TAADES401B Use Training Packages to meet client needs
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Modification History
Not applicable.

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.

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 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.

Licensing/Regulatory Information
Not applicable.

Pre-Requisites
Not applicable.
Employability Skills Information
This unit contains employability skills.

Elements and Performance Criteria Pre-Content
Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Define the basis for using Training Package/s and accredited courses</strong></td>
</tr>
<tr>
<td></td>
<td>1.1 Discussions are held with <strong>relevant persons</strong> to confirm <strong>training and/or assessment needs</strong> of the client</td>
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<tr>
<td></td>
<td>1.2 <strong>Training Packages</strong> and/or <strong>accredited courses</strong> which could satisfy client needs are identified and <strong>sourced</strong></td>
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<td></td>
<td>1.3 <strong>Endorsed components</strong> of the Training Package/s and/or accredited courses are <strong>explored</strong> to determine whether client needs are addressed</td>
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<td></td>
<td>1.4 <strong>Additional sources of information</strong> are identified to clarify Training Package and/or accredited courses content and requirements, where necessary</td>
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<tr>
<td></td>
<td>1.5 The specific purpose and <strong>application/s</strong> of using Training Packages and/or accredited courses are confirmed with relevant persons</td>
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<tr>
<td>2</td>
<td><strong>Analyse and interpret the qualifications framework</strong></td>
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<tr>
<td></td>
<td>2.1 The <strong>qualifications framework</strong> of the selected Training Packages and/or accredited courses, including the <strong>packaging rules</strong>, is read and interpreted accurately</td>
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<td></td>
<td>2.2 Advice is sought from <strong>experts and others</strong> where guidance on interpretation is needed</td>
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<tr>
<td></td>
<td>2.3 The qualifications framework is applied to meet client needs, where appropriate</td>
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</tbody>
</table>
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

Required Skills and Knowledge

Not applicable.
Evidence Guide

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

**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 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.

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

Examined 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
- 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

Unit Sector(s)
Not applicable.

Competency Field
Learning Design