



Australian Government

Department of Education, Employment and Workplace Relations

TAADES401B Use Training Packages to meet client needs

Release: 1

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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 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.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

Elements and Performance Criteria

Elements and Performance Criteria

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

- 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

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| 5 Analyse and interpret assessment guidance for client application | <ul style="list-style-type: none">5.1 All sections of the Assessment Guidelines of the Training Package/s and/or accredited courses are read, interpreted and applied to the application5.2 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 applied5.3 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 | <ul style="list-style-type: none">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 needs6.2 All analysis and interpretation of Training Package and/or accredited courses content is reviewed against requirements and guidelines6.3 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 parts6.4 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

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

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
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:	<p>the grouping of units of competency into combinations for the purpose of creating an AQF qualification and may include:</p> <ul style="list-style-type: none"> 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:	<p>other trainers/facilitators</p> <p>other assessors</p> <p>Industry Skills Councils (ISCs) staff</p> <p>Department of Education, Science and Training (DEST) and/or State/Territory Authority (STA) staff</p> <p>Australian Quality Training Framework (AQTF) auditors</p>
All parts of the competency standard format and structure must include:	<p>Unit Descriptor</p> <p>Elements</p> <p>Performance Criteria</p> <p>Employability Skills</p> <p>Range Statement</p> <p>the Evidence Guide including:</p> <ul style="list-style-type: none"> 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