system

Boundaries and expectations may include:

- the roles and responsibilities of the trainer/facilitator
- the roles and responsibilities of the learner
- extent/limits of the relationship
- the techniques/processes to be used
- confidentiality
- the range of expertise of the trainer/facilitator
- the involvement of others
- organisational expectations
- reporting requirements

Communication skills must include:

- using icebreakers as appropriate
- building rapport with the learner
- using effective verbal and body language
- demonstrating a capacity to communicate clearly to facilitate the learning
- using critical listening and questioning techniques
- providing constructive and supportive feedback
- accurately interpreting verbal messages
- assisting learners to paraphrase advice/instructions to the trainer/facilitator
- providing clear and concrete options/advice
- using appropriate terminology and language of the industry/profession
- ensuring language, literacy and numeracy (LLN) used is appropriate to the learner

Interpersonal skills must include:

- showing respect for the expertise and background of the learner
- demonstrating sensitivity to diversity, disability, culture, gender and ethnic backgrounds
- modelling facilitation and learning behaviours
- engaging in two-way interaction
- encouraging the expression of diverse views and opinions
- negotiating complex discussions by establishing a supportive environment
- using language and concepts appropriate to cultural differences
- accurately interpreting non-verbal messages

Equity or additional support needs may include:

- English language, literacy and numeracy support
- disability support
- Aboriginal and Torres Strait Islander support
- ethnic support services
- interpreting services
- counselling services
- community support

An ***individualised learning plan*** includes:

- the goals to be achieved
- contingency plans
- the logistics of the learning relationship, for example:
 - period of relationship
 - frequency of meetings/length of sessions
 - location of meetings/contact
- the structure of the learning relationship, for example:
 - activities to be undertaken
 - monitoring processes
 - tools/equipment needed
 - shadowing
- occupational health and safety (OHS) considerations

Preparation may include:

- planning for each meeting/session
- being organised for each meeting/session
- reflecting on outcomes of previous meeting/session
- being punctual
- identifying 'where we are' at the start
- appearing relaxed and confident
- enabling learner to identify his/her perspective
- providing a relaxing, non-threatening environment

Structured learning activities may include:

- direction, guidance and mutual discussion
- role-plays
- written exercises
- demonstrations
- practice opportunities e.g. practicum or supervised teaching/facilitation
- role modelling
- projects
- readings

- research
 - video/audio analysis
 - a learning journal
- Leadership and motivational skills*** may include:
- maintaining focus
 - transferring responsibility
 - empowering the learner
 - inspiring the learner
 - visualising the learner's perspective
 - using effective communication
- Learner cues*** may include:
- level of engagement/disengagement
 - regular/irregular attendance/absences
 - evidence of frustration, distraction, stress
 - level of communication/interaction
 - level of ease/difficulty in undertaking learning activities
 - stagnation in learning
 - level of dependence/independence
 - evidence of problems/issues which may be personal, employment-based or related to the individualised learning
- Changes in approach*** may include:
- revision of individualised learning plan
 - fresh approach/shift in technique
 - problem solving
 - shift in level of guidance/level of independence
- Ethical behaviours*** include:
- trust
 - integrity
 - privacy and confidentiality of the session
 - following organisational policies
 - knowing own limitations
 - having a range of other intervention referrals ready when needed
 - honesty
 - fairness to others
- Tools and signals*** may include:
- self-assessment by the learner
 - a measure of improvement in a particular area
 - readiness for formal assessment
 - level of independence in learning
 - readiness to maintain learning through other means or modes
 - severe/fixed blockages in the relationship
 - agreed time period over

Feedback may be:

- interview
- formal discussion
- informal discussion
- written questionnaire

Impact may be:

- successful achievement/rate of achievement/lack of achievement of identified goals
- achievement of other outcomes as a result of the relationship
- development of new goals
- increased/new motivation to learn
- greater capacity to learn
- development of or increase in the self-confidence of the learner

Self-evaluation and reflection may include:

- asking critical questions about own ability, what worked, what did not work and how the relationship building process could be improved
- reviewing records and journals on sessions and critically evaluating own performance
- reviewing feedback from learner and identifying critical aspects and areas for improvement

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 establish and maintain an effective learning/facilitation relationship with an individual learner.

The trainer/facilitator must demonstrate the development of a relationship, in one or more delivery modes which is learner-centred, adaptable to individual needs, and appropriate to the learning area or focus of the relationship. Demonstration of effective techniques, communication, interpersonal skills and problem solving skills are pivotal to demonstrated competency in this unit.

Evidence Requirements

Required knowledge includes:

- the effects of verbal and non-verbal communication, for example:
 - how to interpret behaviours
 - how to model behaviours and values

- sound knowledge of different learning styles and how to encourage different learners, for example:
 - theoretical learners
 - pragmatic learners
 - activist learners
 - reflective learners
 - kinaesthetic learners
 - audio learners
 - visual learners
 - tactile learners
 - left/right brain learners
- the learning cycle, including:
 - concrete experience
 - observation and reflection
 - concept formation
 - testing new learning
- learning principles, for example:
 - adults have a need to be self-directing and decide for themselves what they want to learn
 - adults have a range of life experience, and connecting learning to experience is meaningful
 - adults have a need to know why they are learning something
 - adults need to be respected
 - adults prefer learning to be relevant and practical
- the needs and characteristics of the individual learner
- change processes, for example:
 - how people work through change
 - behaviours associated with change
- the organisational culture, for example:
 - how individualised learning is perceived and valued
 - workplace arrangements for individualised learning
 - industrial relations implications
 - regulatory requirements
- current techniques to facilitate individual learning
- how to create new learning activities
- learner cues that may reflect difficulties with individual learning facilitation relationships

- sources of external support
- measurement or evaluation tool development
- other learning options, learning activities and referrals
- relevant policy, legal requirements, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
 - competency standards
 - licensing
 - industry/workplace requirements
 - duty of care under common law
 - recording information and confidentiality requirements
 - anti-discrimination including equal opportunity, racial vilification and disability discrimination
 - workplace relations
 - industrial awards/enterprise agreements
 - National Reporting System
- OHS relating to the work role, including:
 - reporting requirements for hazards
 - safe use and maintenance of relevant equipment
 - emergency procedures
 - sources of OHS information
- use of empathy to:
 - build rapport
 - communicate the feeling of threat and risk when facilitation begins
 - deal appropriately with a range of emotions
- interpersonal skills to:
 - set up a comfortable environment
 - demonstrate awareness of own behaviour
 - use appropriate humour to lighten atmosphere
 - keep the sessions learner-centred
- analysis skills to:
 - identify suitable learning/facilitation techniques and activities for the individual learner
- flexibility to:
 - determine and alter a learning plan
 - negotiate with the learner to ensure facilitation is suitable

Required skills and attributes include:

- be patient with individual's learning ability
- interpret information gathered and adapt own style accordingly
- communication skills to:
 - give positive and negative feedback
 - demonstrate awareness of own behaviour
 - negotiate and manage conflict
 - confirm, clarify or repair understanding
 - build constructively on what has been said
- learning and facilitation techniques to:
 - lead and motivate learners to take responsibility for their own learning
 - maintain momentum during the learning process
 - facilitate individual learning through a one-on one relationship
- literacy skills to:
 - develop the learning plan
 - maintain records and other documentation
 - read and interpret relevant documentation
- recognising and being sensitive to individual difference and diversity, for example:
 - being sensitive to and valuing culture
 - acting without bias/discrimination
 - responding to individuals with particular needs
 - recognising the importance of religion
- time management skills to:
 - structure sessions
 - drive the process to achieve goals

Products that could be used as evidence include:

- individual learning plan
- facilitation activities
- evaluations from participants or organisation
- evidence of self-evaluation and improvement of skills, for example, a learning journal
- audio or video of a facilitation session

Processes that could be used as evidence include:

- how communication skills have been used in facilitating/learning, particularly questioning techniques, listening and interpretation, and why
- how the individual's learning area, style and context were matched to the learning facilitation methods, process and activities utilised

- how learning was structured to build new skills, and why
 - how reflection and insight into learning was developed in the learner
 - how the trainer/facilitator relationship was terminated, and why
- Resource implications for assessment include:**
- materials and information for facilitation
 - permission of organisation for time and resources
- 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 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 two examples of a learning facilitation relationship being conducted, with different individuals to demonstrate communication skills and flexibility; one or more of the processes/techniques identified must be demonstrated

Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving other relevant units in the *TAA04 Training and Assessment Training Package*. Suggested units include but are not limited to:
 - *TAADEL401B Plan and organise group-based delivery*
 - *TAADEL402B Facilitate group-based learning*
 - *TAADEL404B Facilitate work-based learning*
 - *TAADEL501B Facilitate e-learning.*

TAADEL404B Facilitate work-based learning

Unit Descriptor	This unit specifies the outcomes required to use work effectively as a learning process.
Employability Skills	This unit contains employability skills.
Competency Field	<i>Delivery and Facilitation</i>
Application of the Unit	<p>Learning through work is an ongoing and everyday reality of being in work. However, the effectiveness of that learning can be shaped by interventions and actions that modify, direct and provide support to the workplace learner. This guided learning ensures a planned approach to learning through work activities, effective strategies to support the learning and appropriate monitoring and safeguards.</p> <p>This unit addresses the processes, skills and knowledge involved in using the work process and the work environment as the basis for learning in the workplace.</p> <p>Learning through work may contribute to an educational outcome, such as a qualification or Statement of Attainment; and/or a work outcome, such as learning how to use a new piece of equipment; and/or a personal outcome, such as extending an individual's self-esteem.</p> <p>Providing a guided approach to work-based learning is an essential component of any apprenticeship or traineeship arrangement and also has application in induction processes, change management processes and ongoing employee development.</p> <p>The competency specified in this unit is typically required by trainers/facilitators, teachers, workplace supervisors, team leaders, human resource or industrial relations managers, consultants and any employee responsible for guiding learning through work.</p>

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where <i>bold italicised</i> 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.
1. Establish an effective work environment for learning	<p>1.1 The <i>purpose or objectives of the work-based learning</i> are established and agreed with <i>appropriate personnel</i></p> <p>1.2 The <i>areas of work</i> encompassed by the work-based learning are defined and documented</p>

- 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
- 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 and/or 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 learners

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

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.

The purpose or objectives of the work-based learning may include:

- introduction of new technology
- new product/service
- new organisational direction/workplace change
- new position or job roles
- addressing identified skills gap/deficit

- OHS requirements
 - quality improvements
 - competency achievement
 - part of traineeship/apprenticeship
- Appropriate personnel may include:***
- workplace supervisor/frontline manager
 - training/human resources/industrial relations manager
 - trainer/facilitator/assessor
 - learner
 - training and/or assessment organisation personnel
 - group training company personnel
- Areas of work may include:***
- work or job tasks
 - work activities
 - processes to carry out work
 - use/operation of equipment to carry out work
 - projects
 - team-based or individual work
- Work practices and routines may include:***
- work schedules
 - work timelines
 - work performance expectations
 - work organisation/organisational change
 - work models/multi-skilling
 - work structures and systems
 - operational/organisational guidelines
 - OHS guidelines, systems and safeguards
 - work demarcations and industrial relations concerns
 - English language, literacy and numeracy (LLN) requirements
- Relevant persons may include:***
- workplace supervisor/frontline manager
 - training/human resources/industrial relations manager
 - union representatives/delegates
 - workers whose own jobs may be affected by the proposed changes
- OHS implications may include:***
- OHS legal obligations
 - workplace OHS policies and procedures
 - ensuring work practices, routines and proposed changes do not pose a risk to the learner and others

Industrial relations implications may include:

- work demarcations created through changes to work practices
- ensuring compliance with an award or enterprise bargaining agreement
- licensing requirements

An effective work-based learning pathway may include:

- identifying specific goals for work-based learning
- identifying job tasks or activities to be included in the learning process
- appropriate sequencing of job tasks/activities to reflect learner incremental development
- direct guidance and modelling from experienced co-workers and experts
- opportunities for practice

Organisational strategies may include:

- appropriate supervision during learning
- appropriate time to observe and talk to others in work
- use of co-workers to model or demonstrate tasks and activities or to teach technical terminology and language of the workplace
- use of internal work experts/mentors/coaches with whom the learner is comfortable
- sufficient time for practice
- job rotation

Contractual requirements and responsibilities may include:

- training plans under apprenticeships/traineeships
- Workplace English Language and Literacy (WELL) or other government funded training program requirements

External learning activities may include:

- external courses e.g. institution-based
- off-the-job components of apprenticeship/traineeship
- equipment supplier training
- online learning
- conferences/seminars/workshops
- self-directed learning

Appropriate criteria may include:

- breadth and depth
- inclusion of a range of routine and non-routine work tasks/activities
- appropriate sequencing of work tasks/activities
- sufficient learning and practice time

- capacity to address learning that underpins knowledge within the work tasks/activities
 - identified relationship/synthesis with learning provided by other sources
- Learners' profiles and characteristics may include:***
- language, literacy and numeracy needs
 - specific needs
 - employment status
 - past learning experiences
 - work roles
 - level of maturity
 - culture
- Possible requirements for support may include:***
- referral to an external agency for assistance with language, literacy and numeracy
 - use of interpreters
 - mentor/coach
 - peer support
 - physical support needs
 - other support mechanisms
- Appropriate communication skills may include:***
- using icebreakers as appropriate
 - building rapport with the learner/s
 - using effective verbal and body language
 - demonstrating a capacity to communicate clearly to facilitate the individual/s learning
 - using critical listening and questioning techniques
 - giving constructive and supportive feedback
 - accurately interpreting verbal messages
 - assisting learners to paraphrase advice/instructions back to the trainer/facilitator
 - providing clear and concrete options/advice
 - using appropriate terminology and language of the industry/profession
 - ensuring language, literacy and numeracy (LLN) used is appropriate to learner/s
- Interpersonal skills may include:***
- showing respect for the expertise and background of learner/s
 - demonstrating sensitivity to diversity, disability, culture, gender and ethnic backgrounds
 - modelling facilitation and learning behaviours
 - engaging in two-way interaction
 - encouraging the expression of diverse views and opinions

- negotiating complex discussions by establishing a supportive environment
 - using language and concepts appropriate to cultural differences
 - accurately interpreting non-verbal messages
- Access and equity considerations may include:***
- minimising physical barriers
 - identifying and addressing direct and indirect barriers to learning
 - building on learner strengths
 - providing access to a range of resources and/or equipment
 - making referrals to a range of relevant agencies
- Techniques for learner/s to demonstrate transferability may include:***
- problem solving
 - situated learning
 - hypothetical questioning
 - opportunities for learner/s to demonstrate autonomy in learning
 - opportunities for learner/s to apply the knowledge and skills in different contexts
- OHS requirements may include:***
- reporting procedures
 - emergency procedures
- Feedback may include:***
- performance reviews
 - formal or informal group or individual discussions

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 have developed work-based learning pathways that integrate learning through work.

This includes identifying learning needs, analysing work practices, the environment and work tasks; organising and allocating work in a way that reflects the learning needs and provides effective learning opportunities, and monitoring the effectiveness of the selection of work-based learning pathway.

Evidence Requirements

Required knowledge includes:

- work organisation systems, processes, practices within the organisation where work-based learning is taking place
- operational demands of the work and impact of changes on work roles
- organisational work culture including industrial relations environment
- systems for identifying skill needs, for example:
 - performance reviews
 - training needs analysis
 - identifying additional training needs of learners
- learning principles, for example:
 - learning and experience are connected for meaning
 - adults need to know why they are learning
 - adults can self-evaluate
 - adults learn in different ways
- individual facilitation techniques to support and guide learning
- change processes, for example:
 - how people work through change
 - behaviours associated with change
- introductory knowledge of different learning styles and how to encourage learning in each, for example:
 - visual learners
 - audio learners
 - kinaesthetic learners
 - theoretical learners
- relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
 - industrial awards
 - enterprise bargaining agreements
 - licensing requirements
 - industry/workplace requirements
 - duty of care under common law
 - information and confidentiality requirements
 - anti-discrimination including equal opportunity, racial vilification and disability discrimination

Required skills and attributes include:

- workplace relations
- National Reporting System
- OHS relating to the work role, including:
 - hazards relating to the industry and specific workplace
 - reporting requirements for hazards and incidents
 - specific procedures for work tasks
 - safe use and maintenance of relevant equipment
 - emergency procedures
 - sources of OHS information
- organisational strategies that provide support to the workplace learning
- communication skills to:
 - identify needs
 - communicate suggestions
 - give feedback constructively
 - ask open-ended questions to tease out required knowledge and information
 - evaluate learner profiles and characteristics
 - coach learners
- literacy skills to:
 - read and interpret organisational documents, legal documents and contracts
 - complete and maintain documentation
- monitor and manage work environment and individual dynamics, for example:
 - assess the climate of the group
 - facilitate employee acceptance
 - ensure each individual feels valued
- organisational skills to:
 - allocate and reorganise work
 - organise changes with relevant persons
 - provide guidance and feedback to individuals
- cognitive skills to:
 - set learning outcomes through work
 - interpret and analyse competency standards and/or other performance specifications to actual work processes
 - design a learning process through work

Products that could be used as evidence include:

- redesigned individual/group work plans
- documented individual work-based learning pathways
- training gap identification materials
- documented reviews of work-based learning pathways
- performance management feedback

Processes that could be used as evidence include:

- how learning needs were identified and why
- how learning opportunities were matched to work
- how work was organised/reorganised to reflect learning needs
- how learning was promoted

Resource implications for assessment include:

- work opportunities
- learning opportunities in work
- time to support learner needs e.g. organised time for learner to watch work and talk with work colleagues and trainer/facilitator and reflect on learning

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 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 two examples of developing work-based learning pathways, that includes:
 - identifying needs for learning
 - analysing work practices, work environment and work activities
 - organising and allocating work in a way that reflects the learning needs and which provides effective learning opportunities through work processes

Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving other relevant units in the *TAA04 Training and Assessment Training Package*. Suggested units include but are not limited to:
 - *TAADEL403B Facilitate individual learning*
 - *TAADES401B Use Training Packages to meet client needs.*

TAADEL405B Coordinate and facilitate distance-based learning

Unit Descriptor	This unit specifies the competency required to coordinate, organise and facilitate a distance-based learning process.
Employability Skills	This unit contains employability skills.
Competency Field	<i>Delivery and Facilitation</i>
Application of the Unit	<p>Distance-based learning involves a learner-managed learning process that is facilitated by a trainer/facilitator who is separated from their learner/s by time or place. The emphasis in distance-based learning is on the provision to and use by learner/s of effective learning resources with facilitated guidance, motivation and support from the trainer/facilitator through a range of communication tools.</p> <p>The competency of coordinating distance-based learning involves organising these learning resources, managing the learning process and reviewing the effectiveness of this delivery mode.</p> <p>Distance-based learning resources are primarily print-based learning material but may be supplemented by other media such as audio cassette, videotapes, web-based information or CD-ROM.</p> <p>The design and development of learning resources to be used in distance-based learning is addressed as a separate unit of competency in <i>TAADES502B Design and develop learning resources</i>.</p> <p>The specifications for distance-based learning are documented in a learning strategy/course and/or learning program/s. (Refer <i>TAADES402B Design and develop learning programs</i> and <i>TAADES501B Design and develop learning strategies</i>).</p> <p>Distance-based learning often takes place in conjunction with other modes of delivery, e.g. face-to-face or e-learning.</p> <p>The competency of facilitating learning via electronic media in real time is addressed in <i>TAADEL501B Facilitate e-learning</i>.</p> <p>The competency specified in this unit is typically required by trainers/facilitators, teachers and consultants.</p>

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

1. Prepare for distance-based learning

- 1.1 The ***learning strategy*** and/or ***learning program*** is accessed, read and interpreted to determine, learning outcomes or objectives to be met and any distance-based learning delivery requirements
- 1.2 Initial knowledge of group, individual ***learner styles*** and ***learner characteristics*** is developed to support effective planning for distance-based learning using ***available information***
- 1.3 The ***suitability of distance-based learning*** as a delivery mode for ***learners*** is considered and appropriate recommendations made, where required
- 1.4 ***Learning resources*** are selected and evaluated for appropriateness, and where required are ***contextualised*** for distance-based learning
- 1.5 Additional ***learning materials*** appropriate to distance-based learning are developed
- 1.6 A ***distance delivery management plan*** is developed, using knowledge of ***learning principles***, to ensure logical progression of learner progress and continuity of distance learning content
- 1.7 ***Support mechanisms*** are identified and organised and ***means of communicating with learners*** and providing feedback are determined and organised
- 1.8 Prior to commencement identified information is sent to learners outlining ***objectives, learner requirements*** and ***expectations***

2. Manage distance-based learners

- 2.1 Expectations and requirements are confirmed through ***direct contact*** and any issues/questions are clarified
- 2.2 Distance-based learning relationships are established between trainer/facilitator and learners using appropriate ***communication tools and skills***

- 2.3 Learning resources and learning materials are progressively distributed in accordance with the plan and learner needs
- 3. Monitor learner progress**
- 3.1 Learner progress is monitored and documented to ensure outcomes are being achieved and the needs of individual learners are being met
- 3.2 **Strategies** are developed and implemented to address learner difficulties, where required and **techniques** for maintaining motivation and commitment are developed and implemented
- 3.3 Support and guidance are provided outside the formal communication process, where appropriate
- 3.4 Learner records are maintained, stored and secured in accordance with legal/organisational requirements
- 4. Review the distance-based learning process**
- 4.1 **Feedback** is gathered to review the management of the distance-based process
- 4.2 Feedback is analysed to determine the success of the distance-based learning in meeting learners' needs and expectations
- 4.3 Time is taken to reflect on personal skills in the coordination and facilitation role
- 4.4 Options for improving the distance-based learning process are documented, discussed with relevant personnel, and changes made as appropriate

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.

The ***learning strategy*** provides:

- a documented framework to guide and structure the learning requirements and the teaching/delivery and assessment arrangements of a vocational education and training qualification (refer *TAADES501A Design and develop learning strategies* for more information)

The ***learning program*** provides:

- a documented guide to support a cohesive and integrated learning process for the learner
- Note: for further information, refer to *TAADES402A Design and develop learning programs* Design and develop learning programs.

Learner styles may include:

- auditory
- visual
- kinaesthetic
- left/right brain
- global/analytical
- theoretical
- activist
- pragmatist
- reflective

Learner characteristics may include:

- language, literacy and numeracy requirements
- specific needs
- employment status
- past learning experiences
- level of maturity
- culture and/or language diversity
- level of formal schooling in Australia or overseas
- length of time resident in Australia

Available information may include:

- information which informs the learner about their need to be self-directed, self-motivated, disciplined
- services providing information about distance-based learning
- expectations of the learner
- roles and responsibilities of the trainer/facilitator
- general and introductory information about the trainer/facilitator
- contact details and arrangements
- outcomes of the distance-based learning program
- recommendations for online sites to use, chat forums, bulletin boards
- printed materials relevant to the distance learning qualification/course/program, such as:
 - books and publications
 - references
 - newspaper clippings
 - readings
 - monographs

The *suitability of distance-based learning* may include:

- the content focus and outcomes of the competency standards and/or learning outcomes, i.e. do the outcomes require demonstration of skills such as psychomotor skills or interpersonal skills?
- whether such skills have been designed into the distance-based learning resources or learning strategy/learning program
- the learning styles and characteristics of the learners and self-assessment of suitability for distance-based learning
- the need for mixed mode to support learning in particular areas/skills

Learners may include:

- self-funded learners
- self-motivated learners
- existing industry/enterprise employees
- school leavers
- new entrants to the workforce
- individuals learning new skills/knowledge
- individuals seeking to upgrade skills/knowledge
- individuals changing careers
- unemployed individuals and groups
- learners who have a disability
- members of target groups such as Aboriginal and Torres Strait Islander communities
- overseas learners
- recent migrants
- individuals/groups meeting licensing or other regulatory requirements

Learning resources may include:

- Training Package noted support materials, such as:
 - learner/user guides
 - trainer/facilitator guides
 - how to organise training guides
 - example training programs
 - specific case studies
 - professional development materials
 - assessment materials
- other commercially available support materials for Training Packages/courses
- organisational learning resources
- competency standards as a learning resource
- videos

- CDs and audio tapes
- references and texts
- manuals
- record/log books
- learning resources and learning materials developed under the Workplace English Language and Literacy (WELL) program
- learning resources produced in languages other than English as appropriate to learner group and workplace

Contextualised means to:

- modify examples/case studies/activities/templates with industry/enterprise context specific information to be more relevant to learner

Learning materials may include:

- handouts for learners
- worksheets
- workbooks
- prepared case studies
- prepared task sheets
- prepared activity sheets
- prepared topic/unit/subject information sheets
- prepared role-plays
- prepared presentations and overheads
- prepared scenarios, projects, assignments
- materials sourced from the workplace, e.g. workplace documentation, operating procedures, specifications
- prepared research tasks

A distance delivery management plan may include:

- learning outcomes
- sequence, packaging, timing and distribution requirements of specific learning resources and learning materials
- timelines for completion of learning outcomes/ learning activities
- formative assessment requirements
- expectations of the learner
- instructions to the learner
- list of other learners

Learning principles include:

- adults have a need to be self-directing
- adults have a range of life experience, and connecting learning to experience is meaningful
- adults have a need to know why they are learning

- learning needs to be learner-centred to engage learners
 - the learning process needs to support increasing learner independence
 - emphasis is on experimental and participative learning
 - use of modelling
 - reflecting individual circumstances
- Support mechanisms*** may include:
- contact numbers for help or guidance
 - email or phone tutoring
 - workplace mentoring by supervisors/managers
 - learning partners
 - contact numbers of other learners
 - equipment needs
 - disability and support needs
- Means of communicating with learners*** may include:
- written communication through:
 - email
 - mail
 - fax
 - SMS
 - oral communication through:
 - telephone
 - teleconferencing
 - and may be supplemented by initial face-to-face contact
- Objectives*** may include:
- the competency standards being addressed
 - specified learning outcomes or learning objectives
 - group learning needs
 - individual learning needs
 - specific learning activities
 - practice opportunities
 - formative assessment opportunities
- Learner requirements*** may include:
- participation
 - maintaining progress
 - completing activities/formative assessment requirements
- Expectations*** may include:
- expectations of learners and the group by trainer/facilitator
 - expectations of the trainer/facilitator by individuals and by the group

- Direct contact** may include:
- telephone
 - face-to-face
 - video conference
- Communication tools and skills** may include:
- regular email contact with every distance learner
 - being accessible
 - fostering a community of learners
 - providing alternatives e.g. phone access
- Strategies** may include:
- identifying critical points/ issues/ concerns/ problems
 - mediating discussions
 - referral to counselling
- Techniques** may include:
- providing constructive/supportive feedback
 - regular guidance
 - motivational activities
- Feedback** may include:
- learner feedback via survey or discussion
 - feedback from colleagues
 - feedback from external parties

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 coordinate a number of learners who are participating in distance -based learning.

This involves planning and organising relevant learning resources; developing a distance delivery management plan; managing the learners; setting up and providing support mechanisms; providing appropriate feedback on progress and formative assessment; and ensuring that learning outcomes are reached.

Evidence Requirements

- Required knowledge includes:**
- a sound knowledge of learning principles, for example:
 - adults have a need to be self-directing and decide for themselves what they want to learn
 - adults have a need to know why they are learning something
 - adults have a range of life experience and connecting learning to experience is meaningful
 - training experiences need to be learner-centred to maintain motivation

- content and requirements of the learning strategy and/or learning program/s to be used in distance delivery
- characteristics and needs of individual distance learners
- a sound knowledge of learner styles, for example:
 - auditory
 - visual
 - kinaesthetic
 - left/right brain
 - global/analytical
 - theoretical
 - activist
 - pragmatist
 - reflective
 - use of individual activities
 - use of written materials
- use of technology to support distance-based learning
- techniques for maintaining motivation and commitment of distance learners
- learner cues
- availability and types of support mechanisms relevant to distance learners
- relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
 - copyright and privacy laws in terms of electronic technology
 - security of information
 - plagiarism
 - competency standards
 - licensing
 - industry/workplace requirements
 - duty of care under common law
 - recording information and confidentiality requirements
 - anti-discrimination including equal opportunity, racial vilification and disability discrimination
 - workplace relations
 - industrial awards/enterprise agreements
 - National Reporting System

Required skills and attributes include:

- OHS relating to the work role, including:
 - reporting requirements for hazards
 - safe use and maintenance of relevant equipment
 - emergency procedures
 - sources of OHS information
- communication skills using different mediums, such as audio tapes, written documentation, telephone or email to:
 - establish rapport
 - provide guidance
 - give appropriate feedback
 - maintain motivation and commitment
 - maintain continuous communication
- planning and organising skills to distribute learning resources and learning materials
- interpretation skills to translate/transfer the learning strategy/learning program to distance mode
- organisational skills to:
 - communicate efficiently using various mediums
 - manage learners by distance
 - keep up-to-date with each learner's progress
 - be available for support during established times
 - maintain regular contact with learners
- time management skills to:
 - get materials to learners in a timely manner
 - provide prompt feedback
 - assess learners in a timely manner

Products that could be used as evidence include:

- documentation of feedback given to learners
- documentation of feedback given to trainers/facilitators
- documentation produced by learners
- emails
- support activities or resources given to learners
- documentation describing the systems and protocols set up
- contact logs or register

Processes that could be used as evidence include:

- how to give appropriate feedback via distance
- the different methods of learning involved with resource-based learning and why they are used

- how to encourage self-directed learning
 - contact management systems
 - access to distance learners
 - access to relevant
- Resource implications for assessment include:**
- time for organising, facilitating, managing distance learning programs
 - learning resources for the learner
- 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 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:**
- the facilitation of one or more distance-based learning programs or qualifications which individually or collectively enable the outcomes, Performance Criteria, skills and knowledge of this competency standard to be demonstrated
- 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:
 - *TAAASS301B Contribute to assessment*
 - *TAADEL403B Facilitate individual learning*
 - *TAADEL501B Facilitate e-learning.*

TAADEL501B Facilitate e-learning

Unit Descriptor	This unit specifies the competency required to facilitate learning delivered via electronic media.
Employability Skills	This unit contains employability skills.
Competency Field	<i>Delivery and Facilitation</i>
Application of the Unit	<p>E-learning encompasses a variety of applications and processes which use available electronic media to deliver vocational education and training more flexibly. E-learning covers any learning that is assisted by information and communication technology (ICT). This mainly includes computer-based online learning, but also covers interactive CD-ROMs, videos, handheld computers, mobile phones, teleconferencing and video conferencing.</p> <p>Facilitating e-learning involves transferring competency in other modes to the e-learning environment where technology is the medium for delivery.</p> <p>The e-learning facilitator support e-learners work towards the learning outcomes or objectives set out in the learning strategy and/or learning program guiding the e-learning process through planning and developing specific real time and asynchronous ‘interactions’ with learners, providing support to learners in using e-learning resources and developing and implementing specific e-learning events and activities.</p> <p>The competency to design and develop e-learning resources is separately addressed in <i>TAADES503B Research and design e-learning resources</i> and <i>TAADES504B Develop and evaluate e-learning resources</i>. The competency to develop a learning strategy and learning program is also separately addressed in <i>TAADES501B Design and develop learning strategies</i> and <i>TAADES402B Design and develop learning programs</i>.</p> <p>E-learning often takes place in conjunction with other modes of delivery, e.g. face-to-face.</p> <p>The competency specified in this unit is typically required by trainers/facilitators, teachers, training consultants working in an e-learning environment.</p>

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

1. Establish the e-learning environment

- 1.1 The ***learning strategy*** and/or ***learning program*** is accessed, read and interpreted to determine learning outcomes or objectives to be met and any e-based delivery requirements
- 1.2 Initial knowledge of group and individual ***learner styles*** and ***learner characteristics*** is developed to support effective planning to facilitate e-learning using ***available information***
- 1.3 The ***suitability of e-learning*** as a delivery mode is considered and appropriate recommendations are made, where required
- 1.4 An ***e-learning delivery plan*** is developed to plan, manage and sequence ***e-learning activities and events*** to ensure logical progression of learning content and continuity of e-learner progress
- 1.5 ***Technical requirements*** for the ***e-learning environment*** are confirmed
- 1.6 ***E-learning resources and materials*** are trialled and checked for technical glitches
- 1.7 ***Protocols for the e-learning environment*** are developed and documented
- 1.8 Specific ***technical support needs and mechanisms*** for e-learners are identified and organised

2. Introduce e-learning

- 2.1 Outcomes of ***learner recognition processes*** are obtained from ***relevant persons*** to provide flexible responses to individual e-learner needs
- 2.2 An effective ***induction*** to the e-learning environment is provided and objectives and e-learning protocols are discussed, clarified and agreed
- 2.3 E-learning facilitation relationships are established between trainer/facilitator and e-learners using appropriate ***communication tools and skills***

- 2.4 Relationships between e-learners are initiated to support inclusivity, acknowledge diversity and enable a positive e-learning environment
- 3. Guide and facilitate e-learning**
- 3.1 E-learning is facilitated in accordance with the e-learning delivery plan using relevant *electronic tools* and *facilitation skills*
- 3.2 *Good practice in e-learning* is demonstrated to ensure an effective learning experience
- 3.3 Technical issues are addressed where required using relevant technical support mechanisms
- 3.4 Opportunities for authentic learning, practice and formative assessment are built into the e-learning experience
- 4. Monitor e-learning**
- 4.1 E-learner progress is monitored and documented to ensure outcomes are being achieved and the needs of individual learners are being met
- 4.2 *Support and guidance* are provided inside and outside the e-learning environment as appropriate
- 4.3 E-learner interaction with others and participation in e-learning activities is continuously monitored and interventions are made, where necessary to maintain momentum and engagement
- 4.4 Opportunities are provided for e-learners to reflect and record own learning progress
- 4.5 E-learner collaboration is encouraged and promoted inside and outside the e-learning environment to enhance learning experiences
- 4.6 Learner records are maintained, stored and secured in accordance with legal/organisational requirements
- 5. Review e-learning processes**
- 5.1 A mid-point *review* is conducted to evaluate the effectiveness of e-learning delivery and facilitation
- 5.2 A further review is undertaken post-completion of the learning program/ course/ qualification
- 5.3 Time is taken to *reflect on own performance* as an e-learning trainer/facilitator and ways to improve performance are explored
- 5.4 Recommendations for improvements in facilitating e-learning and appropriateness of e-learning systems, tools and resources are identified and documented, and discussed with relevant personnel for future action

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.

- The ***learning strategy*** provides:
- a documented framework to guide and structure the learning requirements and the teaching/delivery and assessment arrangements of a vocational education and training qualification (refer *TAADES501A for more information*)
- The ***learning program*** provides:
- a documented guide to support a cohesive and integrated learning process for the learner (refer *TAADES402A Design and develop learning programs*, for more information)
- Learner styles*** may include:
- auditory
 - visual
 - kinaesthetic
 - left/right brain
 - global/analytical
 - theoretical
 - activist
 - pragmatist
 - reflective
- Learner characteristics*** may include:
- level of expertise in using relevant technologies
 - level and type of experience in an e-learning environment
 - preferred learning styles
 - specific needs
 - educational background
 - language, literacy and numeracy needs
 - employment status
 - past learning experiences
 - age
 - level of maturity
 - culture and/or language diversity
 - length of time resident in Australia
- Available information*** may relate to:
- enrolment information
 - employee/personnel records (confidentiality protected)

The *suitability of e-learning* may depend on:

- surveys of learners to identify specific technology skills and support needs for e-learning
- results of organisational training needs analyses
- outcomes of RCC/RPL assessments
- communication with individual learners
- the content focus and outcomes of the competency standards and/or learning outcomes, i.e. do the outcomes require demonstration of skills such as psychomotor skills or interpersonal skills
- whether such skills have been designed into the e-learning resources or learning strategy/learning program design
- the learning styles and characteristics of the learners and self-assessment of suitability for e-learning
- the need for mixed mode to support learning in particular areas/skills

An *e-learning delivery plan* provides a tool to manage and sequence e-learning and to guide implementation of the learning program. It may include:

- individual/group learning objectives or outcomes for the learning program or segment of the learning program to be addressed
- number of learners and their specific support requirements
- timing, sequence and number of pre-planned e-learning sessions
- types of preplanned sessions – synchronous (in real time using conferencing, chat, forum) or asynchronous (not in real time using email, offline forum, bulletin boards)
- topics to be addressed in e-learning sessions
- learning/activities/events to be addressed in e-learning sessions
- e-learning resources and/or web-based course tools to be used
- determination of e-learning management tools such as feedback systems and support mechanisms

E-learning activities and events may be synchronous (in real time) or asynchronous (not in real time) and may include:

- discussions/debates
- questions, problems, brainstorming
- games/quizzes
- e-based research activities
- case studies
- role-plays/simulations/scenarios
- practical activities

- using the Internet to find information sites
 - using materials on CD-ROMs
 - working through online modules
 - downloading resources including materials/notes/guides from dedicated learning program/course specific web site
 - working through e-learning resources such as DEST toolboxes
- Technical requirements** may include:
- technology to be used in delivery
 - type of online learning management platform
 - time required for setting up and testing equipment/technology
 - setting up a specific dedicated web site for the e-learning course/program
 - setting up hyperlinks
 - liaison with information technology (IT) personnel/specialists
- E-learning environment** may include the following characteristics:
- is independent of a fixed or specific venue or place
 - is connected through information communication technology
 - the Internet provides the operating learning environment
 - learners can determine how, when, and where they learn
- E-learning resources and materials** may include:
- DEST toolboxes for specific Training Packages
 - other learning resources and materials that have been specifically designed for the e-learning environment
 - CD-ROMs that support printed materials
- Protocols for the e-learning environment** may include:
- boundaries of communication/standards of behaviour in public ‘spaces’ – email/forums/bulletin boards/chat including abusive/disruptive/ discriminatory/culturally insensitive language
 - guidelines for trainer/facilitator and e-learner interactions, such as:
 - service levels
 - email guidelines, times for sending, expected response times, types of questions that are individual or group directed
 - email access and lists
 - chat/forum guidelines, when to submit, when to respond, cut-offs

- arrangements for technical support
- learning activity and assessment requirements and processes
- security systems
- expectations/requirements of learners, for example:
 - participation in learning events and activities
 - time requirements for submitting work
 - group work arrangements
 - being self-directed
 - being motivated to complete activities alone or to seek help
 - knowing when and how to collaborate with others
 - ability to work online and offline as required
 - technical ability

Technical support needs and mechanisms may include:

- a 'study-buddy' system
- technical support from IT
- meeting accessibility issues
- developing and providing a frequently asked questions (FAQs) service
- identifying technology needs in induction
- problem solving tools
- support with IT literacy
- support to help learners become self-directed e-learners
- occupational health and safety (OHS) guidelines for computer-based work

Learner recognition process may include:

- recognition of prior learning (RPL)
- recognition of current competencies (RCC)
- formal qualifications

Relevant persons may include:

- self
- other trainers/facilitators/assessors
- support personnel administering RPL/RCC arrangements

The ***induction*** may be via online orientation, face-to-face, by teleconference and may include:

- overview of the qualification/learning program/course objectives and structure
- appropriate ice breakers
- content of e-learning protocols
- information and discussion on organisational skills and time management in an e-learning environment
- recommendations for online sites to use

- information on chat, forums, bulletin boards
- style of facilitation/level of learner independence expected
- contact details of trainer/facilitator and learners – posting of photographs
- practice session working with and navigating through e-learning materials/resources
- practice session using chat/email facilities
- identifying opportunities available for group discussions and interaction with other learners including social interactions and collaborative work
- distribution of learning resources/learning materials relevant to the qualification/course/program
- checklist completed by all learners to ensure everyone is comfortable with the e-learning navigation, software, e-learning communication tools, media and requirements/expectations

Communication tools and skills may include:

- regular email contact with every individual e-learner
- being accessible
- fostering a community of learners
- providing alternatives e.g. phone access

Electronic tools may include:

- those which allow the trainer/facilitator to monitor every entry and movement of the learner
- those which allow the trainer/facilitator some information about what the learner is doing
- Learner/Content Management System, e.g. WebCT
- other electronic methods, e.g. MS Excel and MS Word
- Internet search
- hyperlinks

Facilitation skills may include:

- guiding learning activities through setting up questions, issues, scenarios to be addressed in chat, forum or email
- observing in forums/chat and intervening when necessary to maintain focus/momentum/engagement
- knowing when to intervene/when to let learners direct themselves
- moderating disruptive, abusive or dominant e-learners

- facilitating group work both online and offline
 - assisting learners in locating, using and evaluating online information
 - maintaining momentum and motivation of e-learners through ongoing individual contact and feedback
- Good practice in e-learning*** is evolving and may include:
- learner focused delivery and support, for example:
 - providing both educational and technical support
 - offering flexible solutions to suit a range of learner needs
 - providing opportunities for collaboration
 - guiding and supporting inquiry and engagement
 - being flexible to allow for and support a range of appropriate learner skills, learning styles and learner characteristics
 - ensuring options lead to integrated learning
 - flexible formative assessment options
 - appropriate use of technology to suit the learning program and the learner, for example:
 - blended delivery
 - mix of print and web-based resources
 - using educationally sound and quality resources, including:
 - accurate, relevant and current content
 - sound pedagogical design
 - appropriate level of challenge and problem solving in activities for learners
 - effective usability of resources
 - immersive and engaging online learning environments that encourage communication and collaboration
- Support and guidance*** may include:
- support with ICT issues, learning difficulties, personal problems that impact on learning
 - using individual facilitation techniques to address specific needs
 - referring learner to other e-learners or support networks
 - adjusting learning or assessment as appropriate

Review may include:

- feedback from learners, colleagues, e-learning designers via survey or discussion
- identification of issues in managing/monitoring e-learners and the need for changes to contact/monitoring processes
- identification of issues in using the delivery plan and the need for changes/modifications to the plan
- effectiveness of the e-learning protocols, their application and proposed changes
- technology effectiveness

Reflect on own performance may include:

- asking critical questions about performance, problems, methods used and success of learners
- listening to and acting on feedback from learners and others

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 successfully facilitate groups of learners in an e-learning environment. This requires high-level organisational and communication skills to work with learners through electronic mediums, for example, email, discussion groups, forums and via e-learning activities.

An e-learning trainer/facilitator must demonstrate the ability to correctly use the electronic medium they are working within. They must also adapt communication skills for use electronically, for example, providing written rather than verbal feedback.

Evidence Requirements

Required knowledge includes:

- learning principles, for example:
 - adults have a need to be self-directing and decide for themselves what they want to learn
 - adults have a range of life experience and connecting learning to experience is meaningful
 - adults have a need to know why they are learning something
 - training must be learner-centred
- technical knowledge sufficient to distinguish between a technical problem and a content problem, and to respond accordingly
- technical knowledge needed in using:

- chat rooms
- forums
- bulletin boards
- Internet/web site navigation
- relevant technologies/tools, including:
 - those which allow the trainer/facilitator to monitor every entry and movement of the learner
 - those which allow the trainer/facilitator some information about what the learner is doing
 - learner/content management system, e.g. WebCT
 - other electronic methods, e.g. MS Excel and MS Word
 - Internet search
 - hyperlinks
- relevant learning management systems
- structure and content of relevant e-learning resources
- vocational/subject matter knowledge of area of delivery
- ethics related to e-learning, for example:
 - duty of care
 - security of information
 - plagiarism
 - responsibility within a public forum
- rationale for the use of different learning activities, for example:
 - use of electronic discussion forums
 - use of individual activities
 - use of written material
 - accessing web sites
- cultural sensitivity, particularly in regards to ensuring electronic discussions are culturally sensitive
- relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
 - competency standards
 - licensing
 - industry/workplace requirements
 - duty of care under common law
 - recording information and confidentiality requirements

Required skills and attributes include:

- anti-discrimination including equal opportunity, racial vilification and disability discrimination
- workplace relations
- industrial awards/enterprise agreements
- National Reporting System
- OHS relating to the work role, and OHS considerations to include in the design of the e-learning resource, for example:
 - using technology safely
 - advising learners on safety issues
- language, literacy and numeracy skills using electronic media to:
 - communicate electronically using accepted language and style
 - communicate with learners or others verbally
 - establish rapport
 - give feedback using different mediums, e.g. email
 - discuss learning issues
 - encourage learners to get to know each other and to collaborate with each other
 - manage the content of electronic discussion forums and weblogs
 - interpret written communication clearly before responding
 - ensure what is being said is appropriate and understood
- facilitation skills using electronic media, for example:
 - guiding learning activities through setting up questions, issues, scenarios to be addressed in chat, forum or email
 - observing in forums/chat and intervening when necessary to maintain focus/ momentum/ engagement
 - knowing when to intervene/when to let learners direct themselves
 - moderating disruptive, abusive or dominant e-learners
 - facilitating group work both on and off line
 - assisting learners in locating, using and evaluating online information
 - maintaining momentum and motivation of e-learners through ongoing individual contact and feedback

- correctly use e-learning tools, for example:
 - communication tools
 - learning activity tools
 - assessment tools
 - monitoring tools
- high-level organisational skills to:
 - communicate efficiently using a number of mediums
 - manage learners in a virtual environment
 - keep up-to-date with each learner's progress
 - provide prompt feedback
 - be available for support during established times
- technological skills, for example:
 - in different media
 - keyboard skills
 - using relevant hardware and software
 - Internet skills
 - identifying technical problems and being able to troubleshoot or know where to get required technical assistance
- time management skills to:
 - ensure e-learning discussions are kept relevant and within time frame
 - ensure feedback is provided promptly
 - manage assessment tasks
- flexibility in learning approaches, for example:
 - being able to effectively use a variety of activities or provide directions for different learner needs
 - interpreting learner needs and directing them to new learning opportunities

Products that could be used as evidence include:

- documentation of facilitated learning discussions
- documentation produced by monitoring learners
- emails
- written feedback provided to learners
- e-learning activities

Processes that could be used as evidence include:

- how the learning techniques specific to e-learning were determined and provided
- how learners were assisted to communicate electronically

- how and why protocols and boundaries for learning were set up
 - how appropriate feedback was provided to learners electronically
- Resource implications for assessment include:**
- time for formative assessment
 - relevant technology
 - support requirements
 - time needed for online delivery preparation
- 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 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:**
- the facilitation of one or more e-learning programs or qualifications which individually or collectively enable the outcomes, Performance Criteria, skills and knowledge of this competency standard to be demonstrated
- 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:
 - *TAADEL402B Facilitate group-based learning*
 - *TAADEL403B Facilitate individual learning*
 - *TAADEL405B Coordinate and facilitate distance-based learning.*

TAADEL502B Facilitate action learning projects

Unit Descriptor	This unit specifies the competency required to facilitate a group to engage in action learning projects.
Employability Skills	This unit contains employability skills.
Competency Field	<i>Delivery and Facilitation</i>
Application of the Unit	<p>Action learning involves a group-based learning model in which the participants contribute their knowledge and expertise to guide the learning experience. The members learn from each other and through their experiences in participating in and directing the action learning process, guided by the trainer/facilitator.</p> <p>The group may have come together for a number of reasons. They may be an existing work team or group; a class group; a network or community of practice; or a group brought together to work through a specific project, activity, issue or common interest. Action learning can be integrated into work and contribute to improvements at work.</p> <p>Facilitating an action learning project requires high-level communication, interpersonal and leadership skills to continuously develop, monitor and evaluate the relevance, group interactions, structure and pace, and learning/work outcomes of the process. These skills are simultaneously used with the learners.</p> <p>This unit is related to a number of training and management work functions. For example, a trainer/facilitator may use action learning facilitation skills as part of a broader training delivery strategy, or as a process for professional development with peers and colleagues, while a manager may facilitate an action learning project to achieve organisational objectives, such as a change process.</p> <p>The competency specified in this unit is typically required by trainers/facilitators, teachers, coordinators/managers and consultants.</p>

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

1. Prepare for action learning

- 1.1 The ***needs of the organisation and the learners*** are ***researched*** and confirmed
- 1.2 A ***facilitation guide*** is developed with ***stakeholders***
- 1.3 ***Resources*** which engender a work-based action learning approach are researched and collated
- 1.4 Information about the ***action learning process*** is distributed to all learners in the group

2. Introduce action learning

- 2.1 An ***environment conducive to collaboration and safety*** is set up
- 2.2 ***Communication and interpersonal skills*** are used to welcome and engage the group
- 2.3 The expectations, knowledge and expertise of individuals in the group are identified and acknowledged
- 2.4 The ***principles of action learning*** are explained and discussed
- 2.5 Anticipated objectives, outputs and outcomes, and evaluation methods are clarified and confirmed
- 2.6 Resources are introduced and discussed

3. Facilitate action learning

- 3.1 The group is guided to jointly develop and document an ***action plan***, and modify as required
- 3.2 Sessions are timetabled and ***varied activities*** are paced to suit the learning needs and ***learning styles*** of the participants and to maximise participation and engagement
- 3.3 ***Generic skill*** development is encouraged through facilitated learning
- 3.4 The strengths and relationships within the group are observed and extended to drive the learning experience and to maintain group dynamics

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|---|-----|---|
| | 3.5 | Problem solving, contingency management and time management skills and strategies are used to address issues as they arise |
| | 3.6 | Information to assist with out of session implementation of action learning is distributed and discussed |
| 4. Continuously evaluate action learning | 4.1 | The effectiveness of communication within the group is discussed and evaluated |
| | 4.2 | Learners are supported to <i>self-assess and reflect</i> on personal and group learning |
| | 4.3 | A range of <i>evaluation methods</i> is used to periodically evaluate and document progress against the objectives/intended outcomes of the facilitation guide |
| | 4.4 | Ongoing evaluations and reflections are synthesised and used to continuously modify or adapt action learning process and individual/group activities, as required |
| 5. Identify ongoing group purpose and sustainability | 5.1 | Learners are supported and encouraged to determine <i>agreed directions and future</i> of the group |
| | 5.2 | Guidance is provided to address group deliberations |
| | 5.3 | The agreed directions and outcomes are defined |
| 6. Facilitate group evaluation | 6.1 | The group's overall evaluation of the action learning process is facilitated against the action plan in line with the agreed evaluation process |
| | 6.2 | The group evaluation is documented and agreed by the group |
| | 6.3 | The group is supported to promote and disseminate outcomes and any outputs/products, as appropriate |
| | 6.4 | All documentation in relation to the action learning project is filed according to organisational requirements |
| 7. Reflect on personal facilitation skills | 7.1 | Feedback from the action learning group and other stakeholders is gathered and analysed |
| | 7.2 | Self-assessment and reflection is carried out to evaluate own performance |
| | 7.3 | Feedback on personal facilitation skills is sought from colleagues or other relevant persons |

7.4 Feedback is synthesised to determine improvements for future action learning facilitation

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.

Needs of the organisation and the learners may include:

- implementing relevant aspects of the organisation's strategic or business plans
- developing/implementing/embedding new ways of working/improved work practices
- addressing change/developing change management approaches
- increasing team capacity and empowerment
- developing a learning organisation
- educational background and experience in learning
- preferred learning styles
- specific needs for learning

Research may be undertaken through gathering/ reviewing/ investigating:

- employment records/performance reviews/supervisors' reports
- organisational goals, reports and plans
- client feedback
- external reports on policies, changing nature of work and new technologies that impact on work
- learner records and information
- issues/areas of need, as discussed with internal/external peers, colleagues and work personnel

A facilitation guide:

- must outline the action learning methodology to be used
- must outline intended objective outcomes, outputs, time lines, budget, and evaluation and promotional strategies
- must identify the needs, interests and expectations of potential learners/group members
- must include proposed evaluation methods
- may require modification following research, feedback and implementation by the group members

- may include assessment criteria
- may be developed by the trainer/facilitator
- may be developed in collaboration with others, e.g. stakeholders/peers/mentors

Stakeholders include:

- persons, other than the learners in the group, influenced by the action learning process, such as:
 - management
 - other employees/workers
 - colleagues
 - other learners
 - clients
 - enterprise/industry partners

Resources may include:

- identified experts, internal/external
- publications/reports
- organisational documents
- communication tools
- flip chart, white board or overhead projector
- location/facility requirements
- travel/accommodation/meeting needs

Action learning process may involve:

- work-based learning
- action research
- communities of practice
- structure or formal networks
- situated learning
- self-defined or self-managed groups

An **environment conducive to collaboration and safety** includes one where:

- equipment works correctly
- occupational health and safety (OHS) requirements are met
- the venue is welcoming and comfortable
- organisational support is obtained
- behavioural norms are established

Communication skills must include:

- providing an open, warm communication style where effective verbal and body language is used
- demonstrating a capacity to communicate clearly to facilitate the group and each individual
- using critical listening and questioning techniques
- providing constructive and supportive feedback
- accurately interpreting verbal messages

Interpersonal skills must include:

- assisting participants to paraphrase advice/instructions to the trainer/facilitator
- providing clear and concrete options/advice
- showing respect for learners' expertise/background
- demonstrating sensitivity to diversity, disability, culture, gender and ethnic backgrounds
- modelling facilitation and learning behaviours
- engaging in two-way interaction
- using language and concepts appropriate to cultural differences
- accurately interpreting non-verbal messages

Principles of action learning include:

- a learning cycle based on planning, action, reflection and evaluation
- work-focused
- learning by doing and through action
- learner-directed
- based on mutual expertise, support and stimulation
- open ended solutions
- using learning to act differently
- challenging established models and approaches
- thinking critically

The *action plan* may include:

- the organisational context and objectives
- the action learning methodology being used
- expected outcomes/outputs
- formal learning and work activities
- time lines and number of meetings/sessions
- resources
- agreed evaluation methods

Varied activities may include:

- guiding learners to share their knowledge and expertise
- encouraging critical analyses of practices
- developing common resources/responses/strategies
- using group engagement activities, e.g. problem solving, scenario setting and questioning
- trialling ideas or processes
- reporting on tasks/activities undertaken in the workplace or out of sessions

- using a range of different activities, for example:
 - written activities
 - role-plays
 - audio or visual activities
 - practice or demonstration
 - visits to other organisations, training and/or assessment organisations, worksites

Learning styles include:

- theorist
- pragmatist
- activist
- reflector
- kinaesthetic
- auditory
- visual

Generic skills may include:

- Employability Skills, including:
 - communication
 - teamwork
 - problem solving
 - initiative and enterprise
 - planning and organising
 - self-management
 - learning
 - technology
- innovation
- language, literacy and numeracy skills

Self-assess and reflect may include:

- asking critical questions about personal performance and answering them objectively and honestly
- analysing what worked and what did not work, and why
- thinking about and planning for improvement in the future

Evaluation methods may include:

- formal methods such as surveys and questionnaires
- informal methods such as observations, individual and group questioning and discussions
- journal/diary
- feedback loops

Agreed directions and future may include:

- identifying areas of further group work
- bringing project or group to a close

- developing new directions

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 apply organisational, communication, interpersonal and group leadership skills to effectively facilitate a group action learning project.

The trainer/facilitator must demonstrate the ability to engage and motivate the group using a variety of activities, processes or techniques to maintain the interest of all individuals. The trainer/facilitator must also demonstrate the ability to ensure all group members feel able to contribute equally and are able to mutually determine their own direction and outcomes within the parameters set by the work objectives.

The trainer/facilitator must maintain relevance of the group discussion and learning to the purpose of the action learning, and assist the group members to learn from each other and their experiences.

Evidence Requirements

Required knowledge includes:

- learning principles, for example:
 - adults have a need to be self-directing and decide for themselves what they want to learn
 - adults have a range of life experience and connecting learning to experience is meaningful
 - adults have a need to know why they are learning
 - adults need to be respected
 - adults prefer learning to be relevant and practical
- action learning principles, for example:
 - a learning cycle based on planning, action, reflection and evaluation
 - work-focused
 - learner-directed
 - based on mutual expertise, support and stimulation
 - open ended solutions
 - using learning to act differently
 - challenging established models and approaches
 - thinking critically

- current and emerging workplace action learning approaches, for example:
 - communities of practice
 - action research
 - structured networks
 - knowledge management theory and practices
- group learning dynamics, for example:
 - degrees of structure and formality
 - forming, storming, norming, performing and terminating
 - stages of development – potential, coalescing, active, dispersed, memorable
- different learning styles and how to encourage and cater for them, for example:
 - theoretical learners
 - pragmatic learners
 - active learners
 - reflective learners
 - kinaesthetic learners
 - audio learners
 - visual learners
- different learning modes or devices, for example:
 - audio-visual technology
 - written information
 - demonstrations
 - practice opportunities
 - group work
- context in which the action learning is taking place, for example:
 - the organisation/industry
 - the site
 - relevant resources, organisational documents, internal/external policies/strategies/reports
- change management models
- evaluation and reflection methods for groups and individuals and their different purposes/outcomes
- relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
 - ensuring fairness of learning opportunities
 - industrial relations award and other possible barriers to learning competency standards
 - licensing

- industry/workplace requirements
- duty of care
- anti-discrimination including equal opportunity, racial vilification and disability discrimination
- workplace relations
- industrial awards/enterprise agreements
- National Reporting System
- OHS relating to the work role, including:
 - reporting requirements for hazards
 - safe use and maintenance of relevant equipment
 - emergency procedures
 - sources of OHS information

Required skills and attributes include:

- competent use of required technology, for example:
 - computers
 - audio-visual equipment
 - electronic whiteboard
- literacy skills to:
 - write legibly and clearly
 - develop a facilitation plan
- language skills to:
 - effectively hypothesise, plan and influence others
 - interpret the verbal and non-verbal communication of learners, for example, resistance/reluctance, uncertainty, enthusiasm, confusion and body language
- communication and interpersonal skills to:
 - demonstrate an open, respectful, friendly, welcoming attitude
 - demonstrate empathy
 - make people feel safe and at ease
 - encourage learners to succeed at their tasks
 - provide positive and negative feedback
 - explore ideas in discussion by building on others' ideas to advance discussion, and questioning others to clarify
 - acknowledge contribution of each group member
 - anticipate the direction of conversation and guide it to maintain relevance
 - listen effectively to identify emerging themes/issues/ideas; reiterate and paraphrase information; check for meaning and attitude

- group management skills to:
 - guide group dynamics and ensure fair distribution of comment and participation
 - remain non-judgemental
 - work with conflict
 - remain objective
 - set up boundaries
 - respect physical space
 - maintain enthusiasm and energy
 - manage time
 - keep sessions learner-centred
 - manage inappropriate behaviour
- problem solving skills to:
 - address individual and group difficulties and issues relating to the action learning process
 - maintain group cohesion and direction
 - address contingencies in sessions
 - modify scope/direction/outcomes of the action learning process

Products that could be used as evidence include:

- documentation developed during facilitation
- evaluation information from participants
- activities or resources developed for a range of sessions
- facilitation plans
- action plans
- peer assessment documents
- audio/video of session
- self-reflection diary/journal
- journals and notes of learners, within confidentiality requirements

Processes that could be used as evidence include:

- how group dynamics were maintained and why
- how the learners directed the process
- how communication skills were used effectively in the session
- how learning principles were applied

Resource implications for assessment include:

- relevant workplace project or activity
- sufficient time with the group for completion of action learning process and cycle

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 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 two action learning cycles with different briefs or project outcomes that enable the outcomes, Performance Criteria, knowledge and skills to be demonstrated

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:
 - *TAADEL401B Plan and organise group-based delivery*
 - *TAADEL402B Facilitate group-based learning*
 - *TAADEL403B Facilitate individual learning*
 - *TAADEL404B Facilitate work-based learning*
 - *TAAATAS504B Facilitate group processes.*

TAADEL503B Provide advanced facilitation to support learning

Unit Descriptor	This unit specifies the competency required to integrate and extend delivery and facilitation practices to support learning of a diverse client base operating in a range of contexts within the vocational education and training sector.
Employability Skills	This unit contains employability skills.
Competency Field	<i>Delivery and Facilitation</i>
Application of the Unit	<p>Advanced facilitation involves the trainer/facilitator creating a conceptual and experiential framework of professional practice that synthesises applied knowledge of learning theories and practical demonstration in a variety of teaching methodologies and delivery practices to suit different learner needs and learning contexts.</p> <p>Increasing diversity in the vocational education and training sector client base requires high levels of flexibility in teaching/delivery practices that can support both generic and vocationally specific learner and client competency needs, often independent of time and place. This unit of competency draws on the trainer/ facilitator's existing competency in delivery and facilitation to develop advanced facilitation skills, knowledge and practice.</p> <p>Successful achievement of this unit will depend on the trainer/ facilitator having acquired competency across a number of delivery and facilitation methods and modes to support individual and group learning. These competencies are addressed separately in other units in the Delivery and Facilitation field.</p> <p>Where this unit is undertaken as a single unit outside of the <i>TAA50104B Diploma of Training and Assessment</i>, learners must demonstrate competency in the following two pre-requisite units:</p> <ul style="list-style-type: none"> - <i>TAADEL402B Facilitate group-based learning</i> - <i>TAADEL403B Facilitate individual learning</i> <p>Plus at least one of these units:</p> <ul style="list-style-type: none"> - <i>TAADEL404B Facilitate work-based learning</i> - <i>TAADEL501B Facilitate e-learning</i> - <i>TAADEL405B Coordinate and facilitate distance-based learning</i> - <i>TAADEL502B Facilitate action learning projects.</i>

This unit is applied in the context of documented learning frameworks, that is, learning strategies/courses/learning programs.

The competency specified in this unit is typically required by trainers/facilitators in environments requiring higher levels of knowledge and skill in practice. Such trainers/facilitators will often have a role supervising/mentoring other trainers/facilitators.

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

1. Develop and extend teaching, facilitation and learning practices

- 1.1 Knowledge ***of teaching methodologies, facilitation approaches and learning theories*** is regularly updated to inform, guide and extend delivery and facilitation practices
- 1.2 This knowledge is synthesised with experiences in teaching and facilitation to support flexibility, innovation and adaptations in differing circumstances
- 1.3 Current vocational competency/subject matter expertise frames the content of teaching, facilitation and learning practices
- 1.4 ***Ethical standards*** underpin teaching, facilitation and learning practices
- 1.5 Own practice as a trainer/facilitator is continually evaluated and reflected upon to determine appropriateness of delivery methods
- 1.6 Existing ***delivery strategies*** and delivery plans are reviewed for quality and appropriateness and recommendations to revise are made as necessary
- 1.7 ***Collaborative facilitation*** models are used to broaden teaching, facilitation and learning skills and knowledge

2. Develop learner independence

- 2.1 ***Effective learning experiences*** are created using appropriate learning theories, principles and ***inclusive practices***
- 2.2 ***Potential barriers to learning*** are acknowledged and addressed, where possible, through ***learner support*** and ***adjustment strategies***

- 2.3 **Communication and interpersonal skills** are used effectively to motivate learners
- 2.4 Facilitation practices extend learners' repertoire of preferred learning styles and enhance learner readiness for new learning
- 2.5 Facilitation practices progressively transfer responsibility for learning in accordance with learners' readiness
- 3. Manage learning**
- 3.1 **Learner cues** and feedback are observed and facilitation skills are reviewed, and revised where necessary, to maintain learning momentum
- 3.2 Activities to develop **meta-cognition skills** and generic skills are integrated into facilitation and learning practices
- 3.3 Sensitivity related to diversity of culture, learning styles, abilities and experience is modelled
- 3.4 Explanations of theoretical ideas and principles are linked to learners' existing knowledge and experience using comprehensible language
- 4. Reflect on teaching, facilitation and learning practices**
- 4.1 Teaching, facilitation and learning practices are examined to explore, test and develop ideas and theories of learning, and the implications of this for ongoing development of trainer/facilitator competency
- 4.2 **Formal and informal monitoring** is used to collect evidence for reflections on practice
- 4.3 Feedback from learners, other clients, colleagues and relevant personnel is sought and used to reflect on performance
- 4.4 **Reflection** is used to explore and extend expertise in delivery and facilitation practices

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.

Teaching methodologies, facilitation approaches and learning theories may include:

- learner-centred/teacher-centred
- learner-directed/teacher-guided
- situated learning
- constructivist

- problem-based
- experiential
- information processing
- behaviourist
- cognitive apprenticeship

Ethical standards include:

- following organisational policies and Australian Quality Training Framework (AQTF) requirements
- duty of care under common law
- security of information
- confidentiality and privacy requirements

Delivery strategies may include:

- the focus of delivery, for example:
 - groups of varying sizes
 - groups from single context/from multiple contexts
 - groups of similar educational/competency levels
 - groups with divergent educational/competency backgrounds
 - on individuals
- the context of delivery, for example:
 - in the workplace – work in situ
 - in a simulated work environment
 - in the training room/classroom
 - in specialist environments – e.g. laboratory, computer room
 - through the World Wide Web
 - at home
 - in a community setting
- the mode of delivery, for example:
 - face-to-face
 - technology-based – electronic/computer-based/online/audiovisual
 - experiential
 - distance resource-based
 - blended
- delivery methods, for example:
 - lock step/learner-paced/mixed
 - interactive/participative/collaborative
 - trainer/facilitator-centred, learner-centred
 - time and place dependent/independent
 - demonstration
 - instruction

- presentations
- guided facilitation
- learning-activity-based
- guided work-based activities/applications/experiences
- tutoring
- project-based
- individual facilitation techniques – coaching/mentoring
- blended delivery methods

Collaborative facilitation may include:

- other trainers/facilitators, teachers
- supervisors
- colleagues
- specialist staff
- associations/bodies representing learner group with specific support needs
- professional associations
- government agencies
- consultants
- networks

Effective learning experiences may be:

- authentic experiences
- contextualised to the learner
- modelled to support transferability of learning
- built on previous experiences or learning
- based on actual or simulated work tasks and activities
- relevant to the learning objectives
- sequenced in complexity
- inclusive of generic skills
- appropriate to learners' styles
- appropriate to learners' profiles/characteristics
- modelled on inclusive practice

Inclusive practices may include:

- demonstrating probity in all areas of responsibility
- modelling organisational/professional codes of conduct
- reinforcing ethical conduct in interactions with and between other people
- showing respect for individual diversity, culture and religion
- recognising and utilising difference to develop both the individual and organisation

Potential barriers to learning
may include:

- demonstrating sensitivity to the circumstances and background of others
- fostering a culture of inclusiveness
- new/revised policy directions in vocational education and training
- physical or intellectual disabilities
- linguistic, cultural or ethnic differences
- language or communication issues
- age
- employment status
- prior experience in an adult learning environment
- poor educational experiences
- health issues
- issues arising from gender
- psychiatric disabilities
- learning problems
- English language, literacy and numeracy needs
- workplace culture
- location
- access to resources

Learner support strategies
may include:

- providing referrals to internal services such as language, literacy and numeracy support unit, individual learning unit
- providing referrals to external services such as community language, literacy and numeracy program, disability support service, counselling support
- incorporating techniques such as modelling/demonstrating, chunking, visual/diagrammatic, opportunities to practise, peer support, and repetition
- drawing on range of resources from first language, including peer support
- ensuring appropriate physical and communication supports are available
- listening to problems and helping within own area of responsibilities and experience
- building underpinning knowledge and skills using learning resources
- providing access to resources, e.g. computers to access the Internet

Adjustment strategies may include:

- engaging most five senses
- structuring reflective activities
- providing opportunities for practice and feedback
- arranging for physical aids for learners with disabilities

Communication skills must include:

- providing an open, warm communication style where effective verbal and body language is used
- demonstrating a capacity to communicate clearly to facilitate learning within the group and for each individual
- using critical listening and questioning techniques
- providing constructive and supportive feedback
- accurately interpreting verbal messages
- assisting participants to paraphrase advice/instructions to the trainer/facilitator
- providing clear and concrete options/advice

Interpersonal skills must include:

- showing respect for learners' expertise/backgrounds
- demonstrating sensitivity to diversity, disability, culture, gender and ethnic backgrounds
- modelling facilitation and learning behaviours
- engaging in two-way interaction
- encouraging the expression of diverse views and opinions
- negotiating complex discussions by establishing a supportive environment
- using language and concepts appropriate to cultural differences
- accurately interpreting non-verbal messages

Learner cues may include:

- level of participation
- level of interest
- capacity to meet outcomes
- disengagement

Meta-cognition skills include:

- reflection
- interpreting
- problem solving
- analysing
- hypothesising

Formal and informal monitoring may include:

- observations
- performance-based measures
- portfolios
- demonstrations
- projects
- journals

Reflection may include:

- asking critical questions about own ability, for example:
 - what worked
 - what did not work
 - how the delivery session could be improved
- reviewing records and journals
- critically evaluating personal performance

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 meet the facilitation and learning requirements of a diverse client base in a range of contexts within the vocational education and training sector.

This will require developing a conceptual and experiential framework of practice based on applied learning theories and involving the selection and use of appropriate delivery methods and delivery modes to facilitate effective learning experiences and increase learner independence. Competency also requires reflecting on experience to improve practice.

Evidence Requirements

Required knowledge includes:

- a sound knowledge of learning theories, for example:
 - learner-centred
 - theory of instruction
 - information processing
 - cognitive learning theory
 - andragogy
 - vocational education and training pedagogy
 - behavioural learning theory
 - experiential learning theory
- different delivery modes and delivery methods and their appropriateness for different learners/learning situations
- code of practice and/or ethics relevant to the vocational education and training sector

- ways in which Training Packages, accredited curricula and learning resources can be contextualised to meet the needs of individual learners without compromising standards
- range of ways in which professional practice can be adapted to meet the needs and expectations of individual learners in different learning contexts
- research methodologies, for example:
 - action research
 - analysis of learner feedback
 - interviews
- learning needs of a range of vocational education and training learners
- relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
 - ensuring fairness of learning opportunities
 - industrial relation awards and other possible barriers to learning
 - developing competency
 - licensing
 - industry/workplace requirements
 - duty of care
 - anti-discrimination including equal opportunity, racial vilification and disability discrimination
 - workplace relations
 - industrial awards/enterprise agreements
 - National Reporting System
- occupational health and safety (OHS) knowledge relating to the work role, including:
 - reporting requirements for hazards
 - safe use and maintenance of relevant equipment
 - emergency procedures
 - sources of OHS information
- skills in a range of delivery methodologies to meet the needs of diverse learners, for example:
 - group facilitation
 - individual facilitation, including coaching/mentoring
 - work-based learning
 - e-learning

Required skills and attributes include:

- action learning
- flexible delivery
- distance-based learning
- reflection skills to:
 - systematically evaluate personal work practices to improve performance
 - identify gaps in skills or knowledge
 - ask critical questions about performance, problems, methods used and learner success
- communication and interpersonal skills to:
 - apply active and reflective listening
 - adapt language to meet learner requirements
 - listen perceptively to learners/clients/colleagues
 - present information and explain concepts clearly
 - provide sequenced, structured instructions
 - apply effective questioning techniques and initiate/response
 - maintain appropriate relationships
 - establish trust
 - build rapport
 - be open to others' opinions
 - use appropriate body language
 - interpret the verbal and non-verbal communication of the learners, e.g. resistance/reluctance, uncertainty, enthusiasm, confusion and body language
- observation skills to:
 - monitor learner progress
 - monitor group and individual interactions
 - manage conflict/behavioural difficulties
 - monitor learner cues re concerns/difficulties in learning
 - monitor learner readiness for assessment/new areas of learning
- language skills to hypothesise, plan and influence others
- literacy skills to:
 - select, read and interpret Training Package/accredited course information
 - read and interpret information from a range of sources to identify and respond to learner needs, goals, skills and learning styles
 - research current issues

Products that could be used as evidence include:

- course delivery documentation
- feedback documentation
- statements of participation in relevant professional development activities
- notes of professional reading
- reports and recommendations regarding delivery strategies or approaches
- self-assessment journals or reflections

Processes that could be used as evidence include:

- performance-based assessment by supervisor
- observation by peers

Resource implications for assessment include:

- access to learning environments in which mixed mode delivery takes place
- access to multiple groups
- sufficient time to use a wide range of learning theories
- access to documented learning frameworks

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 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:

- demonstration of the outcomes, performance requirements, skills and knowledge set out in this unit including:
 - application of learning theories to different practices in different contexts
 - the selection and use of different teaching and delivery methods applied in different delivery modes which are relevant and appropriate to different learners and their needs
 - integration of theory and practice in own performance and in supporting the learner's developing competency
 - strategies to support increasing learner independence
 - documentation of reflection processes and outcomes
- documentary evidence of direct observations of advanced facilitation practice by third parties such as supervising teachers/trainers, peers, colleagues, learners, other clients
- analysis of feedback from a range of sources and reflection on the success of the training delivery

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:
 - *TAADEL405B Coordinate and facilitate distance-based learning*
 - *TAADEL501B Facilitate e-learning*
 - *TAADEL502B Facilitate action learning projects.*

TAADEL504B Lead and coordinate training services

Unit Descriptor	This unit specifies the competency required to lead and coordinate the provision of training services within a training and assessment organisation.
Employability Skills	This unit contains employability skills.
Competency Field	<i>Delivery and Facilitation</i>
Application of the Unit	<p>Coordinating training services involves overseeing a training and assessment organisation's training operations in one or more areas of service delivery.</p> <p>This competency includes confirming operational parameters for training; developing the training schedule; organising, guiding and supporting the organisation's trainers/facilitators; and monitoring the provision of training services (which may include multi-site and partnership arrangements).</p> <p>Where this unit is undertaken as a single unit outside of the <i>TAA50104B Diploma of Training and Assessment</i>, learners must demonstrate competency in the following pre-requisite units:</p> <ul style="list-style-type: none"> - <i>TAADES402B Design and develop learning programs</i> - <i>TAADES501B Design and develop learning strategies</i> - <i>TAADEL401B Plan and organise group-based delivery</i> - <i>TAADEL402B Facilitate group-based learning.</i> <p>Achievement of this unit requires high-level language and literacy skills, and cognitive skills in such areas as planning, analysis, evaluation and synthesis as well as leadership skills.</p> <p>This unit focuses on the coordination of training services only. The coordination of assessment services is addressed in <i>TAAASS501B Lead and coordinate assessment systems and services</i>. Systemic evaluations of training services is addressed in <i>TAACMQ503B Lead and conduct training and/or assessment evaluations</i>.</p> <p>Related competencies, which include preparing/managing budgets/financial plans, records management, recruitment, selection and performance management are addressed through relevant imported units in the Business Services Training Package. These are listed at the end of this unit.</p> <p>The competency specified in this unit is typically required by lead trainers/facilitators, program/training coordinators and training managers.</p>

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

1. Organise and arrange training services

- 1.1 Documentation relating to ***scope and legal/organisational requirements*** for training services is identified, accessed and interpreted
- 1.2 Availability and suitability of relevant ***trainers/facilitators*** is identified including across sites
- 1.3 Availability of ***material and physical requirements*** is confirmed with relevant personnel within budget specifications
- 1.4 Capacity to provide training services in accordance with scope and legal/organisational requirements is determined and ***partnership arrangements*** are developed, organised, agreed and documented as ***written agreements***, where relevant
- 1.5 The ***training schedule*** is developed, discussed and agreed with ***relevant persons***

2. Organise and lead training personnel

- 2.1 ***Quality requirements*** relating to the competency of trainers/facilitators are confirmed and documented
- 2.2 ***Communication*** and reporting arrangements are determined and agreed
- 2.3 ***Leadership skills and coaching and mentoring assistance*** is provided to guide and support trainers/facilitators in carrying out their work and ***issues/irregularities*** are identified and addressed in a timely and appropriate manner
- 2.4 Opportunities for professional/staff development and internal/external networking are established

3. Monitor training operations

- 3.1 The training schedule is monitored and ***contingencies*** are addressed
- 3.2 Partnership arrangements are monitored in accordance with written agreements, where relevant

- 3.3 Training records and reports are monitored to ensure legal/organisational requirements are met
- 3.4 Feedback from clients and stakeholders is initiated, monitored and addressed
- 3.5 Outcomes and recommendations of internal/external evaluations of training services are implemented and changes in training services operations are documented and monitored
- 3.6 Directions for continuous improvement in the provision of training services are identified and reported to relevant persons

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.

Scope of training services refers to:

- operational parameters, for example:
 - single training site
 - across a number of sites
 - across states/territories or national
 - international
- operational status, for example:
 - recognised training and/or assessment services through registration in accordance with Australian Qualification Training Framework (AQTF) *Standards for Registered Training Organisations (RTOs)*
 - unrecognised/internal/organisational
 - in partnership arrangement
- operational methods, for example:
 - using Training Packages
 - using accredited courses
 - using internal benchmarks and programs
 - using internal/external learning resources
 - product-based

Legal/organisational requirements may relate to:

- requirements of AQTF relating to training services
- specific state or territory registering body requirements
- requirements of Training Packages
- requirements of accredited courses

- apprenticeships/traineeships requirements
- Australian Qualifications Framework (AQF) requirements for the issuance of qualifications/ Statements of Attainment
- requirements set by Commonwealth and state and territory legislation relating to occupational health and safety (OHS); anti-discrimination; workplace/industrial relations; workers' compensation
- award and enterprise agreements and relevant industrial arrangements
- confidentiality and privacy requirements
- records and reporting requirements
- requirements set by professional associations
- requirements set by quality systems
- licensing requirements
- organisational requirements/policies/procedures
- defined resource parameters
- ethical standards

Trainers/facilitators refers to:

- teachers/trainers/facilitators in own organisation who operate on site
- teachers/trainers/facilitators in own organisation operating in different site/s
- teachers/trainers/facilitators from another organisation in partnership with own organisation
- personnel of own/another organisation who provide vocational/subject matter expertise and who work with the trainers/facilitators

Material and physical requirements may include:

- required Training Package/s for training services
- documented learning strategies
- documented learning programs
- learning materials and learning resources
- curriculum
- organisational competency standards/benchmarks
- IT equipment and associated software/hardware
- materials and equipment relevant to the unit of competency/subject area being delivered
- venues

Partnership arrangements are:

- collaborative arrangements between a Registered Training Organisation (RTO) and other organisations including other RTOs which enable the partners to share for mutual benefit their resources, effort, time, costs, responsibility and expertise in the provision of training and/or assessment services. These arrangements are regulated by the AQTF Standards for Registered Training Organisations which requires a written agreement between the RTO and each organisation that provides training and/or assessment services on behalf of the RTO.

Written agreements for partnership arrangements may include:

- description of the collaborating training and/or assessment organisation/s
- objectives and scope of service
- the nature of the collaboration including quality assurance, record keeping and maintenance; and issuance of qualifications/Statements of Attainment/ organisational internal awards
- terms of the agreement, such as the duration of the agreement, financial arrangements
- organisation and management of the agreement in terms of allocating of various activities and roles and responsibilities of each organisation in the partnership
- a description of equipment, learning materials and facilities contributed by collaborating partners
- an outline of communication strategies
- a description of who retains the rights to any intellectual property produced
- an outline of how and what activities will be promoted
- strategies for regular review of objectives of the collaboration, operational processes and any issues

Training schedule relates to:

- training services schedule or timetable in a single area of training service or across multiple areas defined by registered scope or organisational scope and may include:
 - annual/biannual/monthly calendar of training qualifications/courses/learning programs/ events
 - dates/timetable for specific units/subjects/ modules within qualifications/courses/ learning programs

- names/details of training staff to be used
- details of material/physical requirements
- confirmation of venues/sites

- Relevant persons** may include:
- chief executive officer / human resource manager
 - training managers
 - training coordinators
 - trainers/facilitators

- Quality requirements** refers to:
- AQTF standards of competency for trainers/facilitators
 - organisational standards/qualifications for trainers/facilitators

- Communication** may include:
- regular guidance, support and direction to trainers/facilitators
 - regular meetings to discuss aspects of training services

- Leadership skills** may include:
- techniques for initiating action and directing decision making
 - strategies for presenting a confident, assured and unhesitant manner in response to challenging situations
 - strategies for responding to unreasonable expectations
 - maintaining ethical practice and beliefs
 - modelling expected behaviour and personal presentation standards
 - time management
 - strategies for acknowledging and respecting the attitudes and beliefs of others
 - techniques for promoting active and genuine participation

- Coaching and mentoring assistance** includes:
- identifying any gaps in training/facilitation skills/competency
 - explaining legal/organisational/policy requirements
 - clarifying training/facilitation issues
 - providing encouragement and direction
 - providing feedback/advice/guidance
 - promoting safety in training/facilitation
 - solving problems

Issues/irregularities may include:

- competency gaps of trainers/facilitators
- difficulties trainers/facilitators have in developing effective group delivery plans/learning activities
- difficulties trainers/facilitators have in developing effective work-based learning pathways
- difficulties trainers/facilitators may have in managing professional relationships with each other or individual learners
- difficulties trainers/facilitators have in being able to address individual learner needs
- difficulties trainers/facilitators have in managing learners/learner interactions
- technical difficulties especially in an e-learning environment
- other trainer performance issues

Contingencies in the training schedule may include:

- issues in meeting learning strategy requirements
- issues in meeting learning program requirements
- issues/gaps in material/physical resource requirements
- delivery issues with personnel, e.g. absenteeism
- venue difficulties
- inadequate provision of records/reports by trainers/facilitators
- meeting contractual obligations

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 have taken responsibility for the operational parameters for training provision in a specified vocational area/field of training services; provided leadership, direction and support to other trainers/facilitators; and have effectively monitored training services in a training and assessment organisation.

Evidence Requirements

Required knowledge includes:

- relevant legal/organisational requirements for the scope of training services
- organisational policies and procedures relating to the scope of training services

- organisation's quality management systems and processes
- content of relevant Training Packages, competency standards or other organisational benchmarks for training services
- content of relevant documented learning strategies to guide and support the provision of training services
- content of relevant documented learning programs and/or work-based learning pathways to guide and support the provision of training services, where relevant
- how to develop delivery plans, learning activities
- delivery and facilitation methods and practices
- conflict resolution techniques
- coaching and mentoring techniques
- evaluation techniques
- OHS relating to the provision of training services, including:
- OHS obligations of the training and assessment organisation, the trainer/facilitator and learner
- legislative requirements for information and consultation relevant to safety
- elements of an OHS management system as it applies to a training and assessment organisation
- nature of OHS risks that should be addressed by a training and assessment organisation
- language and literacy skills to:
 - communicate in spoken and written forms with a range of trainers/facilitators and clients in a training context
 - interpret legal/organisational requirements, policies and procedures
 - prepare relevant documentation
 - establish and maintain professional working relationships with colleagues/staff and clients
- planning and organisational skills to:
 - develop training schedules
 - organise trainers/facilitators
 - organise material/physical requirements

Required skills and attributes include:

- coaching and mentoring techniques, including how to:
 - provide encouragement, feedback, advice and guidance
 - deal with issues/problems
 - promote safety
- analysis and interpretation skills to:
 - evaluate delivery and facilitation practices
 - access and interpret organisation's standards and values
 - determine service provision requirements
- observation skills to:
 - assess the effectiveness of the organisation's provision of training services
 - distinguish different types of problems, e.g. technical, people and theoretical
- problem solving skills to:
 - combine different modes of thinking such as creative and analytic for practical problem solving
 - anticipate future implications for own and others' decisions
 - reliably evaluate alternative solutions
 - manage continuous improvement processes
- leadership skills to:
 - set direction for others
 - influence and motivate others
 - guide and support others
 - manage conflict
 - make informed decisions and recommendations
- skills to accurately calculate material and physical operational requirements
- skills to manage diversity policies and procedures
- skills to develop and initiate support systems for trainers/facilitators

Products that could be used as evidence include:

- documented operational guidelines
- documented training schedules
- examples of leadership, support and guidance provided to trainers/facilitators
- written partnership agreement/s (where relevant)

- analysis of partnership arrangement outcomes (if relevant)
 - documented actions that address evaluations of training services
- Processes that could be used as evidence include:**
- how information and feedback was analysed to address contingencies and irregularities/issues
 - how partnership arrangements were discussed and agreed upon
 - how trainer/facilitator support and guidance needs were identified and met
 - in the case where coordination and management is across two or more sites, how the consistency of delivery and service was ensured
- Resource implications for assessment include:**
- access to legal/organisational documentation
 - access to operating/simulated training environment
 - access to trainers/facilitators and assessors
 - access to clients
- 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:

- demonstrated performance in coordinating training services in one or more areas of service delivery and which encompasses:
 - establishing operational parameters and requirements
 - developing training schedules
 - providing leadership, support and guidance to trainers/facilitators
 - reporting on operational arrangements for training services, including advice on future directions

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:
 - *TAAASS501B Lead and coordinate assessment systems and services*
 - *TAACMQ502B Coordinate training and/or assessment arrangements for apprenticeships/ traineeships*
 - *TAACMQ503B Lead and conduct training and/or assessment evaluations*
 - *TAACMQ505B Lead a team to foster innovation*
 - *BSBFLM513A Manage budgets and financial plans within work team*
 - *BSBFLM514A Manage people*
 - *BSBRKG502B Manage and monitor business or records systems*
 - *BSBHRM506A Manage recruitment, selection and induction processes*
 - *BSBMGT503A Prepare budgets and financial plans*
 - *BSBWOR502B Ensure team effectiveness.*

**TAA04 Training and Assessment
Training Package
Assessment
Competency Standards**

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TAAASS301B Contribute to assessment

Unit Descriptor This unit specifies the competence required to contribute to the assessment process.

Employability Skills This unit contains employability skills.

Competency Field *Assessment*

Application of the Unit This unit addresses the competence of assisting in the assessment process by collecting evidence to support a candidate's demonstration of competence. It involves the collection, examination, documentation and presentation of quality evidence which contributes to the assessment decision against the relevant competency standard.

This competency is performed under the following conditions:

- the necessary assessment tools and assessment resources to guide the evidence collection process have been provided
- any adjustments to tools are determined by the qualified assessor, as defined by the Australian Quality Training Framework (AQTF) and the assessor requirements of the relevant Training Package.
- the qualified assessor provides guidance and supervision.

Achievement of this unit requires competency in observation skills, effective communication and interpersonal skills and applied knowledge of the principles of assessment and the rules of evidence.

The competency specified in this unit is typically required by an individual who may have technical/vocational expertise and/or may have a supervisory or mentoring/coaching work role, and for whom collecting evidence for assessment is an adjunct to principal work responsibilities.

It may have application in a range of circumstances including:

- where the organisation uses a team assessment approach
- in rural/remote areas where access to qualified assessors may be limited (and where assessor guidance can be provided by technology)
- as part of the assessment arrangements for collecting evidence over a period of time and in a range of contexts.

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

1. Clarify role and responsibilities in the assessment process

- 1.1 ***Purpose of assessment*** is discussed and confirmed with ***relevant people*** using appropriate ***communications*** and ***interpersonal skills***
- 1.2 ***Benchmark/s for assessment*** are discussed and confirmed with qualified assessor
- 1.3 The ***assessment plan*** is accessed, read and clarified with qualified assessor
- 1.4 Specific responsibilities in gathering ***evidence*** and ***types of evidence*** to be gathered are discussed and agreed with qualified assessor

2. Confirm organisational arrangements for evidence gathering

- 2.1 Nominated ***assessment methods*** and ***assessment tools*** to be used in collecting evidence are clarified with the qualified assessor to ensure the instruments to collect evidence and the procedures to be followed are clear
- 2.2 The ***assessment context*** including ***candidate's characteristics*** and any need for ***reasonable adjustments*** are discussed and confirmed with relevant people
- 2.3 ***Resource requirements*** are confirmed and arranged in consultation with relevant people
- 2.4 Documentation setting out relevant assessment system policies and procedures, legal/organisational/ethical requirements and any other relevant advice on assessment is accessed and confirmed with relevant people

3. Collect evidence in accordance with the assessment plan

- 3.1 The assessment process is explained to the candidate, including the different responsibilities of the parties involved, and any candidate issues/concerns are referred to the qualified assessor prior to undertaking assessment activities
- 3.2 Assessment tools are used to gather quality evidence using appropriate communication and interpersonal skills with the candidate and other relevant people

- 3.3 Evidence is collected within available time and resources, in accordance with organisational/legal/ethical requirements
- 3.4 Evidence gathering assessment activities are reviewed against the *principles of assessment* and collected evidence is examined to determine whether it meets the *rules of evidence*
- 3.5 *Limitations and issues* in collecting quality evidence are identified and assistance is sought from qualified assessor/s, where required
- 4. Record and report findings**
- 4.1 Evidence is documented and recorded in accordance with assessment system policies and procedures
- 4.2 Evidence is organised in a format suitable for analysis and provided to the qualified assessor in accordance with assessment system policies and procedures
- 4.3 Feedback is actively sought from the qualified assessor on whether the evidence gathering activities meet the principles of assessment and the collected evidence meets the rules of evidence
- 4.4 Areas for improvement in collecting evidence are documented for future assessment activities

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.

Assessment process is:

- the series of steps in the assessment cycle

Purpose of assessment may be:

- recognise current existing competency of candidate/s
- determine if competency has been achieved following learning
- establish candidate/s progress towards achievement of competence
- determine language, literacy, numeracy needs of candidates/s
- certify competence through a Statement of Attainment
- establish progress towards a qualification

- determine training gaps of candidate/s
- measure work performance
- classify employees/support career progression
- meet organisational requirements for work – operate equipment/develop new skills
- licensing or regulatory requirements

Relevant people must include:

- qualified assessor/s
- candidate/s

Relevant people may include:

- managers
- supervisors
- technical/subject experts
- training coordinators
- industry regulators
- employee and employer representatives

Appropriate **communication and interpersonal skills** may include:

- engaging in two-way interaction
- providing constructive feedback
- using active listening
- using appropriate questioning to clarify and confirm instructions for evidence gathering
- accurately interpreting non-verbal and verbal messages
- providing clear advice
- using language that the candidate uses and which is appropriate to the assessment context and work encompassed by the competency standards
- using language and concepts appropriate to cultural and background of the candidate

Benchmark/s for assessment refers to:

- the criterion against which the candidate is assessed which, may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications

An **assessment plan** is the overall planning document for the assessment process, may include:

- the purpose and aims of the assessment
- the context of assessment
- relevant benchmark/s for assessment to be used as the benchmarks for assessment
- other assessment information/documentation identified as relevant
- identified personnel
- identified assessment methods and assessment tools

- possibilities for clustering units of competency for assessment purposes
- identified OHS hazards, including assessed risks and control strategies
- material and/or physical resources required
- organisational arrangements for conducting assessment
- OHS reporting requirements
- any special assessment needs, e.g. personal protective equipment requirements
- outline of assessment milestones, time lines and target dates
- candidate self-assessment procedures
- connections to relevant organisational plans, policies and procedures

Evidence is:

- information/materials/products which support a candidate's claim of demonstrated competency

Types of evidence may be:

- direct e.g. observation of work activities under real/simulated work conditions, examples of work products
- indirect, e.g. third party reports from a range of sources
- supplementary e.g. question and answer, work records, training records, portfolios
- candidate gathered evidence
- assessor gathered evidence
- current/recent/historical
- combination of above

Assessment methods are the particular techniques used to gather different types of evidence and may include:

- conducting real work/real time activities (for example, direct observation and third party reports)
- carrying out structured activities (for example, simulation exercises, demonstration and activity sheets)
- questioning (for example, computer, oral and written questions)
- collecting portfolios/evidence compiled by the candidate
- obtaining historical evidence regarding prior learning

Assessment tools contain:

- the instruments to be used for gathering evidence such as:
 - a profile of acceptable performance measures
 - templates/proformas
 - specific questions or activities
 - evidence/observation checklists
 - checklists for the evaluation of work samples
 - candidate self-assessment materials
- the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and assessment condition

Assessment context may include:

- the environment in which the assessment will be carried out
- opportunities for collecting evidence in a number of situations
- the purpose of the assessment
- who carries out the assessment
- relationship between units of competency and candidate's workplace
- auspicing and partnership arrangements
- period of time that assessment takes place
- apportionment of costs/fees
- quality assurance mechanisms
- privacy and confidentiality approaches

Candidate's characteristics may include:

- level of work experience
- level and experiences of previous learning and assessment
- motivation for assessment – personal and/or organisational
- English language, literacy and/or numeracy levels/needs
- physical impairment or disability involving hearing, vision, voice, mobility
- intellectual impairment or disability
- medical condition such as arthritis, epilepsy, diabetes, asthma that is not obvious but may impact on assessment
- differences in learning progress
- religious and spiritual observances
- cultural background images/perceptions
- age
- gender

Reasonable adjustments may include:

- taking into account candidate's language, literacy, numeracy requirements
- providing of personal support services (for example: reader, interpreter, attendant carer, scribe)
- using of adaptive technology or special equipment
- flexible assessment sessions to allow for fatigue or administering of medication
- format of assessment materials (for example, in Braille, first language, use of audiotape/videotape)
- making adjustments to the physical environment
- revising of proposed assessment methods/tools
- considering age and gender
- considering cultural beliefs, traditional practices and religious observances
- arranging for a member of the community to accompany the candidate

Resource requirements may include:

- resources specific to evidence gathering activities
- access to assessors
- access to policy and procedures
- access to subject/technical experts
- OHS requirements
- plant, equipment, technology

Assessment system policies and procedures may include:

- candidate selection
- rationale and purpose of competency-based assessment
- assessment records/data management/information management
- recognition of current competency/recognition of prior learning/credit arrangements
- assessors – needs, qualifications, maintaining currency
- assessment reporting procedures
- assessment appeals
- candidate grievances/complaints
- validation
- evaluation/internal audit
- costs/resourcing
- access and equity/reasonable adjustment
- partnership arrangements

Legal/organisational/ethical requirements may include:

- links with human resource or industrial relations systems
- links with overall quality management system
- assessment system policies and procedures
- assessment strategy requirements
- quality assurance systems
- reporting, recording and retrieval systems for assessment
- business and performance plans
- access and equity policies and procedures
- collaborative/partnership arrangements
- defined resource parameters
- mutual recognition arrangements
- industrial relations systems and processes, awards/enterprise agreements
- Australian Quality Training Framework (AQTF) standards on assessment
- registration scope
- human resources policies/procedures
- legal requirements including anti-discrimination, equal employment, job role/responsibilities/conditions
- relevant industry codes of practice
- confidentiality and privacy requirements
- OHS considerations, including:
 - ensuring OHS requirements are adhered to during the assessment process
 - identifying and reporting OHS hazards and concerns to relevant personnel

Relevant advice on assessment may include:

- guidance on the principles of assessment and how they are applied
- information on the rules of evidence and how these are applied
- assessment materials (for example, guidelines and evidence gathering workbooks)
- information from Training Package Assessment Guidelines
- AQTF standards relating to assessment
- OHS standards/guidelines
- advice/information from other assessors
- course guidelines and parameters
- candidate self-assessments
- individual unit or integrated approaches to competency assessment

Principles of assessment are:

- validity
- reliability
- flexibility
- fairness

To meet the ***rules of evidence***, evidence must be:

- valid, for example:
 - address the elements and Performance Criteria
 - reflect the skills and knowledge described in the relevant units of competency
 - show application in the context described in the Range Statement
 - demonstrate that performance, skills and knowledge are applied in real/simulated workplace situations
- current, for example:
 - demonstrate the candidate's current skills and knowledge
 - comply with current standards
- sufficient, for example:
 - demonstrate competence over a period of time
 - demonstrate repeatable competence
 - not inflate the language, literacy and numeracy requirements beyond those required in performing the work task/function
- authentic, for example:
 - be the work of the candidate
 - be corroborated/verified

Limitations and issues may relate to:

- relationship between main job and responsibilities in evidence gathering activities
- ability to meet the candidate's needs
- access to candidate and/or relevant people
- levels of understanding of organisation's quality processes
- own level of vocational competence
- own understanding of competency-based assessment
- need to meet legal responsibilities
- risk management and OHS issues which impact on the capacity to collect evidence
- confirmation of relevant unpaid or volunteer experience
- examples of work products
- simulation activities
- projects/assignments

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 competence against this unit, candidates must be able to provide evidence that they have gathered appropriate and relevant assessment evidence using a variety of assessment methods and employing existing assessment tools in accordance with an assessment plan.

This evidence must show the methods used to collect evidence; completed evidence gathering tools; how evidence was collated in a suitable format for assessment; how the selected tools were used to collect evidence; and how organisational procedures regarding evidence collection, recording and reporting were followed.

Evidence Requirements

Required knowledge includes:

- what is competency-based assessment, including criterion referenced, competency standards as the benchmarks for assessment, competency-based reporting
- the principles of assessment, being validity, reliability, fairness and flexibility
- the rules of quality evidence, in that evidence must be valid, authentic, sufficient and current
- the different purposes of assessment
- the diversity of assessment contexts
- what is evidence and different types of evidence
- how evidence is gathered – what are assessment methods and different types of methods
- what is an assessment tool
- what is an assessment plan
- practical knowledge of the potential barriers and processes relating to evidence gathering procedures and assessment processes
- the organisational assessment system policies and procedures relevant to this unit of competency
- technical/subject area being assessed
- cultural sensitivity and equity considerations

- relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
 - licensing requirements
 - recording information and confidentiality requirements
 - equal employment opportunity, disability, discrimination
- OHS relating to the work role, and OHS considerations to be included in collecting evidence, including:
 - hazard identification and risk control measures
 - requirements for reporting hazards and incidents
 - emergency procedures
 - procedures for use of relevant personal protective equipment
 - safe use of relevant equipment
 - sources of OHS information
 - role of key workplace personnel
 - responsibilities of learners and employees

Required skills and attributes include:

- observation skills to observe candidate performance
- cognitive and interpretation skills to:
 - ensure collection of valid and reliable evidence
 - identify gaps/issues in evidence collection
 - confirm appropriate assessment tools and methods to be used
- organisation skills to:
 - use required resources
 - carry out the evidence collection
- time management skills
 - to schedule assessment events/activities
 - work with candidate on suitable times
- using assessment methods and tools
- literacy skills to:
 - read and interpret relevant information
 - prepare required documentation and collate evidence in required format

- communication skills to:
 - discuss evidence gathering processes with practitioners
 - discuss evidence gathering processes with candidate/s
 - establish a working relationship with assessor and candidate/s
 - provide constructive and supportive feedback
 - ask appropriate questions to clarify and confirm instructions for evidence gathering
 - provide clear and concrete options and/or advice
- attributes including:
 - willingness to contribute positively to the assessment process
 - capacity to encourage, accept and use feedback
 - capacity to work sensitively and ethically when gathering information

Products that could be used as evidence include:

- completed assessment tools/templates/checklists
- documentation/records of the evidence gathered
- feedback from the candidate, qualified assessor, supervisor

Processes that could be used as evidence include:

- how benchmarks and other documents were interpreted, and why
- how evidence gathering activities were scheduled
- how the rules of evidence were used to collect and review evidence, and why

Resource implications for assessment include:

- access to qualified assessor
- access to candidates for assessment purposes
- access to supervisor or other relevant people
- access to benchmarks and other assessment documentation
- assessment materials and tools
- workplace documentation
- support for candidate's specific requirements
- time considerations

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 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 competence 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 evidence gathering activities, carried out with different candidate/s in each activity
- the examination of gathered evidence in complying with the rules of evidence
- a summary of evidence findings using business technology
- feedback sought from others involved in the assessment process

Integrated assessment means that:

- this unit can be assessed alone or with *TAADEL301C Provide training through instruction and demonstration of work skills.*

TAAASS401C Plan and organise assessment

Unit Descriptor	This unit specifies the competence required to plan and organise the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system.
Employability Skills	This unit contains employability skills.
Competency Field	<i>Assessment</i>
Application of the Unit	<p>This unit addresses the competence of planning the assessment process and making the organisational arrangements which enable assessment to occur. It includes assessments carried out as part of a Recognition of Prior Learning Process (RPL) or as part of a learning and assessment pathway.</p> <p>The critical focus of this unit is on developing an assessment plan that will be used to guide assessor/s in conducting competency-based assessments. The unit also covers contextualisation of the assessment benchmarks and assessment tools to address the environment in which assessment will take place and organising the human, material and physical resources needed to conduct the assessment.</p> <p>This competence applies to planning and organising an assessment process, including RPL which may involve single or multiple candidates being assessed against individual or multiple unit/s of competency.</p> <p>The planning function in assessment is distinguished as a discrete activity and may be undertaken by the assessor responsible for assessing the candidates reflected in the assessment plan or by another person in the organisation.</p> <p>This competence is to be applied in the context of an existing assessment strategy which documents the overall framework for assessment at a qualification level. In this context, the assessment plan adds further detail relating to the specific organisational arrangements for assessment/s, including RPL against individual unit/s of competency.</p> <p>The competence of developing an assessment strategy is separately addressed in two other units of the <i>TAA04 Training and Assessment Training Package: TAADES501B Design and develop learning strategies</i> (in a learning and assessment pathway) and <i>TAAASS501B Lead and co-ordinate assessment systems and services</i> (in an assessment only pathway).</p>

The achievement of this unit includes interpretation of competency standards, (where competency standards are used as the benchmarks for assessment). *TAADES401B Use Training Packages to meet client needs* addresses this skill in depth.

The competence specified in this unit is typically required by assessors, workplace supervisors with assessment planning responsibilities, trainers or other assessors responsible for planning assessment, including RPL

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

1. Determine approach for assessment

- 1.1 Candidate/s are identified/confirmed and the ***purpose/s*** and ***context of assessment/ RPL*** are established/ confirmed with ***relevant people*** in accordance with ***legal/organisational/ethical requirements***
- 1.2 A decision is made whether assessment will be undertaken within an RPL, a learning and assessment pathway or a combined approach
- 1.3 The ***assessment strategy*** is accessed and used to guide the development of the assessment plan, where applicable
- 1.4 The ***benchmarks for assessment/ RPL*** are identified/confirmed and accessed

2. Prepare the assessment/ RPL plan

- 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 standards***, 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/RPL 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 of all people involved in the assessment process are clarified, agreed and documented
- 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/RPL plan is confirmed with *relevant personnel*
3. **Contextualise and review assessment/RPL plan**
- 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 standards
 - reasonable adjustment/s, where identified
 - integration of assessment activities, where appropriate and practical
 - capacity to support *recognition of prior learning*
- 3.4 Adjusted assessment tools are reviewed to ensure the specifications of the competency standards are still addressed
- 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. Organise assessment/ RPL arrangements**
- 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/ RPL 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/ RPL process are organised
 - 4.4 Effective *communication strategies* are established to encourage regular communication flow and feedback with relevant people involved in the assessment/RPL process
 - 4.5 Assessment/ RPL record keeping and reporting arrangements are confirmed

Required skills and knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- cognitive interpretation skills to:
 - accurately interpret competency standards and other assessment documentation
 - identify opportunities for integrated competency assessment
 - contextualise competency standards to the operating assessment environment, including RPL
 - sort information
- observation skills to:
 - assess the effectiveness of the organisation's assessment, including RPL operations
 - identify where improvement to the assessment process can be made
 - identify where improvement to RPL policy and procedures can be made
- technology skills to:
 - use appropriate equipment and software to communicate effectively with others
- research and evaluation skills to:
 - obtain competency standards and other assessment information, assessment tools and other relevant assessment resources
 - research candidate characteristics and any reasonable adjustment needs
 - identify and confirm required material and physical resources
 - evaluate feedback, and determine and implement improvements to processes
 - make recommendations
- planning skills relating to formulation of the assessment plan

- organisational skills relating to organising resources required
- literacy skills to:
 - read and interpret relevant information to design and facilitate assessment and recognition processes
 - prepare required documentation and information for those involved in assessment processes
- communication skills to:
 - discuss assessment, including RPL processes with clients and assessors
 - establish professional relationships and networks
- sensitivity to access and equity considerations and candidate diversity
- capacity to promote and implement equity, fairness, validity, reliability and flexibility in planning an assessment process

Required knowledge

- competency-based assessment: work focused, criterion referenced, standards-based, evidence-based
- the different purposes of assessment and different assessment contexts, including RPL.
- how to read and interpret the identified competency standards as the benchmarks for assessment
- how to contextualise competency standards within relevant guidelines
- the four principles of assessment and how they guide the assessment process
- what is evidence and different types of evidence used in competency-based assessments, including RPL
- the four rules of evidence and how they guide evidence collection
- different types of assessment methods, including suitability for collecting various types of evidence
- assessment tools and their purpose; different types of tools; relevance of different tools for specific evidence gathering opportunities
- different resource requirements for assessment and associated costs
- where to source other relevant assessment information and how to incorporate this into the plan
- the principles of inclusivity, and strategies for reasonable adjustment, without compromise to the competency standards
- sources and types of specialist support to candidates
- methodologies suitable for reviewing assessment tools
- the assessment system policies and procedures established by the industry and/or organisation
- the RPL policies and procedures established by the organisation
- risks and requirements associated with different assessment applications in various contexts, including:
 - capacities of assessors at higher AQF levels
 - when linked to licensing
 - legal implications of assessing competence

- the relevant organisational/legal/ethical requirements impacting on the planning and organisation of assessment, as set out in the Range Statement of the relevant competency standards
- other relevant policy, legislation, codes of practice and national standards including national Commonwealth and state/territory legislation for example:
 - copyright and privacy laws in terms of electronic technology
 - security of information
 - plagiarism
 - licensing requirements
 - anti-discrimination including equal opportunity, racial vilification and disability discrimination
 - workplace relations
 - industrial awards/enterprise agreements
- OHS responsibilities associated with planning and organising assessment, such as:
 - hazards commonly found, and preferred risk controls for the specific assessment environment
 - OHS procedures to be observed in the assessment process
 - safe use and maintenance of relevant equipment
 - sources of OHS information

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.

- Purpose/s of assessment*** may include:
- recognising current existing competence of candidate/s
 - determining if competence has been achieved following learning
 - establishing candidate/s progress towards achievement of competence
 - determining language, literacy, numeracy needs of candidates/s
 - certifying competence through a Statement of Attainment
 - establishing progress towards a qualification
 - determining training gaps of candidate/s
 - measuring work performance
 - classifying employees/support career progression
 - meeting organisational requirements for work - operate equipment/develop new skills
 - licensing or regulatory requirements

Context of assessment/ RPL
may include:

- part of the enrolment process
- the environment in which the assessment/RPL will be carried out, including real work/simulation
- opportunities for collecting evidence in a number of situations
- relationships between competency standards and evidence to support recognition of prior learning
- who carries out the assessment/RPL
- relationships between competency standards and work activities in the candidate's workplace
- relationships between competency standards and learning activities
- auspicing and partnership arrangements
- the period of time during which the assessment takes place
- apportionment of costs/fees, if applicable
- quality assurance mechanisms

Relevant people must include:

- the candidate/s
- the assessor/s responsible for conducting the assessment/RPL, which may be self or other assessors

Relevant people may include:

- the client, company or organisation
- team leaders, managers, supervisors
- delivery personnel
- technical/subject experts
- training and assessment coordinators
- RPL coordinators
- industry regulators
- employee and employer representatives
- members of professional associations
- Commonwealth department official/Centrelink personnel/caseworker
- Australian Apprenticeship Centre (AAC) personnel

Legal/organisational/ethical requirements may include:

- assessment system policies and procedures
- assessment strategy requirements
- reporting, recording and retrieval systems for assessment, including RPL
- quality assurance systems
- business and performance plans

- access and equity policies and procedures
- collaborative/partnership arrangements
- defined resource parameters
- mutual recognition arrangements
- industrial relations systems and processes, awards/enterprise agreements
- Australian Quality Training Framework (AQTF2007)
- registration scope
- human resources policies/procedures
- legal requirements including anti-discrimination, equal employment, job role/responsibilities/conditions
- relevant industry codes of practice
- confidentiality and privacy requirements
- OHS considerations, including:
- ensuring OHS requirements are adhered to during the assessment process
- identifying and reporting OHS hazards and concerns to relevant personnel

The *assessment strategy* is a documented framework to guide and structure assessment arrangements for a vocational education and training qualification. In a learning and assessment pathway it is addressed as part of the learning strategy. In an assessment only pathway it is a separate document. The assessment strategy may encompass:

- the identification of the competency standards forming the qualification and
- interpretation of the packaging rules of the qualification, where part of a Training Package
- interpretation of the competency standards as the benchmarks for assessment
- application of Training Package Assessment Guidelines, where part of a Training Package
- arrangements for RPL, including provision of guidance and assistance to candidates in gathering and evaluating evidence
- determination of assessment methods for identified competency standards
- selection of assessment tools for identified competency standards
- organisational arrangements for assessment, including physical and human resources, roles and responsibilities and partnership arrangements (where relevant)
- nominated quality assurance mechanisms
- identified risk management strategies

Benchmark/s for assessment/ RPL refers to:

- the criterion against which the candidate is assessed or prior learning recognised which, may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications

Evidence is:

- material collected which, when matched against the specifications in the competency standards, provides proof of competency achievement

Types of evidence may include:

- direct, e.g. observation of work activities under real/simulated work conditions, examples of work products
- indirect, e.g. third party reports from a range of sources
- supplementary, e.g. question and answer, work records, training records, portfolios
- candidate gathered evidence
- assessor gathered evidence
- current/recent/historical
- combination of above

The **rules of evidence** guide the evidence collection process to ensure evidence is:

- valid, for example:
 - address the elements and Performance Criteria
 - reflect the skills and knowledge described in the relevant unit/s of competency
 - show application in the context described in the Range Statement
 - demonstrate performance skills and knowledge are applied in real/simulated workplace situations
- current, for example:
 - demonstrate the candidate's current skills and knowledge
 - comply with current standards
- sufficient, for example:
 - demonstrate competence over a period of time
 - demonstrate repeatable competence
 - not inflate the language, literacy and numeracy requirements beyond those required in performing the work task
- authentic, for example:
 - be the work of the candidate
 - be corroborated/verified

All component parts of the competency standards refers to:

- Elements
- Performance Criteria
- Employability Skills
- Range Statement including advice on:
 - range of contexts/conditions to be met in assessment
 - aspects of the Performance Criteria that can be contextualised
 - information which adds definition to support assessment
 - links to knowledge and skills
 - underpinning language, literacy and numeracy requirements
- Evidence Guide requirements, including:
 - underpinning/required knowledge
 - underpinning/required skills and attributes
 - underpinning language, literacy and numeracy requirements
 - critical aspects of evidence to be considered/quality evidence requirements
 - concurrent assessment and interdependence of units
 - assessment methods/resources/context
- dimensions of competency, which include:
 - task skills
 - task management skills
 - contingency management skills
 - job role/environment skills
- requirements set out in the Assessment Guidelines of the relevant Training Package/s

Related documentation may include:

- information from the competency standards about the resources required for assessment, the assessment context, appropriate assessment methods
- assessment activities identified in accredited modules derived from the relevant competency standards
- assessment activities in Support Materials related to the relevant competency standards
- RPL policy and procedures
- any requirements of OHS, legislation, codes of practice, standards and guidelines
- indicators and levels of competence of the National Reporting System

Assessment/ RPL methods are the particular techniques used to gather different types of evidence and may include:

- organisational requirements for demonstration of work performance
- product specifications
- direct observation, for example:
 - real work/real time activities at the workplace
 - work activities in a simulated workplace environment
- structured assessment activities, for example:
 - simulation exercises/role-plays
 - projects
 - assignments
 - presentations
 - activity sheets
- questioning, for example:
 - written questions, e.g. on a computer
 - interviews
 - self-assessment
 - verbal questioning questionnaires
 - oral/written examinations (for higher AQF levels)
- portfolios, for example:
 - collections of work samples by the candidate
 - product with supporting documentation
 - historical evidence
 - journal/log book
 - information about life experience
- review of products, for example:
 - products as a result of a project
 - work samples/products
- third party feedback, for example:
 - testimonials/reports from employers/supervisors
 - evidence of training
 - authenticated prior achievements
 - interview with employer, supervisor, peers
- the instruments developed from the selected assessment methods to be used for gathering evidence such as:
 - a profile of acceptable performance measures
 - templates/proformas
 - specific questions or activities
 - evidence/observation checklists
 - checklists for the evaluation of work samples
 - candidate self-assessment materials

- Assessment tools*** contain:
- the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and assessment conditions
- Selected/confirmed*** means:
- selected on the basis that they are suitable and effective in collecting the evidence in light of the purpose and context
 - confirmed in accordance with the assessment strategy, where appropriate
- Principles of assessment*** are:
- fairness
 - flexibility
 - reliability
 - validity
- Material and physical resources*** may include:
- documents required for the assessors and candidates, including competency standards and assessment tools
 - plant and equipment
 - technology
 - personal protective equipment
 - venues for assessment
 - adaptive technologies
 - physical adjustments to assessment environment
- Assessment plan*** is the overall planning document for the assessment process and may include:
- the purpose and aims of the assessment
 - the context of assessment/RPL
 - relevant competency standards to be used as the benchmarks for assessment/RPL
 - other assessment information/documentation identified as relevant
 - identified personnel
 - identified assessment methods and assessment tools
 - possibilities for clustering units of competency for assessment purposes
 - identified OHS hazards, including assessed risks and control strategies
 - material and/or physical resources required
 - organisational arrangements for conducting assessment/RPL
 - OHS reporting requirements
 - any special assessment needs, e.g. personal protective equipment requirements

Relevant personnel may include:

- outline of assessment milestones, time lines and target dates
- candidate self-assessment procedures
- connections to relevant organisational plans, policies and procedures
- self in such contexts as one-person/small training and/or assessment organisation
- lead assessor
- training and/or assessment supervisor/coordinator
- training and/or assessment manager

Characteristics of the candidate/s may include:

- level of work experience
- level and experiences of previous learning and assessment
- motivation for assessment - personal/organisational
- English language, literacy and/or numeracy levels/needs
- physical impairment or disability involving hearing, vision, voice, mobility
- intellectual impairment or disability
- medical condition such as arthritis, epilepsy, diabetes, asthma that is not obvious but may impact on assessment
- differences in learning progress
- psychiatric or psychological disability
- religious and spiritual observances
- cultural background images/perceptions
- age
- gender

Reasonable adjustments and/or specific needs must not compromise the integrity of the competency standards and may include:

- adjustments to the assessment process taking into account candidate's language, literacy, numeracy requirements
- provision of personal support services, for example, reader, interpreter, attendant carer, scribe, member of community in attendance
- use of adaptive technology or special equipment
- flexible assessment sessions to allow for fatigue or administering of medication
- format of assessment materials, for example, in braille, first language, use of audiotape/ videotape
- adjustments to the physical environment or venue

- revising proposed assessment methods/tools
 - considerations relating to age and/or gender,
 - considerations relating to cultural beliefs, traditional practices, religious observances
- Contextualised*** means:
- to change the wording of some component parts of the competency standard to reflect the immediate operating environment
- Contextualisation guidelines*** relate to:
- DEST Guidelines on Training Package Contextualisation
 - relevant Training Package contextualisation guidelines
- Recognition of prior learning*** is defined as:
- an assessment process that assesses an individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to and/or partial or total completion of a qualification
- Assessment system policies and procedures*** may include:
- candidate selection
 - rationale and purpose of competency-based assessment
 - assessment records/data management/information management
 - recognition of current competency/recognition of prior learning/credit arrangements
 - assessors - needs, qualifications, maintaining currency
 - assessment reporting procedures
 - assessment appeals
 - candidate grievances/complaints
 - validation
 - evaluation/internal audit
 - costs/resourcing
 - access and equity/reasonable adjustment
 - partnership arrangements
 - links with human resource or industrial relations systems
 - links with overall quality management system
- Specialist support*** may include:
- assistance by third party – carer, interpreter
 - development of online assessment activities
 - support for remote or isolated candidates and/or assessors
 - support from subject matter or safety experts

- Communication strategies** may include:
- advice from regulatory authorities
 - assessment teams/panels
 - support from lead assessors
 - advice from policy development experts
 - interviews (face-to-face or telephone)
 - email, memos and correspondence
 - meetings
 - video conferencing/e-based learning
 - focus groups
 - email, memos and correspondence
 - meetings
 - video conferencing/e-based learning
 - focus groups

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 competence against this unit, candidates must be able to provide evidence that they have developed an assessment plan and organised the material resources and personnel to support the assessment process.

The evidence provided must describe how the purpose of assessment was identified; contain structured plans that detail the selection/confirmation of assessment methods and tools, and assessment environments; include appropriate communication strategies with relevant people regarding the assessment process; outline resource requirements and special assistance required throughout the assessment process; and include recording and reporting requirements

Products that could be used as evidence include:

- assessment plans
- modified/adjusted assessment tools to allow for specific needs
- contextualised competency standards
- documentation of consultations with clients and other stakeholders regarding the assessment purpose and context

Processes that could be used as evidence include:

- how competency standards and other documents were interpreted
- how assessment activities were scheduled
- how RPL is incorporated in the assessment process
- how resources were identified and obtained
- how communication systems were used to include relevant stakeholders in the planning process
- how assistance was sought from individuals providing specialist support

Resource implications for assessment include:

- access to relevant Training Package/s
- access to assessment materials and tools
- access to other relevant assessment information
- access to suitable assessment venue/equipment
- access to RPL policy and procedures
- workplace documentation
- cost/time considerations
- personnel requirements

The collection of quality evidence requires that:

- assessment must address the scope of this unit and 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, including RPL.
- 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
- evidence collected must relate to at least one RPL assessment
- assessment meets the rules of evidence
- a judgement of competence 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 demonstrate

Specific evidence requirements must include:

- evidence of planning and organising the assessment process on a minimum of two occasions. The evidence collected must:
 - address the provision of documented assessment plans
 - cover a range of assessment events
 - cater for a number of candidates
 - relate to different competency standards or accredited curricula
 - address an RPL assessment
 - involve the contextualisation of competency standards and the selected assessment tools, where required
 - incorporate consideration of reasonable adjustment strategies
 - include organisational arrangements

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:
 - *TAAASS402C Assess competence*
 - *TAAASS403B Develop assessment tools*
 - *TAAASS404B Participate in assessment validation*
 - *TAADES401B Use Training Packages to meet client needs*

TAAASS402C Assess competence

Unit Descriptor	This unit specifies the competence required to assess the competence of a candidate.
Employability Skills	This unit contains employability skills.
Competency Field	<i>Assessment</i>
Application of the Unit	<p>This unit addresses the competence of conducting competency assessment in accordance with a developed assessment plan. It includes assessment for recognition of prior learning (RPL) or as part of a learning and assessment pathway.</p> <p>The critical focus of this unit is on interpreting the collected evidence and making a judgement of competence against the specified competency standards by applying the principles of assessment and rules of evidence. This unit also covers demonstration of the professional relationship between assessor and candidate/s and the skills needed to support this relationship.</p> <p>The achievement of this unit includes interpretation of competency standards, (where competency standards are used as the benchmarks for assessment). <i>TAADES401B Use Training Packages to meet client needs</i> addresses this skill in depth.</p> <p>This unit does not address the development of an assessment/RPL plan or organisation of required resources for assessment/RPL, which is addressed in <i>TAAASS401C Plan and organise assessment</i>.</p> <p>The competence specified in this unit is typically required by assessors.</p>

Element

Elements describe the essential outcomes of a unit of competency.

1. Establish and maintain the assessment environment

Performance Criteria

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.

1.1 The ***assessment/ RPL 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/ RPL** 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/ RPL 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
- 2. Gather quality evidence**
- 2.1 The assessment/ RPL 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 determined with the candidate and relevant personnel
 - 2.4 Opportunities for integrated assessment activities/ RPL are identified and assessment tools are modified, where required
 - 2.5 Identified assessment/ RPL 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 prior learning**
 - 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 standards 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 standards* and the dimensions of competency (where competency standards are the benchmarks for assessment/ RPL)
 - addresses other *related documentation*
 - complies with the rules of evidence
- 4.3 *Judgement* is used to infer whether competence has been demonstrated, based on the available evidence
- 4.4 Relevant assessment, including RPL, system policies and procedures and organisational/legal/ethical considerations are addressed in making the assessment decision
- 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
5. **Record and report the assessment decision**
- 5.1 Assessment/ RPL outcomes are recorded promptly and accurately in accordance with assessment/ RPL system policies and procedures and organisational/legal/ethical requirements
- 5.2 An *assessment report* is completed and processed in accordance with assessment system policies and procedures and organisational/legal/ethical requirements
- 5.3 *Recommendations* for follow up action are submitted to relevant people, where required
- 5.4 *Other relevant parties* are informed of the assessment decision where required, and in accordance with confidentiality conventions

6. Review the assessment process

- 6.1 The assessment/ RPL process is reviewed against *criteria* in *consultation* with relevant people to improve and modify future assessment practice
- 6.2 The review is documented and recorded in accordance with relevant assessment system policies and procedures and organisational/ legal/ethical requirements
- 6.3 Reflection skills are used to review and self-evaluate assessment practice

Required skills and knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analysis and interpretation skills to:
 - unpack competency standards
 - interpret assessment tools and other assessment information, including those used in RPL
 - identify candidate needs
 - make judgements based on assessing available evidence
- observation skills to:
 - recognise candidate prior learning
 - determine candidate readiness for assessment
 - observe candidate performance
 - identify when candidate may need assistance throughout the assessment processes
- research and evaluation skills to:
 - access required human and material resources for assessment
 - access assessment system policies and procedures
 - access RPL policies and procedures
 - evaluate evidence
 - evaluate the assessment process
- cognitive skills to:
 - weigh up the evidence and make a judgement
 - consider and recommend reasonable adjustments
- decision making skills to:
 - recognise a candidate's prior learning
 - make a decision on a candidate's competence
- literacy skills to:
 - read and interpret relevant information to conduct assessment
 - prepare required documentation and records/reports of assessment outcomes in required format

- communications/interpersonal skills to:
 - explain the assessment, including RPL process to the candidate
 - give clear and precise instructions
 - ask effective questions
 - provide clarification
 - discuss process with other relevant people
 - give appropriate feedback to the candidate
 - discuss assessment outcome with the candidate
 - using language appropriate to the candidate and assessment environment
 - establish a working relationship with the candidate
- attributes including:
 - a willingness to guide and support candidates
 - capacity to encourage, accept and utilise feedback
 - sensitivity to individual difference and need
 - ethical conduct in assessment

Required knowledge

- competency-based assessment covering:
 - vocational education and training as a competency-based system
 - assessment is criterion referenced/distinction to norm referenced assessment
 - criterion used in national VET is endorsed or accredited competency standards defining specifications for performance of work/work functions and skills/knowledge
 - reporting of competency-based assessment
 - competency standards as the basis of qualifications
 - the principles of competency-based assessment
 - the structure and application of competency standards
- what are the principles of assessment and how are they applied (validity, reliability, fairness, flexibility)
- what are the rules of evidence and how are they applied (valid, authentic, sufficient, current)
- the range of assessment purposes and assessment contexts, including RPL
- different types of assessment methods, including suitability for gathering various types of evidence; suitability for content of units; resource requirements and associated costs
- what are reasonable adjustments/when are they applicable/not applicable
- basic evaluation methodologies suitable for reviewing personal assessment practice
- types and forms of evidence, including assessment tools that are relevant to gathering different types of evidence used in competency-based assessments, including RPL
- practical knowledge of the potential barriers and processes relating to assessment tools and methods
- the assessment system and assessment policies and procedures established by the industry, organisation or training authority

- the RPL policies and procedures established by the organisation
- cultural sensitivity and equity considerations
- relevant policy, legislation, codes of practice and national standards including national Commonwealth and state/territory legislation for example:
 - copyright and privacy laws in terms of electronic technology
 - security of information
 - plagiarism
 - Training Packages/competency standards
 - licensing requirements
 - industry/workplace requirements
 - duty of care under common law
 - recording information and confidentiality requirements
 - anti-discrimination including equal opportunity, racial vilification and disability discrimination
 - workplace relations
 - industrial awards/enterprise agreements
- OHS responsibilities associated with assessing competence such as:
 - requirements for reporting hazards and incidents
 - emergency procedures and procedures for use of relevant personal protective equipment
 - safe use and maintenance of relevant equipment
 - sources of OHS information

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.

An ***assessment/ RPL plan*** is the overall planning document for the assessment process and may include:

- the purpose and aims of the assessment, including RPL
- the context of assessment
- identified personnel
- relevant competency standards and other assessment documentation
- relationship with RPL policy and procedures
- evidence plan
- identified assessment methods and assessment tools
- possibilities for clustering units of competency for assessment purposes
- identified OHS hazards, including assessed risks and control strategies
- material/physical resources required

Assessment system policies and procedures may include:

- organisational arrangements for conducting assessment
- OHS reporting requirements
- any special assessment needs, e.g. personal protective equipment requirements
- outline of assessment milestones, time lines and target dates
- candidate self-assessment procedures
- connections to relevant organisational plans, policies and procedures
- candidate selection
- rationale and purpose of competency-based assessment
- assessment records/data management/information management
- recognition of prior learning
- recognition of credit transfer arrangements
- assessors – needs, qualifications, maintaining currency
- assessment reporting procedures
- assessment appeals
- candidate grievances/complaints
- validation
- evaluation/internal audit
- costs/resourcing
- access and equity/reasonable adjustment
- partnership arrangements
- links with human resource or industrial relations systems
- links with overall quality management system

Organisational/legal/ethical requirements may include:

- assessment system policies and procedures
- Recognition of prior learning policies and procedures
- reporting, recording and retrieval systems for assessment
- licensing/legal ramifications of assessing competence
- requirements of training and/or assessment organisations relating to assessment and validation
- quality assurance systems
- business and performance plans
- collaborative/partnership arrangements
- policies, procedures and programs

- defined resource parameters
- mutual recognition arrangements
- industrial relations systems and processes, awards/enterprise agreements
- Australian Quality Training Framework (AQTF2007) Essential Standards for Registration
- registration scope
- human resources policies/procedures
- legal requirements including anti-discrimination, equal employment, job role/responsibilities/conditions
- relevant industry codes of practice
- confidentiality and privacy requirements of information relating to completed assessments
- OHS considerations, including:
- ensuring OHS requirements are adhered to during the assessment process
- identifying and reporting OHS hazards and concerns to relevant personnel

Relevant people may include:

- the candidate/s
- other assessors
- the client, company or organisation
- team leaders, managers, supervisors
- trainers/facilitators
- RTO coordinators
- technical/subject experts
- training and assessment coordinators
- industry regulators
- employee and employer representatives
- members of professional associations
- Commonwealth department official/Centrelink staff/caseworker
- Australian Apprenticeship Centre (AAC) personnel

*Benchmark/s for assessment/
RPL* refers to:

- the criterion against which the candidate is assessed which, may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications

Assessment tools contain both the instrument and the procedures for gathering and interpreting evidence in accordance with designated assessment methods and may include:

- the instruments to be used for gathering evidence such as:
 - a profile of acceptable performance measures
 - templates/proformas
 - specific questions or activities
 - evidence/observation checklists
 - checklists for the evaluation of work samples
 - candidate self-assessment materials
- the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and assessment conditions

Reasonable adjustment must not compromise the integrity of the competency standard and may include:

- adjustments to the assessment process taking into account candidate's language, literacy, numeracy requirements
- provision of personal support services, for example, reader, interpreter, attendant carer, scribe, member of community in attendance
- use of adaptive technology or special equipment
- flexible assessment sessions to allow for fatigue or administering of medication
- format of assessment materials, for example, in Braille, first language, use of audiotape/videotape
- adjustments to the physical environment or venue
- revising proposed assessment methods/tools
- considerations relating to age and/or gender,
- considerations relating to cultural beliefs, traditional practices, religious observances

Assessment methods are the particular techniques used to gather different types of evidence and may include:

- direct observation, for example:
 - real work/real time activities at the workplace
 - work activities in a simulated workplace environment
- structured activities, for example:
 - simulation exercises/role-plays
 - projects
 - presentations
 - activity sheets
- questioning, for example:
 - written questions, e.g. on a computer
 - interviews
 - self-assessment

- verbal questioning
- questionnaires
- oral/written examinations (for higher AQF levels)
- portfolios, for example:
 - collections of work samples by the candidate
 - product with supporting documentation
 - historical evidence
 - journal/log book
 - information about life experience
- review of products, for example:
 - products as a result of a project
 - work samples/products
- third party feedback, for example:
 - testimonials/reports from employers/supervisors
 - evidence of training
 - authenticated prior achievements
 - interview with employer, supervisor, peer

Principles of assessment

guide the assessment process and must address:

- validity
- reliability
- flexibility
- fairness

Rules of evidence are closely related to the assessment principles and provide guidance on the collection of evidence to ensure that it is:

- valid
- sufficient
- authentic
- current

Quality evidence addresses the rules of evidence and must:

- encompass the Performance Criteria to demonstrate achievement of the outcomes (Elements)
- reflect the skills, knowledge and attributes defined in the relevant units of competency
- show application of the skills in the context described in the Range Statement
- demonstrate competence over a period of time
- demonstrate repeatable competence
- be the work of the candidate
- be able to be verified
- demonstrate current skills/knowledge of the candidate
- not inflate the language, literacy and numeracy requirements beyond those required in the performance of the competency

Guided means to explain to the candidate:

- what is recognition of prior learning
- what is assessment
- what are assessment tools
- how to use these tools
- the rules of evidence that must be met by the evidence they provide

Recognition of prior learning is defined as:

- an assessment process that assesses an individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to and/or partial or total completion of a qualification.

Communication skills may include:

- providing constructive and supportive feedback
- using active listening
- using appropriate questioning to clarify and confirm instructions for evidence gathering
- accurately interpreting verbal messages
- assisting candidates to paraphrase advice/instructions to the assessor
- making clear and concrete presentations of options/advice

Interpersonal skills may include:

- accurately interpreting non-verbal messages
- engaging in two-way interaction
- using language appropriate to candidate, assessment context and work performance addressed by competency standards
- using language and concepts appropriate to cultural differences
- using culturally inclusive and sensitive techniques

Individual differences may include:

- English language, literacy and numeracy barriers
- physical impairment or disability involving hearing, vision, voice, mobility
- intellectual impairment or disability
- medical conditions such as arthritis, epilepsy, diabetes and asthma that are not obvious but may impact on assessment
- learning difficulties
- psychiatric or psychological disability
- religious and spiritual observances
- cultural images/perceptions

- age
 - gender
- Feedback*** may include:
- ensuring assessment/RPL process is understood
 - ensuring candidate concerns are addressed
 - enabling question and answer
 - confirming outcomes
 - identifying further evidence to be provided
 - discussing action plans
 - confirming gap training needed
 - information regarding available appeal processes
 - suggesting improvements in evidence gathering and presentation
- Specialist support*** may include:
- assistance by third party - carer, interpreter
 - support from specialist educator
 - development of online assessment activities
 - support for remote or isolated candidates and/or assessors
 - support from subject matter or safety experts
 - advice from regulatory authorities
 - assessment teams/panels
 - support from lead assessors
 - advice from policy development experts
- Addressed*** may include:
- stopping the assessment until the OHS risk is rectified
 - stopping the assessment until the equipment is fixed or replaced
- Limitations*** may relate to:
- job role and responsibilities
 - meeting candidate needs
 - assessment panels
 - training and/or assessment organisation's quality processes
 - personal competency level
 - organisational, industry and national training requirements
 - personal level of knowledge of competency-based assessment
 - legal responsibilities
- All component parts of the competency standards*** refers to:
- Elements
 - Performance Criteria
 - Employability Skills

- Range Statement/range of variables, including:
 - contextualisation
 - link to knowledge and enterprise requirements
 - focus of assessment
 - underpinning language, literacy and numeracy requirements
- Evidence Guide requirements, including:
 - underpinning/required knowledge
 - underpinning/required skills and attributes
 - underpinning language, literacy and numeracy requirements
 - critical aspects of evidence to be considered/quality evidence requirements
 - concurrent assessment and interdependence of units
 - assessment methods/resources/context
- dimensions of competency, which include:
 - task skills
 - task management skills
 - contingency management skills
 - job role/environment skills

Related documentation may include:

- Assessment Guidelines of the relevant Training Package/s
- the assessment criteria of accredited modules
- evidence to be collected as set out in assessment plans
- definition and interpretation of evidence in developed assessment tools
- RPL policies and procedures
- any requirements of OHS, legislation, codes of practice, standards, guidelines
- indicators and levels of competence of the National Reporting System
- organisational requirements for work performance
- product specifications
- integrated competency assessment tool

Judgement is a two-step process and means:

- the decision made by the assessor on whether the evidence provided meets the principles of assessment and rules of evidence
- the decision made by the assessor, based on the evidence provided and evaluated, on whether the candidate is competent/not yet competent

An ***action plan*** is required when the decision of not yet competent is recorded and may include:

- gap training, further learning
- additional practice opportunities
- additional assessment opportunities/evidence gathering opportunities
- individual facilitation, where relevant
- referral to specialist support

An ***assessment report*** may include:

- personal details of candidate
- details of assessment/s, date, time, venue
- details of assessor's summary of evidence considered and copies of assessment papers
- feedback to and from the candidate
- justification of decision
- summary of candidate's action plan
- other critical information including appeals and outcomes
- sign-off by assessor and candidate
- electronic/paper reports to funding bodies

Recommendations may include:

- recommendations for RPL
- recommendation to support training and/or assessment in new areas of competency
- recommendations in the action plan
- reassessment
- appeal implications

Other relevant parties may include:

- Centrelink personnel
- Department of Immigration and Multicultural Indigenous Affairs (DIMIA)
- parties nominated by the candidate
- parties to be informed because of contractual obligations

Criteria may include:

- following the assessment plan
- confirming and addressing organisational, ethical and legal requirements where appropriate, including OHS
- providing appropriate information regarding the assessment process to the candidate and explaining all steps, using effective communication and interpersonal skills
- demonstrated application of the rules of evidence and principles of assessment in gathering quality evidence
- demonstrated support and guidance to the candidate throughout the assessment process

- using assessment methods and tools appropriately to gather, organise and document evidence
- applying reasonable adjustments where required/ appropriate, in consultation with relevant people
- providing clear and constructive feedback to the candidate regarding the assessment decision
- reviewing range of own decisions for consistency

Consultation may involve:

- moderation with other assessors, training and assessment coordinators
- discussions with the client, team leaders, managers, RPL Coordinators, supervisors, coaches, mentors
- technical/subject experts
- English language, literacy and numeracy experts

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 competence against this unit, candidates must be able to provide evidence that they can assess the competence of another individual through a process of collecting and reviewing evidence and making an informed judgement.

The evidence provided must show: how the assessment environment was established and how the candidate's needs were met; how the units of competency were interpreted to determine the evidence requirements; how the assessment plan was followed; how the assessment tools were used in collecting evidence; the basis for the assessment decision using the rules of evidence; communication skills used to guide, support and provide feedback to the candidate during the assessment process; records and reports; and how the assessment process was reviewed.

Products that could be used as evidence include:

- completed RPL/assessment tools/templates/checklists
- documentation of evidence collected and assessment, including RPL decisions
- feedback from candidate/assessor/supervisor/RPL coordinator
- feedback to candidate with recommendations for future options
- completed assessment/RPL records/reports
- reviews of assessment practices and recommended changes to future practices

Processes could be used as evidence include:

- how competency standards and other documents were interpreted
- how assessment activities, including RPL, were scheduled
- how the assessment plan was modified to meet candidate needs
- how evidence was collated and evaluated against the rules of evidence

Resource implications for assessment include:

- access to candidates to be assessed
- access to competency standards
- access to assessment materials and tools
- access to suitable assessment venue/equipment
- workplace documentation
- access to RPL policies and procedures
- access to documentation/records of candidate to determine specific requirements
- 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

Specific evidence requirements must include:

- 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
- evidence collected must relate to at least one example of a RPL assessment
- assessment meets the rules of evidence
- a judgement of competence 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
- carrying out assessment of a number of candidates, assessed against different units of competency or accredited curricula, following the relevant assessment plan
- at least one candidate must be assessed through an assessment only pathway
- at least one candidate must be assessed for RPL
- at least one assessment must include consideration of reasonable adjustment and the reasons for decisions and approach
- all must show:
 - the application of different assessment methods and tools involving a range of assessment activities and events
 - demonstration of two-way communication and feedback
 - how judgement was exercised in making the assessment decision how and when assessment outcomes were recorded and reported
 - completion of assessment records/reports in accordance with assessment system - legal/organisational ethical requirements
 - how the assessment process was reviewed and the review outcomes documented

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:
 - *TAAASS401C Plan and organise assessment*
 - *TAAASS403B Develop assessment tools*
 - *TAAASS404B Participate in assessment validation*
 - *TAADES401B Use Training Packages to meet client needs.*

TAAASS403B **Develop assessment tools**

Unit Descriptor	This unit specifies the competence required to develop assessment tools.
Employability Skills	This unit contains employability skills.
Competency Field	<i>Assessment</i>
Application of the Unit	<p>An assessment tool is used to guide the collection of quality evidence in the assessment process. It includes the instruments for collecting evidence, based on the selected assessment methods and the procedures to be followed in conducting the assessment.</p> <p>The development of effective and relevant assessment tools requires interpreting the benchmarks for assessment to determine the evidence needed to demonstrate competency. It also involves analysing the assessment context to ensure the tools will be appropriate and relevant, identifying or confirming assessment methods which most effectively address the evidence requirements, then designing and developing the assessment tool documentation.</p> <p>The availability of well-designed assessment tools is essential for assessment. Both this unit and <i>TAAASS404B Participate in assessment validation</i> address reviewing assessment tools as an outcome. This review can occur as part of assessment tool development. It can also occur as part of a validation exercise which may be carried out before and after use of the assessment tool.</p> <p>The achievement of this unit includes interpretation of competency standards, (where competency standards are used as the benchmarks for assessment). <i>TAADES401B Use Training Packages to meet client needs</i> addresses this skill in depth.</p> <p>The competence specified in this unit is typically required by assessors, learning resource/product developers, and training and/or assessment consultants.</p>

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

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 standards form the assessment benchmark/s, ***all component parts of the competency standards*** are interpreted and, where relevant, these standards 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***
- 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. Design and develop assessment tools

- 3.1 Specific instruments are developed to address the evidence to be collected based on devising assessment activities which:
- meet the competency standards
 - 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. Review and trial assessment tools

- 4.1 Draft assessment tools are checked against *evaluation criteria* and amended, where necessary
- 4.2 Draft assessment tools are *triallyed* 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
- 4.5 Revised assessment tools are appropriately formatted and filed in accordance with assessment system policies and procedures and organisational/legal/ethical requirements

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.

- Assessment tools*** contain:
- the instruments to be used for gathering evidence such as:
 - a profile of acceptable performance measures
 - templates/proformas
 - specific questions or activities
 - evidence/observation checklists
 - checklists for the evaluation of work samples
 - candidate self-assessment materials
 - the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and the conditions for assessment
- Target group of candidates*** may be:
- broadly based or specifically targeted
 - drawn from range of backgrounds
 - defined industry or organisation
 - trade- or profession-based
 - defined by training arrangement, e.g. apprenticeship
 - defined by specific needs
 - defined by funding body requirements such as apprentice/trainee, unemployed, English language learner
- Purpose/s of assessment*** may be to:
- recognise current existing competence of candidate/s
 - determine if competence has been achieved following learning
 - establish candidate/s progress towards achievement of competence
 - determine language, literacy, numeracy needs of candidates/s
 - certify competence through a Statement of Attainment
 - establish progress towards a qualification
 - determine training gaps of candidate/s
 - measure work performance
 - classify employees/support career progression

Context/s of assessment may include:

- the environment in which the assessment will be carried out, including real work/simulation
- opportunities for collecting evidence in a number of situations
- who carries out the assessment
- relationships between competency standards and work activities in the candidate's workplace
- relationships between competency standards and learning activities
- assessment under partnership arrangements
- the period of time during which the assessment takes place
- apportionment of costs/fees, if applicable
- quality assurance mechanisms
- individual unit or integrated approaches to competency assessment

Benchmark/s for assessment refers to:

- the criterion against which the candidate is assessed which, may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications

Evidence:

- is material collected which, when matched against the specifications in the competency standards, provides proof of competency achievement

All component parts of the competency standards include:

- Elements
- Performance Criteria
- Employability Skills
- Range Statement including:
 - contextualisation
 - link to knowledge and enterprise requirements
 - focus of assessment
 - underpinning language, literacy and numeracy requirements
 - areas of contextualisation
 - any links to knowledge and enterprise requirements
 - range of contexts/conditions to be met in assessment
- Evidence Guide requirements, including:
 - underpinning/required knowledge
 - underpinning/required skills and attributes

- underpinning language, literacy and numeracy requirements
- critical aspects of evidence to be considered/quality evidence requirements
- concurrent assessment and interdependence of units
- assessment methods/resources/context
- dimensions of competency, for example:
 - task skills
 - task management skills
 - contingency management skills
 - job role/environment skills

Contextualised means:

- to change the wording of some component parts of the competency standard to reflect the immediate operating environment

Organisational/legal/ethical requirements may include:

- assessment system policies and procedures
- industrial relations systems and processes, awards/enterprise agreements
- licensing/legal ramifications of assessing competence
- reporting, recording and retrieval systems for assessment
- requirements of training and/or assessment organisations relating to assessment and validation
- quality assurance systems
- business and performance plans
- access and equity policies and procedures
- collaborative/partnership arrangements
- defined resource parameters
- mutual recognition arrangements
- Australian Quality Training Framework (AQTF) *Standards for Registered Training Organisations*, in particular Standard 8, RTO Assessment
- registration scope
- human resource policies/procedures and legal requirements including anti-discrimination, equal employment, job role/responsibilities/conditions
- relevant industry codes of practice
- confidentiality and privacy requirements of information relating to completed assessments

- OHS considerations, including:
 - ensuring assessment methods and tools incorporate appropriate measures to maintain the health, safety and welfare of candidates
 - ensuring OHS requirements and specified benchmarks are accounted for within evidence requirements and assessment materials
 - identifying hazards and relevant risk control procedures associated with the assessment environment

Contextualisation guidelines relate to:

- DEST Guidelines on Training Package contextualisation
- relevant Training Package contextualisation guidelines

Related documentation may include:

- requirements set out in the Assessment Guidelines of the relevant Training Package/s
- information from the competency standards about the resources required for assessment, the assessment context, appropriate assessment methods
- assessment activities identified in accredited modules derived from the relevant competency standards
- assessment activities in Support Materials related to the relevant competency standards
- any requirements of OHS, legislation, codes of practice, standards and guidelines
- indicators and levels of competence of the National Reporting System
- organisational requirements for demonstration of work performance
- product specifications

Assessment methods are the particular techniques used to gather evidence and may include:

- direct observation, for example:
 - real work/real time activities at the workplace
 - work activities in a simulated workplace environment
- structured activities, for example:
 - simulation exercises/role-plays
 - projects
 - presentations
 - activity sheets
- questioning, for example:
 - written questions, e.g. on a computer
 - interviews

- self-assessment
- verbal questioning
- questionnaires
- oral or written examinations (applicable at higher AQF levels)
- portfolios, for example:
 - collections of work samples compiled by the candidate
 - product with supporting documentation
 - historical evidence
 - journal/log book
 - information about life experience
- review of products, for example:
 - products as a result of a project
 - work samples/products
- third party feedback, for example:
 - testimonials/reports from employers/supervisors
 - evidence of training
 - authenticated prior achievements
 - interview with employer, supervisor, peer

Principles of assessment

guide the assessment process and must address:

- validity
- reliability
- flexibility
- fairness

Recognition of current competency means:

- the process of assessment and formal recognition by an assessor of competence currently held by a candidate which has been gained through any combination of formal, informal training and education, work experience or real life experiences

Instruments are the documented questions/assessment activities developed to support the selected assessment method/s used to collect the evidence of candidate competence and may include:

- oral and written questions
- observation/demonstration checklists
- projects, case studies, scenarios
- candidate self-assessment guides
- recognition portfolios
- workplace portfolios
- simulation activities
- definition of relevant workplace documents
- a profile of acceptable performance measures
- templates/proformas
- evidence/observation checklists
- checklists for the evaluation of work samples

Rules of evidence are closely related to the assessment principles and provide guidance on the collection of evidence to ensure that it is:

- valid
- sufficient
- authentic
- current

Procedures guide the application of the assessment instruments and may include:

- instructions for the candidates
- instructions for administering the assessment tool, including resources needed to conduct assessment and the context for the use of the tools
- guidance for the development or review of decision making process
- guidance on reasonable adjustments
- specified variations or restrictions on the tools
- rules for verifying assessment decisions
- OHS requirements, for example, identified hazards in the assessment environment and appropriate controls and reporting mechanisms
- information on access and equity considerations

Assessment system policies and procedures may include:

- candidate selection
- rational and purpose of competency-based assessment
- assessment records/data management/information management
- recognition of current competency/recognition of prior learning/credit arrangements
- assessors – needs, qualifications, maintaining currency
- assessment reporting procedures
- assessment appeals
- candidate grievances/complaints
- validation
- evaluation/internal audit
- costs/resourcing
- access and equity/reasonable adjustment
- partnership arrangements
- links with human resource or industrial relations systems
- links with overall quality management system

Evaluation criteria may include:

- effectiveness and relevance to the competency standards
- whether the assessment tool meets the principles of assessment

- whether the assessment tool meets the rules of evidence
- whether the assessment tool is appropriate to selected assessment methods
- whether the assessment tool is appropriate to the target group/assessment context
- whether the assessment tool provides guidance on reasonable adjustments
- whether the assessment tool addresses organisational/legal/ethical requirements including OHS requirements
- whether the assessment tool enables the candidate to demonstrate current competency
- level of engagement and direct participation of candidates
- appropriateness of language and literacy used for intended audience
- clarity
- simplicity/ease of use/practicability
- inclusivity/avoidance of bias
- guidance on reasonable adjustments
- cost effectiveness

Trialled may involve:

- expert review by individuals with expertise in assessment and the relevant Training Package/ accredited course or relevant benchmark
- field or pilot testing with groups of assessors and candidates
- review of OHS considerations
- peer review by assessors in the relevant industry
- workshopping with assessors and other key stakeholders in the relevant industry sector

Feedback may relate to:

- reliability, flexibility, validity and fairness
- relevance to workplace context
- content accuracy
- ease of use
- cost/time effectiveness for candidates and assessors
- language, literacy and numeracy requirements in terms of the relevant competencies

- Relevant people** may include:
- managers
 - supervisors
 - technical and subject experts, including OHS, English language, literacy and numeracy specialists
 - training and assessment coordinators
 - industry regulators
 - union and employer representatives
 - members of professional associations
 - state/territory registering body

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 competence against this unit candidates must be able to provide evidence that they have developed assessment tools that support different assessment methods and which address at least three units of competency packaged at different Australian Qualifications Framework (AQF) levels.

These tools must include the instruments for collecting evidence reflecting the principles of assessment and the rules of evidence and the related instructions to assessor/s and candidates. They must also show how the contextual needs of different environments were addressed. Evidence must also include a report on the trial and review of the assessment tools, including any proposed changes.

Evidence Requirements

Required knowledge includes:

- competency-based assessment including:
 - vocational education and training as a competency-based system
 - assessment is criterion referenced/distinction to norm referenced assessment
 - criteria used in national VET is endorsed or accredited competency standards defining specifications for performance of work/work functions and skills/knowledge
 - reporting of competency-based assessment
 - competency standards as the basis of qualifications
 - the principles of competency-based assessment
 - the structure and application of competency standards

- what is an assessment only pathway and a learning and assessment pathway
- the principles of assessment and how these principles are applied in developing assessment tools
- what is evidence, different types of evidence and rules of evidence
- what are the different purposes of assessment
- different assessment contexts and relationship with developing assessment tools
- how to interpret competency standards, including components of competency and dimensions of competency
- what is the meaning of contextualisation of competency standards and what are contextualisation guidelines
- what are Assessment Guidelines of Training Package/s and what information in Guidelines is relevant to developing assessment tools
- different assessment methods, their purposes and uses
- what are assessment tools including:
 - what do they comprise
 - different types of assessment instruments and procedures
 - relationship to assessment methods
 - how tools support the assessment process
- different assessment tool design for different purposes including:
 - styles
 - format
 - media
 - presentation
- what is recognition of current competency – designing an assessment tool for recognition of current competency
- evaluation methodologies appropriate to the trial and review of assessment system tools
- principles of reasonable adjustment
- relevant workplace information including:
 - organisational policies and procedures
 - workplace tasks and activities
 - standard operating procedures
 - procedures for use of relevant personal protective equipment

- relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation for example:
 - copyright and privacy laws in terms of electronic technology
 - security of information
 - plagiarism
 - Training Packages/competency standards/other relevant assessment documentation
 - licensing requirements
 - considerations of access and equity
 - industry/workplace requirements
 - duty of care under common law
 - recording information and confidentiality requirements
 - anti-discrimination including equal opportunity, racial vilification and disability discrimination
 - workplace relations
 - industrial awards/enterprise agreements
- relevant OHS legislation, codes of practice, standards and guidelines that need to be reflected in the assessment tool design and content

Required skills and attributes include:

- analysis and interpretation skills to:
 - unpack and interpret competency standards
 - analyse work functions
 - review/evaluate the assessment tools
- critical thinking skills to translate the interpreted competency standards and other relevant assessment information into meaningful assessment instruments
- design skills to order to develop different assessment tool designs
- research and evaluation skills to:
 - evaluate units of competency to determine appropriate evidence requirements
 - evaluate different environments, target group needs and special circumstances for assessment
 - evaluate assessment tools on the basis of trials and feedback

- literacy and communication skills to:
 - read and interpret relevant information to determine evidence requirements
 - give clear and precise information/instructions
 - receive and interpret feedback on assessment tools
 - prepare required documentation using clear and comprehensible language; using a layout appropriate to the audience and competency standard as it is applied in the workplace
- editing and proofreading skills to:
 - modify and validate assessment tools
- balancing different needs and demands
- attributes, including:
 - capacity to think logically and clearly in order to develop tools
 - willingness to encourage, accept and utilise feedback

Products that could be used as evidence include:

- a plan for developing the assessment tools
- draft assessment tools including instruments and related procedures
- documents demonstrating version control
- reports on the trialling of the assessment tools, including any proposed changes
- identified amendments addressing trial/review outcomes
- final assessment tools

Processes that could be used as evidence include:

- how competency standards and other documents were interpreted
- how the target group was identified
- why certain instruments were developed
- how the assessment tools meet the components of competency for the target group and why
- how the assessment tools were reviewed

Resource implications for assessment include:

- access to competency standards and other relevant assessment documentation
- access to workplace documentation
- access to environment and resource needs
- cost/time considerations
- access to assessors, candidates and appropriate assessment contexts for trial/review

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 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 competence 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:

- evidence of the development and trialling of new assessment tools that support a range of different assessment methods
- the tools must address at least three units of competency or accredited curricula, packaged in qualifications at different AQF levels
- the processes used to trial and review the tools, including feedback obtained from relevant personnel
- documentation setting out the specific instruments and procedures that have been developed

Integrated assessment means that:

- This unit can be assessed alone or as part of an integrated assessment activity involving relevant units. The following units are suggested:
 - *TAAASS401C Plan and organise assessment*
 - *TAAASS402C Assess competence*
 - *TAAASS404B Participate in assessment validation.*

TAAASS404B Participate in assessment validation

Unit Descriptor	This unit specifies the competence required to participate in an assessment validation process.
Employability Skills	This unit contains employability skills.
Competency Field	<i>Assessment</i>
Application of the Unit	<p>Validation is a process involving assessors working in collaboration to review, compare and evaluate their assessment process and their assessment outcomes in relation to the same unit/s of competency. This includes validating assessment methods/tools, the evidence that was collected using these assessment methods/tools and the interpretation of that evidence to make a judgement of competence.</p> <p>Validation forms part of the quality systems of the <i>training/ and/or assessment organisation</i> (refer to definition in the Range Statement) and is undertaken to improve the quality of the assessment process.</p> <p>Validation may be undertaken prior to and post the assessment of candidates and includes validation of formative and summative assessment activities (the latter includes assessment for recognition purposes).</p> <p>Validation may be an internal process involving assessors from the same training and/or assessment organisation, or it may occur as an external exercise involving assessors from different organisations.</p> <p>This unit focuses on the skills and knowledge needed to participate in assessment validation. It does not address the competence of leading the validation process – that function is addressed in <i>TAAASS501B Lead and coordinate assessment systems and services</i>.</p> <p>The achievement of this unit includes interpretation of competency standards (where competency standards are used as the benchmarks for assessment). <i>TAADES401B Use Training Packages to meet client needs</i> addresses this skill in depth.</p> <p>Achievement of this unit requires competence in conducting assessment. Therefore <i>TAAASS402C Assess competence is a prerequisite/co-requisite unit</i>.</p>

Interpretation of the effectiveness of the assessment plan and selected/modified assessment tools also forms part of this unit of competency. Therefore, competence in the following units is also highly recommended.

- TAAASS401C Plan and organise assessment
- TAAASS403B Develop assessment tools

The competence specified in this unit is typically required by assessors, lead assessors, training and/or assessment consultants.

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

1. Prepare for validation

- 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 confirmed in accordance with the defined purpose/s, context, relevant ***assessment system policies*** and ***procedures*** and ***organisational/legal/ethical requirements***
- 1.3 Relevant ***benchmarks for assessment*** are analysed and the ***evidence*** needed to demonstrate that 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

2. Contribute to validation process

- 2.1 Active participation in validation sessions and activities is demonstrated using appropriate communications 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**
 - selection and use of **assessment tools**
 - 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

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.

Training and/or assessment organisation refers to:

- a Registered Training Organisation (RTO), i.e. an organisation registered to provide recognised training and assessment services; includes TAFE institutes, private commercial colleges/ companies, enterprises, community organisations, group training companies and schools
- an organisation working in a partnership arrangement with an RTO to provide recognised training and assessment services
- an organisation that provides non-recognised training and assessment services

Purpose and focus of validation may include:

- as part of organisational quality assurance processes
- to address an identified area of risk in assessment practice and quality
- to demonstrate compliance with the Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations (RTOs)

- to ensure assessments meet the evidence requirements of the competency standards or other assessment benchmarks
- to provide evidence for external audit
- to provide evidence for internal audit
- to improve assessment practices
- to evaluate the quality of assessment tools
- to provide professional development
- to increase assessor confidence
- to determine whether different assessors using the same tools collect the same types and levels of evidence
- to determine whether different assessors interpret the same evidence similarly
- to determine whether assessment decisions reflect the principles of assessment and rules of evidence

Context of validation may include:

- internal to the organisation, e.g. same site or across sites
- external to the organisation, e.g. in a industry, region, city, state, assessor network
- through licensing or similar body
- with co-assessors
- with peers/colleagues from other training and/or assessment organisations

Relevant people must include:

- other assessor/s involved in the validation exercise

Relevant people may include:

- lead assessors
- managers, supervisors
- technical and subject experts, including occupational health and safety (OHS) experts and language, literacy and numeracy specialists
- personnel or partners with responsibilities for input into the quality assurance system
- training and/or assessment coordinators
- industry clients
- industry regulators
- employee and employer representatives
- members of professional associations
- personnel from a state or territory registering body
- independent validators

Approach to validation may include:

- assessment panels
- moderation meetings
- collectively developing/reviewing banks of assessment tools and exemplars
- benchmarking
- field testing, trialling and piloting assessment tools
- peer review
- team assessment
- internal audit process
- client feedback mechanisms
- mentoring of less experienced by more experienced assessors
- use of independent assessment validator to review validation processes

Assessment system policies and procedures may include:

- candidate selection
- rationale and purpose of competency-based assessment
- assessment records/data management/information management
- recognition of current competency/recognition of prior learning/credit arrangements
- assessors – needs, qualifications, maintaining currency
- assessment reporting procedures
- assessment appeals
- candidate grievances/complaints
- validation
- evaluation/internal audit
- costs/resourcing
- access and equity/reasonable adjustment
- partnership arrangements
- links with human resource or industrial relations systems
- links with overall quality management system

Organisational/legal/ethical requirements may include:

- legal and ethical responsibilities of assessors
- assessment system policies and procedures
- reporting, recording and retrieval systems for assessment, including documenting the agreed approach to validation
- licensing/legal ramifications of assessing competence

- requirements of training and/or assessment organisations relating to assessment and validation
 - quality assurance systems
 - business and performance plans
 - access and equity policies and procedures
 - collaborative/partnership arrangements
 - policies, procedures and programs
 - defined resource parameters
 - mutual recognition arrangements
 - industrial relations systems and processes, awards/enterprise agreements
 - AQTF Standards for Registered Training Organisations (RTOs), in particular Standard 8, RTO assessment
 - registration scope
 - human resource policies/procedures and legal requirements including anti-discrimination, equal employment, job role/responsibilities/conditions
 - relevant industry codes of practice
 - confidentiality and privacy requirements of information relating to completed assessments
 - OHS considerations, including:
 - ensuring OHS requirements are adhered to during the assessment process
 - identifying and reporting OHS hazards and concerns to relevant personnel
- Benchmark/s for assessment*** refers to:
- the criterion against which the candidate is assessed which, may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications
- Evidence:***
- is material collected which, when matched against the specifications in the competency standards, provides proof of competency achievement
- Related documentation*** may include:
- the Assessment Guidelines of the relevant Training Package/s
 - information from the competency standards about the resources required for assessment, the assessment context, appropriate assessment methods
 - standards

- assessment activities identified in accredited modules derived from the relevant competency
- assessment activities in Support Materials related to the relevant competency standards
- any requirements of OHS, legislation, codes of practice, standards and guidelines
- indicators and levels of competence of the National Reporting System
- organisational requirements for demonstration of work performance
- product specifications

Material/s may include:

- assessment tools
- samples of collected evidence
- documentation outlining the basis of assessment decisions
- reports/records of assessment decisions
- validation templates
- validation checklists
- assessment exemplars and competency standards
- sampling techniques
- banks of assessment tools
- survey proformas

Validation activities may include:

- analysing and reviewing assessment tools
- analysing and reviewing collected evidence
- analysing and reviewing assessment decisions/records of assessment outcomes
- examining assessment records
- examining assessment systems
- discussing the assessment process, issues, difficulties in interpretation
- holding interviews with each other or with management, trainers/facilitators, candidates
- analysing client feedback
- observing assessment conduct
- using validation tools
- reviewing and interpreting Assessment Guidelines
- examining assessor qualifications
- analysing appeals processes
- recording evidence of validation processes and outcomes

Assessment process is defined as:

- key steps involved in the assessment cycle

Assessment plan is the overall planning document for the assessment process and may include:

- the purpose and aims of the assessment
- the context of assessment
- relevant competency standards to be used as the benchmarks for assessment
- other assessment information/documentation identified as relevant
- identified personnel
- identified assessment methods and assessment tools
- possibilities for clustering units of competency for assessment purposes
- identified OHS hazards, including assessed risks and control strategies
- material and/or physical resources required
- organisational arrangements for conducting assessment
- OHS reporting requirements
- any special assessment needs, e.g. personal protective equipment requirements
- outline of assessment milestones, time lines and target dates
- candidate self-assessment procedures
- connections to relevant organisational plans, policies and procedures

Assessment methods are the particular techniques used to gather evidence and may include:

- direct observation, for example:
 - real work/real time activities at the workplace
 - work activities in a simulated workplace environment
- structured activities, for example:
 - simulation exercises/role-plays
 - projects
 - presentations
 - activity sheets
- questioning, for example:
 - written questions, for example, on a computer
 - interviews
 - self-assessment
 - verbal questioning
 - questionnaires
 - oral or written examinations (applicable at higher AQF levels)

- portfolios, for example:
 - collections of work samples compiled by the candidate
 - product with supporting documentation
 - historical evidence
 - journal/log book
 - information about life experience
- review of products, for example:
 - products as a result of a project
 - work samples/products
- third party feedback, for example:
 - testimonials/reports from employers/supervisors
 - evidence of training
 - authenticated prior achievements
 - interview with employer, supervisor, peer

Assessment tools contain:

- the instruments to be used for gathering evidence such as:
 - a profile of acceptable performance measures
 - templates/proformas
 - specific questions or activities
 - evidence/observation checklists
 - checklists for the evaluation of work samples
- candidate self-assessment materials
- the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and the conditions for assessment

Judgement is a two-step process and means:

- the decision made by the assessor on whether the evidence provided meets the principles of assessment and rules of evidence
- the decision made by the assessor, based on the evidence provided and evaluated, on whether the candidate is competent/not yet competent

Principles of assessment are:

- validity
- reliability
- flexibility
- fairness

Rules of evidence are:

- validity
- sufficiency
- currency
- authenticity

Recommendations for improvement may include:

- ongoing professional development strategies for assessors
- changes to assessment system policies and procedures
- changes to assessment strategies
- changes to assessment plans
- changes to selected assessment methods
- changes/development of new assessment tools
- improved records management
- changes to assessment resources
- instigation of/changes to partnership arrangements
- improvements to evidence collection
- provision of additional information for assessors/candidates
- greater advice/support/supervision of assessors
- exemplars
- liaison with technical experts/specialist support

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 competence against this unit candidates must be able to provide evidence that they have actively participated in and have contributed to a minimum of two validation sessions, using different validation approaches and validation activities.

The evidence provided must: explain the validation purpose and context and the legal and ethical responsibilities of assessors; include the collation of documentation to be submitted to the validation process; demonstrate access and interpretation of the competency standard and evidence requirements; demonstrate communication and liaison with relevant people and participation in providing feedback and interpreting documentation in validation sessions; demonstrate how the critical aspects of validation were addressed; show involvement in reviewing findings/outcomes, including, where relevant, contributing to the finalised validation documentation.

Evidence Requirements

Required knowledge includes:

- what is competency-based assessment including
 - vocational education and training as a competency-based system
 - assessment is criterion referenced/distinction to norm referenced assessment

- criterion used in national VET is endorsed or accredited competency standards defining specifications for performance of work/work functions and skills/knowledge
- reporting of competency-based assessment
- competency standards as the basis of qualifications
- the principles of competency-based assessment
- the structure and application of competency standards
- how to interpret competency standards and other related assessment information to determine the evidence needed to demonstrate competency including:
 - the components of competency
 - assessment of Employability Skills, dimensions of competency and OHS requirements
 - Training Package Assessment Guidelines
 - the qualification level of units
- Australian Qualifications Framework Guidelines including characteristics of AQF levels
- different assessment methods and which methods may be appropriate and relevant to different units/different parts of individual units
- different types of assessment tools, what tools work for what types of evidence, what are well constructed assessment tools and why
- what are the principles of assessment and how they guide assessment and validation processes
- what are the rules of evidence, why are they important, particularly in a validation context
- the various reasons for carrying out validation and the different approaches to validation that may be appropriate:
 - before assessment
 - during assessment
 - after assessment
- the critical aspects of validation, including validation of:
 - assessment processes
 - methods and tools
 - the collected evidence leading to assessment decisions
 - assessment decisions

- different aspects of quality systems such as:
 - local/relevant strategies to meet the AQTF
 - continuous improvement systems
 - quality assurance policies and processes
 - Assessment system policies and procedures
 - records management systems
- relevant policy, legislation, codes of practice and national standards including national Commonwealth and state/territory legislation for example:
 - Training Packages/competency standards/other assessment benchmarks
 - licensing requirements
 - providing accurate information
 - meeting environmental standards
 - industry/workplace requirements
 - duty of care under common law
 - recording information and confidentiality requirements
 - anti-discrimination
 - workplace relations
 - industrial awards/enterprise agreements
- relevant OHS legislation, codes of practice, standards and guidelines, impacting on assessment
- research skills to:
 - access and analyse relevant documents for validation
 - use a range of source documents to access information for validation
- evaluation/revision skills to:
 - determine evidence requirements from competency standards
 - review assessment process
 - review assessment methods and tools
 - review collected evidence
- literacy skills to:
 - read and understand the documents relevant to validation
- observation skills to:
 - evaluate and compare assessment planning, organisation, methods, tools, and evidence documentation leading to assessment judgements
 - identify where improvements to the assessment process can be made

Required skills and attributes include:

- communications and interpersonal skills to:
 - effectively participate and contribute to validation activities and sessions
 - collaborate with colleagues
 - seek and receive feedback on assessment practice
- share sensitive information
- maintain confidentiality of sensitive information
- gain and maintain trust of colleagues
- provide advice and support to colleagues
- planning skills to:
 - participate within agreed timeframes
- problem solving skills to:
 - identify information that is inconsistent, ambiguous or contradictory
 - suggest/confirm recommendations for improvements in assessment

Products that could be used as evidence include:

- recommendations as a result of reviewing assessments, and why
- evaluations of the quality of assessment tools against the identified competency standards
- evaluations of the evidence collected against identified competency standards, and whether it meets the rules of evidence
- suggested recommendations discussed for modification

Processes that could be used as evidence include:

- how competency standards and other documents were interpreted and evidence requirements identified
- how assessment decisions were evaluated
- how assessment feedback was collated and evaluated
- what contribution was made to validation activities

Resource implications for assessment include:

- access to competency standards and other related assessment documentation
- access to completed assessment tools
- access to assessment reports/records
- access to suitable assessment validation venue/equipment
- access to a validation group
- access to relevant workplace documentation

The collection of quality evidence requires that:

- cost/time considerations
- meeting personnel requirements retime management
- 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 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 competence 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:

- active participation in a minimum of two validation sessions/meetings which, in combination, address the critical aspects of validation using different validation approaches and activities
- clear explanations of the purposes of validation and the legal and ethical responsibilities of assessors
- collation of all documentation relating to the validation process in a logical manner
- demonstration of communications and liaison with relevant people
- provision of feedback and interpretation of documentation in validation sessions
- record of contribution to validation findings

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*.

TAAASS501B Lead and coordinate assessment systems and services

Unit Descriptor	This unit specifies the competence required to provide leadership in assessment and to coordinate assessment validation and appeals processes.
Employability Skills	This unit contains employability skills.
Competency Field	<i>Assessment</i>
Application of the Unit	<p>Assessment leadership and coordination involves a complex mix of extending own and others' expertise in assessment practice, guiding and leading assessors, monitoring assessment practice and taking responsibility for assessment validation and appeals processes.</p> <p>This competence also involves developing and/or confirming the assessment strategy for an assessment only pathway. In a learning and assessment pathway, the assessment strategy is determined as part of the learning strategy documentation. In that context, this vocational outcome is addressed in <i>TAADES501B Design and develop learning strategies</i>.</p> <p>This unit also includes coordinating and managing assessment across multiple sites, and managing partnership arrangements for assessment services. These performance outcomes may not be applicable in all workplace contexts, depending on the size, scope and needs of the training and/or assessment organisation.</p> <p>Where this unit is undertaken as a single unit outside of the TAA50104 Diploma of Training and Assessment, learners must demonstrate competence in the following pre-requisite units:</p> <ul style="list-style-type: none"> - <i>TAAASS401C Plan and organise assessment</i> - <i>TAAASS402C Assess competence</i> - <i>TAAASS403B Develop assessment tools</i> - <i>TAAASS404B Participate in assessment validation.</i> <p>Achievement of this unit requires high-level language, literacy skills and cognitive skills in planning, analysis, evaluation and synthesis. This unit also requires leadership skills.</p> <p>Related competence includes preparing/managing budgets/financial plans, records management, recruitment selection and performance management. These are addressed through a number of relevant imported units from the <i>BSB01 Business Services Training Package</i>.</p>

These are listed at the end of this unit for possible integrated assessment purposes.

The competence specified in this unit is typically required by lead trainers/facilitators/teachers who assess, lead assessors, program/training and/or assessment coordinators, training managers and training consultants.

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

- | | |
|--|--|
| <p>1. Develop and extend assessment expertise</p> | <p>1.1 Relevant and current research on assessment is accessed, read and incorporated into own and others' assessment practice</p> <p>1.2 <i>Opportunities</i> to extend assessment expertise are sourced and accessed and new/extended assessment skills and knowledge are incorporated into own and others' assessment practice</p> <p>1.3 A range of <i>assessment methods</i> is demonstrated in assessment practice</p> <p>1.4 <i>Cognitive skills</i> are used to guide and support quality assessment practice and address <i>issues</i> in assessment practice</p> <p>1.5 <i>Ethical standards</i> underpin assessment practice</p> <p>1.6 <i>Reflection</i> is used to explore and extend expertise in assessment</p> |
| <p>2. Lead assessment activities</p> | <p>2.1 <i>Assessment strategies</i> are developed and confirmed in assessment only pathways</p> <p>2.2 Roles, responsibilities and accountabilities of <i>relevant persons</i> in assessment are discussed and confirmed</p> <p>2.3 AQTF and organisational requirements relating to the competence of assessors are confirmed and documented</p> <p>2.4 Where required, <i>partnership arrangements</i> are initiated and developed setting out identified roles, responsibilities and services to be provided</p> <p>2.5 Strategies for communication and networking are established and maintained with and between assessors</p> |

- 2.6 **Leadership skills** are used to provide clear direction, advice and support to assessors
- 2.7 Professional development needs and opportunities for assessors are identified and recommendations made to relevant personnel
- 3. Monitor assessment practice**
- 3.1 Assessment practice of assessors is systematically monitored in relation to:
- how client/candidate needs are being met
 - how effectively and accurately the designated competency standards are being interpreted by assessors as the benchmarks for assessment
 - how the **principles of assessment** are being applied in assessment practice
 - assessors' application of assessment methods and assessment tools
 - how the **rules of evidence** are being applied in gathering evidence
 - whether assessment is being conducted in accord with the **policies and procedures** of the organisation's **assessment system**
 - whether organisational/legal/ethical requirements are being met
- 3.2 **Individual facilitation techniques** are used to guide and support assessors as they work and to improve assessment practice
- 3.3 Assessment records are analysed to ensure legal/organisational/ethical requirements are being met and appropriate advice is provided to improve record keeping arrangements where issues arise
- 4. Coordinate assessment validation activities**
- 4.1 Assessment system policies and procedures relating to validation are accessed and interpreted, and **validation** is initiated in line with organisational/legal/ethical requirements
- 4.2 Risk assessment/analysis is undertaken to determine the **purpose, focus and context** of **validation activities**
- 4.3 **Approaches to validation** are considered and determined
- 4.4 Participants in validation are determined and/or confirmed, and **materials and resources** needed for validation activities are organised

- 4.5 Guidance and leadership is provided to direct and support participants throughout the validation process
 - 4.6 **Validation documentation** is finalised and processed in accordance with assessment system/legal/organisational procedures and presented to relevant people, within an agreed timeframe
 - 4.7 Recommendations from validation processes are identified and forwarded to the appropriate authority
- 5. Manage assessment appeals**
- 5.1 Assessment system policies and procedures for assessment appeals are accessed and interpreted
 - 5.2 Documented appeal claims are accessed, read and interpreted
 - 5.3 Relevant parties to the appeal are interviewed, and negotiation skills are used to achieve resolution prior to formal appeal, where appropriate
 - 5.4 Appeal panel is constituted and a timetable is set to hear unresolved claims
 - 5.5 Guidance and leadership are provided to panel members and other parties during the appeal process to ensure fairness, equity, verity and relevance
 - 5.6 All **documentation relevant to the appeal process** is checked for accuracy and completeness
 - 5.7 **Panel decision** is confirmed and recorded in accordance with organisational policy and procedures, and outcomes are communicated to the parties

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.

Opportunities include:

- networking through assessor networks, communities of practice and membership of representative organisations
- professional and staff development activities
- attending forums, conferences, workshops
- participating in projects

A range of *assessment methods* includes:

- simulations such as hypotheticals, problem-based exercises and simulated 'real world' scenarios
- structured aural/written questioning techniques, such as invitation, exploration, confirmation, investigation and reflection
- practical and theoretical tests
- workplace projects
- structured activities such as role-plays, presentations, completion of assessment activity sheets
- portfolios
- observation
- third party feedback
- product review

Cognitive skills may include:

- analysis skills
- synthesis skills
- interpretative skills
- planning skills
- evaluation skills
- problem solving skills
- critical thinking skills
- knowledge transfer skills

Issues may include:

- issues and concerns raised by assessors
- issues and concerns raised by candidates
- issues and concerns raised by others impacted by the assessment process
- assessment system policy and procedure issues
- organisational/legal/ethical issues

Ethical standards include:

- following assessment system organisational policies and procedures
- ensuring privacy/confidentiality
- demonstrating inclusiveness
- following AQTF standards relating to assessment
- ensuring assessment is guided by the principles of assessment and the rules of evidence
- using Code of Practice for Assessors
- duty of care under common law
- security of information
- confidentiality and privacy requirements

Reflection may include:

- asking critical questions about own ability, for example:
 - what worked
 - what did not work
 - how the session could be improved
- reviewing records and journals
- critically evaluating personal performance

Assessment strategies are documented frameworks to guide and structure assessment arrangements for a vocational education and training qualification and may include:

- the identification and interpretation of competency standards for assessment purposes
- the identification and interpretation of related assessment documentation for assessment purposes
- application of Training Package Assessment Guidelines
- arrangements for recognition of existing competence (RCC/RPL), including provision of guidance and assistance to candidates in gathering and evaluating own evidence
- determination of assessment methods for identified competency standards
- selection of assessment tools for identified competency standards
- organisational arrangements for assessment, including physical and human resources, roles and responsibilities, team assessment and partnership arrangements (where relevant)
- nominated quality assurance mechanisms
- identified risk management strategies

Relevant persons may include:

- assessors in own organisation and on site
- assessors in own organisation operating in different site/s
- assessors of another organisation which is in partnership with own organisation
- personnel of own/another organisation who provide vocational/subject matter expertise and who work with the assessor/s in team assessments
- other personnel who assist the assessor in collecting evidence of candidate/s competence
- other personnel impacted by the assessment process

Partnership arrangements

refers to:

- collaborative arrangements between a Registered Training Organisation (RTO) and other organisations including other RTOs which enable the partners to share for mutual benefit their resources, effort, time, costs, responsibility and expertise in the provision of training and/or assessment services. These arrangements are regulated by the AQTF Standards for Registered Training Organisations which requires a written agreement between the RTO and each organisation that provides training and/or assessment services on behalf of the RTO.

Leadership skills may include:

- techniques for initiating action and directing decision making
- strategies for presenting a confident, assured and unhesitant manner in response to challenging situations
- strategies for not accepting unreasonable expectations
- maintaining ethical practice and beliefs in the face of opposition
- modelling behavioural and personal presentation standards
- time management
- strategies for acknowledging and respecting the attitudes and beliefs of others
- techniques for promoting active and genuine participation

Client/candidate needs may include:

- clear information and advice on the assessment process
- contextualisation of assessment benchmarks and assessment tools to the assessment environment
- timeliness and recognition of readiness for assessment
- assessment tools that support integrated assessment
- advice, support and guidance from assessor/s on participation and role in the assessment process
- reasonable adjustment needs
- cultural sensitivity

Principles of assessment

guide the assessment process and must address:

- validity
- reliability
- flexibility
- fairness

Assessment methods are the particular techniques used to gather evidence and may include:

- direct observation, for example:
 - real work/real time activities at the workplace
 - work activities in a simulated workplace environment
- structured activities, for example:
 - simulation exercises/role-plays
 - projects
 - presentations
 - activity sheets
- questioning, for example:
 - written questions, for example, on a computer
 - interviews
 - self-assessment
 - verbal questioning
 - questionnaires
 - oral or written examinations (applicable at higher AQF levels)
- portfolios, for example:
 - collections of work samples compiled by the candidate
 - product with supporting documentation
 - historical evidence
 - journal/log book
 - information about life experience
- review of products, for example:
 - products as a result of a project
 - work samples/products
- third party feedback, for example:
 - testimonials/reports from employers/supervisors
 - evidence of training
 - authenticated prior achievements
 - interview with employer, supervisor, peer

Assessment tools contain both the instruments and the procedures for gathering and interpreting evidence in accordance with designated assessment methods and may include:

- the instruments to be used for gathering evidence such as:
 - a profile of acceptable performance measures
 - templates/proformas
 - specific questions or activities
 - evidence/observation checklists
 - checklists for the evaluation of work samples
- candidate self-assessment materials
- the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and the conditions for assessment

Rule of evidence include:

- validity of evidence
- sufficiency of evidence
- currency of evidence
- authenticity of evidence

Assessment system policies and procedures may include but are not limited to:

- candidate selection
- rational and purpose of competency-based assessment
- assessment records/data management/information management
- recognition of current competency/recognition of prior learning/credit arrangements
- assessors – needs, qualifications, maintaining currency
- assessment reporting procedures
- assessment appeals
- candidate grievances/complaints
- validation
- evaluation/internal audit
- costs/resourcing
- access and equity/reasonable adjustment
- partnership arrangements
- links with human resource or industrial relations systems
- links with overall quality management system

Organisational/legal/ethical requirements may relate to:

- AQTF standards in assessment/registration
- Assessment specifications of Training Packages
- state or territory registering body requirements
- clauses defining assessment operations in award and enterprise agreements and relevant industrial arrangements

- confidentiality and privacy requirements
- relevant legislation from all levels of government that affect training and/or assessment operations
- occupational health and safety (OHS)
- environmental issues
- equal opportunity requirements
- industrial relations and anti-discrimination
- relevant industry codes of practice
- reporting procedures for assessment results
- certification procedures/requirements
- AQF Guidelines
- recording and reporting assessment results
- maintaining and retrieving assessment information
- quality assurance and/or procedures manuals
- goals, objectives, plans, systems and processes
- organisational policies/guidelines
- access and equity principles and practice
- ethical standards
- collaborative/partnership arrangements
- OHS policies, procedures and programs
- quality and continuous improvement processes and standards
- defined resource parameters

Individual facilitation techniques include coaching, mentoring, tutoring matching individuals one on one and may be used to:

- identify any gaps in assessor skills/competence
- explain legal/organisational/policy requirements
- clarify assessment issues
- provide encouragement and direction
- provide feedback/advice/guidance
- promote safety in assessment
- problem solve

Validation is:

- a process involving assessors working in collaboration to review, compare and evaluate their assessment process and their assessment outcomes, in relation to the same units of competency

Purpose, focus and context of validation activities may be:

- part of organisational quality assurance arrangements
- to address an identified area of risk in assessment practice and quality
- to demonstrate compliance with the AQTF Standards for Registered Training Organisations (RTOs)

- to provide evidence for external audit
- to provide evidence for internal audit
- to improve assessment practices
- to evaluate the quality of assessment tools
- to provide professional development
- to increase assessor confidence
- to determine whether different assessors using the same tools collect the same types and levels of evidence
- to determine whether different assessors interpret the same evidence similarly
- to determine whether assessment decisions reflect the rules of evidence

Approaches to validation may include:

- analysing and reviewing assessment tools
- analysing and reviewing collected evidence
- analysing and reviewing assessment decisions/records of assessment outcomes
- examining assessment records
- examining assessment systems
- discussing the assessment process, issues and difficulties in interpretation
- holding interviews with each other or with management, trainers/facilitators, candidates
- analysing client feedback
- observing assessment conduct
- using validation tools
- reviewing and interpreting Assessment Guidelines
- examining assessor qualifications
- analysing appeals processes
- recording evidence of validation processes and outcomes

Materials and resources for validation may include:

- relevant documented assessment strategy
- samples of assessment materials/tools
- copies of relevant competency standards, modules, Training Package Assessment Guidelines and course assessment requirements
- copies of organisational policies and procedures on validation
- copies of relevant AQTF standards
- copies of assessment records (in accord with confidentiality requirements)
- copies of client/candidate feedback

- determining time/availability for validation sessions
- technology requirements
- meeting room/space for conduct of validation
- copies of occupational health and safety policy, procedures and programs
- copy of quality and continuous improvement policies
- copy of equity policy and procedures

Validation documentation may include:

- report of validation process
- recommendations from validation process
- copies of materials/resources used in validation process
- version control documentation

Assessment appeals:

- is a process whereby the candidate, or other interested party, may dispute the assessment decision and seeks a formal review of the decision

Documentation relevant to the appeals process may include:

- candidate's claim for appeal
- documented information given to the candidate outlining assessment system, process and requirements
- records of assessor/meetings with the candidate, discussions and agreements on assessment process
- completed self-assessment tools
- completed assessment tools signed by assessor and/or other persons involved in collecting evidence
- supplementary documentation used as evidence by the candidate
- records of assessment outcomes
- assessor/candidate feedback reports
- records of appeal hearings
- records of appeal outcomes

Panel decision may include:

- confirmation of original assessment decision
- change in decision based on evidence presented
- reassessment of the candidate

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 competence against this unit candidates must be able to provide evidence that they have undertaken continuous development of own assessment expertise; provided leadership, direction and support to other assessors, including role-modelling good assessment practice; monitored the work of assessors and taken responsibility for initiating, organising and facilitating assessment validation and appeals processes; accurately interpreted the organisation's quality assurance goals and strategies

Evidence Requirements

Required knowledge includes:

- competency-based assessment including:
 - vocational education and training as a competency-based system
 - assessment is criterion referenced/distinction to norm referenced assessment
 - criterion used in national VET is endorsed or accredited competency standards defining specifications for performance of work/work functions and skills/knowledge
 - reporting of competency-based assessment
 - competency standards as the basis of qualifications
 - the principles of competency-based assessment
- the structure and application of competency standards
- how to interpret competency standards and other related assessment information to determine the evidence needed to demonstrate competency including:
 - the components of competency
 - assessment of Employability Skills, dimensions of competency and OHS requirements
 - Training Package Assessment Guidelines
 - the qualification level of units
- AQTF requirement for assessment
- the organisation's assessment system policies and procedures
- different assessment methods, purposes and applications

- appeals mechanisms within the organisation
- different types of assessment tools, what tools work for what types of evidence, what are well-constructed assessment tools and why
- what are the principles of assessment and how they guide assessment, validation, appeals processes
- what are the rules of evidence, why are they important, particularly in a validation context
- what is an assessment strategy and assessment plan and what are the components of assessment strategies and assessment plans
- what is validation, purpose/focus of carrying out validation, different approaches to assessment validation and the critical aspects of validation
- different activities and tools for validation and their appropriateness to the purpose/focus
- a range of technology and its application to improve or assist in quality assessment
- roles and responsibilities of workplace trainers/facilitators, assessors and others – such as vocational experts, workplace supervisors and support persons – in the assessment process, including OHS obligations and duty of care
- strategies which ensure the assessment process is transparent and credible, such as:
 - identifying common pitfalls or errors that affect judgement
 - open/ongoing communication between assessors
 - self-assessment
 - networking
 - professional development activities for assessors
 - ongoing contact with industry
 - using assessment panels or teams
 - conflict resolution techniques
 - motivating others
- team and group roles and processes, such as:
 - monitoring progress against key goals
 - leading others
 - encouraging team contribution

- legal, organisational and ethical responsibilities associated with the assessment system, including:
 - maintaining client privacy and confidentiality
 - providing accurate information
 - duty of care under common law
 - meeting environmental standards
 - the industrial relations system, industry/workplace relations, and industrial awards/enterprise agreements
 - compliance with AQTF requirements
 - copyright and privacy laws in terms of electronic technology
 - security of information
 - plagiarism
 - Training Packages/competency standards/other assessment documentation
 - licensing requirements
 - compliance requirements of relevant Commonwealth and state/territory legislation, including OHS, equal employment opportunity, anti-discrimination and state/territory vocational education and training
- Code of Practice for assessors
- relevant OHS legislation, codes of practice, standards and guidelines relating to providing assessment advice and guidance
- analysis and interpretation skills to:
 - evaluate assessment methods and tools
 - access and interpret organisation's standards and values
- observation skills to:
 - assess the effectiveness of the organisation's assessment process
 - distinguish different types of problems, e.g. technical, people and theoretical
- technology skills to:
 - use appropriate equipment and software to systematically monitor assessment process and practice
 - distribute information
- evaluation skills to:
 - evaluate validation process and determine and implement improvements

Required skills and attributes include:

- determine sampling methods to be used to access information
- systematically evaluate personal or others' practice to improve performance or understanding
- research skills to:
 - determine sampling methods to be used to access information
 - access and analyse relevant documents
 - use a range of source documents to access information for validation
- problem solving skills to:
 - combine different modes of thinking such as creative and analytic for practical problem solving
 - anticipate future implications for own and others' decisions
 - reliably evaluate alternative solutions
- literacy skills to:
 - read, interpret and evaluate policies and procedures to monitor assessment and recognition processes
 - prepare required documentation and information for those involved in the assessment process
 - prepare written reports regarding validation outcomes
- leadership skills to:
 - set direction for others
 - influence and motivate others
 - guide and support others
 - manage conflict
 - make informed decisions and recommendations
 - schedule validation processes
 - gain commitment to validation processes and make recommendations to improve processes
- communication skills to:
 - obtain feedback on validation strategy
 - explain the purpose of reports and other documentation used in the work area
 - use language to influence others
 - promote and implement quality standards
- individual facilitation techniques:
 - guide and support assessors one on one

- conflict resolution techniques to:
 - manage difficulties with and between assessors and between assessors/candidate and/or assessors/other persons
 - address appeals situations and process
- team and group skills to:
 - conduct group discussions to gather ideas
 - recognise different abilities or knowledge
 - build relationships and networks with colleagues
- attributes, including capacity to encourage, accept and utilise feedback
- awareness and sensitivity to individual difference and culture

Products that could be used as evidence include:

- assessment strategies including quality requirements developed and implemented
- documented outcomes of an initiated and facilitated assessment validation process
- documented outcomes of an initiated and facilitated assessment appeals process
- products and materials organised for validation and appeals processes
- analysis of assessment records
- risk assessment analysis

Processes that could be used as evidence include:

- how opportunities have been provided for assessors to practise and maintain current competence
- new and/or extended assessment expertise incorporated into own and others' assessment practice
- how support was given to the implementation of quality assurance procedures
- leadership, direction and support given to other assessors, including role-modelling of good assessment practice
- how improvements were made to assessment and recognition processes

Resource implications for assessment include:

- operating assessment system with working assessors and defined assessment system in place including documented policies and procedures for assessment, validation and appeals
- access to competency standards and other assessment documentation
- access to assessment materials and tools

The collection of quality evidence requires that:

- access to suitable assessment venue/equipment
- workplace documentation
- cost/time considerations
- personnel requirements
- 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 competence 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:

- demonstrated continuing development of own assessment expertise
- providing leadership, direction and support to other assessors, including role-modelling good assessment practice
- monitoring the work of assessors and others involved in carrying out assessments
- taking responsibility for initiating, organising and facilitating assessment validation and appeals processes

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:
 - *TAACMQ502B Coordinate training and/or assessment arrangements for apprenticeships/ traineeships*
 - *TAACMQ503B Lead and conduct training and/or assessment evaluations*
 - *TAACMQ505B Lead a team to foster innovation*
 - *BSBFLM513A Manage budgets and financial plans within work team*
 - *BSBFLM514A Manage people*
 - *BSBRKG502B Manage and monitor business or records systems*
 - *BSBHRM506A Manage recruitment, selection and induction processes*
 - *BSBMGT503A Prepare budgets and financial plans*
 - *BSBWOR502A Ensure team effectiveness.*

**TAA04 Training and Assessment
Training Package
Training Advisory Services
Competency Standards**

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TAATAS401B Maintain information requirements of training and/or assessment organisations

Unit Descriptor	This unit specifies the competency required to maintain training and/or assessment information requirements.
Employability Skills	This unit contains employability skills.
Competency Field	<i>Training Advisory Services</i>
Application of the Unit	<p>This unit addresses the timely dissemination of accurate information to learner/s and the recording and reporting of training and/or assessment services data.</p> <p>In a recognised training and/or assessment environment, this competency reflects the requirements for information management in Registered Training Organisations (RTOs), including the dissemination of critical information and recording and reporting requirements according to Australian Quality Training Framework (AQTF) standards, the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) and organisational procedures.</p> <p>In a non-recognised training and/or assessment organisation, the unit relates to the dissemination of critical information and recording and reporting requirements according to legal and organisational requirements.</p> <p>In smaller training and/or assessment organisations, this unit will typically be used by trainers/facilitators, assessors and consultants. In larger training and/or assessment organisations, this unit will typically be used by personnel where this function would be a major part of their work.</p>

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where <i>bold italicised</i> 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.
1. Provide initial and ongoing information and advice on training and/or assessment services	<p>1.1 Relevant information about the <i>range of training and/or assessment services</i> provided by the <i>training and/or assessment organisation</i> is provided to <i>potential learners</i></p> <p>1.2 Specific <i>learning strategy/learning program</i> content and assessment requirements are explained to learner/s using appropriate <i>communication and interpersonal skills</i></p>

- 1.3 **Training schedule** is confirmed with **relevant personnel** and disseminated to learner/s
 - 1.4 **Relevant organisational policies and procedures** relating to training and/or assessment services are accessed, and provided and explained to learner/s in accordance with **organisation/legal requirements**
 - 1.5 **Learning resources** are organised and provided to learners, as required
 - 1.6 Further advice and support is provided to learner/s, as required
- 2. Complete training/ assessment records**
- 2.1 **Personal learner information** is collected, verified and accurately recorded on learner **records management system**
 - 2.2 **Details of the specific learning strategy/learning program** to be undertaken are collected, verified and accurately recorded on the learner records management system
 - 2.3 Any **additional requirements** are confirmed and accurately recorded, if relevant
 - 2.4 Learner progress is confirmed and accurately recorded in a timely manner
 - 2.5 Learner assessment outcomes are confirmed and accurately recorded in a timely manner
 - 2.6 **Certification processes** are organised in accordance with national reporting requirements, where appropriate
 - 2.7 **Custody and management requirements** of training and/or assessment information and records are addressed
- 3. Complete reporting requirements**
- 3.1 Final **reporting results and requirements** are completed and forwarded to appropriate personnel for signature, using **systems to support reporting**
 - 3.2 Data for national reporting purposes is finalised, checked and provided to appropriate personnel for signature
 - 3.3 Any **issues/irregularities** in recording and reporting activities are identified, documented and addressed in a timely and effective manner
 - 3.4 Issues/irregularities outside area of responsibility/ knowledge are referred to appropriate personnel for resolution, if relevant

- 3.5 Certification arrangements are finalised, sent to learners and copies stored in accordance with organisational/legal requirements, where appropriate

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.

Range of training and/or assessment services may include:

- providing recognised training and assessment services leading to a qualification or Statement of Attainment
- providing in-house learning programs
- conducting training needs analysis
- developing endorsed and/or non-endorsed components of a Training Package, including:
 - units of competency
 - learning resources, assessment materials, professional development resources

Training and/or assessment organisation refers to:

- a Registered Training Organisation (RTO), i.e. an organisation registered to deliver recognised vocational education and training services; includes TAFE institutes, private commercial colleges/companies, enterprises, community organisations, group training companies and schools
- an organisation working in a partnership arrangement with a RTO to deliver recognised vocational education and training
- an organisation that delivers non-recognised vocational education and training

Potential learners are defined as:

- potential learners/clients
- current or ongoing learners/clients
- existing industry/enterprise employees
- school leavers/new entrants to the workforce
- apprentices/trainees
- individuals learning new skills/knowledge
- individuals seeking to upgrade skills/knowledge
- individuals changing careers
- individuals who are unemployed
- individuals who have a disability

- members of target groups such as Aboriginal and Torres Strait Islander communities
 - overseas learners
 - recent migrants
 - individuals/groups meeting licensing or other regulatory requirements
- A learning strategy* may include:
- a nationally endorsed qualification from a Training Package or accredited course
 - a traineeship or apprenticeship program
 - an accredited course which includes Training Package outcomes
- A learning program* may include:
- a subset of a learning strategy
 - a short course/vocational program
 - a professional development program
 - a community education program
 - a workplace learning program
 - part of a VET in Schools program
 - part of an apprenticeship/traineeship
 - a short-term development plan developed by a coach
 - a short-term induction program
- Communication skills* may include:
- using effective and appropriate verbal and body language
 - building rapport with the learner
 - using critical listening and questioning skills and techniques
 - accurately interpreting verbal messages
 - inviting learners to paraphrase advice/instructions to the trainer/facilitator
 - providing clear and concrete presentations of options/advice
 - using appropriate terminology and language of the industry/profession
 - ensuring language, literacy and numeracy (LLN) used is appropriate to the learner
- Interpersonal skills* must include:
- showing respect for the expertise and background of the learner
 - demonstrating sensitivity to diversity, disability, culture, gender and ethnic backgrounds
 - engaging in two-way interaction
 - encouraging the expression of diverse views and opinions

- Training schedule*** is defined as:
- using language and concepts appropriate to cultural differences
 - accurately interpreting non-verbal messages
 - a calendar of training events for specific learning programs/learning strategies/delivery areas, and may include:
 - start dates and end dates
 - what areas training will address
 - dates and times when training is scheduled
 - venue where training will take place
 - trainers/facilitators, assessors responsible for delivery and/or assessment
- Relevant personnel*** must include:
- trainers/facilitators, assessors
- Relevant personnel*** may include:
- program coordinator
 - supervisors/managers
 - personnel responsible for analysing statistics and data to ensure the training and/or assessment organisation complies with the relevant standards across all of its operations and training and/or assessment activities
 - users of training information such as finance personnel, human resource personnel, employers
 - contract manager
 - union/employee representatives
- Relevant organisational policies and procedures*** may include:
- access and equity
 - grievance and appeals processes
 - enrolment and induction/orientation procedures
 - client services
 - fees and payment schedule
 - mutual recognition obligations
 - support services available
 - assessment procedures/options
 - confidentiality requirements
 - human resources (HR) policies/procedures and legal requirements including anti-discrimination, equal employment, occupational health and safety (OHS)

- administrative and records management system, for example:
 - reporting/recording requirements and arrangements
 - maintenance, retention, archiving, retrieval, storage and security of training and/or assessment information and records
 - privacy and access to training and/or assessment information and records
 - document version control

Organisational/legal requirements may include:

- registration requirement as defined in the AQTF Standards for Registered Training Organisations (RTOs)
- state/territory legislation and regulations governing registration and accreditation
- requirements of endorsed Training Packages
- requirements set by Commonwealth and state/territory legislation relating to OHS; anti-discrimination, workplace/industrial relations, workers' compensation; apprenticeships/traineeships
- requirements set by awards/enterprise bargaining agreements
- requirements set by professional associations
- requirements set by quality systems
- licensing requirements
- organisational requirements

Learning resources may include:

- Training Package noted support materials, such as:
 - learner/user guides
 - facilitator guides
 - how to organise training guides
 - example training programs
 - specific case studies
 - professional development materials
 - Assessment Guidelines
- other published, commercially available support materials for Training Packages or accredited courses
- organisational learning resources
- competency standards as a learning resource
- videos
- CDs and audio tapes
- references and texts
- manuals

- record/log book
 - learning resources and learning materials developed under the Workplace English Language and Literacy (WELL) program
 - learning resources produced in languages other than English as appropriate to learner group and workplace
- Personal learner information*** may include:
- address details
 - contact number
 - date of birth
 - payment details
- Learner ***records management system*** provides:
- an administrative tool to manage the progress of a learner from enrolment to completion
- Details of the specific learning strategy/learning program*** may include:
- training and/or assessment organisation details and training and/or assessment location
 - program of training, unit of competency, or module
 - learner information – enrolment form
 - an enrolment, including start date and end date and outcome/results
 - qualification completed (when appropriate)
 - internal/local learning program coding
- Additional requirements*** may include:
- fees to be paid
 - payment scheduling
 - legal/contractual agreements
 - training contract information
- Certification processes*** may include:
- using the correct certification form
 - accurately entering critical details are, for example:
 - name of learner/candidate
 - name of learning program successfully completed
 - assessment result
 - dating and signing the qualification/Statement of Attainment/internal organisational award
 - forwarding the completed qualification/Statement of Attainment/internal organisational award to learner
 - sending a copy of the completed qualification/Statement of Attainment/internal organisational award to the relevant authority

- storing a copy of the completed qualification/ Statement of Attainment/internal organisational award in accordance with organisational and legal requirements
- Custody and management requirements*** may include:
- the secure physical and storage of assessment/training records and information
 - authorised access to assessment/training records and information
 - the secure disposal or return of assessment/training records and information
- Reporting results*** may include:
- reporting for apprenticeship/traineeship program delivery
 - reporting for in-house or internal program delivery
 - financial reporting for funding and payments from the funding body
 - availability of all reports and records for audit and monitoring purposes
 - enrolment form
 - performance agreement
 - Training Contract/RTO notification
 - New Apprenticeship Centre (NAC) Incentive Forms/Completion Letter
 - OHS incident reporting systems
- Reporting requirements*** may cover:
- AQTF Standards for Registered Training Organisations (RTOs)
 - AVETMISS, nationally consistent standards for the collection, analysis and reporting of vocational education and training
 - organisational documentation
- Systems to support reporting*** may include:
- electronic student management system which complies with Student Statistical Collection Guidelines
 - internal organisational recording/reporting systems
 - arrangements for the issuing of qualifications or Statements of Attainment
 - arrangements for recognising and recording current competencies
 - record keeping policies and procedures

Issues/irregularities may include:

- inaccuracies or inconsistencies
- lost information/records
- not meeting timelines for reporting
- OHS issues

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 have maintained training/assessment reporting and recording requirements and have applied this knowledge within an established system within a training and/or assessment organisation.

Evidence must also establish that candidates can provide learners with relevant and current learning program information on training and/or assessment services; obtain and collate critical statistical information; record this information using the appropriate information management systems of the training and/or assessment organisation; and complete reporting requirements.

Evidence Requirements

Required knowledge includes:

- organisational policies and procedures relating to records and reporting procedures, including internal reporting
- organisational policies and procedures relating to the dissemination of learning strategy/program information to potential/current learner/s
- established training and/or assessment information systems
- training and/or assessment services provided by the organisation
- the collection, recording and reporting of vocational education and training information
- AQTF and AVETMISS requirements, covering:
 - records management
 - reporting requirements
- relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
 - copyright and privacy laws in terms of electronic technology
 - security of information

- recording information and confidentiality requirements
- licensing requirements
- vocational education and training requirements
- duty of care under common law
- anti-discrimination including equal opportunity, racial vilification and disability discrimination
- workplace relations
- industrial awards/enterprise agreements
- OHS responsibilities associated with maintaining training and/or assessment information requirements, including:
 - hazards commonly found and preferred risk controls for the specific environment
 - OHS procedures to be used in providing information to potential/current learners
 - legislative requirements for OHS record keeping and reporting requirements

Required skills and attributes include:

- language and literacy skills to:
 - elicit appropriate and critical information from learners in order to complete recording requirements
 - prepare national and state/territory reporting information
 - liaise with personnel and managers/supervisors from the training and/or assessment organisation
 - liaise with appropriate authority personnel
 - interpret a wide range of documents
- prioritise and self-manage in order to meet reporting deadlines
- deal with issues within own jurisdiction and authority
- operate in an established quality system

Products that could be used as evidence include:

- completed AVETMISS/in-house reporting documentation for a learning program
- completed qualification/Statement of Attainment/internal organisational award
- learner progress report
- examples of learning resources organised for a specific learning program

- Processes that could be used as evidence include:**
- demonstration of personal learner information collected and recorded
 - demonstration of learning program information collected and recorded
 - demonstration of additional requirements collected and recorded (if relevant)
- Resource implications for assessment include:**
- access to a range of electronic equipment and/or resources for recording and reporting requirements
 - access to supervisors or appropriate personnel
- 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:**
- provision of initial and ongoing advice on training and/or assessment services/programs/specific information requirements to a range of learners
 - records management relating to a range of learners
 - organisation of certification processes for a range of learners
 - completed AVETMISS/in-house reporting documentation for a learning program, covering a range of learners

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:
 - *TAAASS402C Assess competency*
 - *TAADEL402B Facilitate group-based learning*
 - *BSBREL402A Build client relationships and business networks*
 - *BSBMKG413A Promote products and services.*

TAATAS501B Undertake organisational training needs analysis

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.
Employability Skills	This unit contains employability skills.
Competency Field	<i>Training Advisory Services</i>
Application of the Unit	<p>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.</p> <p>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.</p> <p>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.</p> <p>The competency specified in this unit is typically required by trainers/facilitators, assessors, teachers, consultants, human resource managers, program coordinators and managers.</p>

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where <i>bold italicised</i> 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.
1. Identify organisational/ client needs	<p>1.1 Discussions are held with <i>clients</i> to identify and verify <i>client objectives, expectations</i> and <i>organisational requirements</i></p> <p>1.2 Appropriate <i>communication and interpersonal skills</i> are used to develop a professional relationship with the client</p>

- 1.3 **Existing or potential issues** to be addressed are identified and analysed to determine the impact on client objectives and requirements
 - 1.4 **Resources** are identified and accessed in accordance with organisational requirements
 - 1.5 A **consultation plan** is developed with **relevant persons** and is negotiated and agreed by the client
- 2. Conduct training needs analysis**
- 2.1 Reliable and appropriate **methods for collecting information and data** 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 **gathered** to determine current skills/competency profile of staff in accordance with legal/organisational/ethical requirements
 - 2.4 Information is analysed using reliable and valid **data analysis methods** 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**

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
- technology

Consultation plan may include:

- 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
- analysing assessment and/or training records

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

- 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 *presented* using:

- visual, audio-visual, graphics, multimedia
- demonstrations/presentations
- written text or equivalent medium
- plans, diagrams, charts, posters

Legal requirements 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

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

Products that could be used as evidence include:

- report highlighting outcomes of workshops and stakeholder consultation
- report detailing recommendations
- feedback gathered
- consultation/communication plans

Processes that could be used as evidence include:

- how information was collected
- how relevant data was analysed
- how future support was determined

Resource implications for assessment include:

- access to competency standards
- access to assessment materials and tools
- access to suitable assessment venue/equipment
- workplace documentation

The collection of quality evidence requires that:

- cost/time considerations
- personnel requirements
- 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 Manage contracted work*
 - *TAACMQ504B Determine and manage scope of training and/or assessment services.*

TAATAS502B Prepare a tender bid

Unit Descriptor	This unit specifies the competency required to bid for the provision of goods or services through a tender process.
Employability Skills	This unit contains employability skills.
Competency Field	<i>Training Advisory Services</i>
Application of the Unit	<p>This unit addresses the competency of writing a submission or proposal to supply goods or services required by the purchasing organisation through a tender process. It involves researching, preparing and writing a proposal that outlines the supplier's capabilities to meet the tender specifications.</p> <p>This competency applies to the supplier in a tendering process. The competency of preparing tender documentation as purchaser and overseeing the tendering process is addressed in the purchasing domain of the Business Services Training Package, in particular through the unit of competency <i>BSBPUR401A Plan purchasing</i>. The unit <i>LGACOM409A Prepare tender documentation</i> from the Local Government Training Package is also of relevance.</p> <p>In the training and assessment context the provision of tendered services is a critical area of competency applied to funded and contracted services, projects or product development.</p> <p>Competency in this unit requires knowledge and skills in interpreting tender specifications; developing appropriate activities and methodologies to meet those specifications; estimating financial, human and physical resources needs; and preparing a detailed submission that demonstrates and markets the capacity and capability of the supplier to achieve the specified tender requirements.</p> <p>Competency also includes responsibility for formatting and lodging the final submission to the potential client within designated timelines and requires the application of relevant technology and project tools.</p> <p>A critical outcome of this unit is a demonstrated capacity to translate the tender specifications into a clearly defined methodology which encompasses innovative ideas and to develop a budget as part of the tender submission.</p> <p>The development of innovative ideas is addressed as a separate unit in <i>TAAENV404B Develop innovative ideas at work</i>. Budgetary and financial management competency is covered in <i>BSBMGT503A Prepare budgets and financial plans</i>.</p>

The competency of managing a project is addressed in *TAATAS503B Manage contracted work*.

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

In other industry contexts, this unit is relevant to any person undertaking this area of work.

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

1. Determine tender requirements

- 1.1 ***Tender specifications*** and/or other relevant documentation are obtained and analysed to establish tender requirements
- 1.2 ***Viability*** to undertake required work is assessed against tender specifications and organisational and/or individual operational capacities and capabilities
- 1.3 ***Risk assessment*** is conducted on anticipated outcomes in accordance with ***organisational and legal requirements***
- 1.4 All occupational health and safety (OHS) and other relevant legislative requirements are interpreted and allowed for within the parameters of the tender requirements

2. Develop tender content

- 2.1 Options and ideas to address tender requirements are generated using effective thinking skills and knowledge of tender area
- 2.2 Options and ideas are elaborated and refined, and where feasible, further developed with ***relevant persons***
- 2.3 Specific timelines, stages, activities and deliverables are defined and documented to meet tender requirements
- 2.4 Physical and human resources required to undertake the specified tender requirements are determined and confirmed with relevant persons, where required, in accordance with organisational requirements

- 2.5 Financial costings are determined in accordance with organisational requirements, and a proposed budget is prepared, with assistance from *others*, if required
- 3. Prepare tender bid**
- 3.1 *Business technology* is used to present information in a format that markets capabilities
- 3.2 Specific *tender criteria and conditions* are addressed in writing tender submission/proposal
- 3.3 Submission/proposal outlines organisational capabilities
- 3.4 All information is reviewed to ensure accuracy and effectiveness in meeting tender specifications
- 3.5 Final proposal/submission is proofread, formatted and lodged within designated timelines, and a copy is securely stored in accordance with organisational requirements
- 3.6 Presentation materials are prepared and presentation made to client to support the bid, where required

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.

Tender specifications may include:

- simple or detailed explanation of tender requirements
- identification of deliverables
- client group needs
- designated performance standards
- proposed activities to be undertaken
- time and cost parameters
- scope
- quality
- human and physical resource needs
- legal requirements
- consultation, stakeholder involvement
- project management
- insurance requirements
- specific requirements

Viability may include consideration of:

- tender criteria and conditions
- available resources, equipment and supplies
- client group needs
- time constraints
- other projects
- geographical constraints
- skills required for the provision of services
- financial considerations
- compliance with regulations

Risk assessment may include:

- identifying risks in isolation or as part of a broader risk management strategy, addressing risks such as:
 - environmental landscape
 - financial/economic loss/failure
 - damage to property/equipment
 - professional incompetency
 - equipment/system failures
 - OHS
 - inability to deliver or meet the timelines if selected

Organisational requirements may include:

- quality assurance and/or procedures manuals
- organisational goals, objectives, plans, systems and processes
- organisational policies, procedures and guidelines
- recording and reporting procedures
- industry consultative mechanisms
- business and performance plans
- access and equity principles and practices
- confidentiality requirements
- ethical standards
- collaborative/partnership arrangements
- OHS policies, procedures and programs
- quality and continuous improvement processes and standards
- defined resource parameters

Legal requirements may include:

- Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations (RTOs)
- state or territory registering body requirements
- industrial relations award and enterprise agreements and relevant industrial arrangements
- confidentiality and privacy requirements
- relevant legislation from all levels of government

that affects business operations

- OHS legislation
- environmental legislation
- equal opportunity legislation
- industrial relations legislation
- anti-discrimination legislation
- relevant industry codes of practice

Relevant persons may include:

- tenderer/potential client
- target client group
- colleagues
- managers, supervisors
- government agencies
- employment agencies
- industry groups
- training and/or assessment coordinators
- industry regulators/licensing authorities
- members of professional associations
- state/territory registering body
- external consultants

Others may include:

- accounting/finance personnel
- other persons with broader budgetary experience

Business technology may include:

- computers
- database software applications
- graphical presentation software
- word processing software
- project management software
- printers
- email, Internet, Intranet

Specific **tender criteria and conditions** may include:

- eligibility for submission of tender
- special requirements
- selection criteria and weightings
- tender document format
- interview, meeting or presentation of tender
- submission date

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 of the processes used to develop and prepare a detailed proposal/submission in response to a tender which accurately covers the tender requirements.

This evidence must show how the tender specifications were analysed; assessment of organisational viability and risks associated with tender requirements; a detailed methodology and budget; and a final tender proposal/submission which meets all tender criteria and organisational requirements.

Evidence Requirements

Required knowledge includes:

- relevant policy, legislation, codes of practice and national standards including Commonwealth, state/ territory legislation, e.g. that related to:
 - client privacy and confidentiality
 - provision of accurate information
 - environmental standards
 - equal employment opportunities (EEO) and anti-discrimination
- OHS roles and responsibilities of employers and employees, trainers/facilitators and assessors, and of the organisation as a training and/or assessment organisation
- industries in which the training and/or assessment organisation operates
- types of training and assessment projects
- tender layout, format and presentation methods
- organisational pricing policy and procedures
- contingency and risk assessment techniques
- key project success factors and typical project pitfalls
- evaluation and revision techniques, such as:
 - asking specific questions
 - seeking and analysing feedback

Required skills and attributes include:

- literacy and communication skills to:
 - read and interpret relevant information
 - comply with tender criteria and conditions
 - provide clear and precise information
 - receive and interpret feedback on draft submission

- prepare required documentation using clear and comprehensible language and layout
- tailor submission to requirements
- research and evaluation skills to:
 - evaluate tender requirements to establish project requirements
 - evaluate viability to provide services and/or products to undertake the project
 - determine needs of target client group
 - conduct a risk assessment on anticipated project outcomes
 - identify and estimate required resources
 - evaluate feedback for incorporation in submission
 - identify selection criteria, weightings and selection process
- numeracy skills to:
 - create a detailed budget
 - prepare a submission for tender
- proofreading and editing skills to:
 - revise, amend and finalise submission
- project planning skills to:
 - plan and schedule activities
 - methodically organise work
 - work within agreed timeframes and budgetary constraints
- technology skills to:
 - use appropriate equipment and software to research and compile information
 - use spreadsheets in the preparation of a detailed budget

Products that could be used as evidence include:

- prepared quotations and estimates
- tender proposal/submission
- feedback received on tender proposal/submission
- graphic presentations

Processes that could be used as evidence include:

- how tender criteria were analysed
- how resource requirements were identified and estimated
- how risks were identified and assessed
- what costing and quoting methods were used
- how relevant policies or legislative information were reviewed
- how feedback on tenders was used to improve future tenders

Resource implications for assessment include:

- access to real or simulated tender process
- access to information to prepare tender (relevant documents, research, organisational information)
- access to people involved in tender process
- time specifications

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:

- a detailed tender proposal/submission which addresses:
 - tender specifications
 - organisational viability
 - detailed methodology with identified stages, activities, timelines and deliverables
 - risk assessment
 - resource requirements
 - budget
 - revision, editing and proofreading following feedback
 - effective presentation

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:
 - *TAATAS501A Undertake organisational training needs analysis*
 - *TAATAS503B Manage contracted work*
 - *TAAASS403B Develop assessment tools*
 - *TAADES502B Design and develop learning resources*
 - *TAADES503B Research and design e-learning resources*
 - *TAADES504B Develop and evaluate e-learning resources*
 - *TAADES505B Research and develop competency standards.*

TAATAS503B Manage contracted work

Unit Descriptor This unit specifies the competency required to manage work undertaken under contract.

Employability Skills This unit contains employability skills.

Competency Field *Training Advisory Services*

Application of the Unit This unit addresses the competency of managing externally contracted work as the supplier of goods and/or services. It involves finalising the planning process for contracted projects/services, managing contract performance, monitoring contract requirements and evaluating contract outcomes.

This unit could be applied in a broad range of contexts as well as vocational education and training. In the training and assessment context managing contacted work is a critical area of competency applied to the provision of services, for example, User Choice arrangements, and to training and/or assessment projects which may be related to research or product development.

This competency applies to the supplier of contracted services where the client is the purchaser.

The competency of managing contracts as the purchaser is addressed separately in *PSPPROC602A Direct the management of contracts*, a unit from the Public Sector Training package. The competency of preparing a tender bid to undertake the contracted work is separately addressed in *TAATAS502B Prepare a tender bid*.

Achievement of this unit requires skills in exercising consideration, discretion and judgement using a range of problem solving and decision making techniques.

This unit addresses the competency of managing contracted projects/services when this function represents part of an individual's overall work responsibilities as distinct from being the primary focus of work. In the latter context, users are referred to the units in the project management domain in the *BSB01 Business Services Training Package*.

This unit provides generic competency required of many training and/or assessment personnel that is applied to and can be demonstrated with a number of other units in the *TAA04 Training and Assessment Training Package*. Suggested examples are listed at the end of this unit.

The competency specified in this unit is typically required by trainers/facilitators, assessors, teachers, training product developers, program coordinators, consultants, supervisors and managers.

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

1. Develop effective planning instruments

- 1.1 The contract is negotiated with the ***client*** and finalised in accordance with successful tender bid, any negotiated changes to tender specifications and legal/organisational contractual requirements
- 1.2 Strategies for achieving contractual outcomes are developed in consultation with the client and ***relevant people***
- 1.3 ***Quality assurance goals and strategies*** are established in consultation with relevant people and in accordance with ***legal/organisational requirements***
- 1.4 A ***risk management plan*** to identify, assess and control ***risks*** is developed in accordance with legal/ organisational requirements
- 1.5 Planning arrangements are ***documented*** and presented to the client for sign-off, where required

2. Organise resources and support processes

- 2.1 Financial, physical, material and human resource requirements are organised in accordance with identified needs
- 2.2 Effective ***communication strategies*** are established to support project development/service delivery
- 2.3 ***Contingency arrangements*** are put in place

3. Manage implementation of contractual requirements

- 3.1 Progress in achieving contractual requirements and outputs is ***systematically monitored*** and reported to client
- 3.2 Expenditure and resource usage is monitored and controlled to ensure outcomes are achieved within specified budget parameters
- 3.3 Issues and difficulties are addressed through application of risk management plan and ***relevant skills***
- 3.4 Quality is monitored to ensure outcomes/outputs meet client requirements

- 3.5 Contract variations are determined, where necessary, and verified and agreed with client
 - 3.6 Project is completed/service provision wound up in accordance with contract timelines
 - 3.7 Financial audit is organised in accordance with contract requirements
- 4. Evaluate management efficacy**
- 4.1 Established *evaluation methods* are identified and used to evaluate management approach, processes and contract outcomes
 - 4.2 Evaluation findings are documented and presented to relevant people, where required
 - 4.3 Outcomes are reflected upon to identify changes and improvements in managing similar contracts

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.

Client is the purchaser and may be:

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

Relevant people may include:

- other members of the tender team
- industry groups
- program managers/trainers/facilitators and assessors/coordinators/senior management
- industry regulators
- members of professional associations
- staff of government departments and organisations
- external consultants
- personnel responsible for monitoring the training and/or assessment organisation's services provision
- users of training information such as finance personnel, human resource personnel, employers
- contract manager
- private/government funding bodies
- union/employee representatives

Quality assurance goals and strategies may include:

- reporting procedures and protocols
- procedures for monitoring and evaluating project outcomes and client satisfaction
- compliance with the Australian Quality Training Framework (AQTF) *Standards for Registered Training Organisations (RTOs)*, where relevant
- continuous improvement strategies
- reducing risk by anticipating, evaluating and developing strategies for the management of possible problems
- a formal structure against which progress can be evaluated
- mechanisms for involving a wide variety of interested parties or stakeholders in the project
- budgets and timetables which enable the commitment of resources at appropriate points in the project
- contingency plans to cater for a change of corporate focus or significant project difficulties

Legal requirements may include:

- standards for training and/or assessment organisations
- state or territory registering body requirements
- industrial relations 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
- OHS issues
- environmental issues
- equal opportunity
- industrial relations and anti-discrimination
- relevant industry codes of practice

Organisational requirements may include:

- quality assurance and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines
- recording and reporting procedures
- business and performance plans
- access and equity principles and practices
- confidentiality requirements
- ethical standards
- collaborative/partnership arrangements
- OHS policies, procedures and programs

Risk management plan may describe:

- quality and continuous improvement processes and standards
- defined resource parameters
- the process which will be used to identify, analyse and manage risks, both initially and throughout the life of the project
- how often risks will be reviewed, the process for review and who will be involved
- who will be responsible for which aspects of risk management
- how risk status will be reported and to whom
- the initial snapshot of the major risks and current grading
- planned strategies for reducing likelihood and seriousness of each risk (mitigation strategies) and who will be responsible for implementing them

Risks to the effective management of the project may include:

- competing work demands
- technology/equipment breakdowns
- workplace hazards, risks and controls
- learning resource and learning materials availability
- budget constraints
- time delays
- inadequate active participation in the quality management process by all stakeholders
- availability of suitably qualified staff
- adherence to the Australian Quality Training Framework (AQTF) *Standards for Registered Training Organisations (RTOs)*

Documented planning may include:

- objectives, scope and expected benefits of the project
- project management methodology to be used
- structure of the project
- targets and milestones
- budgets and timetables which enable the commitment of resources at appropriate points in the project
- contingency plans to cater for changes or significant project difficulties
- acquisition strategies
- risk management plans, including:
 - OHS hazards and risks identified
 - strategies to control the risk

- methods of monitoring during the life cycle of the project/service

- project implementation plans
- consultation strategies to involve stakeholders
- transition plans
- specifications
- quality assurance procedures

Communication strategies may include:

- client-centred approaches
- ongoing liaison with stakeholders
- effective reporting arrangements
- continuous feedback mechanisms

Contingency arrangements may include:

- sub-contracting work
- re-determining timelines
- re-evaluating risk management strategies
- sourcing independent external advice

Systematically monitored may include the:

- measurement/achievement of set outcomes
- completion of contract phases/requirements
- achievement of key tasks/project phases
- reviewing/updating of progress reports
- reviewing contract requirements

Relevant skills may include:

- sound communication skills
- sound interpersonal skills
- sound time management skills
- sound negotiation skills
- sound problem solving skills
- sound change management skills

Evaluation methods could be qualitative or quantitative and may include:

- observation
- questionnaires
- checklists
- interviews
- focus groups
- expert and peer reviews
- cost data analyses

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 plan and manage project activities and monitor resource requirements to ensure effective contracted training and/or assessment project/service outcomes.

The developed strategies used as evidence must: highlight effective consultation with a range of individuals to support and ensure achievement of project outcomes; include quality assurance goals and strategies to ensure legal/organisational requirements have been met, a risk management plan to identify potential/real issues and control risks, highlight evaluation techniques used to monitor the project's progress; maintain accurate records and documents and show how the candidate has maintained a broad knowledge of relevant industry practices and policies in relation to vocational education and training.

Evidence Requirements

Required knowledge includes:

- project management concepts and principles
- contingency and risk analysis techniques
- key project success factors and typical project pitfalls
- legal and ethical responsibilities, including:
 - maintaining client privacy and confidentiality
 - providing accurate information
 - meeting environmental standards
 - compliance with relevant Commonwealth and state/territory legislation
- project management systems and tools, for example:
 - critical path method
 - bar and Gantt charts
 - program evaluation and review technique (PERT)
- quality standards in relation to project management
- continuous improvement processes
- the vocational education and training environment, for example:
 - Australian Qualifications Framework (AQF)
 - Training Packages

- organisation's quality systems, such as:
 - strategic planning processes
 - issues relating to client satisfaction
 - recording systems
- relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
 - copyright and privacy laws in terms of electronic technology
 - security of information
 - recording information and confidentiality requirements
 - licensing requirements
 - vocational education and training requirements
 - duty of care under common law
 - anti-discrimination including equal opportunity, racial vilification and disability discrimination
 - the industrial relations system, industry/workplace relations, and industrial awards/enterprise agreements
- OHS relating to management of external projects/services, including:
 - legislative requirements for information and consultation relevant to safety
 - elements of an OHS management system as it applies to a training and/or assessment organisation
 - nature of OHS risks that should be identified and addressed by a training and/or assessment organisation during the planning stage of the project/service

Required skills and attributes include:

- communication and negotiation skills to:
 - define and monitor objectives of the project team
 - influence and negotiate project outcomes with key stakeholders
- literacy skills to:
 - interpret organisation's goals for the project
 - follow clear and detailed instructions
- writing skills to:
 - develop strategies for achieving contractual outcomes
 - develop quality assurance goals and strategies

- develop a risk management plan
- prepare written reports on project's progress
- technology skills to:
 - create a project schedule using the critical path method and Gantt chart
 - use spreadsheets and project management software
- communication and negotiation skills to:
 - consult effectively with a range of individuals to ensure achievement of project outcomes
 - gain agreement on project processes and timelines
- project planning skills to:
 - schedule activities
 - integrate scope, resources, accountabilities, costs and deliverables
 - work within agreed timeframes and budgetary constraints
- team leadership skills to:
 - establish and manage effective team relationships
 - develop a high performance project team and assess team performance
- time management skills to:
 - plan, schedule and track project schedule
 - logically sequence project activities
 - establish project milestones and use a milestone chart
- numeracy skills to:
 - create a project budget
 - forecast predictions
 - check calculations and outcomes
- problem solving skills to:
 - promptly identify potential barriers to project outcomes
 - analyse project risks and establish contingencies

Products that could be used as evidence include:

- strategies for achieving contractual outcomes
- risk management plan
- quality assurance goals and strategies
- documented monitoring and reporting arrangements
- documented roles and responsibilities of personnel associated with implementation of the project

- contingency arrangements
 - prepared documentation and/or checklists to support planning and implementation of the project plan
 - recommendations for improvement to project processes
- Processes that could be used as evidence include:**
- how work activities were scheduled and agreed
 - how and when monitoring of reporting arrangements and expenditure and resource usage were conducted
 - how technology was used to monitor project's progress and evaluate project outcomes
 - how and when risks were identified and analysed
 - how key individuals were consulted
- Resource implications for assessment include:**
- 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:

- strategies for achieving contractual outcomes
- a risk management plan
- established quality assurance goals and strategies
- implemented communication strategies
- contingency arrangements
- completed progress reports
- monitored and controlled expenditure and resource usage
- summary of methods used to evaluate project processes and outcomes

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:
 - *TAATAS501B Undertake organisational training needs analysis*
 - *TAATAS502B Prepare a tender bid*
 - *TAADES502B Design and develop learning resources*
 - *TAADES503B Research and design e-learning resources*
 - *TAADES504B Develop and evaluate e-learning resources*
 - *TAADES505B Research and develop competency standards*
 - *TAAASS403B Develop assessment tools.*

TAATAS504B Facilitate group processes

Unit Descriptor	This unit specifies the competency required to lead or facilitate group processes to achieve an agreed outcome.
Employability Skills	This unit contains employability skills.
Competency Field	<i>Training Advisory Services</i>
Application of the Unit	<p>Group facilitation is a competency involving the effective management of a group in circumstances where the facilitator provides a pathway for the group to achieve identified and agreed outcomes.</p> <p>This competency requires high-level communication and interpersonal skills as well as knowledge of various group process techniques and activities to explore and analyse a focus/subject area, maximise group involvement and interaction and develop common/agreed solutions/outcomes.</p> <p>Group facilitation may be applied in many circumstances including focus groups, workshops, meetings and change processes. Group facilitation can be used to resolve issues, find solutions, collaboratively develop ideas, develop new ways of working and explore problems/issues. It is relevant to community, educational and work situations. The process may be conducted for a client or may be internally focused.</p> <p>While group facilitation is a clear part of the unit outcomes for <i>TAADEL402B Facilitate group-based learning</i>, the facilitation process in that unit is driven by the predetermined competency/learning outcomes to be achieved. In that unit, the facilitation process revolves around ensuring progression towards the desired outcomes.</p> <p>In this unit, the focus is usually defined but the outcomes derive from the competency of the facilitator in guiding, informing, facilitating and monitoring the group.</p> <p>The competency specified in this unit is typically required by trainers/facilitators, assessors, consultants, supervisors, managers and leaders.</p>

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

1. Establish group objectives and processes

- 1.1 The ***focus of the group process*** is researched, in consultation with the ***client and other stakeholders***, where applicable and ***group participants*** are identified
- 1.2 Group input is initiated, confirming objectives
- 1.3 ***Group process techniques, activities*** and timelines are planned
- 1.4 Group purpose, processes, expectations and roles of members are discussed, negotiated and agreed to by the group as a whole
- 1.5 ***Resource requirements*** are identified and arranged
- 1.6 Recording processes are discussed and agreed by the group and confirmed with the client, where applicable
- 1.7 Appropriate ***evaluation methods*** are agreed upon and incorporated into the process to ensure group and client needs are met, where applicable

2. Manage facilitation

- 2.1 Issues/ideas/perspectives of group members are elicited using identified group process techniques that accurately reflect group member needs
- 2.2 Appropriate ***facilitation skills*** are used to explore issues/ideas/perspectives in a ***supportive environment*** that encourages participation and productive contributions from all group members
- 2.3 All interactions with group members reflect sensitivity to ***social and cultural differences*** and any ***individual needs***
- 2.4 Information is provided which is designed to develop, extend and challenge group perspectives and frames of reference
- 2.5 Group members' knowledge, expertise and skills are acknowledged and utilised
- 2.6 Opportunities for group members to contribute additional information, learn from each other and develop knowledge/skills are provided

- 2.7 Group dynamics are monitored to maintain focus and direction, continuity, engagement, participation and timelines
- 3. Develop group outcomes**
- 3.1 Proposed *outcomes* are sought from group members
- 3.2 Proposed outcomes are noted/documented for group to discuss and further develop
- 3.3 Facilitation skills are used to draw a collective and agreed outcome which responds to individual needs/perspectives
- 3.4 Outcomes are documented in accordance with agreed client/organisational and group requirements
- 3.5 Proposed actions arising from agreed outcomes are raised with the group and appropriate steps are taken to initiate these, where appropriate
- 4. Finalise group process**
- 4.1 Feedback and reflection are used to identify and implement improvements to future practice in group processes
- 4.2 Evaluation methods are selected and used to identify effectiveness of group process
- 4.3 Stakeholders and clients are briefed, if relevant, on issues, developments and outcomes arising from group process
- 4.4 Records and reports of process and outcomes are documented, distributed and stored in accordance with established reporting requirements of client/organisation

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.

Focus of the group process may include:

- feedback and advice on product, policy, process, development, change
- research
- planning
- change management/new directions
- informal education
- community action
- special interest causes
- staff development
- industry/community liaison

Clients and other

stakeholders may include:

- contracted client
- product developer
- employer/organisation
- government agency/department
- community group/body
- regulatory body
- association
- union
- committee
- management

Group participants may be:

- self-selected/nominated
- randomly selected
- targeted

Group process techniques

may include:

- presentations
- demonstrations
- explanations
- questioning
- modelling
- scene-setting
- interactive/dialogue
- problem setting/solving
- experiential learning
- group work

Group activities may be:

- formal
- informal
- structured
- semi-structured
- unstructured

Resource requirements may

include:

- products, policies, procedures
- research information/documentation
- financing
- subject experts
- facilities
- equipment/materials
- written materials/handouts
- administrative support

Evaluation methods may

include:

- formal or informal feedback mechanisms
- surveys
- conducting interviews
- analysis of qualitative/quantitative data
- questionnaires

- Facilitation skills*** may include:
- personal, reflective behaviour strategies
 - routine organisational methods for monitoring service delivery
 - using effective verbal and body language to:
 - maintain group cohesion
 - handle difficult situations
 - manage group activities
 - manage conflict
 - maintain focus
 - create interaction between group participants
 - manage individual and group engagement and participation
 - guide discussion
 - introduce content
 - obtain outcomes
 - using a variety of group process techniques
 - explaining and using a variety of creative thinking techniques
- Supportive environment*** may include:
- establishing trust
 - being open to opinions and ideas
 - allowing group members to have their say
 - asking questions of group/individuals
 - being flexible in approach
 - using appropriate interpersonal skills
 - being sensitive to individual differences
- Social and cultural differences*** may include:
- language barriers
 - physical impairment or disability involving hearing, vision, voice, mobility
 - intellectual impairment or disability
 - medical condition such as arthritis, epilepsy, diabetes, asthma
 - learning difficulties
 - psychiatric or psychological disability
 - religious and spiritual observances
 - cultural images/perceptions
 - age, gender and sexuality
- Individual needs*** may include:
- language, literacy, numeracy requirements
 - provision of personal support services
 - adaptive technology or special equipment
 - flexible sessions to allow for fatigue or administering of medication

Outcomes may:

- physical environment adjustments
- time adjustments to suit family needs
- be derived from exploration of issues
- emerge from facilitated group discussion/activities
- be based on information provided to group and accepted
- result from group creative thinking
- incorporate expert input
- encompass relevant research

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 have the communication and interpersonal skills to effectively facilitate group processes by creating an environment that encourages active participation and results in an outcome for the client/stakeholder/organisation.

The evidence must show how candidates can establish objectives; use a variety of facilitation methods and group process techniques to explore the objectives and manage the group; and synthesise contributions to develop an outcome.

Evidence Requirements

Required knowledge includes:

- current techniques for group facilitation processes, such as:
 - demonstrations
 - explanations
 - questioning
 - modelling
 - scene-setting
 - interactive/dialogue
 - problem setting/solving
 - experiential learning
 - group work
- creative thinking techniques, including:
 - brainstorming
 - making associations
 - visualising
 - building on associations
 - telling stories
 - creative writing

- lateral thinking games
- mind mapping
- drawings
- de Bono's Six Thinking Hats
- using prompts
- a range of media and learning aides that can be used to promote discussion, such as:
 - graphic computer presentations
 - flipcharts
- access and equity principles and practices, such as:
 - sensitivity to cultural differences
 - allowances for reasonable adjustment
 - instructional design, including:
 - sequencing information
 - supporting knowledge development
 - providing opportunities for practice
- evaluation/revision techniques, for example:
 - seeking feedback
 - administering evaluation forms
 - monitoring group's progress against agreed goals
- relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
 - competency standards
 - licensing
 - industry/workplace requirements
 - duty of care under common law
 - recording information and confidentiality requirements
 - anti-discrimination including equal opportunity, racial vilification and disability discrimination
 - workplace relations
 - industrial awards/enterprise agreements
 - National Reporting System
- OHS relating to the facilitation of group processes, including:
 - assessment and risk control measures
 - reporting requirements for hazards
 - safe use and maintenance of relevant equipment
 - emergency procedures

Required skills and attributes include:

- sources of OHS information
- role of key workplace persons
- policies and procedures relevant to the learning environment

- interpersonal skills to:
 - establish trust
 - maintain appropriate relationships
 - use appropriate body language
 - actively listen and empathise
 - notice people's non-verbal cues and signals
 - resolve conflict
- communication skills to:
 - project voice clearly
 - give constructive feedback
 - give clear instructions or directions
 - clearly explain ideas and opinions
 - clarify others' ideas
- team leading skills to:
 - offer support and assistance
 - tactfully direct discussions 'back on track'
 - ensure everyone feels heard in group discussions
- technology skills to:
 - search electronic information and reference sources
 - use software packages to produce visual learning aides
 - document processes/outcomes
 - use electronic communication methods
- integrative thinking skills to:
 - explore issues from a number of contrasting points of view
 - synthesise positions/points of view
- literacy skills to:
 - read and interpret relevant information to design and facilitate group processes
 - prepare required documentation and information for stakeholders
- analysis skills to:
 - evaluate and act on feedback
- administrative skills to:
 - plan and organise meetings
 - access required resources

- Products that could be used as evidence include:**
- handouts to be given to group members
 - graphic presentations which have been developed using computer applications
 - feedback from colleagues and group members on facilitation styles
 - information passed onto group members regarding the outcomes of the session and any further actions to be undertaken
 - preparation notes and/or response to client briefing
- Processes that could be used as evidence include:**
- how group session was structured
 - how feedback on facilitation skills was gathered
 - how new ideas were put into action
 - how group members were actively listened to
- Resource implications for assessment include:**
- access to groups of individuals to participate in group process
 - access to suitable assessment venue and 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:

- evidence collected from at least three separate group processes that address different purposes and include different groups of participants with evidence in each process reflecting:
 - planning
 - resource requirements
 - information provided to the group
 - knowledge, skills and techniques used in facilitation
 - group responsiveness and activities developed to engage the group
 - outcomes achieved
 - evaluation
 - record/report of process

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:
 - *TAADEL502B Facilitate action learning projects*.

**TAA04 Training and Assessment
Training Package
Coordination, Management and Quality
Competency Standards**

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TAACMQ501B Develop training and/or assessment organisational policies and procedures

Unit Descriptor	This unit specifies the competency required to develop or revise organisational policies and procedures relating to the provision of training and/or assessment services.
Employability Skills	This unit contains employability skills.
Competency Field	<i>Coordination, Management and Quality</i>
Application of the Unit	<p>Training and/or assessment policies and procedures provide guidance and direction to trainers/facilitators, assessors and other personnel on the quality and organisational arrangements for the provision of training and/or assessment services. The development of effective policies and procedures governing training and/or assessment responsibilities is essential for the effective implementation of training and assessment systems.</p> <p>This unit addresses the processes, skills and knowledge involved in developing the policies and procedures which underpin the operations of training and assessment systems. These policies and procedures can cover a variety of areas including grievances and appeals, risk identification and management, access and equity, and participant enrolment and progress details.</p> <p>This unit has a specific focus on policies and procedures relating to training and/or assessment, but could equally apply to any organisational context where policies and procedures are developed.</p> <p>In the <i>TAA04 Training and Assessment Training Package</i>, all organisations involved in the provision of vocational education and training are referred to generically as a <i>training and/or assessment organisation</i> (refer to the definition provided in the Range Statement).</p> <p>The competency specified in this unit is typically required by trainers/facilitators, management, human resource personnel and program coordinators.</p>

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

1. Gather and analyse information for policy and procedure development

- 1.1 Specific policies and procedures to be developed are confirmed with ***relevant personnel***, including ***purpose***
- 1.2 Current and relevant ***organisational/legal requirements*** are researched to determine focus of policies/procedures
- 1.3 Existing policies and procedures are analysed to identify any gaps/changes required, where relevant
- 1.4 ***Organisational and external expertise*** is identified and advice/information is collected and documented through appropriate ***consultation and communication processes***
- 1.5 ***Reports and other documentation*** are accessed, read and evaluated for information and guidance

2. Develop the policies and procedures

- 2.1 Collected data is analysed and synthesised for inclusion into draft policies and procedures
- 2.2 Draft policies and procedures are prepared in accordance with ***organisational and industry standards***
- 2.3 Consultation and communication processes are undertaken to ensure organisational/employee input into the policies and procedures development process
- 2.4 Feedback on draft policies and procedures is collated and analysed, and changes are made as appropriate
- 2.5 Changes to policies and procedures/introduction to new policies and procedures are communicated to personnel and key stakeholders, and further time is given for final feedback
- 2.6 Final policies and procedures are approved and documented

3. Identify implementation requirements

- 3.1 An ***implementation plan*** is developed to ensure maximum impact of new/modified policies and procedures is achieved

- 3.2 Personnel involved in implementation of policies and procedures are identified and briefed to ensure consistency in implementation
- 3.3 ***Physical resources and equipment requirements*** to support the implementation of new/modified policies and procedures are organised
- 3.4 ***Organisational change processes*** are identified to integrate new/modified policies and procedures into the organisation
- 4. Monitor and review policies and procedures**
- 4.1 Policies and procedures are reviewed for continuing relevance, operational effectiveness and identification of any gaps
- 4.2 Personnel and stakeholders are regularly consulted to ensure content of existing policies and procedures is relevant and appropriate
- 4.3 Outcomes of systemic evaluations are used to update policies and procedures, as required

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.

Training and/or assessment organisation refers to:

- a Registered Training Organisation (RTO), i.e. an organisation registered to provide recognised training and assessment services; includes TAFE institutes, private commercial colleges/ companies, enterprises, community organisations, group training companies and schools
- an organisation working in a partnership arrangement with an RTO to provide recognised training and assessment services
- an organisation that provides non-recognised training and assessment services

Relevant personnel refers to:

- the person/s responsible for determining which policies and procedures are to be developed

Purpose of policies and procedures may include:

- a framework under which the provision of training and/or assessment services is conducted
- a mechanism to facilitate continuous improvement within the training and/or assessment organisation

- transparency of the training and/or assessment organisation's approach to training and/or assessment services
- the identification of roles and responsibilities of key personnel in an organisation
- a framework for consultation processes with industry for development of training and/or assessment services
- consistency in training and/or assessment services provided

Organisational/legal requirements may include:

- customer complaints, grievances and appeals
- risk identification and management, including occupational health and safety (OHS)
- quality and continuous improvement processes and standards, including validation systems
- financial management, including refund policies and systems to protect fees paid in advance (if appropriate)
- mutual recognition of qualifications and Statements of Attainment issued by other training and/or assessment organisations
- access and equity
- client selection, enrolment and induction/orientation
- staff recruitment, induction and ongoing development and monitoring
- availability of policies and procedures to all personnel and learners/clients/candidates
- collaborative/partnership arrangements
- confidentiality and privacy requirements
- ethical standards
- administrative and records management system, for example:
 - reporting/recording requirements and arrangements
 - maintenance, retention, archiving, retrieval, storage and security of assessment information
- document version control

Organisational and external expertise may include:

- auditors
- staff of regulatory authorities
- training consultants
- quality consultants
- OHS consultants
- managers/supervisors

- training coordinators
 - trainers/facilitators, assessors, lead assessors
 - information technology personnel
 - human resources and other advisors on policy and procedural requirements
 - organisational OHS representatives
- Consultation and communication processes*** may include:
- structured interviews
 - team meetings
 - focus groups
 - questionnaires
 - informal interactions
 - liaison with stakeholders
 - inclusion of every level of the organisation
- Reports and other documentation*** may include:
- reports of training and/or assessment evaluations
 - external auditors reports
 - relevant organisational/industry national standards
 - business and annual reports
- Organisational and industry standards*** may include:
- industry standards/benchmarks
 - training and/or assessment organisation standards
 - Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations (RTOs)
 - OHS requirements
- An implementation plan*** may include:
- mechanisms for the introduction and promotion of new/modified policies and procedures within the organisation, for example:
 - emails
 - bulletins
 - hard copy manuals
 - briefing and training
 - OHS committee meetings
 - staff meetings
 - mechanisms for the introduction of new/modified policies and procedures to clients/stakeholders
 - mechanism for involving personnel in the decision making and implementation
 - mechanisms to facilitate continuous improvement processes
 - personnel responsible for the implementation process

- timelines for and allocation of responsibilities for the introduction of new/modified policies and procedures into the organisation
- promotional materials
- action plan, timelines and responsibilities for implementation stages
- revised policy timelines and further feedback
- induction processes that include the discussion of policies and procedures and their use, and orientation kits for personnel involved in training, assessment or client service

Physical resources and equipment requirements may include:

- business technology, for example:
 - computers
 - hardware
 - software
- other office equipment

Organisational change processes may include:

- paper-based or electronic information, for example, Intranet
- coaching and mentoring arrangements
- identification of ‘organisational experts’ to assist employees with implementation issues

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 have the acquired knowledge of the organisational standards and scope of operations in order to develop new and modify existing policies and procedures that support and guide training and assessment services.

Performance must address research, organisational, consultation and communication skills which maximise input, ownership and acceptance of policies and procedures. Evidence of draft and final policies and procedures is essential.

Evidence Requirements

Required knowledge includes:

- organisational evaluation strategies
- organisational policies and procedures
- continuous improvement processes
- relevant authority compliance requirements and standards for registration of the training and/or assessment organisation (if applicable)
- quality management compliance requirements

- where to access relevant organisational documentation
- all authoritative responsibilities and parameters within the training and/or assessment organisation
- sound knowledge of consultation and communication processes to support and encourage the organisational input into policies and procedures development processes
- implementation processes and their impact on an organisation
- relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
 - licensing requirements
 - security of information
 - industry/workplace requirements
 - vocational education and training requirements
 - duty of care under common law
 - anti-discrimination including equal opportunity, racial vilification and disability discrimination
 - industrial awards/enterprise agreements
- OHS relating to the development of organisational policies and procedures, 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, learner and candidate
 - requirements for consultation under OHS legislation
- literacy skills to:
 - interpret legal requirements
 - develop organisational policies and procedures
 - analyse compliance information
 - analyse information for policy development

Required skills and attributes include:

- interpret information from a range of documents and make judgements about the relevance and applicability of information
- language skills to:
 - communicate ideas and policies and procedures of an organisation
 - encourage participation across all levels of personnel and clients
 - seek opinions and elicit feedback from a range of stakeholders
- research skills to:
 - obtain relevant and up-to-date information in order to develop policies and procedures
 - collect and provide accurate and up-to-date information on RTO registration and compliance, if applicable
- skills in evaluating operational effectiveness
- interpersonal skills, including:
 - maintaining appropriate relationships with colleagues and stakeholders
 - establishing trust
 - valuing and being open to the opinions of others
 - working as part of a team
 - active listening
 - negotiation skills
- capacity to encourage and accept feedback

Products that could be used as evidence include:

- developed and finalised policies and procedures
- developed implementation plan
- developed and implemented consultation and communication processes used to support and encourage personnel input
- records of consultation and communication activities
- records of review processes

Processes that could be used as evidence include:

- how and what information was researched and analysed for inclusion in policies and procedures
- how and when discussions were held with personnel and clients in relation to obtaining feedback on new/ modified policies and procedures

- how existing policies and procedures were analysed to identify any gaps (if relevant)
 - how review processes were developed and managed to enable regular monitoring of policies and procedures
- Resource implications for assessment include:**
- access to organisational and legal documentation
 - time
 - access to human and physical resources
- 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:**
- the development/modification of a minimum of two different policies and procedures, and must include:
 - research to underpin content
 - internal consultation and communication processes used to encourage input and obtain timely feedback
 - an implementation plan
 - procedures developed to regularly review and improve quality of policies/procedures

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:
 - *TAADEL504B Lead and coordinate training services*
 - *TAACMQ503B Lead and conduct training and/or assessment evaluations*
 - *TAACMQ502B Coordinate training and/or assessment arrangements for apprenticeships/ traineeships*
 - *TAAASS501B Lead and coordinate assessment systems and services.*

TAAACMQ502B Coordinate training and/or assessment arrangements for apprenticeships/traineeships

Unit Descriptor	This unit specifies the competency required to plan and coordinate the training and assessment requirements of apprenticeships/ traineeships.
Employability Skills	This unit contains employability skills.
Competency Field	<i>Coordination, Management and Quality</i>
Application of the Unit	<p>Apprenticeships and traineeships are regulated employment-based approaches to the gaining of a relevant recognised Australian Qualifications Framework (AQF) qualification involving a combination of work and structured training. The apprenticeship/ traineeship qualification is regulated through a training contract (also known as a training agreement) between an employer and an apprentice/trainee, and their legal guardian if under 18 years of age.</p> <p>Training requirements to be met under the contract are set out in a <i>Training Plan</i> (see Range Statement for definition), which specifies the competency standards to be achieved by the apprentice/trainee and the delivery and assessment arrangements to occur.</p> <p>This unit addresses the competency of developing Training Plans, monitoring the delivery and assessment of these Training Plans, and managing the legal/organisational requirements of these regulated training arrangements.</p> <p>Aspects of this competency are linked to and addressed in other units in the <i>TAA04 Training and Assessment Training Package</i>, but the focus and performance outcomes are differentiated by the policy and regulatory arrangements governing apprenticeships/ traineeships. Relevant units include <i>TAADES401B Use Training Packages to meet client needs</i>, <i>TAADES402B Design and develop learning programs</i> and <i>TAADES501B Design and develop learning strategies</i>.</p> <p>This unit does not address the competency of delivering training in an apprenticeship/traineeship or carrying out the assessment process. These competencies are covered by a range of other units in the <i>TAA04 Training and Assessment Training Package</i>. Budgetary and financial management of apprenticeships/ traineeships is addressed generally in <i>BSBMGT503A Prepare budgets and financial plans</i>.</p>

The competency specified in this unit is typically required by trainers/facilitators, training coordinators and managers working in a Registered Training Organisation (RTO).

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

1. Establish training and/or assessment requirements for apprenticeships/traineeships

- 1.1 Relevant ***Commonwealth and state/territory legislation, policies and guidelines*** are accessed and interpreted to guide the development of apprenticeship/traineeship arrangements
- 1.2 ***RTO roles and responsibilities***, policies and procedures relating to apprenticeship/traineeship training and/or assessment services are accessed and interpreted
- 1.3 ***Reporting and recording systems and requirements*** are identified and confirmed with relevant personnel
- 1.4 ***Communication*** are established with ***relevant stakeholders***
- 1.5 Training contract is confirmed
- 1.6 Status of the apprentice/trainee is established to determine ***funding levels***
- 1.7 Support services are identified and arranged according to the ***needs of the apprentice/trainee***, where required

2. Plan and organise training and/or assessment arrangements

- 2.1 Training and assessment requirements and ***responsibilities of key parties*** are discussed, negotiated and agreed
- 2.2 The Training Plan is prepared in accordance with agreed outcomes
- 2.3 The Training Plan is finalised, ***signed*** and processed in accordance with legal requirements
- 2.4 ***Information*** on relevant occupational health and safety (OHS) issues is provided and discussed with the apprentice/trainee

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| <p>3. Monitor workplace training and/or assessment</p> | <p>3.1 Workplace visits are conducted in accordance with legal/organisational requirements to ensure work/training arrangements are being met</p> <p>3.2 Progress of the apprentice/trainee is monitored and recorded against the Training Plan, and any variations are endorsed by relevant parties</p> <p>3.3 Identified apprentice/trainee support needs are monitored and issues addressed, where required</p> <p>3.4 <i>Risks/issues/irregularities</i> are <i>monitored</i> on an ongoing basis and addressed as required</p> <p>3.5 Work-based training and/or assessment is linked to and integrated with ‘off-the-job’ delivery</p> |
| <p>4. Manage compliance requirements</p> | <p>4.1 State/territory apprenticeship/traineeship reporting and recording requirements are accurately completed and submitted within specified timelines</p> <p>4.2 <i>External evaluation processes</i> are correctly implemented</p> <p>4.3 <i>Qualifications/Statements of Attainment</i> are accurately recorded and issuing arrangements are managed</p> <p>4.4 <i>Required documentation</i> is accurately completed and submitted to relevant authority</p> <p>4.5 Completed records are <i>stored</i> appropriately</p> |
| <p>5. Review apprenticeship/traineeship arrangements</p> | <p>5.1 Effectiveness of communication with key parties and other stakeholders is reviewed</p> <p>5.2 Effectiveness of the planning process is reviewed</p> <p>5.3 Effectiveness of the monitoring process is reviewed</p> <p>5.4 Effectiveness of meeting legal requirements is reviewed</p> <p>5.5 Continuous improvement processes are identified and reported to relevant personnel</p> |

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.

A ***Training Plan*** can be defined as:

- training program outline (TPO)
- training schedule

A ***Training Plan*** needs to include:

- competencies to be obtained
- timeframe for achieving competencies
- training to be undertaken
- delivery modes
- details and duties for structured training including removal of the apprentice/trainee from routine work duties
- assessment details and arrangements
- party/ies responsible for delivery and/or assessment
- record of RPL and cross-credit hours granted
- name of qualification to be issued

Federal and state/territory legislation, policies and guidelines include:

- relevant state/territory acts of parliament governing the administration and training requirements of apprenticeships/traineeships
- Commonwealth anti-discrimination legislation including equal opportunity, racial vilification and disability discrimination
- state/territory workers' compensation legislation
- industrial relations legislation
- User Choice arrangements
- Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations (RTOs)
- requirements set out in the training contract
- DEST National Code of Good Practice for New Apprenticeships

RTO roles and responsibilities includes:

- delivering training under an 'approved training scheme' to eligible apprentices/trainees, according to the RTO's scope of registration
- reporting requirements to government in relation to apprentice/trainee contact hours and funding
- provision of information to employer and apprentice/trainee at sign-up

- Reporting and recording systems and requirements** include:
- feedback to the employer on the progress of the apprentice/trainee
 - feedback to the apprentice/trainee on their progress and integration of on-the-job and off-the-job training
 - participation in external review processes
 - electronic learner management system which complies with Student Statistical Collection Guidelines
 - reporting for apprenticeship/traineeship program delivery
 - financial reporting for funding and payments from the government funding body
 - availability of all reports and records for review and monitoring purposes
 - enrolment forms
 - RTO notification of the Training Plan
 - risk management action plan agreed with the employer
 - OHS incident reporting systems
- Communication**, can be via written/promotional material, contact by phone or face-to-face and should:
- initiate training and/or assessment arrangements for apprenticeships/traineeships
 - be AQTF compliant
 - comply with Commonwealth and state/territory legal requirements and guidelines for the provision of apprenticeship/traineeship training and/or assessment services
 - include an acknowledgement that training services are provided with funds made available by the appropriate government funding body
- Relevant stakeholders** refers to:
- apprentice/trainee
 - employer
 - New Apprenticeship Centres (NACs)
 - State Training Authority (STA)
 - workplace mentor/supervisor
 - trainer/facilitator, assessor
 - industry contacts
- Funding levels** may vary depending on:
- status of apprentice/trainee – new or continuing
 - type of apprenticeship/traineeship
 - priority of target groups
 - existing worker policy

***Needs of the apprentice/
trainee*** may include:

- literacy and numeracy support
- special learning or employment needs
- counselling and/or referral to appropriate body
- general feedback and encouragement
- support with English language required in training or for work purposes

Responsibilities of key parties refers to:

- responsibilities of self, which may include:
- assisting employers to choose the right nationally recognised qualification and relevant competencies
- determining where and when the structured training will be delivered
- outlining the key features of the Training Plan
- customising the training to the requirements of the organisation
- organising skills recognition for each apprentice/ trainee to identify competencies already held and those required
- providing initial and ongoing support/guidance to both the employer and apprentice/trainee
- outlining the purpose of ensuing face-to-face visits
- negotiating assessment arrangements
- organising the issuance of the qualification or Statement/s of Attainment in accordance with AQTF requirements
- responsibilities of the employer and workplace mentor/supervisor, which include:
 - meeting legal obligations through conforming with relevant Commonwealth and state/territory legislation
 - providing a safe working environment
 - supporting structured training, including the release of the apprentice/trainee from routine work duties as required
 - providing supervision and support to the apprentice/trainee
 - advising the new apprentice/trainee of their rights
- responsibilities of the apprentice/trainee, which include:
 - completing the duration of the training contract
 - agreeing to participation in attaining qualification and competencies within the timeframe outlined in the Training Plan

The *Training Plan* can be signed by:

- an employer
- an apprentice/trainee
- an RTO representative
- if under 18 years of age, a parent or legal guardian
- if school-based new apprentice, the school representative

Relevant OHS information may include:

- rights and obligations of the employer, training/assessment organisation, trainer/facilitator and/or assessor and apprentice/trainee
- hazards likely to be encountered in the workplace
- actions and work practices expected of the apprentice/trainee
- who to report to if there are OHS problems or questions

Risks/issues/irregularities may include:

- OHS safety and risks to the apprentice/trainee, trainer/facilitator and assessor, and/or any other employee
- workplace bullying, abuse and other adverse behaviours towards the apprentice/trainee
- non-compliance with legislative requirements/contractual arrangements resulting in possible cancellation of registration/withholding of payment
- Training Plan not commenced or followed as planned
- lack of progress towards the achievement of competencies
- variation to the training contract
- trainees enrolled under incorrect fund codes

Monitoring of risks/issues/irregularities by the trainer/facilitator and/or assessor may involve:

- monitoring any incident or injury reports in relation to the training involving the apprentice/trainee and reporting to relevant personnel as required

External evaluation processes may include:

- AQTF compliance requirements
- review for the purpose of registration as a RTO
- review following a complaint
- participation in self-assessment by the RTO
- invalid module enrolment review
- User Choice contractual compliance

Qualifications/Statements of Attainment are issued to:

- trainees – when all competency standards of the structured training have been achieved and the employer has provided a written sign-off of the trainee’s competency in the workplace
- apprentices – when the accredited course or Training Package qualification identified in the apprentice’s training contract has been completed and the employer has provided a written sign-off of the apprentice’s competency in the workplace

Required documentation may include:

- reporting requirements according to particular states and territories

Training records, including Statements of Attainment, are stored:

- for a period of 30 years after completion of the training

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 have acquired knowledge of the legislative requirements and RTO responsibilities relating to training and assessment of apprenticeships/traineeships, and can apply this to the planning, coordinating and monitoring of apprenticeships and/or traineeships.

Evidence must confirm that candidates can establish apprenticeship/traineeship training and/or assessment requirements, plan and organise training and/or assessment arrangements, monitor workplace training and/or assessment, manage compliance requirements and review apprenticeship/traineeship arrangements.

Evidence Requirements

Required knowledge includes:

- AQTF and Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) requirements, covering:
 - records management
 - review requirements
 - reporting requirements
 - compliance requirements

- DEST and state/territory training authority guidelines, relating to:
 - apprenticeship/traineeship arrangements
 - marketing of apprenticeships/traineeships
 - use of government logos
 - Privacy Act
- strategic directions of the RTO
- contents and purpose of a Training Plan
- roles and responsibilities of stakeholders involved in apprenticeship/traineeship arrangements, including:
 - RTO
 - apprentice/trainee
 - employer
 - workplace supervisor/mentor
 - government funding body
- relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
 - contractual obligations and responsibilities of the employer and the apprentice/trainee
 - Training Packages/competency standards
 - licensing requirements
 - the industrial relations system, industry/workplace relations, and industrial awards/enterprise agreements
 - vocational education and training requirements
 - duty of care to ensure the provision of training services as identified in the formal agreement are suitable for the purpose for which they were intended
 - anti-discrimination requirements including equal opportunity, racial vilification and disability discrimination
- OHS relating to coordinating and monitoring apprenticeship/traineeship training and assessment, including:
 - OHS obligations of the RTO, the trainer/facilitator and apprentice/trainee
 - legislative requirements for information and consultation relevant to safety
 - nature of OHS risks that should be addressed by a RTO

Required skills and attributes include:

- literacy and language skills to:
 - negotiate and prepare a Training Plan for the apprentice/trainee
 - provide and elicit information from apprentices/trainees and employers
 - listen to, interpret and understand the needs of apprentices/trainees and employers
 - interpret legal requirements, analyse policies and procedures, and analyse compliance information
 - complete appropriate documentation for a range of audiences and purposes
 - maintain currency of information and changes to legislative requirements that may have an impact on future allocations for apprenticeships/ traineeships
 - interpret policies and requirements relating to apprenticeships/traineeships
 - analyse relevant information and explain reasons for decisions in relation to program delivery
- management skills to coordinate and monitor training and/or assessment requirements and arrangements for apprenticeships/traineeships
- high-level negotiation skills to develop an agreed Training Plan reflecting agreed outcomes
- prioritising and self-management skills to meet program deadlines

Products that could be used as evidence include:

- Training Plans
- feedback from apprentice/trainee and employer
- completed enrolment documentation
- documentation outlining progress of the apprentice/trainee against the Training Plan
- completed qualifications/Statements of Attainment
- outcomes of the review of apprenticeship/traineeship arrangements

Processes that could be used as evidence include:

- how and what Commonwealth and state/territory legislation, policies and guidelines were accessed and deemed appropriate
- what RTO roles and responsibilities were followed and why
- how and when communication were established with which relevant stakeholders

- how required support services were identified
- how apprenticeship/traineeship arrangements were discussed and agreed upon
- how RPL and cross credit hours were granted
- how apprenticeship/traineeship arrangements were reviewed

Resource implications for assessment include:

- access to workplaces where traineeships/ apprenticeships occur
- access to apprentices/trainees
- access to RTO with apprenticeship/traineeship services
- access to business, legislative and apprenticeship/ traineeship documentation
- access to relevant Training Package/s
- access to a range of resources required for recording and reporting data

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:

- demonstration of coordinating the training/assessment arrangements for a minimum of three (3) trainees/apprentices which address the individual needs of these learners
- for each apprentice/trainee the following aspects must be addressed:
 - how the apprentice/trainee, training and/or assessment requirements were determined and confirmed
 - adherence to relevant legal/organisational responsibilities, policies and procedures
 - a completed Training Plan for each apprentice/trainee
 - planning organisational monitoring arrangements for work-based/on-the-job training
 - range of actions taken to monitor training and/or assessment arrangements
- completed reporting and recording documentation including qualifications/Statements of Attainment issued
- apprenticeship/traineeship review processes and outcomes

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:
 - *TAADES401B Use Training Packages to meet client needs*
 - *TAADES501B Design and develop learning strategies.*

TAACMQ503B Lead and conduct training and/or assessment evaluations

Unit Descriptor	This unit specifies the competency required to lead and conduct training and/or assessment evaluations.
Employability Skills	This unit contains employability skills.
Competency Field	<i>Coordination, Management and Quality</i>
Application of the Unit	<p>Evaluation represents a critical function that forms part of the quality management of the training and/or assessment services provided by a <i>training and/or assessment organisation</i> (refer to the Range Statement for a definition). Evaluation can be carried out as a separate and complete activity focusing on an area of risk or need.</p> <p>Evaluation is also an integral part of many work activities and therefore forms part of the competency of many units represented in the <i>TAA04 Training and Assessment Training Package</i>.</p> <p>In this unit, evaluation represents a discrete competency carried out across a specific area of the organisation's training and/or assessment services. Examples might include evaluation of the delivery and assessment for a whole Training Package, or for qualification/s within a Training Package or for a program area, or an evaluation of system components such as evaluation of the training records management system or assessment system.</p> <p>Evaluation of training and/or assessment services/systems in this context is a systematic and objective process measured against specified criteria using established evaluation methods. The focus of the evaluation may include aspects such as risk, quality/quality improvement, professionalism, efficiency, client satisfaction and compliance with legal requirements. It may take the form of an audit (compliance evaluation), self-assessment process, benchmarking or client-focused evaluation. Evaluation is a critical component of registration requirements under the Australian Quality Training Framework (AQTF).</p> <p>This unit is designed to address the competency of evaluation of training and/or assessment services and systems by both internal and external evaluators. It is particularly applicable where evaluation/auditing forms only part of a person's work responsibilities.</p>

Where auditing is the main work function, the required competencies are addressed in the following units in the *BSB01 Business Services Training Package*:

- *BSBAUD501A Initiate a quality audit*
- *BSBAUD502A Prepare to lead a quality audit*
- *BSBAUD503A Lead a quality audit*
- *BSBAUD504A Report on a quality audit.*

This unit applies to persons in a training and/or assessment leadership, coordination, consultancy or management position.

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

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| <p>1. Identify the basis for the evaluation</p> | <p>1.1 The <i>purpose, objectives</i> and <i>scope</i> of the evaluation are determined and confirmed with <i>relevant persons</i></p> <p>1.2 Previous relevant evaluations are accessed and reviewed, where appropriate</p> <p>1.3 Relevant <i>framework and criteria</i> for conducting the evaluation are identified and interpreted</p> <p>1.4 Appropriate <i>evaluation models/methods</i> are considered and selected in accordance with purpose, scope and operating context, and appropriate instruments are developed</p> |
| <p>2. Plan evaluation of training and/or assessment services/system</p> | <p>2.1 <i>Specific organisational documentation/information</i> required for the evaluation is sourced and collated</p> <p>2.2 Persons to be involved in the evaluation process are determined, consulted and roles and responsibilities are confirmed</p> <p>2.3 <i>Resources</i> to perform the evaluation are determined</p> <p>2.4 A schedule is drawn up outlining timing of the evaluation process</p> <p>2.5 <i>A communication strategy</i> is developed to inform all parties impacted by the evaluation</p> <p>2.6 <i>A risk analysis</i> of factors/issues impacting on evaluation process/outcomes is undertaken</p> <p>2.7 <i>An evaluation plan</i> is written, documented and approved by relevant personnel, where required</p> |

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| <p>3. Conduct evaluation of training and/or assessment services/systems</p> | <p>3.1 Specific organisational documentation/information relevant to the evaluation focus is analysed in accordance with evaluation criteria, and <i>key points</i> are noted</p> <p>3.2 Relevant persons are interviewed using interview skills/questioning techniques to clarify points and to obtain further relevant information</p> <p>3.3 Training and/or assessment processes and operating systems are observed to confirm documentary and interview-based evaluation evidence</p> <p>3.4 Communication and interpersonal skills are used to maintain a <i>professional focus</i></p> <p>3.5 Records and notes of all evaluation proceedings are documented</p> |
| <p>4. Determine and report evaluation outcomes</p> | <p>4.1 Records/notes of evaluation process are analysed and information is synthesised to provide the basis for determining evaluation outcomes</p> <p>4.2 Identified issues are considered and further information is collected, where required</p> <p>4.3 Evaluation outcomes are determined</p> <p>4.4 Final report is prepared and filed in accordance with evaluation policy and procedures</p> <p>4.5 Results of the evaluation outcomes are communicated to the target audience in a systematic and timely manner</p> <p>4.6 Follow-up actions are instigated, where relevant</p> |

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.

Training and/or assessment organisation refers to:

- a Registered Training Organisation (RTO), i.e. an organisation registered to provide recognised training and assessment services; includes TAFE institutes, private commercial colleges/companies, enterprises, community organisations, group training companies and schools

Purpose and objectives may be to:

- an organisation working in a partnership arrangement with an RTO to provide recognised training and assessment services
- an organisation that provides non-recognised training and assessment services
- evaluate outcomes of a learning or assessment process or product
- determine or trial new processes/products
- ensure the training and/or assessment management system is operating in accordance with legal/organisational requirements
- establish client satisfaction
- demonstrate compliance requirements under the AQTF
- meet other quality systems requirements
- improve training and/or assessment systems and services
- ensure learning/assessment strategies and programs are relevant to focus and client needs
- determine resource needs

Scope of the evaluation may be the:

- whole of training and/or assessment organisation
- specific training and/or assessment services
- specific training and/or assessment products
- specific aspects of training and/or assessment systems
- partner organisation arrangements

Relevant persons may include:

- senior personnel, for example:
 - chief executive officer/managing director
 - other managers
- trainers/facilitators/teachers/practitioners
- assessors
- program managers/training coordinators
- product developers/instructional designers
- managers/supervisors
- specialist trainers/facilitators
- information technology support
- administration support
- stakeholders/clients
- personnel responsible for monitoring the training and/or assessment organisation's services
- users of training information such as finance personnel, human resource personnel, employers
- contract manager

Framework and criteria may include:

- national reporting and recording authorities e.g. AVETMISS, AQTF
- State Training Authority (STA)
- private/government funding bodies
- union/employee representatives
- AQTF
- Australian Quality Standards e.g. AS/NZS ISO 9001:2000 quality assurance model
- Australian Business Excellence Framework (ABEF)
- organisational standards/framework

Evaluation models/methods may include:

- examining organisation's documents and systems, such as:
 - policies and procedures
 - student and staff handbooks
 - relevant components of business plans
 - trainer/facilitator and assessor qualifications
 - learning and assessment strategies
- examining training/assessment records
- examining a sample of student files
- analysing resources for delivery and assessment including assessment tools
- questioning appropriate personnel to further explore evidence
- conducting interviews with management, trainers/ facilitators, assessors, learners, personnel and stakeholders
- observing training and/or assessment services including delivery, assessment practice, learning and/or assessment activities, practicum or supervised teaching/facilitation
- determining information flows
- completing self-assessment checklist
- The Kirkpatrick Approach, for example:
 - reaction
 - learning
 - behaviour
 - results
- survey instruments, for example:
 - Delphi
 - questionnaires
 - diaries
 - logs
 - diagnostics

Specific organisational documentation/information may include:

- previous evaluation reports/records/documentation
- organisational policies, procedures and guidelines
- organisational goals, objectives, plans, systems and processes
- relevant components of business plans
- learner records
- trainer/facilitator and assessor qualifications
- assessment tools and assessment strategies
- learners/candidate outcomes/results and completion dates
- enrolment details, including general learner information
- traineeship/apprenticeship records
- information management system requirements and components, including recording and reporting outcomes
- written partnership agreements (where relevant)
- quality assurance and/or procedures manuals
- access and equity principles and practices
- ethical standards
- collaborative/partnership arrangements
- OHS policies, procedures and programs
- quality and continuous improvement processes and standards
- defined resource parameters
- certification systems and documentation
- promotional/marketing materials

Resources may include:

- documentation to support the evaluation, for example:
 - current AQTF checklists and tools
 - evaluation recording templates/checklists and observation checklists/
 - questionnaires
 - briefing documents for evaluation team/relevant persons
 - briefing documents for personnel participating in the evaluation
- physical resources, for example:
 - appropriate interview room/s
 - appropriate meeting venue

- electronic equipment used for recording and reporting requirements
- materials/stationery/equipment to support the evaluation processes

Communication strategy may include:

- identification of organisation's communication and reporting channels
- methods for the dissemination and promotion of the evaluation, and evaluation methods and processes to persons and personnel
- identification of external communication and networks that can be used as part of the evaluation process
- regular reporting meetings with persons with specific responsibilities in all areas of the evaluation process
- procedures for keeping relevant persons and personnel regularly informed of the evaluation process
- methods and timelines for the evaluation process
- reporting requirements and closure for the evaluation process

Risk analysis may include:

- identification of potential risks and consequent impact on individuals and the training and/or assessment organisation
- consideration of the consequence of adverse performance
- strategies to manage identified risks and potential consequences

An evaluation plan must include:

- evaluation scope, objectives and outcomes
- evaluation schedules/timelines
- evaluation processes for gaining evidence
- evaluation methods for collecting evidence
- feedback and reporting strategies and timelines
- contingency plans
- reporting procedures including a final report to the chief executive officer/managing director and/or other managers
- confidentiality requirements
- resource requirements

Key points may include:

- issues requiring clarification
- discrepancies in organisational documentation
- strengths
- areas of compliance/non-compliance

Professional focus

incorporates:

- being clear about the purpose, objectives and scope of the evaluation
- remaining objective throughout the evaluation process
- maintaining focus throughout the evaluation

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 have planned and conducted an internal evaluation of a discrete area of service delivery and/or a system component.

The evaluation to be used as evidence must contain the basis for the evaluation, all planning information and documentation relating to the evaluation, and details of the conduct of the evaluation, leading to a sound and objective judgement. Evidence must also contain a report of evaluation outcomes.

Evidence Requirements

Required knowledge

includes:

- state/territory and Commonwealth legislation, codes of practice and standards, relevant to quality internal auditing, for example:
 - AQTF Evidence Guide for Registered Training Organisations and Auditors
 - auditor code of ethics
 - quality management and quality assurance
- Training Packages and accredited courses, and what comprises quality training and assessment services
- how training and/or assessment organisations operate
- requirements of AS3911:2 and its relationship to conducting audits under the AQTF
- compliance with quality management requirements e.g. ISO 9001 2000, Total Quality Management (TQM)
- terminology relating to quality evaluation processes
- evaluation models/methods e.g. The Kirkpatrick Approach
- records management systems of the organisation

- other relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
 - plagiarism
 - Training Packages/competency standards/other associated criteria
 - copyright and privacy laws
 - security of information and confidentiality requirements
 - duty of care as it relates to coordinating personnel and learning
 - 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 systems
- OHS relating to planning and conducting an evaluation, 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, learner and candidate
 - requirements for consultation under OHS legislation
- language and literacy skills to:
 - interpret AQTF requirements
 - develop a quality evaluation plan
 - develop a communication strategy
 - develop resources to support the evaluation process
 - communicate with key stakeholders
 - produce and maintain documentation

Required skills and attributes include:

- analysis and interpretation skills to:
 - evaluate organisational information management systems, policies and procedures
 - select relevant evaluation information and documentation
 - identify potential and/or current non-compliance
 - access and interpret organisation's standards and values
 - analyse records/notes of the evaluation process
- research and evaluation skills to evaluate validation processes, and determine and implement improvements to these processes
- learning, using and understanding electronic technology
- decision making skills, based on evidence
- a range of interpersonal and communication skills, including:
 - negotiating
 - questioning
 - listening
 - investigative
 - diagnostic and analytical

Products that could be used as evidence include:

- a completed evaluation plan
- documentation developed and used to support the evaluation process e.g. checklist, evaluation observation form
- communication strategy
- documented risk analysis
- records and notes of all evaluation proceedings
- final evaluation report

Processes that could be used as evidence include:

- how and what organisational information and documentation was gathered and accessed
- how and why specific framework and criteria were identified for conducting the evaluation
- how evaluation processes and methods were selected and implemented
- how training and/or assessment processes were observed

Resource implications for assessment include:

- access to previous evaluation reports or outcomes
- access to workplace documentation

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 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:

- the implemented evaluation plan, covering:
 - evaluation scope, objectives and outcomes
 - evaluation schedules/timelines
 - evaluation processes for gaining evidence
 - evaluation methods for collecting evidence
 - feedback and reporting strategies and timelines
 - contingency plans
 - reporting procedures including a final report to the chief executive officer/managing director and/or other managers on the training and/or assessment organisation's compliance with the standards for review and ongoing improvement
 - confidentiality requirements
- communication strategy
- risk analysis

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:
 - *TAACMQ501B Develop training and/or assessment organisational policies and procedures*
 - *TAAASS501B Lead and coordinate assessment systems and services.*

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

Unit Descriptor	This unit specifies the competency required to investigate, determine and manage the scope of training and/or assessment services provided by a training and/or assessment organisation.
Employability Skills	This unit contains employability skills.
Competency Field	<i>Coordination, Management and Quality</i>
Application of the Unit	<p>Determining the scope of training and/or assessment services is a critical strategic, business and organisational function that establishes the focus, breadth and type of training and/or assessment services provided/to be provided by a <i>training and/or assessment organisation</i> (refer to the Range Statement for a definition).</p> <p>This competency requires investigating current and potential scope of training and/or assessment services, recommending appropriate approaches, coordinating legal/organisational requirements, and monitoring the focus and approach.</p> <p>Where applied in a Registered Training Organisation (RTO) environment this unit includes coordinating the registration process to deliver and/or assess recognised training and/or assessments services in accordance with the Australian Quality Training Framework (AQTF) <i>Standards for Registered Training Organisations (RTOs)</i>.</p> <p>The competency specified in this unit is typically required by trainers/facilitators, training coordinators and managers, human resource and quality personnel.</p>

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

1. Investigate scope of training and/or assessment services

- 1.1 ***Scope*** of existing training and/or assessment services provided by the training/assessment organisation is researched, analysed and evaluated, where relevant
- 1.2 The ***purpose/s*** of providing/obtaining training and/or assessment services are clarified with senior personnel and other relevant stakeholders

- 1.3 **Research and analysis** is carried out to determine internal/external market demand for training and/or assessment services
- 1.4 Existing **sources of provision** and preferred source of provision that reflect purpose/s and market demand are investigated
- 2. **Identify organisational capacity and appropriateness of providing training and/or assessment services**
 - 2.1 **Costs and benefits** of directly providing training and/or assessment services are estimated and documented
 - 2.2 Costs and benefits of **outsourcing/partnering** training and/or assessment services are estimated
 - 2.3 **Funding sources** to support services are identified
 - 2.4 Recommendations relating to scope including operational parameters, operational status and modus operandi are made to relevant personnel, where required
- 3. **Coordinate legal/organisational requirements**
 - 3.1 **Legal/organisational requirements** to maintain/ modify scope of training and/or assessment services are identified and interpreted
 - 3.2 **Relevant documentation** is finalised and submitted to the **appropriate authority**
 - 3.3 Communication and interactions with appropriate authority are coordinated and maintained
 - 3.4 **Issues/irregularities** identified by self and/or others are addressed and managed in an appropriate timeframe and manner
- 4. **Monitor scope of training and/or assessment services**
 - 4.1 Legal/organisational requirements relating to scope are monitored and maintained
 - 4.2 The environment is monitored for **changes that may impact on scope** and advice is provided to relevant persons, as required
 - 4.3 Information relating to scope is disseminated to relevant persons and organisations

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.

Training and/or assessment organisation refers to:

- a Registered Training Organisation (RTO), i.e. an organisation registered to provide recognised training and assessment services; includes TAFE institutes, private commercial colleges/companies, enterprises, community organisations, group training companies and schools
- an organisation working in a partnership arrangement with an RTO to provide recognised training and assessment services
- an organisation that provides non-recognised training and assessment services

Scope refers to:

- operational parameters, for example:
 - single training site
 - across a number of sites
 - national/across states/territories
 - international

operational status, for example:

- recognised training and/or assessment services through registration in accordance with the Australian Quality Training Framework (AQTF) *Standards for Registered Training Organisations (RTOs)*
- unrecognised/internal/organisational
- in partnership arrangement

operational modus operandi, including:

- using Training Packages
- using accredited courses
- using internal benchmarks and programs
- using internal/external learning resources
- product-based training
- a mix of the above

Purpose/s may relate to:

- developing work skills and competency
- meeting industry skill needs
- improving productivity
- building organisational capacity
- providing internal certification/recognition

- providing external certification/recognition
 - supporting workplace restructuring and change management
 - meeting licensing requirements
 - implementing performance-based systems
 - developing integrated training/human resources/ industrial relations systems/arrangements
- Research and analysis** may include:
- qualitative research
 - quantitative research
 - strengths, weaknesses, opportunities and trends (SWOT) analysis
 - market trend analysis
 - consultations with clients/potential clients
 - using outcomes of organisational training needs analysis
- Sources of provision** may include:
- own training and/or assessment organisation
 - other training and/or assessment organisations able to provide training and/or assessment services in areas addressed by purpose/s
 - consultants
 - product suppliers
 - competitors/potential competitors
- Costs** may include:
- direct/indirect costs of providing training and/or assessment services ‘in house’
 - direct costs of outsourcing/using external provider
 - additional personnel/material/equipment/infrastructure required
 - ‘organisational culture’ costs associated with using internal/external provision
- Benefits** may include:
- direct/indirect benefits of providing training and/or assessment services ‘in house’
 - direct benefits of ‘outsourcing’/using external provider
 - ‘organisational culture’ benefits associated with using internal/external provision
- Outsourcing** may include:
- the contracting of a training and/or assessment organisation to provide the training and/or assessment service

Partnering means:

- are collaborative arrangements between a Registered Training Organisation (RTO) and other organisations including other RTOs which enable the partners to share for mutual benefit their resources, effort, time, costs, responsibility and expertise in the provision of training and/or assessment services. These arrangements are regulated by the AQTF Standards for Registered Training Organisations which requires a written agreement between the RTO and each organisation that provides training and/or assessment services on behalf of the RTO.

Funding sources may include:

- available organisational funding/budget for training and/or assessment
- government funding through RTO's profile
- government funding through User Choice
- fee-for-service funding
- internal/external project funding
- industry funding through industry levies

Legal/organisational requirements may include:

- registration requirement as defined in the Australian Quality Training Framework (AQTF) *Standards for Registered Training Organisations (RTOs)*
- state/territory legislation and regulations governing registration and accreditation
- requirements of Training Packages
- requirements set by Commonwealth and state/territory legislation relating to occupational health and safety (OHS); anti-discrimination; workplace/ industrial relations; workers' compensation; apprenticeships/traineeships
- requirements set by awards/enterprise bargaining agreements
- requirements set by professional associations
- requirements set by quality systems
- licensing requirements
- organisational requirements
- defined resource parameters

Relevant documentation may include:

- documentation relating to AQTF and state/territory Training Authority (STA) registration requirements
- documentation relating to funding under User Choice
- documentation relating to Training Contracts

- documentation required by other external authorities relevant to provision of training and/or assessment services
 - internal organisational documentation/records
- Appropriate authority* may refer to:
- registration/accreditation branch of STA
 - apprenticeships/traineeships branch of STA
 - internal organisational authority, e.g. appropriate line manager
- Issues/irregularities* may include:
- registration requirements not being met
 - documentation not completed accurately
 - issues with personnel responsible for completing documentation
 - ongoing compliance issues
 - evaluation irregularities
- Changes that may impact on scope* may include:
- changes to AQTF/registration requirements and processes
 - changes to policy and operating environment of vocational education and training
 - changes to personnel/organisational structure
 - changes to current training and/or assessment services
 - changes to policies, procedures and guidelines
 - changes to legal requirements

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 have investigated and determined the scope of training and/or assessment services in an organisation and have coordinated and monitored legal/organisational processes and requirements relevant to the effective scope.

Evidence Requirements

Required knowledge includes:

- purposes/needs for training and/or assessment services
- relevant legal and organisational requirements and where to access them, for example:
 - the Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations (RTOs)
 - relevant STA system for registration
 - relevant Training Package/s
 - the industrial relations system, industry/workplace relations, and industrial awards/enterprise agreements
 - anti-discrimination requirements including equal opportunity, racial vilification and disability discrimination
 - quality systems
- authoritative responsibilities and parameters within the training and/or assessment organisation
- types of scope including implications and benefits to the training and/or assessment organisation
 - types of and how to access potential funding
 - strategic directions of the training and/or assessment organisation
 - existing training and/or assessment services provided by the organisation
 - research methodologies
 - OHS relating to scope including:
 - 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:

- literacy skills to:
 - read and interpret state/territory and organisational policies and procedures
 - read and interpret legal requirements and training and/or assessment organisation standards
 - analyse information

- language skills to:
 - communicate information
 - conduct consultations
 - liaise with appropriate authorities
- problem solving skills to:
 - identify/recognise issues/irregularities
 - effectively address issues/irregularities
- commitment to quality and improvement
- research and analysis skills to determine new business opportunities and recognise industry trends and directions
- cost-benefit analysis skills to determine capability and viability to extend scope of training and/or assessment services and evaluate operational effectiveness
- interpersonal skills, including:
 - maintaining appropriate relationships internally and with clients/stakeholders
 - being open to the opinion of others
 - communicating effectively
 - listening actively
 - negotiating
- computer/technical skills, for example:
 - using a range of software programs
 - using the internet for research
 - using organisation's information management system

Products that could be used as evidence include:

- analysis of the current scope of the training and/or assessment organisation in terms of focus and scope
- analysis of trends and market demand for existing and potential training and/or assessment services
- examples of consultation processes used
- completed and signed registration documentation
- cost-benefit analysis of potential change to scope
- documentation of processes used to maintain scope of training and/or assessment services

Processes that could be used as evidence include:

- what consultation processes were used to obtain feedback from personnel, current/potential clients and stakeholders, and why
- how costs and benefits of proposed services were analysed and calculated

- how personnel, material and physical operational requirements were calculated to determine the organisation's capability
- how evidence to support the registration documentation was identified and accessed/developed
- how internal changes were identified and reported to authorities
- how changes to the vocational education and training industry were sourced and disseminated to personnel, if relevant
- how potential funding was sourced

Resource implications for assessment include:

- access to legal and organisational documentation
- time in liaising with a range of relevant personnel

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 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:

- investigation and evaluation of current scope of training and/or assessment services
- completed analysis to identify market trends
- consultation processes and outcomes with personnel, clients and stakeholders

Integrated assessment means that:

- research outcomes and recommendations on the organisation's capacity and requirements to support existing and/or proposed training and/or assessment services
- management of legal and organisational documentation
- processes/systems for monitoring the scope of training and/or assessment services and dissemination of relevant information
- 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:
 - *TAACMQ501B Develop training and/or assessment organisational policies and procedures*
 - *TAATAS501B Undertake organisational training needs analysis*
 - *TAATAS503B Manage contracted work.*

TAACMQ505B Lead a team to foster innovation

Unit Descriptor	<p>This unit specifies the competency required to lead a workplace team in ways that foster innovative work practices.</p> <p>This unit is based on the generic guideline unit <i>ICS5 Lead a team to foster innovation</i>, and has been contextualised to reflect the <i>TAA04 Training and Assessment Training Package</i> context.</p>
Employability Skills	This unit contains employability skills.
Competency Field	<i>Coordination, Management and Quality</i>
Application of the Unit	<p>This unit addresses the skills that are needed by individuals who are leading work teams on individual projects or work in general.</p> <p>It includes the skills and knowledge required to put a team together, from the perspective of innovation. This unit also involves structuring work to ensure innovative processes are being used, and to ensure that personnel have the information and skills to apply <i>innovation at work skills</i> (refer to the Range Statement for a definition of this term).</p> <p>In the context of the vocational education and training environment, the team may be involved in designing a learning program, developing learning products, delivering training or providing other services to learners/clients. The team leader may use innovation skills to lead the team into new and creative ways of training, assessing, developing materials, undertaking projects or supporting clients.</p> <p>The competency specified in this unit is typically required by lead trainers/facilitators, program/training coordinators and training managers, leaders and supervisors.</p> <p>This unit could be undertaken in conjunction with <i>BSBWOR502A Ensure team effectiveness</i>, which focuses on team leadership.</p>

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

1. Provide a model of innovative practice

- 1.1 The value of innovation to team effectiveness is promoted and reinforced within the organisation through modelling and application

- 1.2 Research is undertaken to extend knowledge and produce examples of the use and benefits of innovative work practices
- 1.3 Examples of how innovation at work skills can be applied in a team context are based on innovation
- 2. **Organise teams to maximise innovation**
 - 2.1 The performance requirements for a specific work activity/project/function are analysed
 - 2.2 **Information** is gathered about potential team members and identified strengths and weaknesses are acknowledged
 - 2.3 Team members are selected to create the right mix of expertise, skills, knowledge to support an innovative approach to the work activity/project/ function
 - 2.4 Team roles are assigned to ensure a match between work requirements and individual team members' capacities
- 3. **Organise work to facilitate innovative practices**
 - 3.1 The purpose of the team and its responsibilities are communicated in ways that encourage and reinforce team-based innovation
 - 3.2 Work is organised to enable the application of innovation at work skills, including time
 - 3.3 Work is allocated to ensure the maximum use of individual and team skills/knowledge and transfer of skills/knowledge to others
- 4. **Provide guidance and monitor innovation at work practices**
 - 4.1 Appropriate **guidance** is provided to team members on the use of innovation at work skills
 - 4.2 Team members are encouraged to work collaboratively on **teamwork activities** which use innovation at work skills
 - 4.3 Team members are actively **encouraged** to reflect on team activities and to identify opportunities for improvement and innovation
 - 4.4 Suggested improvements are positively received and acted upon, where appropriate
- 5. **Review the use of innovation at work skills in a team environment**
 - 5.1 The application of innovation at work skills is **reviewed** and outcomes are recorded and presented, as appropriate
 - 5.2 Team members are debriefed and feedback from team members is sought to inform future planning

- 5.3 Innovations are *communicated* in appropriate ways
- 5.4 Barriers to using innovation at work skills are documented and recommendations for changes to organisational systems, policies and procedures are made where relevant and appropriate

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.

Innovation at work skills are:

- the skills required to develop new ideas or the new use of old ideas. The concept relates to the following six skills, represented in the unit *TAAENV404B Develop innovative ideas at work*:

- interpretation
- generation
- collaboration
- representation
- reflection
- evaluation

Information gathered about team members includes:

- work preferences
- areas of expertise
- vocational skills
- past jobs
- interests
- working styles
- lifestyle preferences

Guidance may include:

- coaching techniques
- mentoring techniques
- counselling
- skills training
- modelling
- communication including feedback

Teamwork activities may include:

- developing and implementing new ideas for:
- products
- processes
- services
- systems

- tools
 - individual and team work practices
- Encouragement** may include:
- supportive communication
 - allowing follow-through with ideas
 - providing enough but not too much guidance and structure
 - providing training and learning opportunities
- Reviews** may include:
- feedback from team members or other personnel
 - feedback from clients or work-based managers
 - work related statistics and reports
- Communicated innovations** may be through:
- dissemination of reports, electronically or in hard copy
 - internal/external presentation
 - articles in internal/external newsletters

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 have the skills and knowledge to provide leadership to a group or work team in a way which encourages the individual and team application of innovation at work skills for a specific work activity/project/function.

Evidence Requirements

Required knowledge includes:

- innovation at work skills
- leadership qualities
- techniques for evaluating team performance
- group dynamics in a team setting
- the qualities of an effective team member
- adult learning principles
- relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
 - duty of care as it relates to coordinating personnel and learning
 - the industrial relations system, industry/workplace relations, and industrial awards/enterprise agreements

Required skills and attributes include:

- anti-discrimination including equal opportunity, racial vilification and disability discrimination
- vocational education and training
- occupational health and safety (OHS) relating to leading a team to foster innovation, including:
 - OHS obligations of the training and/or assessment organisation, the trainer/facilitator and learner
 - legislative requirements for information and consultation relevant to safety
 - elements of an OHS management system as it applies to a training and/or assessment organisation
 - nature of OHS risks that should be addressed by a training and/or assessment organisation
- a commitment to innovation
- numeracy skills to:
 - calculate and plan team activities/projects/functions
- language and communication skills to:
 - communicate and promote team-based innovation
 - use language flexibly to suit audience and purpose, to plan and influence others
 - establish a supportive environment to encourage risk taking
 - give and receive feedback
 - listening skills
- application and modelling of innovation at work skills in own work
- interpersonal skills
- communication and leadership skills
- motivational skills
- coaching skills
- counselling and consoling skills
- conflict resolution skills
- evaluation skills
- matching personnel competency to task requirements

Products that could be used as evidence include:

- report on the review of an innovation process, outlining both positive and negative outcomes
- examples of innovative work practices implemented within work teams, including benefits to the individual, team and

- organisation
 - report on rewarded and promoted innovative ideas that were implemented and used within the organisation
 - reports of research on innovative work practices
- Processes that could be used as evidence include:**
- how and why team members were selected to maximise innovative outcomes
 - how and when team activity outcomes were discussed with team members
 - how and when innovative ideas have been rewarded and encouraged
- Resource implications for assessment include:**
- time constraints
 - access to work team and real or simulated work activity/project/function
 - access to other personnel
- 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:**
- selecting a team for a work activity/ project/ function that comprises of the right mix of expertise, knowledge and skills
 - developing and leading innovative work practices within a team
 - modelling the application of innovation at work skills

Integrated assessment means that:

- organising work activities/projects/functions to support innovative practices and outcomes
- communicating feedback to individuals on effective innovation outcomes on completed work activity/ project/function
- 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:
 - *TAADEL502B Facilitate action learning projects*
 - *TAADEL504B Lead and coordinate training services*
 - *TAADES504B Develop and evaluate e-learning resources*
 - *TAAASS501B Lead and coordinate assessment systems and services*
 - *TAATAS503B Manage contracted work*
 - *BSBWOR502A Ensure team effectiveness.*

**TAA04 Training and Assessment
Training Package**

**Language, Literacy and Numeracy Practice
Competency Standards**

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TAALLN401B

Address language, literacy and numeracy issues within learning and assessment practice

Unit Descriptor

This unit specifies the competency required to recognise the language, literacy and numeracy (LLN) demands of training and assessment and tailor training and assessment to suit individual skill levels, including accessing relevant support resources.

Employability Skills

This unit contains employability skills.

Competency Field

Language, Literacy and Numeracy Practice

Application of the Unit

This unit addresses the skills and knowledge that trainers and assessors must possess to provide appropriate instruction and assessment to learners with language, literacy and numeracy needs within their vocational program drawing on the expertise of relevant professionals as required.

In this unit, 'learner' is used to mean the person wishing to improve their language, literacy and numeracy skills.

Relevant professionals include specialist adult language and literacy or numeracy practitioners

Competence in this unit does not indicate that a person is a qualified specialist adult language, literacy or numeracy practitioner.

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

1. Determine the language, literacy and numeracy requirements of the workplace training specifications, the learning program and assessment process

- 1.1 The level of key language, literacy and numeracy skills is determined from the *training specification*
- 1.2 The level of key language, literacy and numeracy skills required in the workplace and reflected in the learning program and planned assessment methods, are identified
- 1.3 Learner's individual learning plan is developed taking into account language, literacy and numeracy requirements
- 1.4 The assistance of LLN professionals is sought where necessary

- | | |
|---|---|
| <p>2. Drawing on the assistance of specialist advice when required, interpret and apply validated tools and other sources of information to determine the language, literacy and numeracy characteristics of the learner/learner group</p> | <p>2.1 The existing <i>literacy skills</i> of learners are determined using <i>validated tools and other sources of information</i></p> <p>2.2 The <i>language proficiency</i> of the learners is determined using <i>validated tools and other sources of information</i></p> <p>2.3 The existing <i>numeracy skills</i> of the learners are determined using <i>validated tools and other sources of information</i>.</p> |
| <p>3. Develop vocational learning program and assessment methodology to take account of learner’s language, literacy and numeracy skill levels and those required in the training specification</p> | <p>3.1 Vocational learning programs are customised to take account of individual learner’s language, literacy or numeracy skills and the level of skills required within the training specification</p> <p>3.2 Assessment methods and materials are selected and customised to take account of the learner’s language, literacy or numeracy skills and the level of skills required within the training specification</p> <p>3.3 Learning materials are selected, customised or developed that are appropriate for the language, literacy or numeracy skills of learners</p> |
| <p>4. Deliver and monitor a vocational learning and assessment program which takes account of learner’s language, literacy and numeracy skill levels and those required in the training specification</p> | <p>4.1 <i>Learning support strategies</i> are applied to assist learners to develop the reading, writing, speaking, listening and numeracy skills required within the training specification to achieve competency</p> <p>4.2 Appropriate types of <i>workplace communication</i> are demonstrated in the learning and assessment context consistent with level of language, literacy or numeracy skill required within the training specification</p> <p>4.3 Learning program and assessment methods are monitored and evaluated continuously to determine areas for improvement</p> <p>4.4 Learner progress towards the achievement of language, literacy and numeracy skill levels required in the workplace for competent performance as determined by the training specification are recorded in order to implement appropriate strategies</p> |

- 5. Access specialist learning support where required on the basis of evidence**
- 5.1 The need for *specialist language, literacy or numeracy assistance* for the learner is determined based on the *scope of the training and assessment role* and *collected evidence* about particular needs of the learner
- 5.2 *Appropriate strategies* for collaboration with specialist language, literacy or numeracy services are applied using organisational policies, protocols or guidelines

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.

Validated tools and other sources of information to ascertain language, literacy and numeracy levels include:

- validated tools based on the National Reporting System levels and sample activities (www.dest.gov.au/literacynet)
- information gained from an LLN specialist including results from prior assessment such as:
 - International Second Language Proficiency Rating (ISLPR)
 - International English Language Testing System (IELTS)
 - Test of English as a Foreign Language (TOEFL)
 - NRS assessment from Language, Literacy and Numeracy Program (LLNP)
- information gained through the enrolment process and/or introductory learning activities and/or informal assessment

Key language, literacy and numeracy skills include:

- the range of reading, writing, speaking, listening and numeracy skills used within the training specification to describe workplace communication and activity

Characteristics of the learner/learner group may include:

- Within the context of their vocational learning characteristics of the learner group may include:
 - preferred learning styles of individuals
 - educational disadvantage, e.g. non-completion of an equivalent to compulsory schooling in Australia

- limited formal schooling in their country of origin
- oral communication tradition
- physical or intellectual disabilities
- specific cultural or ethnic groups
- competent oral communication in English but low literacy
- good skills in language background other than English, but need to use English language in an Australian context

Training specification may include:

- Training Package units of competency
- learning outcomes from accredited courses with a vocational outcome
- non accredited industry specific learning programs

Language proficiency may be indicated by use of:

- English words, verbal structures and gestures used to convey meaning
- first or Indigenous language
- languages other than English
- forms of communication based on visual communication skills such as Australian Sign Language (AUSLAN)

Literacy skills include application of reading, writing, speaking, listening, and numeracy to produce communication for a range of purposes

- examples for reading literacy skills include:
 - basic reading, such as letters of the alphabet, own personal details and/or OHS signage, to reading, interpreting and integrating a range of sources of complex information
 - texts from the everyday environment relevant to a learner needs including first language or bilingual resources
 - text in formats other than paper
- examples for writing literacy skills include:
 - copying letters of the alphabet, own personal details and signature, to writing a report in the appropriate format
 - tracing, copying, scribing, and independent and collaborative writing of texts
 - discussion of topic/content area, brainstorming, vocabulary development, mind mapping, planning outlines, drafting text

- planning, reviewing, proofreading and editing skills
- accuracy with handwriting, spelling, grammar and punctuation as appropriate to the purpose
- composing text on screen and involve manipulating a mouse, using a keyboard, using a communication aid
- examples for speaking and listening include:
 - skills ranging from using single words or common expressions, to providing information on a topic of relevance to a group of peers
 - speaking and listening skills for collecting and providing information, or exchanging/providing services
 - negotiating meaning by clarifying intended meaning, showing interest or attitude, making constructive additions, using language to build relationships
- examples for numeracy include:
 - skills ranging from reading and writing numbers, naming familiar shapes and calculating money in personally relevant contexts, to applying formulae
 - using calculators to assist with calculations
 - evaluating results of calculations in relation to personal and work related knowledge

Numeracy skills may include:

- practical application of mathematical skills to absorb, use and critically evaluate information in numerical or graphical form.
- basic number and calculation skills, spatial and graphical concepts, the use of measurement and problem solving
- extracting mathematical information from written materials

Workplace communication may include:

- specific language, literacy and numeracy skills needed for the workplace
- specific language, literacy and numeracy skills to meet personal needs in the workplace
- technical or specialist English language and literacy: being able to use words, concepts or communication methods that relate to specific cultures or environments

- the capacity to evaluate information in the workplace and respond accordingly
- examples include but are not limited to:
 - spoken exchanges: on the phone, one-to-one conversations, group discussions, formal meetings, presentations, dispute resolution processes, questioning processes for clarity
 - production and/or interpretation of: shift rosters, order forms, OHS notices, standard operating procedures, product information sheets, memos, business letters, legal documents, reports, database data

Learning support strategies can include:

- breaking goals in the individual learning plan into smaller steps
- demonstrating the language, literacy and numeracy practices to be learned in a workplace context
- simplification and use of plain English
- audio recording key learning texts
- video and/or audio material supporting the training
- simplified explanations of underpinning principles and concepts
- explanations and examples of text types required
- decision making responsibilities shared with learners
- allowance for use of personal word lists and dictionaries by learner
- mentoring in a learning situation
- acknowledging and building on strengths of learners
- provision of opportunities to discuss and build on different culturally based behaviours and values

Specialist language, literacy or numeracy assistance can include:

- specialist in-house support services
- Workplace English Language and Literacy (WELL) program support
- specialist consultants
- team teaching approaches
- government and community support services
- national Reading and Writing Hotline referral

Scope of the training and assessment role may include:

- constraints of time imposed by mode of assessment and training
- lack of resources to implement language, literacy or numeracy strategies
- limit of knowledge and experience reached about language, literacy or numeracy to identify or offer support

Collected evidence may include:

- enrolment procedure information
- analysis of data gained through specialist's application of tools
- feedback from learner about skills development
- maintaining a folio of learner work
- observation of learner and trainer notes

Appropriate strategies

- referral within the workplace
- reporting to appropriate people e.g. manager, training manager
- respect for privacy and discretion for the learner
- request literacy specialist for collaborative delivery

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 Requirements

To demonstrate competency against this unit candidates must be able to provide evidence that they have the required knowledge and skill to create a supportive environment for adult learners, and have a range of appropriate strategies to adjust their practice to accommodate the English language, literacy, and/or numeracy needs of the learner.

Assessment is based on observation, documentary evidence of planning and training activities, and oral questioning and reflection.

Evidence Requirements

Required knowledge includes:

- definitions of adult English as a Second Language, literacy and numeracy
- levels in the National Reporting System and/or English language, literacy and numeracy frameworks such as those from accredited courses or school curricula
- national policy on the integration of language, literacy and numeracy into Training Package competencies

- learning support strategies appropriate for adults with English language, literacy and numeracy needs
- adult learning principles
- appropriate workplace arrangements for communication and consultation relevant to a particular training specification
- any regulatory and/or licensing requirements of the job
- legislation, and codes of practice, for example:
 - equal opportunity legislation
 - privacy legislation
 - organisational requirements
- occupational health and safety (OHS) relating to the work role, including:
 - reporting requirements for hazards
 - emergency procedures
 - safe use and maintenance of equipment
 - sources of OHS information
 - OHS obligations of employers and employees, including supervisors
- using own speaking and listening skills in training role to:
 - establish a supportive environment for learning
 - give clear instructions and explanations, presenting concepts clearly and responding to learner questions effectively
 - establish a supportive environment for learning that acknowledges different cultural beliefs
 - demonstrate spoken language skills required in the training specification to learners, e.g. telephone technique
 - adapt own vocabulary and delivery to match learner comprehension level
- using own reading and writing skills in training context to:
 - produce written documents appropriate to audience, topic and setting
 - make judgements about whether writing meets requirements of audience and purpose
 - respond to learner needs, goals, skills and learning styles

Required skills and attributes include:

- using own numeracy skills in training context, to:
 - identify or locate the numeracy strategies required to solve a problem
 - act upon/ do the calculations/ measurements/ use calculators accurately/ weigh/work out ratios, etc.
 - interpret/estimate the accuracy of the calculation
 - communicate about the process
- using own computer skills in training context to assist the learner through:
 - communication technology, internet, text messages
 - common software packages

Processes that could be used as evidence include:

- questioning to establish underpinning knowledge and application of adult learning principles and language, literacy and numeracy learning support strategies

Resource implications for assessment include:

- specialist language, literacy and numeracy practitioners for consultation and verification of approaches
- access to tools based on the NRS levels and sample activities on the Literacynet website www.dest.gov.au/literacynet
- resources listed in *Frequently Asked Questions about LL&N in the Australian Quality Training Framework* (ANTA, 2003) www.anta.gov.au/publication.asp?qsID=435 or on the Literacynet website www.dest.gov.au/literacynet
- industry-specific Training Package support materials

Specific evidence requirements must include:

- documentation setting out activities, resources and individual learning plans for a particular learner. It should also include third party observations of the trainer and/or assessor with a range of learners

- Integrated assessment means that:**
- this unit can be assessed alone but more effectively as part of an integrated assessment activity involving relevant units. The following units are suggested:
 - *TAAENV401B Work effectively in vocational education and training*
 - *TAAENV402B Foster and promote an inclusive learning culture*
 - *TAADEL401B Plan and organise group-based delivery*
 - *TAADEL402B Facilitate group-based learning*
 - *TAADEL403B Facilitate individual learning*
 - *TAADEL404B Facilitate work-based learning*
 - *TAADEL405B Coordinate and facilitate distance-based learning*
 - *TAAASS401C Plan and organise assessment*
 - *TAAASS402C Assess competence*
 - *TAAASS403B Develop assessment tools*
 - *TAAASS404B Participate in assessment validation*

**TAA04 Training and Assessment
Training Package
Imported Units
Certificate IV Level**

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NOTE: When accessing imported units of competency users are advised to check with the host Industry Skills Council (in this case IBSA) or the NTIS to ensure the most up-to-date version is being used.

BSBREL402A Build client relationships and business networks

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish, maintain and improve client relationships, and to actively participate in networks to support attainment of key business outcomes. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
Employability skills	This unit contains employability skills.
Application of the unit	This unit applies to individuals in a variety of roles who are required to establish, maintain and improve client relationships to facilitate organisational objectives. This unit primarily applies to marketing and sales professionals who depend on excellent interpersonal relationships and communication skills to achieve outcomes, but may also apply to other individuals working in any industry.

Competency field *Stakeholder Relations – Relationship Management*

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

- | | |
|---|--|
| 1. Initiate interpersonal communication with clients | 1.1 Identify and use <i>preferred client communication styles and methods</i> |
| | 1.2 Establish rapport with clients using <i>verbal</i> and <i>non-verbal communication</i> processes |
| | 1.3 Investigate and act upon opportunities to offer positive feedback to clients |
| | 1.4 Use open questions to promote two-way communication |
| | 1.5 Identify and act upon potential <i>barriers to effective communication</i> with clients |
| | 1.6 Initiate communication processes which relate to client needs, preferences and expectations |
| 2. Establish client relationship management strategies | 2.1 Develop client loyalty objectives focussing on the development of long term business partnerships |
| | 2.2 Assess client profile information to determine approach |

- 2.3 Develop *client loyalty strategies* to attract and retain clients in accordance with the business strategy
 - 2.4 Identify and apply *client care and client service standards*
3. **Maintain and improve ongoing relationships with clients**
 - 3.1 Develop *strategies to obtain ongoing feedback* from clients to monitor satisfaction levels
 - 3.2 Develop strategies to elicit feedback which provide information in a form that can be used to improve relationships with clients
 - 3.3 Obtain feedback to develop and implement strategies which maintain and improve relationships with clients
4. **Build and maintain networks**
 - 4.1 Allocate time to establish and maintain business contacts
 - 4.2 Participate in *business associations* and/or *professional development activities* to establish and maintain a *network* of support for the business and to enhance personal knowledge of the market
 - 4.3 Establish communication channels to exchange *information and ideas*
 - 4.4 Provide, seek and verify information to the network

Required skills and knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to determine client needs and preferences through active listening and presenting ideas clearly and precisely
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- interpersonal skills to establish rapport, and to build and maintain relationships with clients.

Required knowledge

- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects business operations, such as:
 - anti-discrimination legislation
 - consumer laws including appropriate state/territory legislation
 - ethical principles
 - marketing code of practice

- privacy laws
- Trade Practices Act
- marketing communications concepts and processes
- principles and techniques for effective communication and networking
- sources of business related networks.

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.

Preferred client communication styles and methods may include:

- email
- face-to-face
- mail
- phone

Verbal communication may include:

- articulation
- clarity of speech
- feedback
- language
- listening skills
- open questions
- questioning skills
- voice modulation
- voice projection

Non-verbal communication may include:

- active listening
- body language
- body orientation
- clothing
- colour
- distance
- facial expression
- grooming
- gestures
- music
- posture
- sound
- touching
- voice

Client loyalty strategies include:

- access to dedicated staff
- added value offers
- anniversary offers

- client clubs
- client reward schemes
- credit or discount facilities
- dedicated or private facilities
- discounts
- formal letter of thanks
- frequent purchaser programs
- handwritten note thanking the client
- offering promotional items
- phone call thanking client for the business
- regular recontact with best clients
- thank you gifts and promotions

Client care and client service standards may include:

- accuracy of billing
- accuracy of product/service descriptions, specifications in marketing communications
- complaint resolution times
- incidences of stock outs and back orders
- on-hold times
- order delivery standards such as:
 - whether right product or service was delivered
 - delivered to right person or address
 - delivered on time
 - politeness, helpfulness and grooming of delivery staff
 - delivery vehicles parked properly
 - cleanliness of delivery vehicles
- shipment tracking services
- telephone answering times and responses

Strategies to obtain ongoing feedback may include:

- including ‘comments and queries’ or ‘bouquets and brickbats’ on all order forms
- complaints handling procedures
- email
- letter
- soliciting complaints
- surveys of current clients
- surveys of lapsed clients to determine reason/s for ceasing to buy
- telephone interviews
- training staff to ask open questions about product or service levels

Business associations may include:

- chambers of commerce
- industry associations
- institutes
- professional bodies
- societies

Professional development activities may include:

- demonstrations
- exhibitions
- fairs
- industry information seminars
- industry training
- pre-launch activities
- technical information briefings
- trade shows

Networks may include:

- business
- formal
- groups
- individuals
- informal
- organisations
- personal

Information and ideas may include:

- changes in the environment
- changing customer requirements
- information on competitors' activities
- personal, professional or business support

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- establishing and maintaining relationships with a range of clients related to the candidate's business
- participating in and providing, an active contribution to a business related network.

Context of and specific resources for assessment

Assessment must ensure:

- access to office equipment and resources.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- assessment of written reports or journals on client relationship activities
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- observation of the candidate communicating with clients
- observation of presentations made to business networks
- oral or written questioning to assess knowledge and understanding
- review of authenticated documents from the workplace or training environment
- review of testimony from team members, colleagues, supervisors or managers.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- other relationship management units
- marketing units.

BSBLED401A **Develop teams and individuals**

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to determine individual and team development needs and to facilitate the development of the workgroup.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Employability skills This unit contains employability skills.

Application of the unit This unit applies to individuals with a broad knowledge of learning and development who apply their skills in addressing development needs to meet team objectives. They may have responsibility to provide guidance or to delegate aspects of tasks to others.

Competency field *Workforce Development – Learning and Development*

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

1. Determine development needs

- 1.1 Systematically identify and implement *learning and development needs* in line with *organisational requirements*
- 1.2 Ensure that a learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented
- 1.3 Encourage individuals to self-evaluate performance and identify areas for improvement
- 1.4 Collect *feedback on performance* of team members from relevant sources and compare with established team learning needs

2. Develop individuals and teams

- 2.1 Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of competency standards relevant to the industry
- 2.2 Ensure that *learning delivery methods* are appropriate to the learning goals, the learning style of participants, and availability of *equipment and resources*

- 2.3 Provide workplace learning opportunities, and *coaching and mentoring assistance* to facilitate individual and team achievement of competencies
 - 2.4 Create development opportunities that incorporates a range of activities and support materials appropriate to the achievement of identified competencies
 - 2.5 Identify and approve resources and time lines required for learning activities in accordance with organisational requirements
- 3. Monitor and evaluate workplace learning**
- 3.1 Use feedback from individuals or teams to identify and implement improvements in future learning arrangements
 - 3.2 Assess and record outcomes and performance of individuals/teams to determine the effectiveness of development programs and the extent of additional development support
 - 3.3 Negotiate modifications to learning plans to improve the efficiency and effectiveness of learning
 - 3.4 Document and maintain records and reports of competency according to organisational requirements

Required skills and knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to receive and report on feedback, to maintain effective relationships and to manage conflict
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- leadership skills to gain trust and confidence of clients and colleagues
- literacy skills to read, write and understand a variety of texts; and to edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- negotiation skills to achieve mutually acceptable outcomes
- technology skills to support effective communication and presentation.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety (OHS)
- facilitation techniques to encourage team development and improvement
- organisational policies, plans and procedures
- career paths and competency standards relevant to the industry.

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.

Learning and development needs may include:

- career planning/development
- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- performance appraisals
- personal study
- recognition of current competence/skills recognition
- work experience/exchange/opportunities
- workplace skills assessment

Organisational requirements may include:

- access and equity principles and practices
- anti-discrimination and related policy
- business and performance plans
- confidentiality and security requirements
- defined resource parameters
- ethical standards
- goals, objectives, plans, systems and processes
- legal and organisational policies, guidelines and requirements
- OHS policies, procedures and programs
- quality and continuous improvement processes and standards
- quality assurance and/or procedures manuals

Feedback on performance
may include:

- formal/informal performance appraisals
- obtaining feedback from clients
- obtaining feedback from supervisors and colleagues
- personal, reflective behaviour strategies
- routine organisational methods for monitoring service delivery

Learning delivery methods
may include:

- conference and seminar attendance
- formal course participation
- induction
- involvement in professional networks
- on-the-job coaching or mentoring
- presentations/demonstrations
- problem-solving
- work experience

Equipment and resources
may include:

- facilities
- funding
- guest speakers
- technological tools and equipment
- time
- training equipment such as whiteboards and audio-visual equipment

Coaching and mentoring assistance
may include:

- fair and ethical practice
- non-discriminatory processes and activities
- presenting and promoting a positive image of the collective group
- problem-solving
- providing encouragement
- providing feedback to another team member
- respecting the contribution of all participants and giving credit for achievements

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- identifying and implementing learning opportunities for others
- giving and receiving feedback from team members to encourage participation in and effectiveness of team
- creating learning plans to match skill needs
- knowledge of relevant legislation.

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment and resources
- examples of learning and development plans, policies and procedures
- examples of documents relating to diversity policies and procedures.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- analysis of responses to case studies and scenarios
- oral or written questioning to assess knowledge of career paths and competency standards relevant to the industry
- review of records and reports of competency.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- management units
- other learning and development units.

BSBRES401A Analyse and present research information

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to gather, organise and present workplace information using available systems. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
Employability skills	This unit contains employability skills.
Application of the unit	This unit applies to individuals who are required to apply their broad knowledge of the work environment to analysis and research tasks. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Competency field *Knowledge Management – Research*

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

- | | |
|--|---|
| 1. Gather and organise information | <p>1.1 Gather and organise <i>information</i> in a format suitable for analysis, interpretation and dissemination in accordance with <i>organisational requirements</i></p> <p>1.2 Access information held by the organisation ensuring accuracy and relevance in line with established organisational requirements</p> <p>1.3 Ensure that <i>methods of collecting information</i> are reliable and make efficient use of resources in accordance with organisational requirements</p> <p>1.4 Identify research requirements for combining online research with non-electronic sources of information</p> <p>1.5 Use <i>business technology</i> to access, organise and monitor information in accordance with organisational requirements</p> <p>1.6 Update, modify, maintain and store information, in accordance with organisational requirements</p> |
| 2. Research and analyse information | <p>2.1 Clearly define <i>objectives of research</i> ensuring consistency with organisational requirements</p> <p>2.2 Ensure that data and <i>research strategies</i> used are valid and relevant to the requirements of the research and make efficient use of available resources</p> |

- 2.3 Identify **key words and phrases** for use as part of any online search strategy, including the use of **Boolean operators** and other search tools
 - 2.4 Use reliable **methods of data analysis** that are suitable to research purposes
 - 2.5 Ensure that assumptions and conclusions used in analyses are clear, justified, supported by evidence and consistent with research and **business objectives**
- 3. Present information**
- 3.1 Present recommendations and issues in an appropriate format, style and structure using suitable business technology
 - 3.2 Structure and format reports in a clear manner that conforms to organisational requirements
 - 3.3 Report and distribute research findings in accordance with organisational requirements
 - 3.4 Obtain **feedback** and comments on suitability and sufficiency of findings in accordance with organisational requirements

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to read, write and understand a variety of texts; and to edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- problem-solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate
- technology skills to select and use technology appropriate to a task
- research skills to identify and access information.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety (OHS)
- organisational record keeping/filing systems, security procedures and safe recording practices

- organisational policies and procedures relating to distribution of workplace information, and legal and ethical obligations
- research processes and strategies to identify new sources (online and print) of information and to use them most efficiently and effectively.

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.

Information may include:

- computer databases (library catalogue, customer records, subscription database, internet)
- computer files (letters, memos and other documents)
- correspondence (faxes, memos, letters, email)
- financial figures
- forms (insurance forms, membership forms)
- information on training needs
- invoices (from suppliers, to debtors)
- marketing reports/plans/budgets
- personnel records (personal details, salary rates)
- production targets
- sales records (monthly forecasts, targets achieved)

Organisational requirements may include:

- anti-discrimination and related policy
- business and performance plans
- Code of Conduct/Code of Ethics
- defined resource parameters
- ethical standards
- goals, objectives, plans, systems and processes
- information protocols
- legal and organisational policies, guidelines and requirements
- management and accountability channels
- OHS policies, procedures and programs
- procedures for updating records
- quality assurance and/or procedures manuals
- security and confidentiality requirements

Methods of collecting information may include:

- checking research provided by others
- checking written material including referrals and client files

- individual research
- information from other organisations
- interviews with colleagues/customers
- observation and listening
- previous file records
- questioning (in person or indirect)
- recruitment applications and other forms

Business technology may include:

- answering machine
- computer
- fax machine
- photocopier
- telephone

Objectives of research may include:

- comparative analysis
- hypothesis testing
- identification of trends
- industry pricing policies
- process mapping
- situational diagnosis

Research strategies may include:

- data analysis
- documentation reviews
- focus groups
- interviewing colleagues and clients
- online searching
- product sampling
- subscription databases

Key words and phrases may include:

- American spellings when searching online
- cultural or geographic terms
- using different thesauri in different databases

Boolean operators may include:

- exclude - / NOT
- include +/ AND
- or
- phrase searching “ ”/()
- variations, depending on the resource being used

Methods of data analysis may include:

- data sampling
- feedback on results
- peer review
- review of previous research
- statistical analysis

Business objectives may include:

- business planning
- financial performance
- flexibility, responsiveness
- interpersonal communication
- marketing and customer service
- organisational values and behaviours
- people management
- work procedures and quality assurance manuals

Feedback may include:

- audit documentation and reports
- comments from clients and colleagues
- customer satisfaction questionnaires
- quality assurance data
- returned goods

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- presenting information and data
- maintaining and handling data and documents systematically
- analysing and interpreting data to support organisational activities
- knowledge of research processes and strategies to identify new sources of information.

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment and resources
- examples of research tasks and resources.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- analysis of responses to case studies and scenarios
- demonstration of techniques
- observation of presentations

- review of documentation outlining recommendations and issues
- review of reports outlining research findings.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- general administration units
- IT use units.

BSBMKG413A Promote products and services

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to coordinate and review the promotion of an organisation's products and services.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Employability skills This unit contains employability skills.

Application of the unit This unit applies to individuals with a broad knowledge of the promotion of products and services specific to an organisation. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Competency field *Business Development – Marketing*

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

1. Plan promotional activities

1.1 Identify and assess ***promotional activities*** to ensure compatibility with ***organisational requirements***

1.2 Plan and schedule promotional activities according to the marketing needs of the organisation

1.3 Determine overall promotional objectives in consultation with ***designated individuals and groups***

1.4 Ensure that time lines and costs for promotion of activities are realistic and consistent with budget resources

1.5 Develop action plans to provide details of products and services being promoted

2. Coordinate promotional activities

2.1 Ensure ***personnel and resources*** to support promotional activities are identified and prepared to facilitate the achievement of promotional goals

2.2 Identify and agree ***roles and responsibilities*** for delivery of promotional services and allocate to relevant personnel

- 2.3 Establish and conduct relationships with targeted groups in a manner which enhances the positive image of the organisation
 - 2.4 Use **networks** to assist in the implementation of promotional activities
- 3. Review and report on promotional activities**
- 3.1 Analyse audience feedback and data to determine the impact of the promotional activity on the delivery of products and services
 - 3.2 Assess effectiveness of planning processes to identify possible improvements in future activities
 - 3.3 Collect **feedback** and provide to personnel and agencies involved in promotional activity
 - 3.4 Analyse costs and time lines to evaluate the benefits accruing from the promotional activities
 - 3.5 Prepare conclusions and recommendations from verifiable evidence and provide constructive advice on future directions of promotional activities

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to read a variety of texts; to prepare general information and papers; and to write formal and informal letters according to target audience
- technology skills to select and use technology appropriate to a task
- problem-solving skills to manage contingencies in promotional activities
- numeracy skills to analyse data and to compare time lines and promotional costs against budgets.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - environmental issues
 - occupational health and safety (OHS)
- planning processes for organising promotional activities
- organisational marketing plan and associated budgets.

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.

Promotional activities may include:

- advertisements
- client functions
- employee functions
- media announcements
- product launches
- web pages

Organisational requirements may include:

- access and equity principles and practices
- confidentiality and security requirements
- defined resource parameters
- ethical standards
- filing and documentation storage processes
- goals, objectives, plans, systems and processes
- legal and organisational policies, guidelines and requirements
- OHS policies, procedures and programs
- payment and delivery options
- pricing and discount policies
- quality and continuous improvement processes and standards
- quality assurance and/or procedures manuals
- replacement and refund policy and procedures
- who is responsible for products or services

Designated individuals and groups may include:

- colleagues
- committees
- customers
- external organisations
- line management
- supervisor

Personnel and resources may include:

- management
- marketing funds
- organisational personnel
- promotional products
- samples
- technology
- time
- venue

Roles and responsibilities may include:

- Code of Conduct
- job description and employment arrangements
- marketing plans
- organisation's policy relevant to work role
- skills, training and competencies
- supervision and accountability requirements including OHS
- team structures

Networks may include:

- company
- customer
- internal
- media and promotional
- professional
- social

Feedback may include:

- customer/client response
- employee data
- sales orders
- market share data
- focus groups

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- designing and delivering promotional presentations
- evaluating promotional impacts
- presenting and advocating promotional strategies within the organisation
- assessing and reporting on customer satisfaction

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment and resources
- examples of products/services and promotional strategies.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- review of action plans developed for products and services being promoted
- analysis of responses to case studies and scenarios
- demonstration of techniques
- observation of presentations
- assessment of written reports.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- other marketing, sales or public relations units.

BSBAUD402B Participate in a quality audit

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to prepare for and participate in a quality audit as a member of a quality audit team.</p> <p>The process includes reviewing designated documentation; identifying and developing checklists and audit related documentation; preparing audit schedules; gathering, analysing and evaluating information; and reporting findings to the lead auditor.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
Employability skills	This unit contains employability skills.
Application of the unit	<p>This unit applies to individuals working in a team audit environment who analyse and evaluate information from a variety of sources to provide solutions to auditing issues, including unpredictable quality auditing problems.</p> <p>The types of audit may include an external or internal systems audit or process or product/service audit.</p> <p>A broad knowledge of quality auditing is required for this unit.</p> <p>Leading an audit team is addressed by <i>BSBAUD503B Lead a quality audit</i>.</p>
Competency field	<i>Regulation, Licensing and Risk – Quality Auditing</i>

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where <i>bold italicised</i> 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.
1. Review auditee documentation	<p>1.1 Where applicable, review auditee's previous quality audits to establish possible impact on the conduct of the current audit</p> <p>1.2 Request relevant organisational documents from auditee, and review and check the adequacy of these documents</p> <p>1.3 Amend reviewed documents, and determine and source any further documentation required</p> <p>1.4 Resolve issues which arise with auditee and relevant parties</p>

- 2. Participate in developing audit schedules**
 - 2.1 Access or prepare appropriate checklists/tools and audit related documentation
 - 2.2 Confirm schedules and required resources with auditee before beginning auditing activities
 - 2.3 Anticipate possible issues and outline strategies to address these issues, should they arise
 - 2.4 Ensure preparation activities and documentation correspond to the *audit plan*
 - 2.5 In consultation with auditing team, determine appropriate *methods and techniques*
 - 2.6 Assist lead auditor in creating entry and exit meeting agendas

- 3. Gather and analyse information**
 - 3.1 Access a range of potential *sources of information*
 - 3.2 Collect and make an initial assessment of *sample documentation*
 - 3.3 Interview *appropriate persons* in relation to *relevant documentation*
 - 3.4 Identify and report patterns, trends, interrelationships and areas of risk
 - 3.5 Identify aspects of the audit that require the use of specialists and request appropriate assistance

- 4. Evaluate information**
 - 4.1 Evaluate information against prescribed benchmarks
 - 4.2 Form a defensible opinion as to the meeting of these benchmarks by the auditee
 - 4.3 Ensure opinions are formed from and supported by available information

- 5. Report findings**
 - 5.1 Formulate findings and prepare a corrective action report if discrepancies or non-compliances are detected
 - 5.2 Examine results/findings against audit objectives and present to lead auditor
 - 5.3 Report recommendations for improvements as applicable

- 6. Participate in exit meeting**
 - 6.1 Prepare for exit meeting
 - 6.2 Ensure reporting arrangements are agreed upon and documented during the meeting
 - 6.3 Ensure context and consequences of audit are explained, and follow-up is discussed

Required skills and knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to listen to clients and other audit team members and to clarify points with them as necessary
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- interpersonal skills to establish rapport with clients and to liaise with other audit team members
- literacy skills to read, write, edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- organisational and time management skills to sequence tasks, meet timelines and arrange meetings
- problem-solving skills to identify any issues that have the potential to impact on the auditing process or outcome and to develop options to resolve these issues when they arise
- teamwork skills
- technology skills to use a range of equipment required to conduct quality auditing activities.

Required knowledge

- auditing codes of practice or ethics
- auditing methods and techniques
- auditing regulations and standards including:
 - AS/NZS ISO 9000:2006 Quality management systems – Fundamentals and vocabulary
 - AS/NZS ISO 19011:2003 Guidelines for quality and/or environmental management systems auditing
- current audit practices
- industry products and/or services
- quality auditing principles and techniques
- relevant legislation affecting business operation, including appropriate occupational health and safety, environmental, and privacy legislation
- terminology relating to quality auditing.

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.

Audit plan may include:

- audit requirements and/or identification of relevant quality system documentation
- auditee provision of personnel for audit
- confidentiality requirements
- contingency actions
- distribution of reports
- entry meeting
- exit meeting
- follow-up procedures
- measurement criteria
- reporting procedures
- resource requirements
- safety of auditors
- sampling techniques
- scope and objectives of audit
- time lines and schedules

Methods and techniques may include:

- advanced management information systems
- analysis
- determining information flows
- evaluating the effectiveness of system controls
- questioning
- sampling
- scanning
- tracing
- trend analysis

Sources of information may include:

- activities
- internal documentation
- interview results
- records, such as meeting minutes, reports or log books
- reports from external sources, such as external laboratory reports and vendor ratings

Appropriate persons may include:

- persons from different levels within the auditee's organisation such as management, administrative personnel and work floor personnel
- persons performing activities or tasks under consideration in the audit process

Sample documentation may include:

- documented procedures
- log books
- meeting minutes
- previous audit reports
- reports
- reports from external sources
- systems specifications
- test results
- user requirements definitions
- work instructions

Relevant documentation may include:

- audit procedures
- checklists
- forms for documenting conformance and non-conformance evidence
- forms for recording information
- organisational charts
- previous audit reports
- quality standards
- records of meetings
- sampling plans defined in documented procedures or in audit plan
- schedules

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- preparation of multiple audit plans for a range of quality audits containing information on the audit schedule, proposed activities, methods, and techniques; risk analysis and proposed treatment of identified risks; entry and exit meeting agendas
- participation in audits as a member of an audit team
- gathering of data and information by a variety of methods

- knowledge of relevant legislation and national standards
- developing a comprehensive report for the exit meeting, which analyses findings and information gathered to arrive at the findings.

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace undertaking a quality audit or a simulated workplace environment
- access to workplace documentation including previous quality audit reports, checklists, risk management plans and audit plans.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence by third party workplace reports of on-the-job performance by the candidate
- demonstration of quality auditing techniques
- observations of participation in exit meetings
- oral or written questioning to assess knowledge of audit preparation activities
- assessment of organisational documentation reviewed for the audit
- analysis of reports developed – with clear, comprehensive findings
- observation of performance in role plays.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- other quality auditing units.

BSBCMM401A Make a presentation

Unit descriptor This unit covers the performance outcomes, skills and knowledge required to prepare, deliver and review a presentation to a target audience.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Employability skills This unit contains employability skills.

Application of the unit This unit applies to individuals who may be expected to make presentations for a range of purposes, such as marketing, training, promotions, etc. They contribute well developed communication skills in presenting a range of concepts and ideas.

Competency field *Communication – Interpersonal Communication*

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

- | | |
|----------------------------------|--|
| 1. Prepare a presentation | <p>1.1 Plan and document presentation approach and intended outcomes</p> <p>1.2 Choose presentation <i>strategies, format and delivery methods</i> that match the <i>characteristics</i> of the target audience, location, resources and personnel needed</p> <p>1.3 Select <i>presentation aids, materials and techniques</i> that suit the format and purpose of the presentation, and will enhance audience understanding of key concepts and central ideas</p> <p>1.4 Brief others involved in the presentation on their roles/responsibilities within the presentation</p> <p>1.5 Select <i>techniques to evaluate presentation effectiveness</i></p> |
| 2. Deliver a presentation | <p>2.1 Explain and discuss desired outcomes of the presentation with the target audience</p> <p>2.2 Use presentation aids, materials and examples to support target audience understanding of key concepts and central ideas</p> |

- 2.3 Monitor non-verbal and verbal communication of participants to promote attainment of presentation outcomes Use persuasive communication techniques to secure audience interest
 - 2.4 Provide opportunities for participants to seek clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences
 - 2.5 Summarise key concepts and ideas at strategic points to facilitate participant understanding
- 3. Review the presentation**
- 3.1 Implement *techniques to review the effectiveness* of the presentation
 - 3.2 Seek and discuss reactions to the presentation from participants or from key personnel involved in the presentation
 - 3.3 Utilise feedback from the audience or from key personnel involved in the presentation to make changes to central ideas presented

Required skills and knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- facilitation and presentation skills to communicate central ideas of a message in an informative and engaging manner, and to utilise verbal and non-verbal techniques to sustain participant engagement
- literacy skills to prepare presentation information and to write in a range of styles for different target audiences.

Required knowledge

- data collection methods that will support review of presentations
- industry, product/service
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - environmental issues
 - occupational health and safety
- principles of effective communication
- range of presentation aids and materials available to support presentations.

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.

Presentation strategies may involve:

- case studies
- demonstration
- discussion
- group and/or pair work
- oral presentations
- questioning
- simulations and role-play

Presentation format and delivery methods may include:

- advertising copy
- audio
- direct marketing copy
- individual presentation
- public relations copy
- scripts
- storyboards
- team presentation
- verbal presentation
- video
- visuals

Characteristics may include:

- age
- cultural and language background
- educational background or general knowledge
- gender
- language, literacy and numeracy needs
- physical ability
- previous experience with the topic

Presentation aids and materials may include:

- computer simulations and presentations
- diagrams, charts and posters
- models
- overhead projector
- paper-based materials
- video and audio recordings
- whiteboard

Presentation techniques may include:

- animation
- comparative advertising
- live action

- music
- signature elements such as:
 - slogans
 - logotypes
 - packaging
- sound effects
- use of a guest speaker
- use of black and white
- use of colour
- use of humour

Techniques to evaluate presentation effectiveness may include:

- action research
- critical friends
- focus group interviews
- one-on-one interviews with participants and other personnel involved in the presentation
- written feedback provided by participants

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- preparation, delivery and evaluation of the effectiveness of at least two presentations related to the candidate's occupation or area of interest
- knowledge of the principles of effective communication.

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment, documentation and resources.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- demonstration of preparation, delivery and evaluation of a presentation
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- observation of presentations

- review of selected presentation aids, materials and techniques
- review of briefing provided for others involved in the presentation
- evaluation of techniques implemented to review the effectiveness of the presentation.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- other general administration units.

**TAA04 Training and Assessment
Training Package
Imported Units
Diploma Level**

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NOTE: When accessing imported units of competency users are advised to check with the host Industry Skills Council (ISC) or the NTIS to ensure the most up-to-date version is being used.

The Community Services and Health ISC is responsible for CHC units of competency and Government Skills Australia is responsible for PSP units competency.

BSBMKG501B Identify and evaluate marketing opportunities

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to identify, evaluate and take advantage of marketing opportunities by analysing market data, distinguishing the characteristics of possible markets and assessing the viability of changes to operations.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Employability skills This unit contains employability skills.

Application of the unit This unit applies to individuals working in senior marketing management roles who, together with a marketing team, identify, investigate and evaluate marketing opportunities to determine whether they meet organisational and marketing objectives. Based on this evaluation, changes to current business operations can be determined to take advantage of marketing opportunities.

Adjusting the marketing mix in the light of new marketing opportunities is covered in *BSBMKG502B Establish and adjust the marketing mix*.

Competency field *Business Development – Marketing*

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

1. Identify marketing opportunities

- 1.1 Analyse ***information on market and business needs*** to identify ***marketing*** opportunities
- 1.2 Research potential ***new markets*** and assess opportunities to enter, shape or influence the market in terms of likely ***contribution to the business***
- 1.3 Explore entrepreneurial, innovative approaches and creative ideas for their potential business application, and develop into potential marketing opportunities

2. **Investigate marketing opportunities**
 - 2.1 Identify and analyse opportunities in terms of their likely fit with organisational goals and capabilities
 - 2.2 *Evaluate* each opportunity to determine its impact on current business and customer base
 - 2.3 Use an assessment of *external factors*, costs, benefits, risks and opportunities to determine the financial viability of each marketing opportunity
 - 2.4 Determine probable return on investment and potential competitors
 - 2.5 Describe and rank marketing opportunities in terms of their viability and likely contribution to the business

3. **Evaluate required changes to current operations**
 - 3.1 Identify and document changes needed to current operations to take advantage of viable marketing opportunities
 - 3.2 Ensure organisational changes to service an increased or different customer base include provision for continued quality of service to existing customers
 - 3.3 Estimate *resource requirements* for changed operations
 - 3.4 Determine and communicate viability of making changes to current operations to *key stakeholders*
 - 3.5 Document newly identified marketing opportunities and required changes

Required skills and knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to identify and interpret market information, to write in a range of styles for different audiences and to document outcomes and requirements
- numeracy skills to calculate and evaluate financial information on new marketing options
- research and evaluation skills to gain information on and interpret market trends to identify marketing opportunities.

Required knowledge

- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
 - anti-discrimination legislation and the principles of equal opportunity, equity and diversity
 - ethical principles
 - marketing codes of practice and conduct such as the Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice; Free TV Australia Commercial Television Industry Code of Practice; and the Australian E-commerce Best Practice Model
 - privacy laws
 - Trade Practices Act
- organisational marketing plan, structure, products and services
- principles of marketing and the marketing mix
- statistical methods and techniques to evaluate marketing opportunities, including forecasting techniques.

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.

Information on market and business needs may include:

- comparative market information
- competitors' performance
- customer requirements
- legal and ethical requirements
- market share
- market trends and developments
- new and emerging markets
- profitability
- sales figures

Marketing may include:

- business-to-business marketing
- direct marketing
- ideas marketing
- marketing of goods
- public sector marketing
- services marketing
- telemarketing

New markets may include:

- e-commerce
- export markets
- segments of the market not currently penetrated

- Contribution to the business may include:
- effect on sales volume
 - growth
 - market share
 - profitability

- Evaluation** may include:
- investigation of:
 - knockout factors
 - present value analysis
 - return on investment
 - scored criteria
 - weighted criteria

- External factors may include:
- codes of practice
 - policies and guidelines
 - regulations
 - relevant legislation

- Resource requirements may include:
- additional staff
 - distribution costs
 - equipment
 - production costs
 - promotional costs
 - research and development
 - re-tooling
 - staff training

- Key stakeholders may include:
- Board of directors
 - finance staff
 - human resources staff
 - managers
 - marketing personnel
 - owners
 - production staff
 - supervisors

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- identifying and evaluating marketing opportunities to determine whether they will meet organisational objectives

- documenting how current business operations will need to be modified and what resources will be required to take advantage of newly identified and evaluated opportunities.

Context of and specific resources for assessment

Assessment must ensure:

- access to office equipment and resources
- access to organisational strategic and marketing plans.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- analysis of responses to case studies
- assessment of written reports on identified marketing opportunities and evaluation activities
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- observation of presentations on opportunity identification, evaluation and required resources to capitalise on new marketing opportunities
- oral or written questioning to assess knowledge and understanding
- review of authenticated documents from the workplace or training environment
- review of testimony from team members, colleagues, supervisors or managers.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- *BSBMKG502B Establish and adjust the marketing mix*
- international business units
- other marketing units.

BSBEBUS508A Build a virtual community

Unit Descriptor	This unit covers development of a virtual business community built around a common interest / area of business. Consider co-assessment with BSBEBUS507A Manage the business aspects of a website.
Employability Skills	This unit contains employability skills.
Competency Field	<i>e-business</i>

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where <i>bold italicised</i> 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.
1. Set up a virtual community	<p>1.1 Registration/membership requirements and <i>guidelines</i> for participating in the virtual community are determined in accordance with the website marketing strategy</p> <p>1.2 The virtual community website is developed and marketing strategies implemented to launch the site and the community</p> <p>1.3 Member organisations/individuals are recruited and authenticated in accordance with organisational requirements</p> <p>1.4 Members are supported to access services and contribute to the community by sharing expertise and business/market intelligence in accordance with accepted <i>net etiquette</i></p>
2. Develop and manage a virtual community	<p>2.1 Contributions to the virtual community are monitored and strategies adjusted to enhance cooperation and build the community in accordance with the website communication strategy</p> <p>2.2 The culture of the developing community is monitored and processes for dealing with contingencies are developed and implemented in accordance with level of responsibility and authority</p> <p>2.3 Customer satisfaction with the virtual community is evaluated and strategies to improve customer service are developed and implemented in accordance with organisational requirements</p>

2.4 Opportunities are identified to adjust policies and processes to respond to the changing needs of members and the organisation

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.

Legislation, codes and national standards relevant to the workplace may include:

- award and enterprise agreements
- national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice
- OECD International Guidelines for Consumer Protection in E-Commerce
- copyright laws
- defamation laws
- privacy legislation
- intellectual property, confidentiality requirements
- legal and regulatory policies affecting e-business

Virtual community refers to:

- a website where members / clients contribute and access information

Guidelines may include:

- legal, ethical and security issues
- pre-requisites for membership
- roles, rights and responsibilities of members
- open posting and viewing of free materials
- moderated postings
- roles, rights and responsibilities of moderator
- viewing restricted by log-on and/or password
- subscription conditions and fees

Net etiquette (netiquette) refers to:

- protocols for discussion groups
- accepted (not mandated) rules for being a good net citizen (netizen)
- remember you're dealing with real people not computers
- if you wouldn't do it in real life don't do it in cyberspace
- adjust to the style and tone of discussion groups
- respect other's time and bandwidth

- look good online (spelling, grammar, and something worth saying)
- share expert knowledge
- keep flames under control (flaming is making personal attacks on others)
- respect other people's privacy
- don't abuse your power
- be forgiving of other's mistakes
- from Virginia Shea (1994) Netiquette, Albion Books San Francisco pp 32 - 33

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.

Critical Aspects of Evidence

- Integrated demonstration of all elements of competency and their performance criteria
- Level of member satisfaction with the virtual community
- Evaluating and influencing the culture of the virtual community

Underpinning Knowledge*

* Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Internet / World Wide Web
- e-business environment
- e-business terminology
- Website business management
- Legal, ethical and security issues relating to websites
- Culture of e-business community versus traditional business community

Underpinning Skills

- Computer technology skills
- Literacy skills to interpret policies and procedures and provide information to others
- Numeracy skills for reviewing website data
- Communication skills for consultation with members
- Ability to relate to stakeholders from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 3	Level 3	Level 3	Level 3	Level 1	Level 3	Level 2

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to determine the focus and membership of the virtual community, and identify the technical support, communication process and financial commitment necessary to support the business community
- **Communicating ideas and information** – through the virtual community website to recruit members and to assist them to access services and to contribute to the community
- **Planning and organising activities** – to launch the virtual community, to respond to change and to deal with contingencies as they arise, especially in the area of website security
- **Working with teams and others** – to develop the virtual community, to gather feedback from website users and community members, to recommend changes and to encourage co-operation and contribution from members
- **Using mathematical ideas and techniques** – for data analysis of website users
- **Solving problems** – to improve services and contributions, to develop community membership and to resolve potential conflicts as they arise
- **Using technology** – to build a virtual community

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBMGT503A Prepare budgets and financial plans

Unit Descriptor This unit covers the preparation of financial plans and budgets by operational/non-financial managers, as required by their particular organisation.

This unit is related to *BSBMGT504A Manage budgets and financial plans*.

Employability Skills This unit contains employability skills.

Competency Field *Business Management Services*

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

- | | |
|--|---|
| <p>1. Analyse strategic and operational plans</p> | <p>1.1 <i>Strategic opportunities</i> are expressed in terms of tactical and operational objectives</p> <p>1.2 Tactical and operational objectives are converted into special projects or work programs</p> <p>1.3 Financial trends are analysed and interpreted in the context of the organisational strategic objectives</p> <p>1.4 Financial planning objectives, process timeframes and resources are clearly identified</p> |
| <p>2. Develop revenue, expenditure and capital investment proposals</p> | <p>2.1 Individuals and groups are given responsibility for the development of specific <i>budgets and plans</i></p> <p>2.2 Consultation occurs with all <i>relevant groups and individuals</i> throughout the organisation</p> <p>2.3 Proposals are developed taking account of past experience, present trends and future expectations</p> <p>2.4 Outcomes of proposals are clearly linked to organisational strategic objectives</p> <p>2.5 Realistic cost benefit and risk analyses/management plans are incorporated into all proposals</p> <p>2.6 Organisational <i>investment target rates</i> are met for <i>capital expenditure</i> proposals</p> |

- 2.7 Performance measures and tactics for monitoring and control processes are identified for each proposal/action
 - 2.8 Proposals comply with the organisation's ***values, policies, Code of Conduct, legal and ethical obligations***
 - 2.9 Proposals are developed within the agreed timeframes
 - 2.10 ***Supporting evidence*** is valid and sufficient to allow proper evaluation of the proposals
- 3. Build agreement for budgets and financial plans**
- 3.1 Negotiation is undertaken with relevant groups and individuals in ways that build commitment to the plans
 - 3.2 Links to the achievement of organisational strategic objectives are identified and agreed
 - 3.3 Outcomes are confirmed in terms of clear, concise objectives and timeframes
 - 3.4 Negotiations lead to a clear agreement of those matters to be incorporated into ***budgets and plans***
 - 3.5 ***Budgets and plans*** incorporate the outcomes of negotiations and meet organisation's approval processes
 - 3.6 ***Delegations, accountabilities and responsibilities*** are agreed and confirmed in writing
 - 3.7 Final ***budget and plans*** are clearly documented and a communication plan developed

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.

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

- Strategic opportunities*** may include:
- new product/service development
 - new models/revisions of products/services
 - expansion/contraction of operational activities
 - alliances/joint ventures
 - outsourcing/in-sourcing
- Budgets and plans*** may include:
- operation/production budgets
 - financial budgets
 - sales budgets
 - capital expenditure budgets
 - cash flow plans
- Relevant groups and individuals*** means:
- all personnel within the organisation affected by the budgets and financial plans being developed
- Investment target rates*** refers to:
- the minimum percentage rate of return required by the organisation for a capital investment project to proceed
- Capital expenditure*** means:
- those components of the budget which, for internal policy reasons, are considered to provide benefits over more than one financial period and are to be evaluated as capital expenditure projects
- Legal and ethical obligations*** means:
- compliance with all relevant statutes, regulations and audit requirements of the organisation, along with the organisation's policies and values
- Supporting evidence*** may include:
- cost/benefit analyses
 - risk management plans
 - market research results
 - net present value
 - interest rate of return
 - pay pack calculations
- Delegations*** means:
- the decision-making accountabilities relating to the person's position description and/or other written and verbal delegations

Accountabilities and responsibilities means:

- clarification of who is to be accountable for a decision or action prior to its execution, and identification of groups, individuals and activities for which a person is responsible for managing

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.

Critical Aspects of Evidence

- Each of the elements needs to be clearly evidenced, both in terms of outcome and process, but this can be achieved through a holistic project approach to assessment
- Evidence needs to determine that people not only have done and can do what is required, but that they understand why these activities need to be undertaken
- Evidence of preparation and negotiation of proposed with clear links to strategic and operational plans

OHS considerations may include:

- sufficient resources for OHS in strategic and operational plans
- proposals include OHS risk assessment and control
- proposals meet OHS legislative requirements and address organisational OHS objectives

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Financial planning within the organisation
- Budgeting
- Organisation's objectives and plans (strategic, tactical and operational)
- Consultative methods and processes
- Capital investment evaluation techniques
- Performance measurement

- Organisation roles in respect to financial delegations, accountabilities and responsibilities
- Standards for organisational record-keeping and audit requirements

Underpinning Skills

- Analytical skills to analyse and interpret relevant financial information
- Financial planning skills to develop formal estimates of reviews, costs, cash flows and logistic requirements
- Communication/consultation skills to ensure all relevant groups and individuals are advised of what is occurring and are provided with an opportunity for input
- Cost and benefit analysis skills to produce balanced arguments to support financial proposals
- Risk management skills to assess probability and consequences of any potential negative event
- Investment analysis skills to evaluate capital expenditure proposals (NPV, IROR, etc)
- Negotiation skills to negotiate agreement on budgets and financial plans with the relevant managers
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 3	Level 3	Level 3	Level 3	Level 2	Level 3	Level 2

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to support budget proposals
- **Communicating ideas and information** – to develop a communication plan for the budget
- **Planning and organising activities** – to develop budgets
- **Working with teams and others** – to ensure appropriate groups and individuals participate in the process
- **Using mathematical ideas and techniques** – to build the budget and other financial plans
- **Solving problems** – to successfully negotiate commitment to the plans
- **Using technology** – to assemble the plans and communicate them to users of the plans

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBMGT504A Manage budgets and financial plans

Unit Descriptor This unit covers all of the significant aspects of financial management for operational managers who are not financial specialists. It emphasises the preparation of users of budgets/financial plans through communication and training and consistent surveillance over budget performance, with early intervention where required.

Consider co-assessment with *BSBMGT503A Prepare budgets and financial plans*.

Employability Skills This unit contains employability skills.

Competency Field Business Management Services

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

- | | |
|---|---|
| <p>1. Communicate budget and financial plans</p> | <p>1.1 Budget/financial plan communication package reviewed by finance specialists</p> <p>1.2 Package is amended/revised where appropriate</p> <p>1.3 <i>Training activities</i> are undertaken with users of the budget and plans across the organisation</p> <p>1.4 All data and terms are defined and understood by the users of the plans</p> <p>1.5 Communication outcomes are tested to ensure clear understanding of objectives, processes and accountabilities</p> |
| <p>2. Monitor and control activities against plans</p> | <p>2.1 <i>Delegations and budget accountabilities</i> are confirmed in writing prior to budget period</p> <p>2.2 Funds are allocated in accordance with budget objectives and parameters</p> <p>2.3 Recording systems and documentation meet all <i>audit requirements</i> and legal obligations</p> <p>2.4 <i>Risk management</i> plans are implemented and contingency plans in place for all financial plans</p> <p>2.5 Performance is monitored and variances identified on a <i>real time</i> basis</p> <p>2.6 Variances are analysed in conjunction with relevant experts to determine cause and effect</p> <p>2.7 Remedial action is taken swiftly to minimise negative impact and maximise benefits</p> |

- 2.8 Budgets and plans are renegotiated/restructured where necessary to optimise organisational performance
- 3. Report outcomes of financial plans**
- 3.1 Records of financial performance are properly maintained within organisational systems
- 3.2 Financial performance is analysed and reported in a form and language appropriate to the audience
- 3.3 ***Non financial objectives*** are reported in the context of overall organisational performance
- 3.4 Strategies and plans are reviewed and updated to optimise organisational performance

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.

- Legislation, codes and national standards relevant to the workplace which may include:
- award and enterprise agreements and relevant industrial instruments
 - relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
 - relevant industry codes of practice

- Training activities*** may include:
- small group discussions
 - informal meetings
 - formal, structured competency standards/training
 - tele and video conferencing
 - e-learning

- Delegations and budget accountabilities*** may include:
- monitoring expenditure
 - authorising expenditure within limits
 - reporting on variances to budget/plan
 - taking remedial action within budget authority

- Audit requirements*** refer to:
- the internal standards required in the management of budgets and financial plans, approved by external/internal auditors

- Risk management*** means:
- the process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood of the negative event occurring and/or the consequences in the event it does occur
- Real time*** refers to:
- on-line, instantaneous monitoring of performance/activities
- Appropriate non financial objectives*** may include:
- environmental
 - OHS
 - quality
 - market share
 - customer service
 - security or any other key result area

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.

- Critical Aspects of Evidence**
- Evidence must cover all aspects of business operations in which financial management and decision-making occurs. Period activities relating to revenue expenditure and cash flow management, as well as capital expenditure proposals and capital budgeting, must be incorporated into the assessment
 - The role of the operational manager as a communicator and trainer in respect to the implementation of the budget needs, also must be integrated into the overall assessment, along with regular and quality reporting of budget performance
 - Evidence of analysis of budget performance and follow up action
- OHS considerations may include:**
- establishment and maintenance of OHS records
 - assessment of OHS performance in financial and non-financial terms

Underpinning Knowledge*

*At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Financial planning within the organisation
- Budgeting
- Organisation's objectives and plans (strategic, tactical and operational)
- Consultative methods and processes
- Capital investment evaluation techniques
- Performance measurement
- Organisation roles in respect to financial delegations, accountabilities and responsibilities
- Standards for organisational record-keeping and audit requirements

Underpinning Skills

- Financial planning skills to develop formal estimates of reviews, costs, cash flows and logistic requirements
- Communication and training skills to ensure team members and other managers understand the budget/financial planning objectives and processes
- Risk management skills to assess probability and consequences of any potential negative event
- Analysis skills to interpret positive and negative variances from budget/plan, determine the reasons therefore, and identify potential actions to remediate the situation
- Systems management skills to ensure financial performance records are collected, maintained and properly reported
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 3	Level 3	Level 3	Level 3	Level 2	Level 3	Level 2

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to monitor budget performance
- **Communicating ideas and information** – to ensure the budget and its impact on people is understood
- **Planning and organising activities** – to train users in the elements of the budget which affect them
- **Working with teams and others** – to review budget performance
- **Using mathematical ideas and techniques** – to measure budget performance, calculate variances and present outcomes
- **Solving problems** – to maintain operations within budget
- **Using technology** – to manage budget performance and develop performance reports

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBMGT506A Recruit, select and induct staff

Unit Descriptor This unit covers all aspects of selection and recruitment relevant to managers who are not specialists in the area. It ensures that managers engage in appropriate planning and that selection and induction leads to the recruitment and retention of high quality staff. This unit is almost essential for those who now have (or are likely to have) an involvement in or responsibility for recruiting, selecting and/or inducting staff.

Employability Skills This unit contains employability skills.

Competency Field *Business Management Services*

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

- | | |
|--|--|
| <p>1. Determine future people needs</p> | <p>1.1 Planning for future people requirements is consistent with strategic and operational plans</p> <p>1.2 Consultation occurs with all appropriate managers and sections</p> <p>1.3 <i>Position descriptions, person specifications</i> and criteria for selection are developed and approved</p> <p>1.4 <i>Position descriptions</i> and <i>person specifications</i> comply with all <i>organisational and legal requirements</i></p> |
| <p>2. Select appropriate people</p> | <p>2.1 Persons involved in assessment/selection process are appropriate for the position</p> <p>2.2 Candidates are assessed against <i>pre-agreed selection criteria</i></p> <p>2.3 Selection decisions are based on <i>performance based selection techniques</i> and direct evidence</p> <p>2.4 Candidates all receive feedback through the process</p> <p>2.5 Record-keeping complies with organisational and legal requirements</p> |
| <p>3. Confirm employment arrangements</p> | <p>3.1 Inform relevant people of the selection decision and prepare development plan based on selection process</p> |

- 3.2 **Conditions of employment** as approved for the position are agreed with the successful candidate
- 3.3 Induction arrangements are agreed with the candidate and other relevant managers
- 3.4 Induction is undertaken in accordance with the induction plan and a training plan developed

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.

- Legislation, codes and national standards relevant to the workplace which may include:
- award and enterprise agreements and relevant industrial instruments
 - relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
 - relevant industry codes of practice

- Position description*** refers to:
- a written statement of the duties, tasks and responsibilities for a particular job or position

- Person specification*** refers to:
- a written statement of the skills, knowledge, attitude, aptitudes and experience required for a particular job or position

- Organisational and legal requirements*** means:
- compliance with all relevant statutes, regulations and audit requirements of the organisation, along with the organisation's policies and values

- Pre-agreed selection criteria*** may include:
- educational qualifications
 - statutory qualifications/certificates
 - competencies required (including interpersonal skills)
 - potential for growth
 - essential experience
 - desirable experience
 - ability to work in the particular environment

Performance based selection techniques may include:

- in-basket
- case studies
- scenarios
- simulations
- actual performance
- skills/knowledge testing
- an assessment centre (with some or all of the above)

Conditions of employment may include:

- salary/wages
- penalty rates
- holidays and leave entitlements
- superannuation
- hours of work
- grievance procedures

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.

Critical Aspects of Evidence

- The evidence should clearly demonstrate that the required planning and preparatory processes have been undertaken
- It should also evidence actual interviewing and the use of performance based selection techniques
- Induction should be observed by the assessor to ensure the competence of the individual to follow an induction plan which is clearly established

OHS considerations may include:

- national, state/territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Consultation processes and methods
- Succession planning/HR planning
- Organisation policies and procedures

- Legal requirements
- Performance based selection techniques
- Organisational requirements for record-keeping and documentation
- Award agreements, contracts of employment (including conditions)

Underpinning Skills

- Communication/consultation skills to ensure all relevant groups and individuals are advised of what is occurring and are provided with an opportunity for input
- Developing position descriptors/person specifications for positions for which they are responsible
- Developing selection criteria
- Designing an appropriate competency based and performance based selection plan
- Induction/training skills to prepare direct reports for the safe and efficient performance of their job
- Interviewing skills to participate in selection interviews as required
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 3	Level 3	Level 3	Level 3	Level 1	Level 3	Level 2

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to prepare for the selection interviews/activities
- **Communicating ideas and information** – to ensure the candidates fit the organisation
- **Planning and organising activities** – to ensure the selection processes go smoothly
- **Working with teams and others** – to take advice from Human Resource specialists where appropriate
- **Using mathematical ideas and techniques** – to calculate weightings/score an interview
- **Solving problems** – to determine short-listing of suitable candidates
- **Using technology** – to help select candidates on a competence/performance based assessment

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBWRK509A Manage industrial relations

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to manage industrial relations matters within an organisation, with day to day involvement.</p> <p>It includes strategic planning and policy development for industrial relations as well as negotiation, conflict management and dispute resolution.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
Employability skills	<p>This unit contains employability skills.</p>
Application of the unit	<p>This unit applies to individuals with a well established, sound theoretical knowledge base in human resources management and industrial relations who are proficient in using a range of specialised technical and managerial techniques to plan, carry out and evaluate their own work and/or the work of a team.</p> <p>They may or may not have responsibility for supervising the work of others but are authorised to oversee industrial relations in the organisation. However they will have knowledge of current industrial relations trends and legislation.</p> <p>The unit addresses staff who have responsibility for working across the organisation to ensure that there is a policy infrastructure which ensures legislative compliance and clarifies issues. It also addresses the requirement for responding to industrial conflict and grievances.</p>
Competency field	<p><i>Workforce Development – Workplace Relations</i></p>
Element	Performance Criteria
<p>Elements describe the essential outcomes of a unit of competency.</p>	<p>Performance criteria describe the performance needed to demonstrate achievement of the element. Where <i>bold italicised</i> 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.</p>
<p>1. Develop industrial relations strategies/policies</p>	<p>1.1 Analyse strategic plans and operational plans to determine <i>long-term industrial relations objectives</i></p> <p>1.2 Analyse existing industrial relations performance in relation to strategic industrial relations objectives</p> <p>1.3 Evaluate options in terms of <i>cost benefit, risk analysis</i> and current legislative requirements</p>

- 1.4 Establish industrial relations strategies/policies within the management team
- 1.5 Identify the knowledge and skills needed by management and the workforce to effectively implement these strategies/policies
2. **Implement industrial relations strategies/policies and plans**
 - 2.1 Develop an *implementation plan* and contingency plan for the industrial relations strategies/policies
 - 2.2 Make arrangements for training and development in accordance with identified needs, to support the industrial relations plan
 - 2.3 Undertake *associated industrial relations activities* to agree to changes required by policies or implementation plan
 - 2.4 Ensure procedures for addressing grievances and conflict are properly documented
 - 2.5 Communicate key issues about procedures for addressing grievances and conflict
3. **Manage negotiations, conflict and disputes**
 - 3.1 Train individuals in *conflict management techniques/procedures*
 - 3.2 Identify and where possible alleviate or eliminate, sources of conflict or grievance in accordance with legal requirements
 - 3.3 Check documentation and other information sources to clarify issues in dispute
 - 3.4 Obtain expert or specialist advice and/or refer to precedents, if required
 - 3.5 Determine desired negotiation outcomes, negotiation strategy and negotiation timeframes
 - 3.6 Advocate the organisation's position in negotiation to obtain agreement
 - 3.7 Document and if necessary, *certify* the agreed outcomes with the relevant jurisdiction
 - 3.8 Implement agreements
 - 3.9 Take remedial action where groups or individuals fail to abide by agreements

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to advocate, consult, negotiate and mediate conflict
- innovation and problem-solving skills to manage sensitive and important issues
- planning and time management skills to meet critical deadlines, to sequence tasks, to prepare submissions and to present cases.

Required knowledge

- enterprise and workplace bargaining processes
- key entities in the Australian industrial relations system, including courts and tribunals, trade unions, employer bodies
- relevant industrial, occupational health and safety, equal opportunity and anti-discrimination legislation in both the Commonwealth and state jurisdictions.

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.

Long-term industrial relations objectives may relate to:

- effective management of grievances, conflict situations and dispute resolution procedures
- employee commitment
- employee satisfaction
- job design
- negotiation outcomes
- organisational culture
- relations with unions or other peak bodies
- restructuring
- salary, remuneration, benefits or bonuses
- workforce planning
- workplace reform

Cost benefit means:

- calculation to determine whether the results/outcomes of a particular course of action are sufficient to justify the costs and risks in taking that action

Risk analysis means:

- determination of the likelihood of a negative event preventing the organisation meeting its objectives and the likely consequences of such an event on organisational performance

Implementation plan may include:

- documented objectives, methodology and timeframe
- project plan

Associated industrial relations activities may include:

- clarification of terms and conditions of employment of those persons affected
- consultation with employee representatives including unions and elected staff representatives
- ensuring the legality of proposed strategies, policies and initiatives
- referring to employer representatives for advice and support

Conflict management techniques/procedures may include:

- controlling difficult situations using legal remedies
- dispute resolution procedures
- negotiating/bargaining

Certify refers to:

- Australian Workplace Agreements
- workplace collective agreements

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- demonstrated understanding of contemporary industrial issues and legislation
- documented strategies and procedures for dealing with grievances and disputes
- performance of negotiation/conflict resolution techniques
- knowledge of relevant legislation.

Context of and specific resources for assessment

Assessment must ensure:

- access to appropriate documentation and resources normally used in the workplace.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- analysis of responses to case studies and scenarios
- assessment of written reports on industrial issues

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- observation of demonstrated techniques in negotiation and case presentation
- observation of presentations
- oral or written questioning to assess knowledge of industrial relations legislation
- review of documentation outlining long-term industrial relations objectives
- review of implementation plan and contingency plan
- evaluation of documentation communicating key issues about procedures for addressing grievances and conflict.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- other units from the Diploma of Human Resource Management.

BSBRKG502B Manage and monitor business or records systems

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to set the operational frameworks for the creation, capture and use of records and to monitor and review these frameworks and activities within a business or records system of a specific business domain.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
Employability skills	This unit contains employability skills.
Application of the unit	<p>This unit applies to individuals who are required to demonstrate understanding of a broad knowledge base, incorporating theoretical concepts with substantial depth in some areas. The application is in relation to managing and monitoring business and records systems or work carried out in specialist recordkeeping environments, such as archives.</p> <p>While these people will work closely with other staff members throughout an organisation, they may also have a degree of individual responsibility and autonomy.</p>
Competency field	<i>Knowledge Management – Recordkeeping</i>

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where <i>bold italicised</i> 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.
1. Determine requirements or modifications	<p>1.1 Identify and <i>document</i> core business, supporting activities, <i>resources, business and social context</i>, using observation and <i>consultation</i></p> <p>1.2 Determine security and access requirements for business or records system content from analysis of organisation's activities</p> <p>1.3 Analyse organisational reporting and accountability requirements in the context of the business documentation</p> <p>1.4 Identify <i>organisational functions and activities</i> for which records must be kept, from analysis of business and context documentation</p> <p>1.5 Determine nature, detail, and format of records (content and <i>metadata</i>) for each organisational function from analysis of the business and its context</p>

2. **Devise an appropriate recordkeeping system**
 - 2.1 Determine metadata needed to manage records (store, locate and retrieve) in a business or records system
 - 2.2 Select scale, and number of ***business or records systems*** appropriate to scale and nature of business operations
 - 2.3 Select technological requirements of business or records systems appropriate to scale and nature of business operations
 - 2.4 Select cost structure for business or records systems appropriate to scale, nature, and organisational cash flow requirements
 - 2.5 Ensure maintenance, disposal and updating requirements of business or records system conform to scale, nature, and culture of the organisation
 - 2.6 Select business or records system suited to the projected growth of the organisation

3. **Develop an implementation plan**
 - 3.1 Identify and document recordkeeping responsibilities of individual personnel or organisational units
 - 3.2 Develop ***measurable performance indicators*** for recordkeeping activities
 - 3.3 Develop ***procedures and guidelines*** for capturing and controlling records
 - 3.4 Communicate an implementation plan to users of the system and other relevant organisational staff

4. **Monitor and review business or records system**
 - 4.1 ***Monitor*** and notify staff in accordance with approved timeframes, frequency, and ***organisational policies and guidelines*** where applicable
 - 4.2 Record details of ***variation*** from business or records system's rules, standards and procedures that exceed agreed limits
 - 4.3 Provide required ***reports*** to ***appropriate authority*** relating to use and maintenance of records
 - 4.4 Designate responsibilities to staff for record creation and capture activities in accordance with organisational policies

- 5. Identify and respond to problems and changes**
- 5.1 Identify any *problems and changes* that require a *systemic response* using the monitoring reports and external events
 - 5.2 Make recommendations for *revisions* to systems, procedures, and strategic plans in response to identified variations, changes and problems
 - 5.3 Devise amendments to systems and implementation or other plans where required
 - 5.4 Prepare recommendations for system amendments, planning and implementation
 - 5.5 Authorise or gain authorisation, for procedures for using the business or records systems, and for any subsequent alterations and amendments to the procedures

Required skills and knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to explain and clarify procedures, and to interview users to identify their records or information needs
- literacy skills to read and interpret nature of record content, functions and problems
- negotiation skills to achieve suitable results for the organisation's recordkeeping practices
- problem-solving and analysis skills to interpret and apply recordkeeping principles and practices
- research skills to investigate changes and innovation in design and operation of business or records system
- self management skills to accurately record metadata.

Required knowledge

- construction and use of language in the organisation in relation to recordkeeping (past and present)
- key provisions of relevant legislation from all forms of government, regulations, standards and documentation that may affect aspects of business operations, such as:
 - AS 5044.1:2002 AGLS Metadata element set
 - AS 5090:2003 Work process analysis for recordkeeping
 - AS ISO 15489:2004 Records management
 - AS ISO 23081.1:2006 Information and documentation – Records management processes – Metadata for records – Principles
 - Australian Stock Exchange (ASX) Principles of Good Corporate Governance
 - ethical principles
 - codes of practice
 - privacy and freedom of information
 - archives and records legislation
 - occupational health and safety
- general principles and processes of records management and records management systems, such as:
 - systems of control
 - records continuum theory
 - mandate and ownership of business process
- organisational business functions, structure and culture
- organisational policies, strategies and procedures, particularly those relating to records access and security.

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.

Documenting core business may involve identifying:

- diagrammatic representations
- formal documents
- hand written documents
- informal communications
- online instructions or computer-based format instructions that can be updated
- paper-based manuals
- other texts

Resources may include:

- human resources and their availability
- location of resources currently in operation
- physical resources

- technological resources
 - those available for purchase or development
- Business and social context may include:
- clients or customers and their expectation
 - codes of ethics and codes of professional conduct specific to industry sector
 - industry sector characteristics and reporting requirements of that sector
 - internal and external accountability requirements
 - internal and external stakeholders whose interests must be taken into account
 - other relevant legislation and regulations, including those covering:
 - business activity reporting
 - business and income (PAYE) taxation
 - corporation law reporting requirements
 - environmental protection and waste management
 - goods and services tax collection
 - industrial relations
 - occupational health and safety
 - privacy protection
 - statutory access rights and freedom of information
 - superannuation
 - internal and external stakeholders whose interests must be taken into account
 - social and ethical standards the community expects the organisation to meet
- Consultation** may include organisation's:
- head office
 - local management
 - principals
 - staff
- Metadata** are those records which are maintained about the records themselves and may include:
- activity classification terms
 - date, time, and location of record creation or registration into the system
 - identity of record creator
 - indexing and descriptive terms
 - record format
 - security and access information
 - unique identifiers for each record

Business or records systems
may include:

- archival control systems
- business systems
- cash register-based systems
- characteristics relating to:
 - aggregations
 - context
 - entities
 - metadata
- current business or records systems
- electronic records and document management system (ERDMS)
- informal
- paper-based accumulation and card systems
- PC-based accounting systems, employee and tax records systems
- proprietary recordkeeping package
- storage facilities systems

Measurable performance indicators may be developed:

- from a strategic plan
- in consultation with those who will undertake the specific tasks

Measurable performance indicators may include:

- disposal (percentage of records, unsentenced records, those overdue for disposal action and functions or records not covered by disposal schedules)
- parameters for tracking of records
- retrieval and access (security and access rules, response to request time limits, service levels for requests)
- records creation and capture performance

Procedures and guidelines
may include:

- acceptable range of variation for compliance
- system requirements

Monitoring may relate to:

- broad accumulation and growth monitoring
- checking spelling, spacing and numbering
- continuing relevance of classification
- disposal schedule applicability
- examining titling and indexing at item level
- new records specifications
- number of systems
- observation of localised rules and continuing relevance of classification

Organisational policies and guidelines may include:

- records creation and capture performance targets
- single records management system
- actions in relation to freedom of information legislation
- actions or accumulations of records above or below anticipated levels
- audit trail or log of users and activity in systems
- changes in use of classification and indexing terms
- access rules
- disposal procedures
- procedures in relation to disparity, sentencing difficulties or gaps in retention and disposal schedule coverage
- procedures in relation to disputes arising from any matters, particularly access questions
- failures in tracking or increases in lost items
- input of metadata requirements
- legal precedents requiring changes to systems
- privacy requirements
- quality of recordkeeping about records
- records of authorisation of destruction
- procedures in relation to reliability of optical character recognition techniques
- retention of records in relation to a schedule
- scanned images
- security requirements
- specified access restrictions, in the public sector
- storage standards and maintenance schedules

Variations may include:

- increases or decreases in the use of particular technologies
- variations from the business or records system's performance or capacity
- variations within the agreed limit which are inconsistent

Reports may include:

- compliance
- maintenance
- record capture
- record creation
- records use

Appropriate authority may include:

- audit committee
- board of directors
- committee of management
- business owner
- chief executive officer
- delegated individual
- external public authority
- nominated senior management representative
- recordkeeping professionals
- senior management team

Problems and changes may include:

- case-law precedents
- changes in administrative changes to functions and activities
- changes of government
- changes to organisational structures
- closures and bankruptcy
- legislative or other regulatory changes
- outsourcing and privatisation
- takeovers, amalgamations or relocation
- technological change and implementation

Systemic responses may include:

- amendment/s to the classification system
- bulk movement of records to control
- migration of systems
- new classification and controlled language
- new disposal classes or retention periods
- new legal liabilities and other risks identified requiring changes to records specifications
- new organisational or business unit functions

Revisions may be made to:

- access rules and procedures
- classification and indexing schemes
- disposal schedules
- records specifications
- storage projections and requirements

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- translating organisational needs into a business or records system
- developing business or records system specifications and performance indicators to monitor and address system effectiveness
- knowledge of relevant organisational policies, strategies and procedures.

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment and resources
- access to examples of records, recordkeeping systems and policies
- access to workplace reference materials such as procedural manuals and company policies.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- analysis of responses to case studies and scenarios
- demonstration of techniques
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- review of reports provided to appropriate authority relating to use and maintenance of records
- oral or written questioning to assess knowledge of principles and processes of recordkeeping systems.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- administration units
- other knowledge management units.

BSBWOR502A Ensure team effectiveness

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to facilitate all aspects of teamwork within the organisation. It involves taking a leadership role in the development of team plans, leading and facilitating teamwork and actively engaging with the management of the organisation.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
Employability skills	This unit contains employability skills.
Application of the competency	<p>This unit applies to managers and addresses the need for managers to facilitate work teams and to build a positive culture within work teams. The unit takes a systematic and planned approach to developing teams. It includes the soft skills as well as more structured approaches to the management of teams.</p> <p>At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.</p>
Competency field	<i>Management and Leadership – Management</i>
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where <i>bold italicised</i> 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.
1. Establish team performance plan	<p>1.1 Consult team members to establish a common understanding of team purpose, roles, responsibilities and accountabilities in accordance with organisational goals, plans and objectives</p> <p>1.2 Develop performance plans to establish expected outcomes, outputs, key performance indicators and goals for work team</p> <p>1.3 Support team members in meeting expected performance outcomes</p>

2. **Develop and facilitate team cohesion**
 - 2.1 Develop *strategies* to ensure team members have input into planning, decision making and operational aspects of work team
 - 2.2 Develop *policies and procedures* to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities
 - 2.3 Provide feedback to team members to encourage, value and reward individual and team efforts and contributions
 - 2.4 Develop *processes* to ensure that issues, concerns and problems identified by team members are recognised and addressed

3. **Facilitate teamwork**
 - 3.1 Encourage team members and individuals to participate in and to take responsibility for team activities, including communication processes
 - 3.2 Support the team in identifying and resolving work performance problems
 - 3.3 Ensure own contribution to work team serves as a role model for others and enhances the organisation's image for all *stakeholders*

4. **Liaise with stakeholders**
 - 4.1 Establish and maintain open communication processes with all stakeholders
 - 4.2 Communicate information from line manager/management to the team
 - 4.3 Communicate unresolved issues, concerns and problems raised by team members and follow-up with *line manager/management* and other relevant stakeholders
 - 4.4 Evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- training skills to mentor and coach team members
- communication skills to explain team goals, to address team conflict and to build an environment of trust
- planning and organisational skills to keep team on track and focussed on work outcomes.

Required knowledge

- group behaviour
- models for conflict resolution.

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.

- Consultation*** may refer to:
- conducting meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual performance plans
 - mechanisms used to provide feedback to the work team in relation to outcomes of consultation
- Accountabilities*** may refer to:
- responsibilities as defined in position descriptions, codes of conduct/behaviour, duty statements or similar
 - statement of conduct outlining responsibilities/actions/performance
- Performance plans*** may refer to:
- individual performance plans linked to team goals
 - team plans based on work assignments and responsibilities
- Outcomes, outputs, key performance indicators*** may refer to agreed:
- changes in work roles and responsibilities
 - improved individual and team, performance and participation
 - improvements to systems, operations
 - measures for monitoring and evaluating the efficiency or effectiveness of systems or services
 - quality standards and expectations
 - targets for productivity improvements such as reduced downtime, higher production levels, decreases in absenteeism
 - targets for training and development

Strategies may refer to:

- clarification of roles and expectations
- electronic communication devices and processes, such as intranet and email communication systems, to facilitate input
- long-term or short-term plans factoring in opportunities for team input
- mentoring and 'buddy' systems to support team members in providing input
- newsletters and briefings
- training and development activities

Policies and procedures may refer to:

- organisational guidelines and systems that govern operational functions
- procedures that detail the activities that must be carried out for the completion of actions and tasks
- Standard Operating Procedures

Processes may refer to:

- brainstorming options with the team for addressing concerns
- creating a matrix of issues and concerns and distributing for comment
- discussions with individuals regarding their concerns
- distributing drafts for comment with a range of options for resolution of concerns
- training and development sessions

Stakeholders may include:

- Board members
- business or government contacts
- funding bodies
- union/employee groups and representatives
- work team

Line manager/management may refer to:

- chief executive officer
- direct superior
- other management representatives

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- range of techniques that can be used to build work teams, strengthen communications in the team and resolve conflict
- methods for engaging with stakeholders and obtaining advice from outside the work team, to ensure team is focussed and on track
- knowledge of group behaviour.

Context of and specific resources for assessment

Assessment must ensure:

- access to appropriate documentation and resources normally used in the workplace.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- analysis of responses to case studies and scenarios
- assessment of written reports
- demonstration of team building techniques
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- observation of performance in role plays
- review of performance plans developed for work team
- review of policies and procedures developed to ensure team members take responsibility for own work.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- other units from the Diploma of Management.

BSBFLM514A Manage people

Unit Descriptor	This unit specifies the outcomes required to manage and lead team members within an organisation. This includes determining work allocations; implementing performance management processes; addressing issues related to own personal leadership style and performance within the work team; demonstrating leadership; building commitment within the team; and analysing, reviewing and evaluating the effectiveness of human resource management processes in line with the objectives of the work team and the organisation.
Employability Skills	This unit contains employability skills.
Competency Field	<i>Business management services</i>
Domain	<i>Frontline management</i>
Application of the Competency	<p>Frontline managers have a key role in managing and leading individuals within work teams. They play a prominent part in managing the performance of people who report to them directly and in providing leadership to teams.</p> <p>At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgment, using a range of problem solving and decision making strategies.</p>

Element	Performance Criteria
Elements define the critical outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. <i>Italicised</i> terms are elaborated in the Range Statement.
1. Manage performance of individuals in teams	<p>1.1 <i>Performance management systems/plans</i> are developed and/or implemented in consultation with <i>relevant personnel</i> in accordance with documented processes, timelines and legal requirements, particularly OHS regulations</p> <p>1.2 Work and resources required by the operational plan are allocated in consultation with relevant personnel</p> <p>1.3 Strategies including <i>mentoring and coaching</i> are developed to ensure that team members are actively encouraged and supported in assessing their own competence, identifying their own <i>learning needs</i> and identifying a range of <i>learning opportunities</i></p>

- 2. Address performance related issues**
- 2.1 Systems are established to ensure that the efforts of team members are monitored and that formal and informal feedback is provided in a constructive manner
 - 2.2 Performance above expectations is identified and reinforced through recognition and continuous feedback
 - 2.3 Performance below expectations is identified and **a development plan** for improved performance is negotiated, agreed on and documented in accordance with organisational and legal requirements
 - 2.4 **Action plans for improving performance** are established, monitored, documented and reported in accordance with organisational and legal requirements
- 3. Address issues and problems of individuals in teams**
- 3.1 Potential and current **issues and problems** arising within the work team are identified and **acted on** in accordance with **organisation policies and legal requirements** and, as appropriate, in consultation with **concerned parties**
 - 3.2 Advice, support and expertise is sought from **specialised human resource services** as required, to resolve issues and problems
 - 3.3 Issues and problems that impact on individual team members are followed through and resolved with concerned individuals/parties
- 4. Build support and commitment within the work team**
- 4.1 Management performance and behaviour meets the organisation's requirements, provides leadership and serves as a positive role model for others
 - 4.2 Personal performance supports organisation policies, codes of conduct and values and contributes to the development of an organisation which has integrity and credibility
 - 4.3 Own performance is monitored and adjusted to ensure it aligns with key performance indicators and organisational goals
 - 4.4 Team members are treated in a fair and equal manner and individual differences and abilities are identified and accommodated
 - 4.5 Effective communication channels and processes with management and between **relevant stakeholders** are developed and maintained

1. Review and evaluate management of individuals within the work team

- 5.1 **Data and information** on the effectiveness of performance management systems/plans for individuals within the work team are collected, analysed, reported and evaluated to aid future planning
- 5.2 Advice and recommendations for performance management systems/plans for individuals within the work team are provided to management
- 5.3 Improvements and changes agreed with individual team members are implemented and monitored in line with objectives of the work team and the organisation

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.

Legislation, codes and national standards relevant to the workplace may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

OHS considerations may include:

- knowledge of OHS legislation, principles and practice within the context of the organisation's operations and plans
- OHS practice as an ethical standard and legislative requirement
- training of all employees in health and safety procedures
- regular updating and review of the organisation's OHS systems, procedures and records
- organisation's responsibilities to internal and external personnel
- adjustment of communications and OHS approach to cater for social and cultural diversity and special needs

Performance management systems/plans may refer to:

- documented systems for managing performance within the organisation – usually incorporating performance plans for individuals directly relating to team and organisation objectives
- informal systems developed by frontline manager for individuals and/or the work team in the place of existing organisation-wide system

Relevant personnel may include:

- management
- team members
- human resources manager and personnel
- fellow frontline managers
- union/employee representatives or groups

Mentoring and coaching may include:

- team leaders, supervisors and leading hands
- arrangements with training personnel
- arrangements with skilled personnel outside the work team

Learning needs may include:

- gaps between the competencies held by the employee and the skills and knowledge required to effectively undertake workplace tasks
- developmental learning, for example the learning required to progress through an organisation and take on new tasks and roles

Learning opportunities may include:

- learning activities outside the workplace such as:
 - training through an RTO leading to a nationally recognised Australian Qualifications Framework (AQF) qualification or Statement of Attainment, for example through a traineeship or New Apprenticeship
 - accredited training through an independent organisation such as a State OHS authority
 - workshops
 - short courses
- workplace learning activities which may also lead to a recognised credential or be part of structured training such as:
 - induction
 - mentoring
 - action learning
 - coaching

- shadowing
- exchange/rotation

A development plan may include:

- work allocation
- team competencies
- team roles and responsibilities
- performance standards
- work outputs and process
- learning opportunities
- Key Performance Indicators (KPIs)
- codes of conduct
- OHS requirements
- negotiated agreement with individual
- capacity for inserting ongoing evaluation, review and input such as:
- individual assessment of progress towards the KPIs
- comments from manager, and team members as appropriate
- review of the individual's workload
- referral to specialist support services available either within the organisation or externally through the organisation
- progress towards identified learning opportunities
- warnings and reporting of poor performance to management in accordance with organisational policies and procedures
- timelines for performance improvement including probationary period

Action plans for improving performance may include:

- plans that specify:
 - areas requiring improved performance
 - specific actions expected of the employee
 - level of improvement required
 - timing of expected improvement
 - support provided

Issues and problems may include:

- perceived or actual issues and problems relating to:
 - work roles, job design and allocation of duties
 - work performance of self and others
 - stress or personal problems that may be referred to specialist human resources personnel or external service providers

- injury rehabilitation
- prejudice or racial vilification
- bullying
- dispute between individuals or parties
- grievances
- appeals against formal decisions such as assessments, promotion
- discrimination and harassment

Acted on (in relation to organisation policies and legal requirements) may include but is not limited to:

- bringing parties together to seek clarification of the issue and plan for action to resolve it
- formal or informal processes including discussions and meetings to resolve the issue
- involving a mediator
- referral to specialist human resources support services/personnel
- making 'reasonable adjustments' to work procedures and facilities where required, for example in the case of a person with a disability
- referral to more senior management
- coaching
- counselling
- disciplinary procedures

Organisation policies and legal requirements may include, but are not limited to:

- workplace policies and procedures such as those covering:
 - grievances
 - complaints
 - appeals
 - Equal Employment Opportunity
 - sexual/workplace harassment
 - privacy
 - workplace standards
- legislation such as anti-discrimination legislation, OHS, WorkCover
- mission, vision and values statements or similar

Concerned parties may include:

- individuals, other employees outside team, employee groups and management

Specialised human resource services may include:

- management
- human resources specialists
- organisational resources outside immediate team
- rehabilitation coordinator
- OHS practitioners
- external service providers
- employee assistance program providers
- counsellors
- ministers of religion
- medical practitioners
- paraprofessional health related services

Relevant stakeholders may be:

- within the work team
- the organisation's clients/customers
- Board members
- business or government contacts
- funding bodies
- professional associations
- unions/employee groups

Data and information may include:

- employee turnover figures
- employee satisfaction surveys or 'climate' surveys
- records of performance management system implementation across work team
- records of participation in learning opportunities
- productivity data
- human resource records, such as absenteeism and lateness
- benchmarking exercises against relevant data for other work teams or other organisation
- industry standards

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 Requirements

A person who demonstrates competence in this unit must be able to provide evidence that they have taken responsibility for managing team members directly reporting to them. This will include evidence of managing issues arising within the work team; managing different levels of performance; and providing advice and input into decisions taken by management in relation to human resources within the team. More specifically it requires evidence of determining work allocations; implementing performance management processes; addressing issues related to own personal leadership style and performance within work teams; and analysing, reviewing and evaluating the effectiveness of human resource management processes.

Specific Evidence Requirements

Required knowledge and understanding includes:

- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- organisational policies and procedures related to human resources
- relevant awards and certified agreements
- legislation impacting on people management such as equal opportunity, OHS, industrial relations, anti-discrimination and unfair dismissal
- key result areas of the team and the organisation
- range of support services and expertise available within and through the organisation
- requirements of the operational plan
- the principles and techniques involved in:
 - performance management system
 - problem identification and resolution
 - record keeping and management
 - leadership and mentoring
 - learning and development options or expertise to be able to refer team members to such expertise
 - identifying the cultural and social environment
 - developing trust and confidence
 - consistent behaviour in work relationships

- consultation and communication techniques and strategies:
 - counselling
 - identifying and assessing interpersonal styles
 - conflict resolution
 - strategies to obtain and address individual and team feedback
 - developing networks to source specialist advice, support and expertise
 - managing relationships with all stakeholders
- processes for monitoring team and own performance
- strategies that contribute to the elimination of discrimination/bias

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communication and negotiation
- leadership and personnel management
- planning and organising skills
- problem solving skills
- monitoring and review skills
- training skills
- counselling skills, including providing feedback
- attributes:
 - empathic
 - assertive
 - communicative
 - show positive leadership
 - self-aware
 - supportive
 - trusting
 - open
 - flexible
 - accommodating
 - initiating
 - loyal
 - recognising achievement
 - fair
 - adaptable

Products that could be used as evidence include:

- documentation produced in managing people within the work team, such as:
 - rosters and staff allocation
 - timesheets
 - learning and development plans for team members
 - materials developed for coaching, mentoring and training
 - induction programs developed and/or delivered
 - actions taken to address poor, unsafe or excellent performance
 - actions taken to address issues and problems within work team
 - reviews of people management
 - advice and input into management decisions related to the work team
 - records of people management lessons learned

Processes that could be used as evidence include:

- how resource allocation has been managed
- how work was allocated within work team, and rationale for allocations
- how financial plans and budgets were formulated
- how the operational plan was managed
- how team members were guided and supported in performing their role, including induction process for new team members
- how individual learning and development pathways were developed
- how performance management system was implemented within work team
- how problems and issues within the work team have been addressed
- how input and advice was provided to management in relation to human resource management of the work team
- how own people management processes were reviewed and evaluated, and improvements identified, reported and acted upon

Resource implications for assessment include:

- access by the learner and trainer to appropriate documentation and resources normally used in the workplace

Validity and sufficiency of evidence requires:

- that this unit can be assessed in the workplace or in a closely simulated work environment
- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- that examples of actions taken by the candidate to manage people across the work team are provided

Integrated competency assessment:

- that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate's management role in work team and as part of an integrated assessment activity

CHCCAR501A Provide careers guidance

Unit Descriptor This unit describes the competencies required to work with clients to assist them to identify their career interests and options and to assist them to make decisions to match informed career decisions.

Employability Skills This unit contains employability skills.

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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.

1. Initiate exploratory activities with the client

- 1.1 Client interview arrangements are put in place to facilitate interactive sessions and to establish rapport with the client
- 1.2 Client is greeted and areas of interest are established
- 1.3 The role of the careers guidance worker and client expectations of the client of the organisation are clarified
- 1.4 Rights and responsibilities of client are explained
- 1.5 Client's expectations and needs are clarified to ensure their issues and motivations are suited to careers guidance situation
- 1.6 Client information is collected and documented in accordance with organisational procedures
- 1.7 Appropriate questioning techniques and reflective listening is applied to identify needs and interests of the client
- 1.8 A range of appropriate careers exploratory activities are used to assist clients to focus their career search activities.
- 1.9 Apply current knowledge of labour market and career information is applied to client interview
- 1.10 Processes are implemented to maintain client confidentiality in accordance with organisational policies and procedures

- 2. Facilitate client identification of careers interests and needs**
- 2.1 Appropriate career exploration activities and career assessment instruments are provided for self administration by the client according to the scope of the work role and organisational requirements
 - 2.2 Modifications of the self assessment instrument is made as required to match client needs and cultural variations
 - 2.3 Appropriate guidance, support and monitoring is provided to ensure self administration of career assessment instruments can proceed
 - 2.4 Follow up interviews with the client are conducted to confirm outcomes of self assessment and assist clients to explore options that match to their self assessment outcomes
 - 2.5 Client is assisted to identify areas where they want to take action
- 3. Assist client to develop a strategy to address their needs and interests**
- 3.1 Client is assisted to prioritise areas for further investigation
 - 3.2 Client is provided with information about how their self assessment relates to job profiles, educational and training pathway requirements and employment opportunities
 - 3.3 Client is assisted to identify workable strategies to address their priority interest areas
 - 3.4 Client is assisted to develop their own action plans to address their preferences and needs
 - 3.5 Areas are identified where clients may require referral to specialists agencies or other professionals
 - 3.6 The range of support services able to be provided to the client by the organisation and other organisation are identified
 - 3.7 An ongoing plan is developed and implemented with the client defining any additional support required
 - 3.8 Processes are implemented to evaluate the effectiveness of services and support provided to the client

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.

- | | |
|--|--|
| <i>Career exploration activities include:</i> | <ul style="list-style-type: none"> • Discussion and simple inventories on interests, values, skills and motivation |
| <i>Client interview arrangements include:</i> | <ul style="list-style-type: none"> • Arranging seating • Access to computers • Ready access to career information • Establishing time frames for the session • Establishing roles and responsibilities |
| <i>Response to requests for information will take into consideration the client's:</i> | <ul style="list-style-type: none"> • Language and literacy level • Cultural factors • Previous contact • Disabilities |
| <i>Appropriate career assessment instruments may be:</i> | <ul style="list-style-type: none"> • Paper based and computer generated |
| <i>Modifications of the self assessment instrument may be:</i> | <ul style="list-style-type: none"> • Translations • Explaining terminology • Removing culturally biased information • Contextualization to local conditions |
| <i>Careers Information includes:</i> | <ul style="list-style-type: none"> • National job information and data • Local employment information • Information on employment conditions • Information on training requirements |
| <i>Information on the service and other relevant services may be delivered in the form of:</i> | <ul style="list-style-type: none"> • Informal discussion • Published material, newsletters/circulars, leaflets/brochures • Correspondence/written reports • Audio-visual • Posters/graphic representation |

Information may be given about the following types of services:

- Government and non government services e.g., education/training, employment, social/recreation, counselling, financial, self help, advocacy, transport
- People with relevant special qualities, knowledge and/or expertise
- Government allowances, pensions and benefits
- Cross cultural services

Appropriate services may include:

- Centrelink
- Support agencies for mental health, domestic violence, AOD issues etc.
- Accommodation agencies including emergency housing agencies
- Local community support networks
- Financial assistance agencies
- Emergency relief agencies
- Dispute Resolution Services
- Recruitment services

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.

Critical aspects of assessment:

- Applying a knowledge of career guidance theory and practice
- Applying a current knowledge of the world of work
- Collecting relevant financial information to determine client's needs and interests
- Providing accurate and relevant information particularly in respect to careers matters
- Assessing the need of the client to be referred to other services

Essential knowledge:

- Accepted methods for defining jobs
- Theoretical foundations and framework that underpin careers guidance activities
- Factors influencing individual decision making
- Current labour market trends
- Occupational groups, clusters and networks
- Pathways to occupational areas
- Law and policy that impacts on employment

- Good working knowledge of local employment options and support networks available
- Role and responsibilities of self and other staff in the organisation
- Clients rights and responsibilities in the organisation
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds
- Knowledge of education and training options and pathways

Essential skills:

- Research to maintain currency of information
- High level computer skills
- Non-judgemental approach to working with people
- Cultural sensitivity
- Verbal and non verbal communication
- Referral
- Problem solving and analytical skills

Resource implications:

- Access to appropriate workplace where assessment can take place; or
- Simulation of realistic workplace setting for assessment

Co assessment of units

This unit should be assessed in conjunction with:

- *CHCCOM3B Utilise specialist communication skills to build strong relationships*
- *CHCES401A Analyse and apply labour market information*

Consistency in performance:

- Assessment should be gathered on one or more occasions but must reflect the normal range of client situations encountered in the workplace

Context of assessment:

- This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions

PSPGOV504B Undertake research and analysis

Unit Descriptor

This unit covers research and analysis to develop advice and recommendations. It includes identifying and undertaking research, analysing information and applying the results of analysis, maintaining information systems, and compiling reports from information

In practice, undertaking research and analysis may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, providing client service, developing policy, preparing for community engagement, initiating projects, developing procedures for service delivery, undertaking scientific research, detecting fraud, identifying contaminated sites, assessing security risks, undertaking court listing activities, determining liability, etc.

This is one of 5 units of competency in the *Working in Government* and *Management* Key Areas that deal with information/knowledge management. Related units are:

PSPGOV206B Handle workplace information

PSPGOV307B Organise workplace information

PSPGOV406B Gather and analyse information

PSPMNGT614A Facilitate knowledge management

This unit replaces and is equivalent to *PSPGOV504A Coordinate research and analysis*.

Employability Skills

This unit contains employability skills.

Key Area

Working in Government

Element

Elements describe the essential outcomes of a unit of competency.

1 Identify and undertake research

Performance Criteria

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.

- 1.1 Information needs are defined based on work objectives and client and organisation requirements
- 1.2 Potential ***sources of information*** and the ***format*** in which they are presented are evaluated and selected in line with the purpose and audience for the research
- 1.3 ***Strategies*** are developed to acquire required information in accordance with ***legislation, policy and procedures***

- | | | |
|----------|-----|--|
| | 1.4 | Information is researched in a timely and thorough way and within resource allocation |
| | 1.5 | Quantity, quality and relevance of initial search results are assessed and gaps filled using the same or adjusted research strategies |
| | 1.6 | The methods and outcomes of research, and the criteria used to make information decisions and choices are clearly communicated |
| 2 | | Analyse information and apply the results of analysis |
| | 2.1 | Information from various sources is examined, compared and evaluated for <i>content</i> , structure and logic |
| | 2.2 | Analytical techniques and processes are selected in line with defined objectives |
| | 2.3 | Information is collated, consolidated and <i>analysed</i> and outcomes are advised to senior staff in accordance with organisational policy and procedures |
| | 2.4 | Facts, issues, patterns, interrelationships and trends are identified through analysis in accordance with research aims |
| | 2.5 | Agreed project timelines are met, and the defined standards of the organisation are met for all work |
| 3 | | Maintain information systems |
| | 3.1 | <i>Information systems</i> are maintained, validated and reconciled so that data and system integrity are assured |
| | 3.2 | A range of standard and complex information systems and applications is maintained in accordance with organisation standards |
| | 3.3 | Information systems are reviewed and updated as necessary |
| 4 | | Compile reports from information systems |
| | 4.1 | The findings from analysing information are used to meet <i>client/organisational needs</i> and organisation standards |
| | 4.2 | Content of reports is determined and organised in a manner that supports the purposes and format of the organisation and audience |
| | 4.3 | Reporting of results is sequenced logically, is concise and clear, and includes predictions, assumptions and constraints where relevant |

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.

Sources of information may include:

- organisation materials
- client information
- market trends
- registries and file records
- library materials
- financial records
- statistical information
- personnel/human resource records
- asset records
- legislation
- policies

Information format may include:

- multimedia
- database
- web site
- dataset
- audio/visual
- word processed documents
- books
- gazettes and other publications
- reports
- pivot tables

Strategies may include:

- research plan
- search strategy tailored to the information retrieval system selected:
 - using key concepts and terms
 - using classification schemes
 - using search engines
 - using analysis systems
 - using data warehouse systems
 - using internal organisers such as indexes in books

Legislation, policy and procedures may include:

- Commonwealth and State/Territory legislation, standards and guidelines especially relating to privacy, confidentiality, freedom of information, security, fraud control, copyright, intellectual property
- government policy
- public sector code of ethics
- national standards
- Australian standards such as records management, knowledge management, risk management
- the organisation's policies and practices
- organisational code of conduct
- Internet etiquette (netiquette)

Evaluation of content may include:

- reliability
- validity
- accuracy
- authority
- currency
- point of view
- bias
- prejudice
- deception
- manipulation
- supporting arguments
- contradictions
- different viewpoints
- the cultural, physical or other context in which the information was created
- the impact of context on interpretation of the information
- comparison of new knowledge with prior knowledge
- whether information contradicts or verifies information from other sources

Analysis may include:

- application of statistical methods
- mathematical calculations
- critical analysis
- problem solving
- forecasting

Information systems may contain:

- computers and networks
- communication channels
- records management guidelines

- data
- procedures
- protocols
- legislation, guidelines and awards
- organisation, legal and policy materials
- client information
- market trends
- registries and file records
- library systems
- financial records
- basic statistical information
- personnel records

Client/organisational needs may include:

- provision of advice
- input into policy development
- solutions/options for action
- forecasting
- determining future outcomes
- identifying strategies derived from analysis of information

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit Descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite units that must be achieved prior to this unit: Nil*
- *Co-requisite units that must be assessed with this unit: Nil*
- *Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:*
 - *PSPETHC501B Promote the values and ethos of public service*
 - *PSPGOV507A Undertake negotiations*
 - *PSPGOV512A Use complex workplace communication strategies*
 - *PSPGOV513A Refine complex workplace documents*
 - *PSPGOV520A Scope statistical data collection*
 - *PSPGOV521A Collect statistical data*
 - *PSPGOV522A Process statistical data*
 - *PSPGOV523A Interrogate and analyse statistical data*

- *PSPGOV524A Interpret data and related statistics*
- *PSPSCI503A Develop and undertake scientific/technological research*
- *PSPFRAU502B Anticipate and detect possible fraud activity*
- *PSPLAND506A Identify and manage contaminated sites*
- *PSPSEC501A Assess security risks*
- *PSPCRT505A Undertake senior court listing activities*

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Key Competencies as they relate to this unit (see final table for examples)
- research and analysis undertaken in a range of (3 or more) contexts (or occasions, over time)

Knowledge requirements

(The knowledge essential for competency in this unit)

Look for evidence that confirms knowledge and understanding of:

- legislation, policies, procedures and guidelines relating to information handling in the public sector, such as confidentiality, privacy, security, freedom of information
- data collection and management procedures
- organisational information handling and storage procedures
- cultural aspects of information and meaning
- sources of public sector work-related information
- economic, legal and social issues surrounding the use of information
- public sector standards
- standard reporting procedures
- electronic and manual filing systems
- databases and data storage systems
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of information management

Skill requirements

(The skills essential for competency in this unit)

Look for evidence that confirms skills in:

- applying public sector legislation such as occupational health and safety and environment in the context of information management
- accessing and using information ethically and legally
- using manual and computerised techniques for information management
- applying computer technology to data storage, security, retrieval and presentation
- undertaking statistical analysis
- using critical analysis techniques
- communicating with colleagues and supervisors
- presenting information in a range of ways such as report format, numerically, in tables, with graphs, spatially
- responding to diversity, including gender and disability
- applying problem solving and referring problems as required

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to research and analysis
- access to electronic and other information sources relevant to the workplace
- case studies and workplace scenarios to capture the range of situations likely to be encountered when undertaking research and analysis

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when undertaking research and analysis, including coping with difficulties, irregularities and breakdowns in routine
- research and analysis undertaken in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people

- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Key Competencies

There are seven generic Key Competencies that relate to work generally and are considered essential for workplace participation. They underpin effective workplace practice in different organisations and workplaces, with different purposes, functions, and with different competency profiles for their staff.

There are three performance levels for Key Competencies – these do **not** correspond to levels in the Australian Qualifications Framework.

In simple terms:

Level 1 relates to **undertaking tasks effectively**

Level 2 relates to **managing tasks**

Level 3 relates to **evaluating and re-shaping tasks**

The Key Competencies identified below are integral to this unit of competency, and the examples show how they may be applied within the unit.

For example, in demonstrating this competency a person may be:

- *Collecting, analysing and organising information* to identify and undertake research (Level 2)
- *Communicating ideas and information* to apply the results of analysis (Level 3)
- *Planning and organising activities* to analyse information (Level 2)
- *Working with others and in teams* to compile reports from information (Level 2)
- *Using mathematical ideas and techniques* to analyse information (Level 2)
- *Solving problems* to ensure the validity and reliability of information (Level 2)
- *Using technology* to maintain information systems (Level 2)

Appendix A: Glossary of Terms

Access and equity

means the policies and approaches that ensure vocational education and training is responsive to the diverse needs of all clients. Through the implementation of these policies and approaches, the benefits of participating in vocational education and training are available to everyone on an equitable basis, including: women where under-represented; people with disabilities; people from non-English speaking backgrounds; Indigenous Australians; and rural and remote learners.

From AQTF Standards for RTOs

Accreditation

means the process of formal recognition of a course by the State or Territory course accrediting body in line with the *AQTF Standards for State and Territory Registering/Course Accrediting Bodies*.

From AQTF Standards for RTOs

Accredited course

means a structured sequence of vocational education and training that has been accredited and leads to an Australian Qualifications Framework (AQF) qualification or Statement of Attainment.

From AQTF Standards for RTOs

Action learning

involves a group-based learning model in which the participants contribute their knowledge and expertise to guide the learning experience. The members learn from each other, as well as through their experiences in participating in and directing the action learning process, guided by the trainer/facilitator. This process supports learning based on individual or group project work where the project forms the basis of the learning and the learning is then integrated into real work situations.

From TAA04 Training and Assessment Training Package

Adult learning principles

means a set of principles that addresses the way in which adults learn. These include; adults have a need to be self-directing, adults have a range of life experience, and connecting learning to experience is meaningful, adults have a need to know why they are learning something, training needs to be learner-centred to engage learners, the learning process needs to support increasing learner independence.

From TAA04 Training and Assessment Training Package

Appeals process

is a process whereby the candidate, or other interested party, such as an employer, may dispute the assessment decision and seek reassessment.

From TAA04 Training and Assessment Training Package

Application of the unit

is a part of a competency standard and provides an overview of the unit's scope, purpose and content, setting out the parameters of the unit, its potential audience and relationship to other units.

From TAA04 Training and Assessment Training Package

Apprentice

means a person undertaking an apprenticeship.

From TAA04 Training and Assessment Training Package

Apprenticeship/Traineeship Training Contract

means a contract for an apprenticeship/traineeship made between an employer and an apprentice/trainee, which is registered with the appropriate State or Territory government department or agency as may be required by State/Territory legislation.

From AQTF Standards for RTOs

Apprenticeships/traineeships

are regulated employment based approaches to the gaining of a relevant recognised Australian Qualifications Framework (AQF) qualification involving a combination of work and structured training that is regulated through a training contract, (also known as a training agreement), made between an employer and an apprentice/trainee, and their legal guardian if under 18 years of age.

From TAA04 Training and Assessment Training Package

Articulation

is the process of linking two or more qualifications into a sequential and integrated pathway so that individuals can progress from one qualification to the next in a continuum that provides an agreed and transparent quantum of credit for achievement of the prior qualification/s in relation to the destination qualification.

From Pathways to Partnerships, Report and draft Policy Guidelines May 2000

Aspects of competency

refers to the parts of a competency standard and includes the elements, performance criteria, range statement/range of variables, evidence guide requirements and dimensions of competency. Also referred to as parts of the competency standards and the components of competency.

From TAA04 Training and Assessment Training Package

Assessment of competency

means the process of collecting evidence and making judgements on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of an accredited course.

From AQTF Standards for RTOs

Assessment Guidelines

means an endorsed component of a Training Package which underpins assessment and which sets out the industry approach to valid, reliable, flexible and fair assessment.

From AQTF Standards for RTOs

Assessment judgement

involves the exercise of thinking skills by the assessor to evaluate whether the evidence provided meets the principles of assessment and rules of evidence and whether the candidate is competent/not yet competent based on the evaluated evidence.

based on the Training Package Assessment Materials Project

Assessment materials

are any physical and documentary resources that assist in any part of the assessment process. They may include information for the candidate, the documented competency standards or other documented assessment benchmarks, other related documentation impacting on assessment, the assessment tools, assessment exercises/activities, equipment and tools and any other resources for the quality assurance arrangements of the assessment system.

Based on the Training Package Assessment Materials Project

Assessment method(s)

are the particular technique/s used to gather different types of evidence. This may include methods or techniques such as questioning, direct observation, structured activities, third party feedback, portfolios and review of products.

Also see Evidence gathering techniques.

From the Training Package Assessment Materials Project

Assessment context

is the environment in which the assessment of competency will be carried out. This may be the environment where the work is performed 'in situ', a simulated environment which replicates the work environment, various contexts which address different aspects of the competency.

It also includes physical and operational factors, the assessment system within which assessment is carried out, the range of opportunities for gathering evidence in a number of situations, the purpose of the assessment, who carries out the assessment and the period of time during which the assessment takes place.

From TAA04 Training and Assessment Training Package

Assessment only pathway

Refers to achievement of competencies/qualifications recognised through a process of formal assessment by an assessor which involves evaluative judgement of collected evidence arising from any combination of formal or informal education and training and education, work experience and/or general life experience; recognition of competence held through a process of assessment that is not directly linked to a structured learning process to support achievement of the competencies.

See also Recognition processes.

From TAA04 Training and Assessment Training Package

Assessment plan

is the overall planning document for the assessment process and includes a range of information to guide assessors which may include purpose, context, personnel, competency standards/assessment benchmarks, assessment methods and tools, the evidence plan, organisational arrangements including physical and material resources and equipment and other relevant information.

From TAA04 Training and Assessment Training Package

Assessment process

is the series of key steps in the assessment cycle.

From TAA04 Training and Assessment Training Package

Assessment report

means the report written by the assessor after the assessment decision has been made and recorded.

An assessment report may include: personal details of candidate, details of assessment events/activities, dates and times, venue/s etc, details of assessor's summary of evidence, completed assessment tools, documented feedback to and from the candidate, justification of decision, summary of candidate's action plan, other critical information including appeals and outcomes (if relevant), sign-off by assessor and candidate, electronic/paper reports to funding bodies.

From TAA04 Training and Assessment Training Package

Assessment strategy

is a documented framework to guide and structure assessment arrangements for a vocational education and training qualification. In a learning and assessment pathway it is addressed as part of the learning strategy. In an assessment only pathway it is a separate document.

From TAA04 Training and Assessment Training Package

Assessment system

is a controlled and ordered process designed to ensure that assessment decisions made in relation to many individuals, by many assessors, in many situations are consistent, fair, valid and reliable, and may include: grievances and appeals process, validation systems and processes, reporting/recording arrangements, acquisition of physical and human resources, administrative procedures, roles and responsibilities, partnership arrangements, quality assurance mechanisms, risk management strategies and documented assessment processes.

From TAA04 Training and Assessment Training Package

Assessment tool

contains both the instrument and the instructions for gathering and interpreting evidence:

- instruments/s - the specific questions or activity developed from the selected assessment method/s to be used for the assessment. (A profile of acceptable performance and the decision making rules for the assessor may also be included)
- procedures - the information/instructions given to the candidate and/or the assessor regarding conditions under which the assessment should be conducted and recorded.

See also Evidence gathering tool.

From the Training Package Assessment Materials Project

Audit

means a systematic, independent and documented process for obtaining evidence to determine whether the activities and related outcomes of a training organisation comply with the AQTF Standards for Registered Training Organisations.

From AQTF Standards for RTOs

Audit is also defined as a technique for systemic evaluations of training and/or assessment systems and services.

From TAA04 Training and Assessment Training Package

Auspicing

See Partnerships.

Australian Qualifications Framework (AQF)

means the policy framework that defines all qualifications recognised nationally in post-compulsory education and training within Australia. The AQF comprises titles and guidelines, which define each qualification, together with principles and protocols covering articulation and issuance of qualifications and Statements of Attainment. The AQTF comprises the following qualifications titles:

- Senior Secondary Certificate of Education
- Certificate I
- Certificate II
- Certificate III
- Certificate IV
- Diploma
- Advanced Diploma
- Bachelor Degree
- Graduate Certificate
- Graduate Diploma
- Vocational Graduate Certificate
- Vocational Graduate Diploma
- Masters Degree
- Doctoral Degree.

From Australian Qualifications Framework, Implementation Handbook, 2002

Australian Quality Training Framework (AQTF)

means the nationally agreed quality arrangements for the vocational education and training system agreed to by the Ministerial Council.

From AQTF Standards for RTOs

Authenticity

is one of the rules of evidence and relates to ensuring the evidence is from or of the candidate and not another person e.g., the assessor needs to be satisfied that the evidence gathered is the candidate's own work.

From TAA04 Training and Assessment Training Package

Benchmarks for Assessment

refers to the criterion against which the candidate is assessed which, may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications.

From TAA04 Training and Assessment Training Package

Candidate

is the person presenting for assessment.

From the Training Package Assessment Materials Project

Client

refers to a person (learner/candidate) or an organisation, that uses or purchases training and/or assessment services.

Adapted from the Training Package Development Handbook, DEST

Clustering

is the process of grouping competencies into combinations which have meaning and purpose for learning, assessment or work related needs.

From TAA04 Training and Assessment Training Package

Coaching

is a technique used to facilitate and support individual learning through one-on-one guided learning activities and skills acquisition in either a formal or informal process.

See also Individual facilitation.

Code of practice for assessors

refers to the code of practice based on an international code of ethics and practice, developed by the National Council for Measurement in Education (NCME) which forms part of the TAA04 Training and Assessment Training Package, Assessment Guidelines.

From TAA04 Training and Assessment Training Package

Collaborative assessment arrangements

See Partnerships.

Competency

See Competency standard/s.

Competency specification/s

See Competency standard/s.

Competency standard/s

define the requirements for effective workplace performance in a discrete area of work, work function, activity or process and are used as the basis for defining learning outcomes and the benchmarks for assessment within the Vocational Education and Training (VET) sector.

Competency standards are expressed in outcome terms and specify knowledge and skill and the application of that knowledge and skill to the standards of performance required in the workplace.

Competency standards have a standard format defined by DEST and are also referred to as units, units of competency, competencies, and competency specifications.

From TAA04 Training and Assessment Training Package

Components of competency

See Aspects of competency.

Contingency management skills

is one of the four dimensions of competency and involves the requirement to respond to irregularities and breakdowns in routine.

From Updated Guidelines for Training Package Developers, ANTA 1998

Contextualisation

refers to the addition of industry or enterprise/organisation specific information to a unit of competency to tailor the standard to reflect the immediate operating context and thereby increase its relevance.

Contextualisation must be guided by the DEST Training Package Development Handbook and relevant Training Package contextualisation guidelines.

From TAA04 Training and Assessment Training Package

Credit transfer

refers to the agreed value of the achievement or partial achievement of one qualification when related to another qualification. This value translates to the learner as equivalent to an exemption from undertaking a component or components of the destination qualification based on the acceptance that these components have already been successfully completed through previous formal study. This exemption reduces the amount of time and learning required in achieving the second qualification.

Adapted from Pathways to Partnerships, Report and draft Policy Guidelines May 2000

Currency in assessment

is one of the rules of evidence and relates to the age of collected evidence. Competency requires demonstration of current performance - therefore the evidence collected must be current/very recent.

From TAA04 Training and Assessment Training Package

Currency in practice

means keeping up-to-date with the technical area of work which is the focus/subject area of delivery/assessment and keeping up to date as a trainer/VET practitioner/VET professional with developments in training/assessment/VET practice.

From TAA04 Training and Assessment Training Package

Customisation

see Contextualisation.

Delivery method/s

are the particular techniques used to guide, facilitate and support the learning process.

From TAA04 Training and Assessment Training Package

Delivery mode/s

refers to the medium used to deliver the training/facilitate the learning and may be face-to-face, via technologies, distance resource based, blended.

Delivery plan

provides a context-specific plan for implementing the learning program and includes session plans, formative assessment opportunities, location of training delivery, the number of learners, activities to be used, resources to be used, any additional requirements to meet special needs of learners and occupational health and safety (OHS) considerations.

From TAA04 Training and Assessment Training Package

Delivery strategy

forms part of the learning strategy and involves developing and documenting: the focus of delivery, the context of delivery, the mode of delivery and delivery methods.

From TAA04 Training and Assessment Training Package

Dimensions of competency

forms part of the broad concept of competency which includes all aspects of work performance as represented by: task skills, task management skills, contingency management skills and job/role environment skills.

Adapted from the Training Package Development Handbook, DEST

Direct observation

is an assessment method which involves opportunities to view real work/real time activities in the workplace or work activities in a simulated workplace environment.

From TAA04 Training and Assessment Training Package

Distance learning

involves a learner-managed learning process that is supported by the provision of learning resources and learning materials supplied by trainer/facilitator who guides the learner through completion of the materials to achieve the desired competency standards/learning outcomes.

From TAA04 Training and Assessment Training Package

E-learning

involves learning processes which use available electronic media as the mode of delivery to provide flexible options that suit differing client needs. It covers any learning that is assisted by information and communications technology (ICT). This mainly includes computer-based online learning, but also covers interactive CD-ROM, video, handheld computers, mobile phones, teleconferencing and video conferencing.

From TAA04 Training and Assessment Training Package

E-learning delivery plan

provides a tool to manage and sequence e-learning and to guide implementation of the learning program through an e-based delivery mode.

From TAA04 Training and Assessment Training Package

E-learning resources

is any learning resource that is assisted by information and communication technology. This includes but is not limited to web-based and computer-based learning resources, virtual recreations of vocational contexts, digital collaboration, Internet, Intranet, Extranet, interactive CD-ROM, hand-held computers and satellite broadcast.

From TAA04 Training and Assessment Training Package

Element/s of competency

are part of the format of competency standards. They are the basic building block of the unit of competency specifying the critical outcomes to be achieved in demonstrating competence.

From TAA04 Training and Assessment Training Package

Endorsed components of Training Packages

are the parts of a Training Package which are formally recognised by the National Quality Council (NQC) as meeting the identified training and assessment needs of an industry/industry sector or enterprise. These endorsed components are the competency standards, assessment guidelines and the qualifications framework.

Adapted from the Training Package Development Handbook, DEST

Endorsement

means the formal process of recognition of Training Packages undertaken by the National Quality Council (NQC).

From Training Package Developers Handbook, DEST

Evaluation

forms part of the quality management of the training/assessment organisation in relation to the services it provides.

Evaluation is a systematic and objective process measured against specified criteria using established evaluation methods. The focus of the evaluation may include aspects such as risk, quality/quality improvement, professionalism, efficiency, client satisfaction and compliance with legal requirements. It may take the form of an audit (compliance evaluation), self-assessment process, benchmarking or client focused evaluation.

From TAA04 Training and Assessment Training Package

Evidence

is information gathered to support a judgement of competence against the specifications of the relevant unit/s of competency.

Evidence can take many forms and be gathered from a number of sources. Assessors often categorise evidence in different ways for example:

- direct, indirect and supplementary sources of evidence, or a combination of these
- evidence collected by the candidate or evidence collected by the assessor
- historical and recent evidence collected by the candidate and current evidence collected by the assessor.

*From TAA04 Training and Assessment Training Package;
Adapted from the Training Package Assessment Materials Project*

Evidence gathering techniques

means the particular technique or method used to gather different types of evidence. This may include methods or techniques such as questioning, direct observation, structured activities, third party feedback, portfolios and review of products.

Refer Assessment method/s.

From the Training Package Assessment Materials Project

Evidence gathering tool

See Assessment tool.

Evidence guide

is a part of the format of a competency standard and provides advice to inform and support appropriate assessment of the unit including assessment of required/underpinning knowledge, skills, and Key Competencies necessary for competent performance. The evidence guide identifies critical/specific evidence requirements, assessment resource implications and other relevant information.

From TAA04 Training and Assessment Training Package

Evidence plan

forms part of the documented Assessment Plan. The evidence guide documents the evidence requirements of the competency standard, information regarding who will collect the evidence and the time period involved.

*From TAA04 Training and Assessment Training Package;
Adapted from the Training Package Assessment Materials Project*

Fairness

is one of the Principles of Assessment. Fairness in assessment requires: consideration of the individual candidate's needs and characteristics and any reasonable adjustments that should be applied; clarity of communication between the assessor and the candidate to ensure the candidate is fully informed, participates in and consents to the assessment process; opportunities that allow the person/s being assessed to challenge assessments and with provision for reassessment are provided.

From TAA04 Training and Assessment Training Package, Assessment Guidelines

Flexible learning

means an approach to vocational education and training which allows for the adoption of a range of learning strategies in a variety of learning environments to cater for differences in learning styles, learning interests and needs, and variations in learning opportunities (including on-line).

From AQTF Standards for RTOs

Flexibility

is one of the Principles of assessment. To be flexible, assessment should: reflect the candidate's needs, provide for recognition of competencies no matter how, where or when they have been acquired, draw on a range of methods appropriate to the context, competency and the candidate, and be accessible to support continuous competency development.

From TAA04 Training and Assessment Training Package, Assessment Guidelines

Hazard

referring to occupational health and safety; a source or situation with a potential for harm in terms of human injury or ill health.

From TAA04 Training and Assessment Training Package

Hierarchy of control

referring to occupational health and safety; means the preferred priority for risk control, emphasising hazard elimination. Where this is not possible, risk minimisation through the following means should be initiated: substitution with a lesser hazard, isolation of the hazard from personnel and clients at risk, engineering controls, administrative means (e.g. safe work practices, procedures and training), use of personal protective equipment.

From TAA04 Training and Assessment Training Package

Inclusivity

is a term used to define behaviours which actively acknowledge, respect and build on individual differences, and individual needs to create a positive and inclusive learning culture and environment.

From TAA04 Training and Assessment Training Package

Individual facilitation

involves the application of techniques that centre on the development of interpersonal relationships between the trainer/facilitator and the learner, focusing on the learning and goals, the learner's learning style and the learning context. Key techniques in individual facilitation are coaching and mentoring.

From TAA04 Training and Assessment Training Package

Individualised learning plan

refers to the plan developed between the trainer/facilitator and the individual learner, in a learning/facilitation relationship, to meet the individual's learning needs. This plan contains the learning goals to be achieved and the structure and logistics of the learning relationship.

From TAA04 Training and Assessment Training Package

Industry Skills Councils (ISCs)

are bodies responsible for industry advisory arrangements in Vocational Education and Training (VET) including the development and review of industry Training Packages.

ISCs were formally known as Industry Training Advisory Bodies (ITABs).

From TAA04 Training and Assessment Training Package

Instructional design

is the design and development of instructional materials and learning activities to meet learning needs.

From NCVER Glossary of Australian Vocational Education and Training Terms

Instructional design principles

refers to the set of principles relating to instructional methods, learner characteristics, learning environments and outcomes.

Instructional Design Competencies: The Standards

Integrated assessment

means an approach to assessment that covers the clustering of multiple units/elements from relevant competency standards. This approach focuses on the assessment of a 'whole of job' role or function that draws on a number of units/elements of competence. This assessment approach also integrates the assessment of the application of knowledge, technical skills, problem solving and demonstration of attitudes and ethics.

See also Clustering.

Training Package Assessment materials Project

Job/role environment skills

is one of the dimensions of competency which involves demonstrating the ability to deal with responsibilities and expectations of the workplace, including working with others.

Adapted from Updated Guidelines for Training Package Developers, ANTA 1998

Key competencies

refers to any of several generic skills or competencies considered essential for people to participate effectively in the workforce. Key competencies apply to work generally, rather than being specific to work in a particular occupation or industry.

The Finn report (1991) identified six key areas of competence which were subsequently developed by the Mayer committee (1992) into seven key competencies. These are: collecting, analysing and organising information; communicating ideas and information; planning and organising activities; working with others and in teams; using mathematical ideas and techniques and using technology.

From NCVER Glossary of Australian Vocational Education and Training Terms

Knowledge

includes conceptual and procedural forms of knowledge and the dispositions (values, attitudes) that underpin them.

Conceptual knowledge comprises facts, information, propositions, assertions and concepts that range in levels of increasing complexity. Procedural knowledge comprises techniques, skills and the ability to secure goals.

From Learning in the Workplace, Strategies for effective practice, Billett, 2001

Language, Literacy and Numeracy (LLN)

taken collectively, these are the skills to communicate in oral and written form. The term includes reading and use of written information; the ability to write appropriately, in a range of contexts and the integration of speaking, listening, and critical thinking with reading and writing. (LLN) includes numeracy, such as the recognition and use of numbers and basic mathematical signs and symbols within text.

From TAA04 Training and Assessment Training Package

Learner styles

refers to the different ways in which individuals receive, respond and process information in order acquire and develop knowledge, skills and competence.

Learner styles may be: auditory, visual, kinaesthetic, tactile, left/right brain, global/analytical, theoretical, activist, pragmatist, reflective.

From TAA04 Training and Assessment Training Package

Learner support needs

refers to the needs of learners which require specific and/or additional attention. Support needs may be determined by: physical, psychiatric; intellectual or sensory disabilities, learning difficulties; culture, gender, age, language and background.

From TAA04 Training and Assessment Training Package

Learner support strategies

means the strategies used to address learner support needs.

These may include: providing referrals to internal and/or external services such as language, literacy and numeracy support, disability support services, counselling support, incorporating techniques such as: modelling/demonstrating, chunking, providing opportunities to practise and drawing on range of resources from first language, including peer support.

From TAA04 Training and Assessment Training Package

Learning

is an active process which is influenced by external contributions but ultimately determined and regulated by individuals. The learning process occurs with the integration of intellectual development and experience.

Adapted from Learning in the Workplace, Strategies for effective practice, Billet, 2001

Learning activities

are the activities used to support learning. Learning activities convey content, create meaning, and support the development and transfer of skills/knowledge through practice and experience. Learning activities take many forms and may include group-based activities, role plays, written activities, case studies, simulations, audio or visual activities, practice or demonstration, individual assignments, individual group projects, workplace practice and research.

From TAA04 Training and Assessment Training Package

Learning and assessment pathway

means a pathway to achievement of competencies/qualifications that involves participation in a structured and sequenced learning process that provides relevant learning experiences and which combines formative assessment and summative assessment to determine competence.

From TAA04 Training and Assessment Training Package

Learning materials

refer to the tools used to support learning activities. Examples include: workplace practice, worksheets, workbooks, prepared case studies, prepared task sheets, prepared topic/unit/subject information sheets, prepared role plays, prepared presentations and overheads, prepared scenarios, projects, assignments, materials sourced from the workplace, e.g., workplace documentation, operating procedures, specifications and prepared research tasks.

From TAA04 Training and Assessment Training Package

Learning outcomes/objectives

are evaluative statements which specify what is to be learned and assessed. In a competency based training system, learning outcomes are derived from competency standards.

From TAA04 Training and Assessment Training Package

Learning program

is a document that provides definition and structure to the learning process, providing the learner with a cohesive and integrated range of learning experiences and the trainer/facilitator with guidance and direction in facilitating these learning experiences. A learning program sets out learning outcomes/objectives, outlines the content to be addressed in learning experiences, the sequence of that content and the delivery

methods and assessment methods (where relevant). A learning program can address a discrete area of learning/training need or may form a subset of a learning strategy, adding detail and definition to the content areas outlined in the learning strategy.

From TAA04 Training and Assessment Training Package

Learning principles

are conceptual tenets drawn from learning theory, research and practice that guide teaching and learning practices.

See also Adult learning principles.

From TAA04 Training and Assessment Training Package

Learning resources

are products designed to enhance and support the effectiveness of the learning process, providing an integrated approach that commonly combines guidance, materials, activities, and relevant information to support delivery/facilitation, learning and/or assessment.

From TAA04 Training and Assessment Training Package

Learning strategy

is a documented framework to guide and structure the learning requirements and the teaching/delivery and assessment arrangements of a vocational education and training qualification.

From TAA04 Training and Assessment Training Package

Learning theories

are the diverse range of propositions or systems of ideas, based on educational psychology, which provides explanations of how learning occurs.

While there are many different approaches to learning theories, some examples include: behaviourist, social learning, discovery learning, cognitive, constructivist, situational, humanistic, action science, applied.

From TAA04 Training and Assessment Training Package

Mentoring

is a technique used to facilitate and support individual learning through one-on-one guided learning activities and skills acquisition in a formal, agreed and documented process between the mentor and mentee.

See also Individual facilitation.

Moderation

is a process used in validation which involves assessors in discussing and reaching agreement about assessment processes and outcomes in a particular industry or industry sector. This enables assessors to develop a shared understanding of the requirements of specific Training Packages, including the relevant competency standards and assessment guidelines, the nature of evidence, how evidence is collected and the basis on which assessment decisions are made.

Adapted from the Training Package Assessment Materials Project

Mutual recognition

applies nationally and means:

1. the acceptance and application of the decisions of a registering body that has registered a training organisation, or a course accrediting body that has accredited a course, by another registering body or course accrediting body, without there being any further requirement for a process beyond the initial process, including:
 - the recognition and application by the registering body of each State or Territory of the decisions of the registering body of other States and Territories in relation to the registration of, imposition of sanctions on, including the cancellation of registration of training organisations; and
 - the recognition and application by the course accrediting body of each State or Territory of the decisions of the course accrediting body of other States and Territories in relation to the accreditation of courses where no relevant Training Package exists.
2. The recognition by State and Territory registering bodies of the decisions of the NQC in endorsing Training Packages; and
3. The recognition and acceptance by a Registered Training Organisation of Australian Qualifications Framework qualifications and Statements of Attainment issued by other Registered Training Organisations, enabling individuals to receive national recognition of their achievements.

From AQTF Standards for RTOs

National Reporting System (NRS)

means a national framework for reporting outcomes of adult English language, literacy and numeracy programs.

From NCVER Glossary of Australian Vocational Education and Training Terms

National Training Framework (NTF)

means the system of vocational education and training that:

1. applies nationally,
2. is endorsed by the Ministerial Council, and
3. is made up of the Australian Quality Training Framework and nationally endorsed Training Packages.

From AQTF Standards for RTOs

National Training Information Service (NTIS)

means the National Register for recording information about Registered Training Organisations, Training Packages and accredited courses. Information held on the NTIS is searchable and publicly accessible via the Internet. The NTIS contains comprehensive information on endorsed Training Packages which have been approved by Ministers and includes: full details of competency standards; a listing of NQC noted support materials with contact source; details of AQF accredited courses/qualifications; and contact details and scope of registration of all Registered Training Organisations.

From AQTF Standards for RTOs

National Quality Council (NQC)

means the body established by the Ministerial Council. In relation to quality assurance arrangements in the vocational education and training system, the NQC has a role in:

1. providing advice on the operation of, and any necessary change to, the Australian Quality Training Framework (AQTF);
2. providing information and advice to State and Territory training/recognition authorities on the implementation of the AQTF; and
3. Ministerial Council, (including the Annual National Report), information and advice on the operation of the AQTF in each State and Territory, including independent advice on State/Territory registration, audit and related processes and related Commonwealth processes as deemed necessary by the NQC.

From AQTF Standards for RTOs

Non-accredited training

See Non-recognised training.

Non-recognised training

means training, products and services operating outside the National Training Framework (NTF).

From TAA04 Training and Assessment Training Package

Occupational health and safety (OHS)

refers to those activities concerned with the prevention and mitigation of work-related illness or injury including illness or injury that may be of long onset.

National Occupational Health and Safety Commission

Organisational training profile

is a document which sets out the areas of current and future training/development and training priorities linked to industry/organisational training needs analysis and reflective of:

- workforce composition (occupational groups, formal education and training backgrounds, employment status, age, language and cultural backgrounds, gender)
- industry trends
- organisational strategies, business plans and other relevant documents.

From TAA04 Training and Assessment Training Package

Outsourcing of training/assessment services

may include partnering or contracting to another training/assessment organisation to provide training/assessment services.

From TAA04 Training and Assessment Training Package

Packaging

is the process of grouping units of competency into combinations that are meaningful in the workplace and which receive recognition as an AQF qualification.

From Training Package Developers Handbook, DEST

Partnerships

are collaborative arrangements between a Registered Training Organisation (RTO) and other organisations including other RTOs which enable the partners to share for mutual benefit their resources, effort, time, costs, responsibility and expertise in the provision of training and/or assessment services. These arrangements are regulated by the AQTF Standards for Registered Training Organisations which requires a written agreement between the RTO and each organisation that provides training and/or assessment services on behalf of the RTO.

See also Outsourcing.

Adapted from the Training Package Assessment Materials Project

Performance criteria

are part of the format of a competency standard and specify the level of performance required to demonstrate achievement of the Element. In the TAA04 Training and Assessment Training Package, terms used in the performance criteria that may have a range of indicative meanings or applications are italicised and elaborated in the Range Statement.

*From TAA04 Training and Assessment Training Package;
Adapted from the Training Package Development Handbook, DEST*

Professional development

is the process of extending and maintaining knowledge, skill and expertise in a particular profession or occupation through ongoing learning. Professional development needs are determined from the perspective of the individual and his/her lifelong learning and career needs, whether or not this is immediately relevant to organisational objectives. Professional development promotes and maintains currency.

From TAA04 Training and Assessment Training Package

Qualification

is defined as formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs.

In the vocational education and training sector qualifications are awarded for the achievement of competencies.

From Australian Qualifications Framework, Implementation Handbook, 2002

Quality

means the ability of a set of inherent characteristics of a product, system or process to fulfil requirements of customers and other interested parties.

From AS/NZS ISO 9000: 2000

Quality evidence

means evidence that meets the rules of evidence. Quality evidence is a sub-section of the Evidence Guide in each TAA04 Training and Assessment unit of competency, which addresses advice and guidance on meeting the rules of evidence in the TAA context.

From TAA04 Training and Assessment Training Package

Range Statement/Range of variables

is a part of the format of a competency standard and provides a context for the unit of competency, describing 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. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.

From Style Manual for Training Package Endorsed Components, ANTA 2003

Reasonable adjustment

is the process of adjusting or changing the assessment process to meet the needs and characteristics of the candidates being assessed and any equity requirements. The determination of 'reasonableness' requires judgement that must take into account the impact on the organisation and the need to maintain the integrity of the unit of competency.

From TAA04 Training and Assessment Training Package

Reassessment

is an assessment activity initiated as a result of an appeal against the outcome of a previous assessment.

From TAA04 Training and Assessment Training Package

Recognised training

means training conducted in accordance with the requirements of the Australian Quality Training Framework (AQTF).

From TAA04 Training and Assessment Training Package

Recognition processes

is a term that covers Recognition of Prior Learning (RPL), Recognition of Current Competency (RCC) and Skills Recognition. The term refers to assessment processes that enable recognition of competencies currently held, regardless of how, when or where the learning occurred. Under the Australian Quality Training Framework 2007, competencies may be attained a number of ways. This includes through any combination of formal or informal training and education, work experience or general life experience. In order to grant recognition of prior learning/current competency the assessor must be confident that the candidate is currently competent against the endorsed industry or enterprise competency standards of Training Packages or competency outcomes specified in Australian Qualifications Framework (AQF) accredited courses. The evidence may take a variety of forms and could include certification, references from past employers, testimonials from clients and work samples. The assessor must ensure that the evidence is authentic, valid, reliable, current and sufficient.

See also Assessment only pathway.

Adapted from the Training Package Assessment Materials Project

Recognition of Prior Learning (RPL)

an assessment process that assesses an individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards, for entry to and/or partial or total completion of, a qualification.

From AQTF 2007 Users' Guide to the Essential Standards for Recognition

Records of assessment

refers to the recorded information relating to the assessment process and the assessment outcomes of candidates that is stored and retained by the organisation responsible for issuing the nationally recognised Statements of Attainment or qualifications.

From TAA04 Training and Assessment Training Package

Registration

means the process of formal approval and recognition of a training organisation, by a State or Territory registering body, in accordance with the AQTF Standards for RTOs and the Standards for Registering/Course Accreting Bodies. Under Mutual Recognition registration has national effect and training organisations need register only with one registering body. This will be the registering body in the State or Territory in which the training organisation has its head office or where it provides most of its training and/or assessment.

From AQTF Standards for RTOs and DEST Training Package Development Handbook

Registered Training Organisation (RTO)

means a training organisation registered in accordance with the Australian Quality Training Framework, within a defined scope of registration.

See also Training/assessment organisations.

From AQTF Standards for RTOs

Reliability

is one of the Principles of Assessment and refers to the consistency of the interpretation of evidence and the consistency of assessment outcomes. Reliability requires a standard benchmark of assessor competence and relevant vocational competence or access to subject matter expertise, and can only be achieved when assessors share a common interpretation of the unit/s being assessed.

From TAA04 Training and Assessment Training Package, Assessment Guidelines

Reporting assessment outcomes

means the different ways in which the outcomes of the assessment process are reported to the candidate, employer and other appropriate personnel or stakeholders. Assessment outcomes may be reported in a variety of ways including graded, non-graded, statistical or descriptive reporting decision when systems.

See also Assessment report.

From TAA04 Training and Assessment Training Package

Risk management

means the systematic application of management policies, procedures and practices to the tasks of identifying, analysing, evaluating, treating and monitoring risk.

From AQTF Standards for RTOs

Rules of evidence

are closely related to the assessment principles and provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic and current.

From TAA04 Training and Assessment Training Package

Scope of registration

means training organisations are registered for a defined scope that identifies the particular services and products that can be provided. A Registered Training Organisation may be registered to provide either:

1. training delivery and assessment services and products and issue AQF qualifications and Statements of Attainment; or
2. assessment services and products and issue AQF qualifications and Statements of Attainment.

The scope of registration is further defined by AQF qualifications and/or endorsed units of competency.

From AQTF Standards for RTOs

Simulation

is a form of evidence gathering that involves the candidate in completing or dealing with a task, activity or problem in an off-the-job situation that replicates the workplace context. Simulations vary from recreating realistic workplace situations such as in the use of flight simulators, through the creation of role plays based on workplace scenarios to the reconstruction of a business situation on a spreadsheet. In developing simulations, the emphasis is not so much on reproducing the external circumstance but on creating situations in which candidates are able to demonstrate:

1. technical skills
2. underpinning knowledge
3. generic skills such as decision making and problem solving
4. workplace practices such as effective communication.

From Training Package Assessment Materials Project

Skills

1. an ability to perform a particular mental or physical activity which may be developed by training or practice
2. may be intellectual, manual, motor, perceptual, social
3. specified skills are identified as part of each competency standard
4. competence usually requires a combination of skills in the application of cognitive and psycho-motor functions

*From TAA04 Training and Assessment Training Package;
(adapted from NCVET Glossary of Australian Vocational Education and Training
Terms, National Competency Standards, Policy and Guidelines, NTB)*

Staff development

is the process of developing new, maintaining existing, and/or extending knowledge, skill and expertise in individual staff members to meet an organisation's human capital skill development and competency needs.

From TAA04 Training and Assessment Training Package

State or Territory registering body

means the body responsible, under the State or Territory vocational education and training legislation and decision making framework, for all decisions relating to the administration of the registration of training organisations, including the imposition of sanctions.

*From AQTF Standards for RTOs
From TAA04 Training and Assessment Training Package*

State or Territory registering body

means the body responsible, under the State or Territory vocational education and training legislation and decision making framework, for all decisions relating to the administration of the registration of training organisations, including the imposition of sanctions.

From AQTF Standards for RTOs

Statement of Attainment

means a record of recognised learning which, although falling short of an Australian Qualifications Framework (AQF) qualification, may contribute towards a qualification outcome, either as partial completion of a course leading to a qualification, attainment of competencies within a Training Package, or completion of a nationally accredited short course which may accumulate towards a qualification through RPL (Recognition) processes.

From AQF Implementation Handbook third edition 2002

Strategic industry audit

means the compliance audit of Registered Training Organisations operating in a specific industry or industry sector targeted on the basis of identified risks relating to that industry or sector.

From AQTF Standards for RTOs

Sufficiency

is one of the rules of evidence and relates to the amount of evidence collected. The collection of sufficient evidence is necessary to ensure all aspects of the competency have been captured and to satisfy the need for repeatable performance. Supplementary sources of evidence may be necessary.

See also Rules of evidence.

From TAA04 Training and Assessment Training Package, Assessment Guidelines

Support materials

See Training Package support materials.

Task

is a discrete meaningful component of work.

From National Competency Standards, Policy and Guidelines, NTB

Task management skills

are one of the four dimensions of competency. Task management skills involve demonstrating the ability to manage a number of different tasks/operations/activities within the job role or work environment.

From Updated Guidelines for Training Package Developers, ANTA 1998

Task skills

are one of the four dimensions of competency. Task skills encompass the ability to perform individual tasks.

From Updated Guidelines for Training Package Developers, ANTA 1998

Trainee

refers to a person undertaking a traineeship.

From TAA04 Training and Assessment Training Package

Traineeships

are regulated employment based approaches to the gaining of a relevant recognised Australian Qualifications Framework (AQF) qualification involving a combination of work and structured training that is regulated through a training contract (also known as

a training agreement) between an employer and an apprentice/trainee, and their legal guardian if under 18 years of age.

See also Apprenticeships.

From TAA04 Training and Assessment Training Package

Training/assessment organisation

throughout TAA04 Training and Assessment Training Package units, except the apprenticeship/traineeship unit TAACMQ502A Coordinate training and/or assessment requirements for apprenticeships/traineeships, this term is used to encompass all organisations/enterprises that carry out training and/or assessment services, and includes:

- a Registered Training Organisation (RTO), i.e., an enterprise/organisation registered to deliver recognised vocational education and training services; includes TAFE institutes, private commercial colleges/companies, enterprises, community organisations, group training companies and schools,
- an enterprise/organisation working in a partnership arrangement with a RTO to deliver recognised vocational education and training
- an enterprise/organisation that delivers non-recognised vocational education and training.

From TAA04 Training and Assessment Training Package

Training Package/s

represent the national industry benchmarks for nationally recognised vocational outcomes in the vocational education and training system. They are an integrated set of nationally endorsed competency standards, Assessment Guidelines and Australian Qualifications Framework qualifications for a specific industry, industry sector or enterprise.

Training Packages consist of:

- a. endorsed components of: competency standards, assessment guidelines and qualifications, and
- b. optional non-endorsed components of: support materials such as learning strategies, assessment resources and professional development materials.

From AQTF Standards for RTOs

Training Package support materials

are the non-endorsed components of Training Packages which may include learning resources, assessment resources and professional development resources, that are based on competency standards, assessment guidelines and qualifications framework of a particular Training Package.

From the Training Package Development Handbook, DEST

Training agreement/contract

means a written agreement between an employer and the apprentice/trainee (or other legal guardian if under 18 years of age), which sets out the regulated requirements of an apprenticeship/traineeship employment contract.

From TAA04 Training and Assessment Training Package

Training Plan

forms part of a Training contract and sets out the training requirements including the competency standards to be achieved and the delivery/assessment arrangements to be provided.

From TAA04 Training and Assessment Training Package

Training program

See Learning program.

Unit(s) of competency

See Competency standards.

User Choice

means a provision of New Apprenticeships whereby an employer and an apprentice or trainee can choose the training provider for the government-funded off-the-job elements of the training program. The organisation chosen can be a TAFE college or any other registered training organisation (including a school) that has been registered to deliver the required training.

From http://www.dest.gov.au/sectors/training_skills/policy_issues_reviews/key_issues/nts/glo/utoz.htm

Validation

has two (2) meanings:

1. is a process involving assessors working in collaboration to review, compare and evaluate their assessment process and their assessment outcomes against the same competency standard. This includes validating assessment methods/tools and collected evidence, and the interpretation of that evidence to make a judgement of competence, in relation to the same unit/s of competency. (From the Training Package Assessment Materials Project).
2. this term is also used in competency standards development to describe the consultation processes used to validate draft products to ensure they meet industry/enterprise needs. (From TAA04 Training and Assessment Training Package).

Validity

is one of the Principles of Assessment; assessment is valid when the process assesses what it claims to assess. Validity requires that:

- assessment against the units of competency must cover the broad range of skills and knowledge that are essential to competent performance
- assessment of knowledge and skills must be integrated with their practical application
- judgement of competence must be based on sufficient evidence. Evidence should be gathered on a number of occasions and in a range of contexts, using different assessment methods. The specific evidence requirements of the units provide advice relating to sufficiency.

From TAA04 Training and Assessment Training Package, Assessment Guidelines

Vocational Education and Training (VET)

refers to the sector responsible for developing the skills and knowledge of individuals for work. It includes vocational education and training undertaken in industries, enterprises, government agencies, and community and school settings. The vocational education and training sector encompasses both recognised training leading to a qualification/Statement of Attainment under the Australian Qualifications Framework (AQF), and non recognised training, such as in-house, product-based training.

Recognised training is delivered by organisations registered by state/territory training authorities (STAs), in accordance with the Australian Quality Training Framework (AQTF).

From TAA04 Training and Assessment Training Package

Appendix B: List of Acronyms

ACE	Adult and Community Education
ANTA	Australian National Training Authority
AQF	Australian Qualifications Framework
AQFAB	Australian Qualifications Framework Advisory Board
AQTF	Australian Quality Training Framework
ASS	Assessment Field in the TAA04 Training and Assessment Training Package
ATP	Australian Training Products Ltd
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard
BSTA	Business Services Training Australia
CMQ	Coordination, Management and Quality of Training/Assessment services Field in the TAA04 Training and Assessment Training Package
CRICOS	Commonwealth Register of Institutions and Courses for Overseas Students
DEL	Delivery and Facilitation Field in the TAA04 Training and Assessment Training Package
DES	Learning Design Field in TAA04 Training and Assessment Training Package
DEST	Department of Education, Science and Training
EEO	Equal Employment Opportunity
ENV	Learning Environment Field in TAA04 Training and Assessment Training Package
FAQs	Frequently Asked Questions
GTC	Group Training Company
HR	Human Resources
ICT	Information and Communications Technology
IR	Industrial Relations
IBSA	Innovation and Business Industry Skills Council (trading as Innovation & Business Skills Australia)
ISC	Industry Skills Council, formally known as Industry Training Advisory Body (ITAB)
IT	Information Technology
LLN	Language, Literacy and Numeracy

LOTE	Language other than English
NAC	National Apprenticeships Centre
NAWT	National Assessors and Workplace Trainers (part of BSTA)
NCVER	National Centre for Vocational Education Research
NOHSC	National Occupational Health and Safety Commission
NRS	National Reporting System
NTIS	National Training Information Service
NTQC	National Training Quality Council
OHS	Occupational Health and Safety
RCC	Recognition of Current Competency
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
STA	State Training Authority
TAA	Training and Assessment
TAFE	Technical and Further Education
TAS	Training Advisory Services field in TAA04 Training and Assessment Training Package
TPO	Training Plan Outline
VET	Vocational Education and Training
www	World Wide Web

Appendix C: Unit Mapping Analysis

BSZ40198 Certificate IV in Assessment and Workplace Training to TAA40104 Certificate IV in Training and Assessment

Overview

The mapping of BSZ98 Training Package for Assessment to TAA04 Training and Assessment Training Package involves a detailed analysis of the units in each Training Package to identify:

- which TAA units and what TAA unit content is addressed by and within the BSZ units
- what the gaps are between the specifications of TAA units and the BSZ units.

The analysis is undertaken at unit level through setting out each TAA unit and then mapping a BSZ unit or combination of units that most closely relates to the specifications of the TAA unit.

The mapping determines which BSZ unit, or BSZ units in combination, have equivalence to a TAA unit, which unit/s have partial equivalence and which unit/s have no equivalence.

In undertaking the mapping some critical points need to be clarified.

In this context, the term 'equivalence' is used to mean that a BSZ unit or combination of units has the same outcome as the TAA unit. Any gaps that are identified are classified as being of such insignificance that overall competency is not compromised.

Partial equivalence indicates that a BSZ unit or combination of units exist that has some similarity in focus, scope and specifications but the identified gaps are of significance, for example coverage may address a couple of elements. No equivalence is determined when it is clear that no BSZ units exist that have a similar focus, scope or specifications to the TAA unit or where the similarity between the units is so limited that no elements are addressed.

The following Table summarises the mapping analysis for units packaged within the TAA40104 Certificate IV in Training and Assessment in relation to the BSZ98 Training Package for Assessment and Workplace Training. The detailed unit analysis follows.

Summary of Mapping Analysis – Certificate IV

TAA40104 Certificate IV in Training and Assessment	BSZ98 Certificate IV in Assessment and Workplace Training and other BSZ units
TAAENV401B Work effectively in vocational education and training	There is no equivalent unit or units in BSZ.
TAAENV402B Foster and promote an inclusive learning culture	There is no equivalent unit or units in BSZ.

TAA40104 Certificate IV in Training and Assessment	BSZ98 Certificate IV in Assessment and Workplace Training and other BSZ units
TAAENV403B Ensure a healthy and safe learning environment	There is no equivalent unit or units in BSZ.
TAAENV404B Develop innovative ideas at work	There is no equivalent unit or units in BSZ.
TAADES401B Use Training Packages to meet client needs	There is no equivalent unit or units in BSZ.
TAADES402B Design and develop learning programs	BSZ405A Plan and promote a training program is equivalent to TAADES402B.
TAADEL301C Provide training through instruction and demonstration of work skills	BSZ404A Train small groups is equivalent to TAADEL301C.
TAADEL401B Plan and organise group-based delivery	BSZ406A Plan a series of training sessions is equivalent to TAADEL401B.
TAADEL402B Facilitate group-based learning	BSZ407A Deliver training sessions is equivalent to TAADEL402B.
TAADEL403B Facilitate individual learning	There is partial equivalence between BSZ404A Train small groups and TAADEL403B but application would need to be demonstrated to an individual learning relationship applying the relevant techniques for individual facilitation that are specified in TAADEL403B. Individuals holding BSZ404A would need to show evidence of one-to-one approach to gain equivalence.
TAADEL404B Facilitate work-based learning	There is partial equivalence between both BSZ404A and BSZ407A with TAADEL404B. It would be possible for an individual holding BSZ404A and/or BSZ407A to demonstrate evidence of having applied those units in a work context. In that case the units would be equivalent.
TAADEL405B Coordinate and facilitate distance-based learning	BSZ407A Deliver training sessions is equivalent to TAADEL405B.
TAAASS401C Plan and organise assessment	BSZ401A Plan assessment is equivalent to TAAASS401C.
TAAASS402C Assess competence	BSZ402A Conduct assessment is equivalent to each of TAAASS402C and TAAASS301B.

TAA40104 Certificate IV in Training and Assessment	BSZ98 Certificate IV in Assessment and Workplace Training and other BSZ units
TAAASS403B Develop assessment tools	BSZ506A and BSZ507A are each equivalent to TAAASS403B BSZ401A has partial equivalence. Application of Element 3 would need to be demonstrated against all the specifications of TAAASS403B.
TAAASS404B Participate in assessment validation	BSZ403A has partial equivalence with TAAASS404B.
TAATAS401B Maintain information requirements of training and/or assessment organisations	There is no single BSZ unit that addresses TAATAS401B. When held together BSZ402A, BSZ405A and BSZ408A would make up equivalence to TAATAS401B.

Detailed mapping analysis of unit equivalence: BSZ40198 Certificate IV in Assessment and Workplace Training to TAA40104 Certificate IV in Training and Assessment

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAAENV401B Work effectively in vocational education and training	There is no similar unit in BSZ		Yes	BSZ does not include a unit that addresses these vocational outcomes, nor are the performance criteria met through a mix of BSZ units.
Element 1: Work within the vocational education and training policy framework	No specific element in BSZ		Yes	
Element 2: Work within the training and/or assessment organisation's quality framework	No specific element in BSZ		Yes	
Element 3: Manage work and work relationships	No specific element in BSZ		Yes	
Element 4: Demonstrate a client-focused approach to work	No specific element in BSZ		Yes	
SUMMARY				
There is no BSZ unit or combination of units that is equivalent to TAAENV401B.				

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAAENV402B Foster and promote an inclusive learning environment	No similar unit in BSZ		Yes	A range of BSZ units touch on aspects of this unit especially in relation to characteristics of candidates/participants
Element 1: Practise inclusivity	No specific element in BSZ		Yes	
Element 2: Promote and respond to diversity	No specific element in BSZ		Yes	
Element 3: Develop and implement work strategies to support inclusivity	No specific element in BSZ		Yes	
Element 4: Promote a culture of learning	No specific element in BSZ		Yes	
Element 5: Monitor and improve work practices	No specific element in BSZ		Yes	
<p>SUMMARY</p> <p>There is no BSZ unit or combination of units that is equivalent to TAAENV402B.</p> <p>There are some PCs in BSZ402A and 406A as well as PC 4.4 in BSZ406A. The emphasis in TAAENV402B is stronger, such that a successful outcome would require the individual to demonstrate in greater depth that they had specifically fostered an inclusive environment for all aspects of training rather than just identifying delivery methods appropriate for participant characteristics.</p>				

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAAENV403B Ensure a healthy and safe learning environment	No similar unit in BSZ	OHS is referenced across all BSZ Certificate IV units as part of the knowledge requirements. Broad reference to a safe assessment environment in BSZ402APC3.1 and BSZ406A PC5.4	Yes	OHS is included in BSZ but not as a comprehensive unit
Element 1: Identify OHS responsibilities	No specific element in BSZ		Yes	
Element 2: Identify hazards in the learning environment	No specific element in BSZ		Yes	
Element 3: Assess risks in the learning environment	No specific element in BSZ		Yes	
Element 4: Develop and implement actions to ensure the health safety and welfare of learners and/or candidates	No specific element in BSZ		Yes	
Element 5: Provide appropriate OHS requirements to learners and/or candidates	No specific element in BSZ		Yes	
Element 6: Monitor OHS arrangements in the learning environment	No specific element in BSZ		Yes	
SUMMARY				
There is no BSZ unit or combination of units that is equivalent to TAAENV403B				

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAAENV404B Develop innovative ideas at work	No similar unit in BSZ		Yes	
Element 1: Interpret the need for innovation	No specific element in BSZ		Yes	
Element 2: Generate a range of ideas	No specific element in BSZ		Yes	
Element 3: Collaborate with others	No specific element in BSZ		Yes	
Element 4: Reflect on the idea/s	No specific element in BSZ		Yes	
Element 5: Represent the idea/s	No specific element in BSZ		Yes	
Element 6: Evaluate the idea/s	No specific element in BSZ		Yes	
SUMMARY				
There is no BSZ unit or combination of units that is equivalent to TAAENV404B.				

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAADES401B Use Training Packages to meet client needs	No specific unit in BSZ	A number of BSZ units address different performance criteria of this unit	Yes	The specific focus of this unit is not addressed in BSZ however some aspects are embedded with BSZ units
Element 1: Define the basis for using Training Package/s	No specific element in BSZ		Yes	
Element 2: Analyse and interpret the qualification framework	No specific element in BSZ			

Element 3: Analyse and interpret competency standards for client application/s	No specific element in BSZ	BSZ405A PC 1.3 BSZ401A PC 1.2	Part	Specific to the application of BSZ406A
Element 4: Contextualise competency standards for client application/s	No specific element in BSZ		Yes	
Element 5: Analyse and interpret Assessment Guidelines for client application	Not evident as element in BSZ		Yes	
Element 6: Use Training Package/s as an integrated tool for client application	Not evident as element BSZ PC		Yes	
SUMMARY				
There is no equivalent unit in BSZ98.				

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAADES402B Design and develop learning programs	BSZ405A Plan and promote a training program	BSX406A or BSX404A	No	
Element 1: Define the parameters of the learning program in consultation with the client/s	Element 1: Identify competency needs		No	BSZ goes further than TAA
Element 2: Generate options for designing the learning program	No specific element in BSZ		Yes	There is no specific matching outcomes by PC outcomes are met in BSZ405A
Element 3: Develop the learning program content	Element 2: Document training program requirement		No	
Element 4: Design the structure of the learning program	Element 2: Document training program requirement		Part	BSZ does not have the same emphasis on learning design

Element 5: Review the learning program	No specific element in BSZ	BSZ404A	Yes	
<p>SUMMARY</p> <p>BSZ405A and TSSDES402B are equivalent because the outcomes are equivalent. It would be argued that BSZ405A goes further than DES402A as it includes a gap analysis of participants (PC 1.3, 1.4 of BSZ405A). Although there is less emphasis on learning design, the outcomes still remain equivalent. Element 5 appears similar to Element 4 Review Training of BSZ404A. However Element 5 has a focus on documentation, and reviewing the content of the program before it is delivered. Element 4 of BSZ404A has a focus on reviewing the outcomes of the training. Its focus is on evaluation of learning outcomes.</p>				

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAADEL301C Provide training through instruction and demonstration of work skills	BSZ404A Train small groups	BSZ407A	No	
Element 1: Organise instruction and demonstration	Element 1 Prepare for training		No	
Element 2: Conduct instruction and demonstration	Element 2 Deliver training		No	
Element 3: Check training performance	Element 4 Review Training		No	
Element 4 Review personal training performance and finalise documentation			Yes	
<p>SUMMARY</p> <p>An individual with BSZ404A would have met the requirements for TAADEL301C. An individual with TAADEL301C may not have met all the requirements for BSZ404A, which implies the trainer is choosing methods rather than following predetermined steps.</p>				

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAADEL401B Plan and organise group-based delivery	BSZ406A Plan a series of training sessions		No	
Element 1: Interpret the learning environment and delivery requirements	Element 1 Identify training requirements Element 5 Arrange resources		No	
Element 2: Prepare session plans	Element 4 Develop training sessions		No	
Element 3: Prepare resources needed for delivery	Element 3 Develop training materials		No	
SUMMARY BSZ406A and TAADEL401B are equivalent as they provide equivalent outcomes.				

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAADEL402B Facilitate group-based learning	BSZ407A Deliver training sessions		No	
Element 1: Establish an environment conducive to group learning	Element 1: Prepare training participants		No	
Element 2: Deliver and facilitate training sessions	Element 2: Present training session		No	

Element 3: Demonstrate effective facilitation skills	Element 3: Facilitate individual and group training		No	
Element 4: Support and monitor learning	No specific element		Part	Partly addressed in BSZ Element 3
Element 5: Review and evaluate effectiveness of delivery	Element 5: Review delivery of training session		No	BSZ emphasis is on review of singular session although unit has broader focus
SUMMARY BSZ407A and TAADEL402B are equivalent as they provide equivalent outcomes.				

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAADEL403B Facilitate individual learning	There is no similar BSZ unit	BSZ404A Train small groups	Yes	This TAA unit addresses a clearly defined one on one learning relationship that is defined by both parties. BSZ404A covers one on one learning but the elements and PC are focused on a delivery model rather than learning relationship model in TAA 403B
Element 1: Identify individual learning facilitation requirements	No specific or similar element	Element 1 of BSZ404A has training focus	Yes	
Element 2: Establish the learning/ facilitation relationship	Not evident as specific element			
Element 3: Maintain and develop the learning/facilitation relationship		No specific element evident	Yes	

Element 4: Close and evaluate the learning/facilitation relationship		Element 4 of BSZ404A and or Element 5 of BSZ407A	No	The outcomes are that the individual can evaluate the process. Equivalent to Element 4 of BSZ404A and or Element 5 of BSZ407A
<p>SUMMARY</p> <p>Emphasis in TAA is on the process of learning. TAADEL403B Facilitate individual learning and TAADEL301C Provide instruction and demonstration of work skills both link to BSZ404A Train Small Groups. Both relate to one to one knowledge and skill transfer. 301A is work skills oriented (i.e. what the skill is) whereas 403A is facilitator/mentor/coach oriented (i.e. how the skills are learned). Individuals holding BSZ404A would need to show evidence of 1: 1 approach to gain equivalence.</p>				

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
Unit TAADEL404B Facilitate work-based learning	No specific BSZ unit		Yes	BSZ does not specifically address learning through work. Work activities are incorporated into BSZ404A & BSZ407A but the focal point of these units is a delivery based model focusing on presentation, facilitation, instruction
Element 1: Establish an effective work environment for learning	No specific element in BSZ		Yes	
Element 2: Develop a work-based learning pathway	No specific element in BSZ		Yes	
Element 3: Implement the work-based learning pathway	No specific element in BSZ but similar outcomes	Not significantly different from outcomes of Element 2 of BSZ407A	No	

Element 4: Monitor learning and address barriers to effective participation	No specific element in BSZ but similar outcomes	Outcomes the same as BSZ 407A Element 3 and BSZ404A, Element 4	No	
Element 5: Review the effectiveness of the work-based learning pathway	No similar element in BSZ but similar outcomes	Element 4 of BSZ404A and/or Element 5 of BSZ407A	No	Standard evaluation process found in Element 4 of BSZ404A and/or Element 5 of BSZ407A

SUMMARY

The first two elements are significantly different from anything explicitly defined in BSZ98. It would be possible for an individual holding BSZ404A and/or BSZ407A to demonstrate evidence of having applied those units in a work context. In that case the units would be equivalent.

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAADEL405B Coordinate and facilitate distance-based learning	No specific BSZ unit addresses distance learning	BSZ407A	No	The context of distance-based learning is not significantly different in the skill set required to say that it is not equivalent to BSZ407A.
Element 1: Prepare for distance-based learning	No specific BSZ element		Yes	
Element 2: Manage distance-based learners	No specific element in BSZ			
Element 3: Monitor learner progress	No specific element in BSZ		Yes	
Element 4: Review the distance-based learning process	No specific element in BSZ		No	Standard evaluation process found in Element 4 of BSZ404A and/or Element 5 of BSZ407A

SUMMARY

Equivalent to BSZ407A. If an individual holds BSZ407A the contingency management skills and transferability skills will ensure they can apply that competency to this new context.

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAAASS401C Plan and organise assessment	BSZ401A Plan assessment		No	
Element 1: Determine focus of assessment	Establish evidence required for a specific context		No	
Element 2: Prepare the assessment plan	Covered by parts of Elements 1-3 of BSZ401A		No	BSZ401A does not refer to an assessment plan as such but addresses most aspects covered within the assessment plan through the assessment procedure. In TAA units, the assessment procedure is part of the assessment tool, consistent with definition in Assessment materials project
Element 3: Contextualise and review assessment plan	Addressed through Elements 2 & 3 of BSZ401A		No	
Element 4: Organise assessment arrangements	Not covered as element in BSZ401A	Covered by Element 3 of BSZ402A	No	
SUMMARY Recommend that BSZ401A and TAAASS401C be treated as equivalent.				

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAAASS402C Assess competence	BSZ402A Conduct assessment		No	
Element 1: Establish and maintain the assessment environment	Element 1 of BSZ has same focus/ outcome		No	
Element 2: Gather quality evidence	Covered by Elements 2, 3 & 4 of BSZ402A		No	
Element 3: Support the candidate	Not covered as specific element; partly addressed in PCs of other elements		Part	Outcomes totally covered
Element 4: Make the assessment decision	Same as Element 5		No	
Element 5: Record and report the assessment decision	Addressed in elements 6 & 8		No	
Element 6: Review the assessment process	No specific element in BSZ402A	BSZ403A Review assessment Element 1	No	
SUMMARY				
Recommend that BSZ402A and TAAASS402C be treated as equivalent. BSZ402A goes further than TAAASS301B so should allow it as equivalent.				

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAAASS403B Develop assessment tools	BSZ401A addresses this unit in part	BSZ507A Develop assessment tools & BSZ506A Develop assessment procedures address in full	No	The comparable BSZ unit/s to TAAASS403B are BSZ506A & BSZ507A, which form part of the Diploma. BSZ401A Element 3 addresses assessment tool development for a specific context -- it is very limited and does not address the TAAASS403B specifications in sufficient detail
Element 1: Determine the focus of the assessment tool	Not evident in BSZ401A	BSZ507A Element 1 Identify the context for the assessment tool	No	
Element 2: Determine assessment tool needs	No comparable element in BSZ401A	Forms part of Element 1: Identify context for assessment tool in BSZ507A & Element 2 in BSZ506A	No	
Element 3: Design and develop assessment tools	In part Element 3 BSZ401A - but much narrower focus	Element 2: Draft assessment tools in accordance with plan	No	
Element 4: Review and trial assessment tools	Partly addressed in Element 4 Trial assessment procedure	BSZ507A Element 4 Pilot assessment tools and Element 5 Validate assessment tools BSZ506A Element 4	No	BSZ separates trialling, piloting and validation - in TAA all are covered by trialling

SUMMARY

There is limited equivalence between BSZ401A and TAAASS403B

There is high degree of equivalence between BSZ506A & BSZ507A and TAAASS403B

Element 1 and PCs are fully addressed by both BSZ units

Element 2 and PCs are fully addressed by both BSZ units

Element 3 are fully addressed by both BSZ units

Element 4 are fully addressed by both BSZ units

Recommend that each of BSZ506A and BSZ507A be recognised as equivalent to TAAASS403B.

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAAASS404B Participate in assessment validation	There is no specific unit on validation in BSZ	Addressed partly in BSZ403A Review assessment	Yes	The BSZ403A Review assessment unit could be interpreted to address some aspects of TAAASS404B. However, BSZ403A is generally interpreted as the assessor reviewing their own assessment process, evidence, and assessment decisions rather than participating in a collaborative process as defined in TAAASS404B
Element 1: Prepare for validation	No specific element		Yes	
Element 2: Contribute to validation	No specific element		Yes	
Element 3: Analyse and contribute to outcomes of validation	No specific element		Yes	

SUMMARY

The outcomes of BSZ403A and TAAASS404B are not equivalent. However an individual with BSZ403A would have a variety of evidence that could be used towards meeting the requirements of TAAASS404B.

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAATAS401B Maintain information requirements of training and /or assessment organisations	No specific/unit in BSZ	Some parts of BSZ units address some outcomes and/PCs of this unit	Part	TAATAS401B focuses on information to clients, record keeping and reporting in the context of a dedicated work function relating to this competence or as part of work carried out by trainers/assessors. It is in this latter context that some aspects of the unit are addressed in a number of BSZ units in part
Element 1: Provide initial and ongoing information and advice on training and/or assessment services		No specific element in any BSZ unit	No	
Element 2: Complete training/assessment records		BSZ408A Element 1 Record Training data & BSZ402A Record assessment results	No	
Element 3: Complete reporting requirements		Partly addressed by BSZ504A manage the record keeping system	Part	BSZ element is focused on managing these arrangements whereas TAA element is about the processing
<p>SUMMARY</p> <p>This unit is predominantly about an administrative function and therefore not easily linked to units in BSZ that were predominantly about a training or assessment function and its requisite record keeping arrangements. Although it sets out these administrative steps in more detail than the BSZ units, an individual holding all of BSZ402A, 405A and 408A would have achieved the outcomes of TAATAS401B.</p>				

BSZ50198 Diploma of Training and Assessment Systems to TAA50104 Diploma of Training and Assessment

Overview

The mapping of BSZ98 Training Package for Assessment to TAA04 Training and Assessment Training Package involves a detailed analysis of the units in each Training Package to identify:

- which TAA units and what TAA unit content is addressed by and within the BSZ units
- what the gaps are between the specifications of TAA units and the BSZ units.

The analysis is undertaken at unit level through setting out each TAA unit and then mapping a BSZ unit or combination of units that most closely relates to the specifications of the TAA unit.

The mapping determines which BSZ unit, or BSZ units in combination, have equivalence to a TAA unit, which units have partial equivalence and which units have no equivalence.

In undertaking the mapping some critical points need to be clarified.

In this context, the term 'equivalence' is used to mean that a BSZ unit or combination of units has the same outcome as the TAA unit. Any gaps that are identified are classified as being of such insignificance that overall competency is not compromised.

Partial equivalence indicates that a BSZ unit or combination of units exist that has some similarity in focus, scope and specifications but the identified gaps are of significance, for example coverage may address a number of elements. No equivalence is determined when it is clear that no BSZ units exist that have a similar focus, scope or specifications to the TAA unit or where the similarity between the units is so limited that no elements are addressed.

The following table summarises the mapping analysis for units packaged within the TAA50104 Diploma of Training and Assessment in relation to the BSZ98 Training Package for Assessment and Workplace Training. The detailed unit analysis follows.

Summary of Mapping Analysis – Diploma

TAA50104 Diploma of Training and Assessment	BSZ98 Diploma of Training and Assessment Systems
TAAENV501B Maintain and enhance professional practice	No equivalent or partially equivalent unit in BSZ98
TAADES501B Design and develop learning strategies	BSZ508A Design training courses is equivalent
TAADES502B Design and develop learning resources	No equivalent or partially equivalent unit in BSZ98

TAA50104 Diploma of Training and Assessment	BSZ98 Diploma of Training and Assessment Systems
TAADES503B Research and design e-learning learning resources	No equivalent or partially equivalent unit in BSZ98
TAADES504B Develop and evaluate e-learning resources	No equivalent or partially equivalent unit in BSZ98
TAADES505B Research and develop competency standards	No equivalent or partially equivalent unit in BSZ98
TAADEL501B Facilitate e-learning	No equivalent or partially equivalent unit in BSZ98
TAADEL502B Facilitate action learning projects	No equivalent or partially equivalent unit in BSZ98
TAADEL503B Provide advanced facilitation to support learning	No equivalent or partially equivalent unit in BSZ98
TAADEL504B Lead and coordinate training services	BSZ504A is equivalent
TAAASS501B Lead and coordinate assessment systems and services	No equivalent or partially equivalent units in BSZ98
TAATAS501B Undertake organisational training needs analysis	BSZ501A is equivalent
TAATAS502B Prepare a tender bid	No equivalent or partially equivalent unit in BSZ
TAATAS503B Manage contracted work	No equivalent or partially equivalent unit in BSZ
TAATAS504B Facilitate group processes	No equivalent or partially equivalent unit in BSZ
TAACMQ501B Develop training and/or assessment organisational policies and procedures	BSZ502A, BSZ503A and BSZ504A together provide equivalence
TAACMQ502B Coordinate training and/or assessment arrangements for apprenticeships/traineeships	No equivalent or partially equivalent unit in BSZ98
TAACMQ503B Lead and conduct training and/or assessment evaluations	BSZ505A Evaluate the training and assessment system is equivalent
TAACMQ504B Determine and manage scope of training and/or assessment services	No equivalent or partially equivalent unit in BSZ98
TAACMQ505B Lead a team to foster innovation	No equivalent or partially equivalent unit in BSZ98

Unit Mapping Analysis: BSZ50198 Diploma of Training and Assessment Systems to TAA50104 Diploma in Training and Assessment

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAAENV501B Maintain and enhance professional practice	There is no unit in BSZ that addresses this competence	There are no other units in BSZ that partially address this competence	Yes	
Element 1: Model high standards of performance	No specific element in BSZ		Yes	
Element 2: Determine personal development needs	No specific element in BSZ		Yes	
Element 3: Participate in professional development activities	No specific element in BSZ		Yes	
Element 4: Reflect on and evaluate professional practice	No specific element in BSZ		Yes	
SUMMARY				
This is a new unit with no clear parallel in BSZ98.				

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAADES501B Design and develop learning strategies	BSZ508A Design training Courses		No	Both units address the same area of competence
Element 1: Determine the parameters of the learning strategy	Element 1: Determine the need for a course & Element 2: Identify learner profile		No	
Element 2: Develop the framework for the learning strategy	Element 3: Develop course structure		No	

Element 3: Devise the content and structure of the learning strategy	Element 3: Develop course structure Element 5: Define the training content and Element 7: Identify career/educational pathways		No	
Element 4: Review the learning strategy	Element 6: Develop course monitoring arrangements		No	Standard evaluation - covered in 508A, Element 6 and other BSZ units.
<p>SUMMARY</p> <p>BSZ508A goes further than TAADES501B as it specifically includes identifying career and educational pathways. TAADES501B goes beyond BSZ508A in the way in which review and evaluation is concurrent with development. In summary the two should be seen as equivalent.</p>				

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAADES502B Design and develop learning resources	There is no similar unit in BSZ98	There are no other units in BSZ that in combination address this unit of competency	Yes	BSZ406 has a narrower focus
Element 1: Research and interpret the learning resource requirements	No specific element in BSZ		Yes	
Element 2: Design the learning resource and plan the content	No specific element in BSZ		Yes	
Element 3: Develop the learning resource content	No specific element in BSZ		Yes	
Element 4: Review learning resource prior to implementation	No specific element in BSZ		Yes	
Element 5: Evaluate the design and development process	No specific element in BSZ		Yes	

SUMMARY

TAADES502A has a focus on producing 'learning materials that have been specifically developed to address a substantive area of teaching/learning and or assessment guidance and support'. This takes the area beyond what is addressed in some of the elements in BSZ406 where the focus is much narrower.

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAADES503B Research and design e-learning resources	There is no similar unit in BSZ98	There are no other units in BSZ that in combination address this unit of competency	Yes	
Element 1: Research and interpret the e-learning resource requirements	No specific element in BSZ		Yes	
Element 2: Generate options for e-learning resource	No specific element in BSZ		Yes	
Element 3: Create the design concept	No specific element in BSZ		Yes	
Element 4: Finalise the e-learning design concept	No specific element in BSZ		Yes	

SUMMARY

There is no unit in BSZ98 that focuses on e-learning.

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAADES504B Develop and evaluate e-learning resources	There is no similar unit in BSZ98	There are no other units in BSZ that in combination address this unit of competency	Yes	
Element 1: Participate in the development process	No specific element in BSZ		Yes	

Element 2: Develop the e-learning resource prototype in conjunction with others	No specific element in BSZ		Yes	
Element 3: Trial and evaluate the e-learning resource prototype	No specific element in BSZ		Yes	
Element 4: Collaborate in developing the full e-learning resource	No specific element in BSZ		Yes	
SUMMARY				
There is no unit in BSZ98 that focuses on e-learning.				

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAADES505B Research and develop competency standards	BSZ501A Analyse competency requirements		Yes	Gap exists
Element 1: Interpret requirements and research competency area	Element 1: Identify client competency needs & Element 2: Confirm findings of research		Yes	Competency area must be researched
Element 2: Formulate competency standards			Yes	
Element 3: Validate competency standards	Element 5: Validate competencies and implementation plan		Yes	The validation in BSZ is that the competencies chosen for use are agreed by the client, not validation of competencies themselves
Element 4: Finalise competency standards	No specific element		No	Covered by Element 5, PC5.3
SUMMARY				
There is a substantial difference in outcome between these two units. The focus of BSZ501A is on a TNA and the identification of competencies required to be developed by the individuals themselves. The emphasis of TAADES505B is on the development of the standard itself. BSZ501A assumes the documented competencies already exist and choices are being made, based on research, about which ones are suitable for a particular context. TAADES505B requires the competencies to be developed. It is a different skill.				

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAADEL501B Facilitate e-learning	There is no similar unit in BSZ98	There are no other units in BSZ that in combination address this unit of competency	Yes	While BSZ407A refers to interactive delivery as a training delivery method applicable to this unit, the elements and PCs are not focused on an e-learning model, and do not meet the TAA specifications.
Element 1: Establish the e-learning environment	No specific element in BSZ		Yes	
Element 2: Introduce e-learning	No specific element in BSZ		Yes	
Element 3: Guide and facilitate e-learning	No specific element in BSZ		Yes	
Element 4: Monitor e-learning	No specific element in BSZ		Yes	
Element 5: Review e-learning processes	No specific element in BSZ		Yes	
SUMMARY There are no equivalent units in BSZ98.				

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAADEL502B Facilitate action learning projects	There is no similar unit in BSZ98	There are no other units in BSZ that in combination address this unit of competency	Yes	While BSZ407A refers to action learning as a training activity applicable to this unit, the elements and PCs are not focused on an action learning process or cycle and do not meet the TAA specifications
Element 1: Prepare for action learning	No specific element in BSZ		Yes	

Element 2: Introduce action learning	No specific element in BSZ		Yes	
Element 3: Facilitate action learning	No specific element in BSZ		Yes	
Element 4: Continuously evaluate action learning	No specific element in BSZ		Yes	
Element 5: Identify ongoing group purpose and sustainability	No specific element in BSZ		Yes	
Element 6: Facilitate group evaluation	No specific element in BSZ		Yes	
Element 7: Reflect on personal facilitation skills	No specific element in BSZ		Yes	
SUMMARY There is no equivalence with units in BSZ98.				

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAADEL503B Provide advanced facilitation to support learning	There is no similar unit in BSZ98	There are no other units in BSZ that in combination address this unit of competency	Yes	
Element 1: Develop and extend teaching, facilitation and learning practices	No specific element in BSZ		Yes	
Element 2: Develop learner independence	No specific element in BSZ		Yes	
Element 3: Manage learning	No specific element in BSZ		Yes	
Element 4: Reflect on teaching, facilitation and learning practices	No specific element in BSZ		Yes	
SUMMARY There is no equivalence with units in BSZ98.				

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAADEL504B Lead and coordinate training services	BSZ504 Manage the training and assessment system	BSZ502A and BSZ503A	Part	These BSZ units address some of the specifications of TAADEL504B. The emphasis in TAADEL504B is coordinator function whereas emphasis in two of the BSZ units is on design
Element 1: Organise and arrange training services		No specific element with this focus PCs are addressed across BSZ units	Part	BSZ502A & BSZ503A both contain elements about determining training/assessment boundaries - TAA unit is addressing these aspects at coordination level BSZ504A Element 2 addresses a number of the PC of the TAA element
Element 2: Organise and lead training personnel		BSZ504A Element 2: Support trainers/and or assessors	No	
Element 3: Monitor training operations		Related to BSZ504A Element 4: Maintain quality assurance procedures and evaluation elements in other units	No	
<p>SUMMARY</p> <p>TAADEL504B is equivalent to BSZ504A. This is because the key outcomes are the same and there are only minor differences in low risk areas.</p>				

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAAASS501B Lead and coordinate assessment systems and services	There is no similar BSZ unit	Limited parts of BSZ503A & BSZ504A	Yes	
Element 1: Develop and extend assessment expertise	No specific element in BSZ		Yes	
Element 2: Lead assessment activities	No specific element in BSZ		Yes	
Element 3: Monitor assessment practice	No specific element in BSZ		No	Links to Element 4 of BSZ504A if applied to assessment context
Element 4: Coordinate assessment validation	No specific element in BSZ		Yes	
Element 5: Manage assessment appeals	No specific element in BSZ		Yes	Whilst BSZ504A Element4 PC addresses monitoring QA procedures, the range statement on QA does not include appeals and there is certainly no element addressing management of this process
<p>SUMMARY</p> <p>There is no equivalence between TAAASS501B and BSZ98 units. BSZ504A has some features in common but the greater emphasis in TAAASS501B on details of assessment and appeals as well as the other differences outlined above mean that they are not equivalent.</p>				

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAATAS501B Undertake organisational training needs analysis	BSZ501A Analyse competency requirements		Part	TAATAS501B is focused on training analysis at an organisational level. Such an analysis can be used to inform competency or training needs. BSZ501A addresses researching and analysing competency requirements. Competency requirements can be interpreted to mean defining competency specifications or determining competency /training needs In the TAA Training Package these two possible interpretations are separated into distinct units
Element 1: Identify organisational/ client needs	Element I Identify client competency needs		No	
Element 2: Conduct training needs analysis	Element 2 Undertake needs analysis		No	Competency needs in Range Statement of BSZ has much narrower focus
Element 3: Provide advice to clients	Element 3 Confirm findings of research		Part	BSZ element has different flavour
<p>SUMMARY</p> <p>The units TAATAS501B and BSZ501A are equivalent. The outcomes are the same. Both are about analysing the competency development needs of a group of individuals, whether through a TNA within an enterprise or across some other grouping. The differences between the units are not significant.</p>				

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAATAS502B Prepare a tender bid	No similar unit in BSZ	No parts of other BSZ units that are similar/address focus and scope of this unit	Yes	
Element 1: Determine tender requirements	No specific element in BSZ		Yes	
Element 2: Develop tender content	No specific element in BSZ		Yes	
Element 3: Prepare tender bid	No specific element in BSZ		Yes	
SUMMARY				
There is no equivalent unit in BSZ98.				

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAATAS503B Manage contracted work	No similar unit in BSZ	No parts of other BSZ units that are similar/address focus and scope of this unit	Yes	
Element 1: Develop effective planning instruments	No specific element in BSZ		Yes	
Element 2: Organise resources and support processes	No specific element in BSZ		Yes	
Element 3: Manage implementation of contractual requirements	No specific element in BSZ		Yes	
Element 4: Evaluate management efficacy	No specific element in BSZ		Yes	

SUMMARY

There is no equivalent unit in BSZ98.

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAATAS504B Facilitate group processes	No similar unit in BSZ	No parts of other BSZ units are similar/address focus and scope of this unit	Yes	TAATAS504B focuses on group facilitation to identify an outcome; it is quite different in focus and specifications to TAADEL402B & BSZ407A
Element 1: Establish group objectives and processes	No specific element in BSZ		Yes	
Element 2: Manage facilitation	No specific element in BSZ		Yes	
Element 3: Develop group outcomes	No specific element in BSZ		Yes	
Element 4: Finalise group process	No specific element in BSZ		Yes	
SUMMARY				
There is no equivalent unit in BSZ98.				

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAACMQ501B Develop training and/or assessment organisational policies and procedures	No similar unit in BSZ	BSZ502A, BSZ503A and BSZ504A address the development of training/assessment policies and procedures as PC of these units	No	The development of procedures is strong in BSZ504A
Element 1: Gather and analyse information for policy and procedure development		No similar element in BSZ units	No	Researching information is in several BSZ units

Element 2: Develop the policies and procedures		Element 2 is partially addressed as PCs in BSZ units	Part	
Element 3: Identify implementation requirements		No similar element in BSZ	Yes	
Element 4: Monitor and review policies and procedures		Partially addressed in BSZ504A Element 4 in relation to QA procedures	Yes	
SUMMARY				
The outcomes of TAACMQ501B are linked to those of BSZ502A, 503A and 504A. An individual holding all three of these units would be deemed to have met equivalence requirements.				

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAACMQ502B Coordinate training and/or assessment arrangements for apprenticeships/traineeships	No similar unit in BSZ	No parts of other BSZ units that are similar/address focus and scope of this unit	Yes	
Element 1: Establish training and/or assessment requirements for apprenticeships/traineeships	No specific element in BSZ		Yes	
Element 2: Plan and organise training and/or assessment arrangements	No specific element in BSZ		Yes	
Element 3: Monitor workplace training and/or assessment	No specific element in BSZ		Yes	
Element 4: Manage compliance requirements	No specific element in BSZ		Yes	
Element 5: Review apprenticeship/traineeship arrangements	No specific element in BSZ		Yes	
SUMMARY				
There is no equivalent unit in BSZ98.				

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAACMQ503B Lead and conduct training and/or assessment evaluations	BSZ505A Evaluate the Training and Assessment system	BSZ504A also addresses internal audit and report	No	
Element 1: Identify the basis for the evaluation	Element 1: Plan a system evaluation		No	
Element 2: Plan evaluation of training and/or assessment services/system	Element 1: Plan a system evaluation		No	
Element 3: Conduct evaluation of training and/or assessment services/systems	Element 2: Conduct the evaluation		No	
Element 4: Determine and report evaluation outcome/s	Element 3: Report evaluation findings		No	
<p>SUMMARY TAACMQ503B and BSZ505A should be seen as equivalent as outcomes are equivalent. Differences are minor and insignificant.</p>				

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAACMQ504B Determine and manage scope of training and/or assessment services	No similar unit in BSZ	BSZ502A & BSZ504A		BSZ 502A identifies determining training services in PC 1.1 but the whole process of defining the scope is not addressed; BSZ504A could addresses managing scope as part of QA but Range Statement for QA procedures does not incorporate scope

Element 1: Investigate scope of training and/or assessment services		Element 1 of BSZ502A & Element 3 of BSZ503A - determine boundaries	Part	PCs that cover these BSZ elements have quite different focus to TAA unit
Element 2: Identify organisational capacity and appropriateness of providing training and/or assessment services		No specific element in BSZ	Yes	PC 1.3 of BSZ502A and PC 2.3 of BSZ503A both address resources to support the system (organisational capacity) but this does not address the critical outcome of whether the organisation should provide the training/assessment service
Element 3: Coordinate legal/ organisational requirements		No specific element in BSZ	Yes	
Element 4: Monitor scope of training and/or assessment services		No specific element in BSZ	Yes	
SUMMARY There is no equivalent unit in BSZ98.				

TAA unit	BSZ unit	Other BSZ units of relevance	Gap	Comments
TAACMQ505B Lead a team to foster innovation	No similar unit in BSZ	No parts of other BSZ units that are similar/address focus and scope of this unit	Yes	
Element 1: Provide a model of innovative practice	No specific element in BSZ		Yes	
Element 2: Organise teams to maximise innovation	No specific element in BSZ		Yes	
Element 3: Organise work to facilitate innovative practices	No specific element in BSZ		Yes	

Element 4: Provide guidance and monitor innovation at work practices	No specific element in BSZ		Yes	
Element 5: Review the use of innovation at work skills in a team environment	No specific element in BSZ		Yes	
SUMMARY There is no equivalent unit in BSZ98.				