Use Training Packages to meet client needs

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.

Training Packages represent the national industry benchmarks for nationally recognised vocational outcomes in the vocational education and training system. Accredited courses represent 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.

Unit Sector

Learning Design
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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</table>
| 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 |
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>4.</td>
<td>Contextualise competency standards and accredited courses for client application/s</td>
</tr>
<tr>
<td>4.1</td>
<td>Clarification is sought from the client regarding the need for contextualisation of competency standards or accredited courses</td>
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<tr>
<td>4.2</td>
<td>If required, competency standards or accredited courses are contextualised using the relevant Training Package’s or curricula guidelines/advice on contextualisation</td>
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<tr>
<td>4.3</td>
<td>Feedback is sought from experts to ensure contextualisation meets the competency standards and the Training Package’s or accredited courses contextualisation advice</td>
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<tr>
<td>5.</td>
<td>Analyse and interpret assessment guidance for client application</td>
</tr>
<tr>
<td>5.1</td>
<td>All sections of the Assessment Guidelines of the Training Package/s and/or accredited courses are read, interpreted and applied to the application</td>
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<tr>
<td>5.2</td>
<td>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</td>
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<tr>
<td>5.3</td>
<td>Advice is sought from experts where guidance on interpretation is needed</td>
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<tr>
<td>6.</td>
<td>Use Training Package/s and accredited courses as an integrated tool for client application</td>
</tr>
<tr>
<td>6.1</td>
<td>All analysis and interpretation of Training Package and/or accredited courses content is reviewed against the purpose and the application to meet client needs</td>
</tr>
<tr>
<td>6.2</td>
<td>All analysis and interpretation of Training Package and/or accredited courses content is reviewed against requirements and guidelines</td>
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<tr>
<td>6.3</td>
<td>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</td>
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<tr>
<td>6.4</td>
<td>The user of the Training Package and/or accredited courses reflects on the process and continuous improvements for other applications</td>
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## KEY COMPETENCIES

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>communicating ideas and information contained within a Training Package and accredited courses to the industry or organisation; organising discussions to confirm information used from Training Packages and accredited courses</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>collecting, analysing and organising extensive information using all the components of a Training Package or accredited courses to correctly customise standards</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>planning and coordinating to access the relevant Training Packages and accredited courses when required, source information and plan the customisation of standards</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>using work teams to discuss the Training Package and accredited courses, seek advice from others and check progress</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>not applicable</td>
<td>-</td>
</tr>
<tr>
<td>Solving problems</td>
<td>identifying and solving problems concerning the Training Package and accredited courses rules specifically relating to customisation</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>using the Internet to search for Training Packages and accredited courses and to develop the application</td>
<td>1</td>
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</tbody>
</table>

## RANGE STATEMENT

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

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
- 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

Additional sources of information may include:

- 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
- Australian National Training Authority (ANTA) 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
- Range Statement
- the Evidence Guide including:
  - required knowledge and skills
  - identified Key Competencies or generic 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 the application of Key Competencies 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 to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

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

To demonstrate competency against this unit candidates must be able to provide evidence that they 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.

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 - ANTA, 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, for example:
  - 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
Required skills and attributes include:

- 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
- 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 requirements, skills and Key Competencies
- 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:
  - TAADES402A Design and develop learning programs
  - TAADES501A Design and develop learning strategies
  - TAADES502A Design and develop learning resources
  - TAADES503A Research and design e-learning resources
  - TAADES504A Develop and evaluate e-learning resources
  - TAADES505A Research and develop competency standards
  - TAAASS401A Plan and organise assessment
  - TAAASS402A Assess competency
  - TAAASS403A Develop assessment tools
  - TAAASS404A Participate in assessment validation.