Australian Government

Department of Education, Employment and Workplace Relations

TAEDES402A Use training packages and accredited courses to meet client needs

Revision Number: 1

ISC INDUSTRY SKILLS COUNCILS
Creating Australia's Future

TAEDES402A Use training packages and accredited courses to meet client needs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to use training packages and accredited courses as tools to support industry, organisation and individual competency development needs.

Application of the Unit

Application of the unit	This unit typically applies to a person working in or with training and/or assessment organisations as an entry-level trainer, teacher, facilitator or assessor. It assumes that the person is working from a pre-defined training product, such as a training package or accredited course, and applying that product to meet client needs.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA
1. Select appropriate training package or accredited course	1.1. Confirm training and/or assessment needs of *client* 1.2. Identify and source training packages and/or accredited courses which could satisfy client needs 1.3. Use training products in line with the ***training and assessment organisation's quality assurance policies*** and procedures
2. Analyse and interpret the qualifications framework	2.1. Read and interpret qualification rules 2.2. Review and determine applicable licensing requirements and prerequisites 2.3. Determine suitable electives that meet client needs and job roles
3. Analyse and interpret units of competency and accredited modules	3.1. Select individual unit or accredited module to meet client needs 3.2. Read, analyse and interpret all parts of the unit or accredited module for application to client needs 3.3. Analyse links between unit and/or accredited module to develop effective applications for the client 3.4. Document analysis of unit or accredited module in a clear and accessible manner
4. Contextualise units and modules for client applications	4.1. Use information from the client to ***contextualise the unit*** or accredited module to meet client needs 4.2. Use advice on contextualisation produced by the training package developer or course developer to meet client needs
5. Analyse and interpret assessment guidance	5.1. Read, analyse and apply the assessment guidance of the relevant training package or accredited course 5.2. Determine any special requirements for assessment or reasonable adjustment to suit client needs

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
- communication and interpersonal skills to collaborate with others in using training products   - planning skills to develop a structure for a particular application of training packages and accredited courses   - cognitive skills to analyse, interpret and apply the various components of selected training packages and accredited courses   - research skills to analyse and interpret training package and accredited course content to meet client needs
Required knowledge
- Australian Qualifications Framework (AQF) guidelines, including characteristics of AQF qualification levels   - functions and responsibilities of training package developers and course accreditation agencies, and their roles as key vocational education and training (VET) organisations   - dimensions of competency   - format and structure of accredited courses   - format and structure of competency standards   - function of training packages and accredited curriculum as benchmarks in a competency-based VET training and assessment system   - methodology relating to analysing and using competency standards for a range of applications and purposes to meet the needs of a diverse range of VET clients   - language and terminology used in training packages and accredited courses   - parts of training packages that can be contextualised and parts that cannot   - structure of training packages and the role and purpose of each endorsed component   - sources of training package information

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	Assessment must address the scope of this unit and reflect all components of the unit. Arange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. 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.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • analyse a training package and or accredited course to examine its component parts, identify relevant units of competency or modules, and contextualise those to meet a specific client need • demonstrate a minimum of two examples of analysing training specifications, including at least one training package; the other may be another training package or an accredited course that meets a specific client need.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Assessment must ensure access to: • training products, such as training packages and accredited course documentation.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

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.	
Client may include:	• individual learners • candidates for assessment • organisations or enterprises with specific training needs.
Training and assessment organisation may include:	• registered training organisation (RTO) • organisation working in a partnership arrangement with an RTO to provide recognised training and assessment services • organisation that provides non-recognised training and assessment services.
Quality assurance policies may include:	• Australian Quality Training Framework requirements as they apply to RTOs • organisational internal quality policies and procedures.
Contextualising units:	• means linking the requirements of the competency standard to the work environment of a particular client or client group • may include: 　• identifying specific types of tools and equipment relevant to the competency 　• identifying specific organisational policies, procedures, processes and forms relevant to the competency 　• linking organisation-specific terminology to the competency 　• identifying specific people relevant to the competency.

Unit Sector(s)

Unit sector	Learning design

Innovation and Business Skills Australia

Competency field

Competency field	

Co-requisite units

Co-requisite units		