TAAENV401A 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.

Application of the Unit
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.

- Recognised training is delivered by organisations registered by State/Territory Training Authorities (STAs), in accordance with the Australian Quality Training Framework (AQTF).
- 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.
- 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.
- This unit is one of four units in the TAA04 Training and Assessment Training Package which, collectively, support the outcomes of other units in the Training Package.
- Other supporting units are TAAENV402A Foster and promote an inclusive learning culture, TAAENV403A Ensure a healthy and safe learning environment, and TAADES401A Use Training Packages to meet client needs. These units can be grouped together, used separately and/or grouped with other units in the TAA04 Training and Assessment Training Package for teaching/learning and/or assessment purposes.
- 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.

Unit Sector
Learning Environment
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Work within the vocational education and training policy framework</td>
<td>1.1 Relevant national vocational education and training policies and frameworks are accessed, analysed and applied to guide work practices and responsibilities</td>
</tr>
<tr>
<td></td>
<td>1.2 Key vocational education and training organisations and stakeholders are identified and accessed to inform and update work practices</td>
</tr>
<tr>
<td></td>
<td>1.3 Commonwealth and state/territory legislation and guidelines are accessed and used to ensure work practices comply with policy requirements</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>1.5 Opportunities are taken up to contribute to vocational education and training organisational policy developments</td>
</tr>
<tr>
<td></td>
<td>1.6 Vocational education and training organisational terminology is used to communicate effectively within the sector</td>
</tr>
<tr>
<td>2. Work within the training and/or assessment organisation's quality framework</td>
<td>2.1 Relevant organisational documentation is accessed and used to inform, support and guide work roles and responsibilities</td>
</tr>
<tr>
<td></td>
<td>2.2 Work is conducted in accordance with the training and/or assessment organisation's quality assurance strategies, processes, policies and procedures</td>
</tr>
<tr>
<td></td>
<td>2.3 Ethical and legal responsibilities are adhered to in work practices</td>
</tr>
<tr>
<td></td>
<td>2.4 Work is undertaken in accordance with prevailing industrial and employee relations systems and practices</td>
</tr>
<tr>
<td></td>
<td>2.5 Feedback and advice on work quality is actively sought from colleagues and clients</td>
</tr>
<tr>
<td>3. Manage work and work relationships</td>
<td>3.1 Work is planned, prioritised and organised to achieve agreed and expected outcomes</td>
</tr>
<tr>
<td></td>
<td>3.2 Workloads are assessed and guidance/support is sought from relevant personnel where work issues arise</td>
</tr>
<tr>
<td></td>
<td>3.3 Relevant technological skills are used to enhance work outcomes</td>
</tr>
<tr>
<td></td>
<td>3.4 Work is undertaken in a collaborative manner with colleagues through sharing of information and ideas and working together on work outcomes</td>
</tr>
<tr>
<td></td>
<td>3.5 Feedback on managing work and professional relationships is obtained from clients and colleagues and is evaluated and acted upon</td>
</tr>
<tr>
<td>4. Demonstrate a client-focused approach to work</td>
<td>4.1 Clients and their needs and expectations form the basis for developing effective work practices and outcomes, within operational limits</td>
</tr>
<tr>
<td></td>
<td>4.2 Effective communication strategies are developed and utilised to establish and maintain client relationships</td>
</tr>
<tr>
<td></td>
<td>4.3 Processes for evaluating and improving client satisfaction are developed and built into work practices</td>
</tr>
<tr>
<td>Key Competency</td>
<td>Example of Application</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Communicating ideas and information</td>
<td>providing and explaining information and advice to clients, learners and stakeholders</td>
</tr>
<tr>
<td></td>
<td>effectively reporting to staff and management</td>
</tr>
<tr>
<td></td>
<td>providing continuous feedback</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>planning, collecting and analysing client services, staff profiles and working environment and culture</td>
</tr>
<tr>
<td></td>
<td>collecting and analysing national vocational education and training policies and frameworks</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>planning to contribute to vocational education and training policy developments</td>
</tr>
<tr>
<td></td>
<td>planning and organising processes to evaluate client satisfaction</td>
</tr>
<tr>
<td></td>
<td>planning and prioritising work/workload</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>managing own work in a team environment</td>
</tr>
<tr>
<td></td>
<td>working effectively with clients and stakeholders</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>calculating timeframes for service delivery</td>
</tr>
<tr>
<td></td>
<td>calculating timeframes for project/client management</td>
</tr>
<tr>
<td>Solving problems</td>
<td>addressing interpersonal conflicts</td>
</tr>
<tr>
<td></td>
<td>addressing issues arising from client satisfaction evaluations</td>
</tr>
<tr>
<td>Using technology</td>
<td>using a range of electronic equipment to access and disseminate information to practitioners/partners and stakeholders</td>
</tr>
<tr>
<td></td>
<td>using technology, information and software responsibly</td>
</tr>
</tbody>
</table>
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

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)
- Australian National Training Authority (ANTA) strategic planning policy documents including policies related to access and equity

Vocational education and training organisations and stakeholders may include:
- ANTA
- Department of Employment, Science and Technology (DEST)
- 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 to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

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

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

**Required knowledge includes:**

- Training Packages, including the purpose and structure of:
  - units of competency
  - Assessment Guidelines
  - qualifications
  - Key Competencies
  - support materials
  - (Note: this knowledge is addressed in detail in TAADES401A 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:
  - ANTA
  - 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
  - ANTA 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 TAAENV403A 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 Requirements and Key Competencies
- 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.