



**Australian Government**

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

# **TAEICR501A Work in partnership with industry, enterprises and community groups**

Release: 1

## **TAEICR501A Work in partnership with industry, enterprises and community groups**

### **Modification History**

<b>Version</b>	<b>Comments</b>
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TAEICR501A	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 work in partnership with industry, enterprises and community groups to provide a range of learning and development services. It covers preparing for the partnership as well as negotiating, implementing, maintaining, evaluating and reviewing the partnership arrangement.

### **Application of the Unit**

This unit typically applies to individuals in various roles within a Registered Training Organisation (RTO) who are planning to work in partnerships, or are already working in partnership with an organisation, such as an industry group, enterprise or community group, to provide a learning and development or related service.

### **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. Prepare for partnership with the organisation	<p>1.1 Determine <b>RTO readiness</b> for engagement with the <b>organisation</b>, in line with the RTO's strategic plan</p> <p>1.2 Identify <b>skills needed by RTO staff</b> to work effectively with the organisation, as determined by the requirements of the organisation</p> <p>1.3 Conduct an RTO skills analysis to determine if the RTO staff have required skills or need further development prior to engaging with the organisation</p>
2. Negotiate the partnership	<p>2.1 Identify and set objectives for the partnership in line with the strategic direction and plan of both the RTO and the organisation</p> <p>2.2 Determine and act on the likely strengths and weaknesses, opportunities and threats of the partnership arrangement</p> <p>2.3 Come to a common agreement with the organisation about the services and responsibilities of the RTO and organisation</p> <p>2.4 Analyse <b>resources</b> needed for the partnership arrangement and determine what resources both parties will be contributing to the partnership</p> <p>2.5 Facilitate the drawing up and signing of a contract or agreement by appropriate personnel in both organisations</p>
3. Implement the partnership	<p>3.1 Design <b>organisational processes</b> in consultation with relevant RTO and partner organisation personnel</p> <p>3.2 Establish <b>reporting and recordkeeping processes</b> in accordance with RTO and partner organisation requirements</p> <p>3.3 Set the <b>parameters for quality assurance</b> of the service offered to the organisation</p> <p>3.4 Develop a learning and development strategy in consultation with relevant RTO and organisation personnel</p> <p>3.5 Contextualise the learning and development service as required by the organisation</p> <p>3.6 Provide the learning and development service required by the organisation</p>
4. Maintain the partnership	<p>4.1 Use appropriate communication and interpersonal skills to develop and maintain a professional relationship with the organisation</p> <p>4.2 Provide <b>support</b> for own staff when providing the service to the organisation</p> <p>4.3 Encourage organisation to provide support for their own staff when undergoing training, development and assessment</p>
5. Evaluate and review the partnership	<p>5.1 Evaluate the recipients' reaction to the learning and development service</p> <p>5.2 Evaluate the development in terms of the application of new skills, knowledge and attitude to the workplace</p> <p>5.3 Analyse the <b>changes</b> the learning and development service has</p>

	<p>made to the organisation</p> <p>5.4 Set up <i>review criteria</i> and review the partnership arrangement, in consultation with the organisation</p> <p>5.5 Use evaluation and review processes to make suggestions for improving existing and future partnership arrangements, and report to relevant personnel</p>
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## Required Skills and Knowledge

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

### Required skills

- communication and interpersonal skills to:
  - negotiate with the partner organisation
  - communicate with a wide range of personnel
  - communicate with diverse community groups or target groups
  - listen to needs of the organisation
  - maintain the partnership
  - provide support to staff
  - write proposals, agreements and reports
- initiative and enterprise to:
  - base learning and development services on organisational needs
  - put an emphasis on continuous improvement
  - plan quality assurance processes
  - develop a learning and development strategy
  - contextualise learning and development services
- planning and organising skills to:
  - conduct a skills analysis
  - organise required services
  - establish reporting and recordkeeping processes
  - review the partnership
- problem solving skills to:
  - analyse organisational needs
  - analysing strengths, weaknesses, opportunities of and threats to the partnership
  - analyse resource needs of the partnership arrangement
  - evaluate the learning and development service.

### Required knowledge

- industry knowledge to understand:
  - the organisation's business and complexity
- emerging technologies and trends within the industry
- sound knowledge of the industry area of the partner organisation, including:
  - services and/or products
  - emerging technologies
  - business complexities
  - conditions
- sound knowledge of the partner organisation, including:
  - strategic direction and plans

- staffing
- reporting and recordkeeping requirements
- relevant policies and procedures including quality and OHS procedures
- training and assessment practices and procedures, including:
  - customisation of units of competency, resources and assessment tasks to meet organisational needs
  - requirements of the Australian Quality Training Framework (AQTF).

## 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>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• develop and maintain key aspects of a partnership between an RTO and at least one organisation through the stages outlined in this unit, including:           <ul style="list-style-type: none"> <li>• preparing for a partnership with an organisation</li> <li>• negotiating the partnership</li> <li>• implementing the partnership</li> <li>• maintaining the partnership</li> <li>• evaluating and reviewing the partnership.</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>RTO readiness</i></b> may include:	<ul style="list-style-type: none"> <li>• making decisions about:             <ul style="list-style-type: none"> <li>• who will benefit from the partnership and why</li> <li>• what services the RTO can provide</li> <li>• flexibility of the RTO</li> <li>• whether the RTO staff have the required skills</li> <li>• whether there are structures in place as required by the Australian Quality Training Framework (AQTF).</li> </ul> </li> </ul>
<b><i>Organisation</i></b> may include:	<ul style="list-style-type: none"> <li>• industry groups such as industry associations or peak bodies</li> <li>• enterprises such as small, medium or large commercial organisations</li> <li>• community groups such as not-for-profit organisations.</li> </ul>
<b><i>Skills needed by RTO staff</i></b> may include:	<ul style="list-style-type: none"> <li>• communication skills</li> <li>• creativity and innovation</li> <li>• management</li> <li>• industry knowledge</li> <li>• knowledge of training and assessment methodologies and practices.</li> </ul>
<b><i>Services may include:</i></b>	<ul style="list-style-type: none"> <li>• learning and development services</li> <li>• human resources services.</li> </ul>
<b><i>Responsibilities may include:</i></b>	<ul style="list-style-type: none"> <li>• regular reporting and communication</li> <li>• provision of resources.</li> </ul>
<b><i>Resources</i></b> may include:	<ul style="list-style-type: none"> <li>• equipment</li> <li>• money</li> <li>• personnel for training, assessment, supervision or mentoring</li> <li>• space to provide learning and development services</li> <li>• time for staff to undertake training.</li> </ul>
<b><i>Organisational processes</i></b> may include:	<ul style="list-style-type: none"> <li>• confidentiality agreements</li> <li>• insurances</li> <li>• key contacts in each organisation</li> <li>• ownership of intellectual property</li> </ul>



	<ul style="list-style-type: none"> <li>reporting arrangements.</li> </ul>
<b><i>Reporting and recordkeeping processes</i></b> may include:	<ul style="list-style-type: none"> <li>expenditure and budget</li> <li>personnel records of training completed</li> <li>progress reports and updates</li> <li>evaluations.</li> </ul>
<b><i>Parameters for quality assurance</i></b> may include:	<ul style="list-style-type: none"> <li>Australian Quality Training Framework (AQTF)</li> <li>organisational quality assurance policies and procedures of partner</li> <li>industry, legal and ethical standards.</li> </ul>
<b><i>Review criteria</i></b> may include:	<ul style="list-style-type: none"> <li>budget</li> <li>challenges</li> <li>commitment</li> <li>communication processes</li> <li>expectations</li> <li>lessons learned</li> <li>successes.</li> </ul>

## Unit Sector(s)

Industry and community relations

## Custom Content Section

Not applicable.