



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **TAEASS504A Develop and implement recognition strategies**

**Release: 1**

## **TAEASS504A Develop and implement recognition strategies**

### **Modification History**

<b>Version</b>	<b>Comments</b>
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TAEASS504A	Released with <i>TAE10 Training and Education Training Package version 2.0</i>
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### **Unit Descriptor**

This unit describes the performance outcomes, skills and knowledge required to develop and implement a recognition strategy in the context of organisational development. It requires the ability to prepare information and advice on recognition, to identify evidence gathering opportunities and to evaluate a recognition-based assessment process. It also focuses on continuously improving recognition processes within an organisation.

### **Application of the Unit**

This unit typically applies to those who have a role in developing procedures and documentation for recognition-based assessment for an organisation.

### **Licensing/Regulatory Information**

Not applicable.

### **Pre-Requisites**

Not applicable.

### **Employability Skills Information**

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

### ELEMENT

*Elements describe the essential outcomes of a unit of competency.*

### PERFORMANCE CRITERIA

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

## Elements and Performance Criteria

1. Analyse job descriptions and workplace performance measures of an organisation	<p>1.1 Compile information on job descriptions and source data on individuals' <i>work performance</i></p> <p>1.2 Review <i>performance appraisal processes and documentation</i> in an organisation and align to units of competency</p> <p>1.3 Investigate opportunities for evidence gathering in the workplace of an organisation</p>
2. Determine the range of evidence that can contribute to recognition for a unit of competency	<p>2.1 Interpret the work performance, applied skills and knowledge requirements for a unit of competency</p> <p>2.2 Nominate sources and types of evidence that comply with the rules of evidence and Evidence Guide for a unit of competency</p>
3. Prepare a recognition package for employees of an organisation	<p>3.1 Interpret and explain organisational policies and procedures for recognition</p> <p>3.2 Contextualise the performance requirements for a unit of competency for employees in an organisation</p> <p>3.3 Document exemplars and evidence lists to support candidates in their application for recognition</p> <p>3.4 Provide advice and support to managers to facilitate collection of workplace evidence for recognition</p>
4. Monitor recognition-based assessment for a unit of competency	<p>4.1 Monitor the evidence collection process for a unit of competency</p> <p>4.2 Monitor decision making in assessment against organisational policies and procedures</p> <p>4.3 Monitor feedback provided to the candidate</p>
5. Evaluate an organisations recognition-based assessment procedures	<p>5.1 Conduct a review of the advice to candidates and employers</p> <p>5.2 Review compiled evidence lists in terms of their applicability and the evidence generated</p> <p>5.3 Gather and analyse client feedback as part of continuous improvement</p> <p>5.4 Gather feedback from the employing organisation and candidate on the organisations recognition services</p> <p>5.5 Review recognition processes, inputs and practice against the organisations policies</p> <p>5.6 Identify changes and enhancements and amend organisations policies, procedures and/or the <i>recognition package</i></p>

## Required Skills and Knowledge

*This section describes the skills and knowledge required for this unit.*

### Required skills

- analysis and interpretation skills to:
  - unpack competency standards
  - interpret job description and performance appraisal information and map to units of competency
  - identify candidate needs
- communication skills to:
  - explain the recognition process to the candidate
  - give clear and precise instructions and advice
  - discuss the recognition process with other relevant people
  - discuss the assessment outcome with the candidate
- literacy skills to:
  - read and interpret relevant information to conduct recognition-based assessment
  - prepare required documentation and records/reports of recognition outcomes in the required format
- research and evaluation skills to:
  - research workplace sources of evidence
  - access recognition policies and procedures
  - evaluate evidence
  - evaluate the recognition process.

### Required knowledge

- recognition-based assessment including:
  - the criteria used in national VET; endorsed or accredited competency standards defining specifications for performance of work and work functions which include skills and knowledge
  - units of competency as the basis of qualifications
  - the principles of recognition and evidence-based assessment
  - the structure and application of competency standards
- how to interpret competency standards and other related assessment information to determine the evidence required to demonstrate competency including:
  - the components of competency
  - Training Package Assessment Guidelines
  - the organisations assessment system, policies and procedures
  - different types of recognition approaches and tools
  - the principles of assessment and how they guide assessment, validation and appeals processes
  - assessment validation

- roles and responsibilities in the recognition process, including OHS obligations and duty of care
- legal, organisational and ethical responsibilities associated with the assessment system, including:
  - maintaining client privacy and confidentiality
  - providing accurate information
  - duty of care under common law
  - compliance with AQTF requirements
  - copyright and privacy laws, including the use of electronic technology.

## 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.*

<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<ul style="list-style-type: none"> <li>• Evidence of the ability to:           <ul style="list-style-type: none"> <li>• Develop, implement and review two recognition strategies for different unit(s) of competency in an organisational context</li> <li>• Document accurately:               <ul style="list-style-type: none"> <li>• the advice to assessors and candidates, and</li> <li>• the recognition tools and the evaluation instruments for the recognition assessments undertaken</li> </ul> </li> <li>• Critically review an organisations recognition-based assessment processes:               <ul style="list-style-type: none"> <li>• evaluate the approaches taken, and</li> <li>• prepare a report detailing proposed changes to improve both the processes and outcomes.</li> </ul> </li> </ul> </li> </ul>
<b>Context of and specific resources for assessment</b>	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
<b>Method of assessment</b>	
<b>Guidance information for assessment</b>	

## 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.*

<b><i>Work performance measures</i></b> may include:	<ul style="list-style-type: none"> <li>• organisational key performance indicators (KPIs)</li> <li>• organisational goals and objectives</li> <li>• organisational targets for teams and individuals</li> <li>• quantitative and qualitative performance measures</li> <li>• performance appraisal processes and documentation.</li> </ul>
<b><i>Performance appraisal processes and documentation</i></b> may include:	<ul style="list-style-type: none"> <li>• annual employee reporting documents and templates</li> <li>• employee key performance indicators (KPIs)</li> <li>• duty statements</li> <li>• employment contracts</li> <li>• contractor statements of work</li> <li>• log books</li> <li>• employment specifications</li> <li>• job task lists.</li> </ul>
The <b><i>recognition package</i></b> may include	<ul style="list-style-type: none"> <li>• units of competency and contextualisation statements</li> <li>• recognition tools including;               <ul style="list-style-type: none"> <li>• evidence lists</li> <li>• performance and evidence requirements</li> <li>• suggested questions or discussion points</li> <li>• observation checklists</li> <li>• supporting statement templates</li> <li>• advice to candidates</li> <li>• advice to employers</li> <li>• recognition policies and procedures</li> <li>• appeal procedures.</li> </ul> </li> </ul>

## Unit Sector(s)

Assessment

## Custom Content Section

Not applicable.