



**Australian Government**

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

# **TAETAS501A Undertake organisational training needs analysis**

**Revision Number: 1**

## TAETAS501A Undertake organisational training needs analysis

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	This unit specifies the competency required to undertake a training needs analysis (TNA) to identify the training and assessment needs of an organisation.
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## Application of the Unit

<p><b>Application of the unit</b></p>	<p>Training needs analyses are used to assist organisations identify their training needs and develop relevant solutions.</p> <p>This competency involves identifying organisational/client needs through data investigation, using reliable and valid data analysis methods to interpret the data and providing advice and recommendations on training and assessment services required to meet the identified training needs. This includes identifying future support and services that the client will need to implement the recommendations.</p> <p>A training needs analysis can be used to identify the training needs of different levels across an organisation and/or for individuals. This unit focuses on identifying the training and assessment needs at the organisational level. Individual training needs analysis is covered in a number of units in this Training Package.</p> <p>Achievement of this unit requires competency in the development and implementation of a variety of training and assessment methods and knowledge of current processes and practices involved in the implementation of Training Packages.</p> <p>The competency specified in this unit is typically required by trainers/facilitators, assessors, teachers, consultants, human resource managers, program coordinators and managers.</p>
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## Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

<p><b>Prerequisite units</b></p>		

<b>Prerequisite units</b>		

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## 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.
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## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. <b>Identify organisational/client needs</b></p>	<p>1.1. Discussions are held with <i>clients</i> to identify and verify <i>client objectives, expectations and organisational requirements</i></p> <p>1.2. Appropriate <i>communication and interpersonal skills</i> are used to develop a professional relationship with the client</p> <p>1.3. <i>Existing or potential issues</i> to be addressed are identified and analysed to determine the impact on client objectives and requirements</p> <p>1.4. <i>Resources</i> are identified and accessed in accordance with organisational requirements</p> <p>1.5. A <i>consultation plan</i> is developed with <i>relevant persons</i> and is negotiated and agreed by the client</p>
<p>2. <b>Conduct training needs analysis</b></p>	<p>2.1. Reliable and appropriate methods <i>for collecting information and data</i> on current, emerging and future training needs are employed which make efficient use of resources</p> <p>2.2. Work is analysed to determine skills and competencies required for effective performance</p> <p>2.3. Information and data is <i>gathered</i> to determine current skills/competency profile of staff in accordance with legal/organisational/ethical requirements</p> <p>2.4. Information is analysed using reliable and valid <i>data analysis methods</i> to determine skills competency match and identification of current/emerging/future organisational training needs</p> <p>2.5. Conclusions on organisational training needs are supported by verifiable evidence and are consistent with research objectives</p>
<p>3. <b>Provide advice to clients</b></p>	<p>3.1. Clients are provided with clear <i>advice</i> and recommendations on training and assessment needs</p> <p>3.2. Clients are provided with <i>options</i> for meeting identified training needs</p> <p>3.3. Feedback and comments on suitability and sufficiency of advice and recommendations are obtained</p> <p>3.4. Final report is completed and <i>presented</i> to the client, and processed in accordance with <i>legal/organisational requirements</i></p>



## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- research skills to:
  - design research processes for collecting reliable and valid information
  - objectively observe processes
- literacy skills to:
  - prepare written reports incorporating advice and recommendations
  - critically evaluate the relevance, reliability and authority of information
- integrative thinking skills to:
  - conceptualise and synthesise issues by 'making links'
  - explore issues from a number of different or contrasting points of view
- observation skills to:
  - identify current work practices
  - analyse future training requirements
- consultation skills to:
  - analyse and determine client requirements
  - ensure full participation of relevant individuals and groups in providing feedback on recommendations
- communication skills to:
  - interpret information from a variety of people
  - promote and explain recommended development activities
- interpersonal skills to:
  - maintain appropriate relationships with stakeholders
  - establish trust
  - be open to the opinion of others
  - actively listen
- numerical skills to:
  - document and present statistical information to illustrate key aspects of a problem or question
- negotiation and facilitation skills to:
  - work with people at all levels of the organisation to ensure client objectives are being met
  - support ideas in a polite manner when challenged
- problem solving skills to:
  - apply effective approaches to defining and analysing issues

## REQUIRED SKILLS AND KNOWLEDGE

### Required knowledge

- competency standards and Training Packages/ accredited courses to:
  - match suggested training to client needs
  - work with competency standards to design training solutions
  - work within Australian Quality Training Framework (AQTF) requirements
- AQTF Standards for Registered Training Organisations (RTOs)
- risk identification and management strategies
- industry and enterprise knowledge, for example:
  - relevant assessment and training strategies
  - client organisation's culture and expectations
  - underpinning skills and knowledge likely to be required in the industry
  - changes likely to impact on the industry/sector and training implications of those
- range of evaluation and research methodologies, for example:
  - literature research
  - DACUM analysis
  - Delphi analysis
  - interviewing techniques
- the external environment relating to social, political, economic and technological developments, for example:
  - new developments in adult learning techniques
  - available funding
- principles of intellectual property, for example:
  - various ways to give appropriate credit when using another's ideas or work
- training and development strategies
- learning organisation concepts
- change management concepts/strategies
- data retrieval and interpretation systems, for example:
  - training needs analysis
  - analysis of job functions
- relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
  - plagiarism
  - Training Packages/competency standards/other criteria
  - copyright and privacy laws in terms of electronic technology
  - security of information
  - recording information and confidentiality requirements
  - duty of care



**REQUIRED SKILLS AND KNOWLEDGE**

- the industrial relations system, industry/workplace relations, and industrial awards/enterprise agreements
- anti-discrimination including equal opportunity, racial vilification and disability discrimination
- vocational education and training
- OHS relating to undertaking an organisational training needs analysis, including:
  - sources of information on OHS as it applies to the training and/or assessment organisation
  - risks that should be addressed by a training and/or assessment organisation
  - legislative requirements for OHS record keeping and reporting requirements
  - OHS obligations of the training and/or assessment organisation, the trainer/facilitator, assessor and learner
  - requirements for consultation under OHS legislation

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
<p>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.</p>	
<p><b>Overview of assessment</b></p>	<p>To demonstrate competency against this unit candidates must be able to provide evidence that they can consult effectively with clients to identify their needs and provide recommendations for training and/or assessment.</p> <p>The advice provided as evidence must show how consultative processes were used to verify client needs; detail research methods undertaken to identify suitable training and/or assessment; include an implementation plan for the training needs analysis; include presentations outlining advice and recommendations; and identify resource requirements and future support delivery timelines.</p>
<p><b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b></p>	<ul style="list-style-type: none"> <li>• an outline of client needs</li> <li>• a report of research undertaken</li> <li>• recommendations made to the client</li> <li>• a plan outlining the delivery of future services, if required</li> </ul>
<p><b>Context of and specific resources for assessment</b></p>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, , Employability Skills</li> <li>• a range of appropriate assessment methods/evidence gathering techniques is used to determine competency</li> <li>• evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided</li> <li>• 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</li> <li>• assessment meets the rules of evidence</li> <li>• a judgement of competency should only be made when the assessor is confident that the required</li> </ul>

<b>EVIDENCE GUIDE</b>	
	<p>outcomes of the unit have been achieved and that consistent performance has been demonstrated</p> <p>Resource implications for assessment include:</p> <ul style="list-style-type: none"> <li>• access to competency standards</li> <li>• access to assessment materials and tools</li> <li>• access to suitable assessment venue/equipment</li> <li>• workplace documentation</li> <li>• cost/time considerations</li> <li>• personnel requirements</li> </ul>
<b>Method of assessment</b>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• Products that could be used as evidence include: <ul style="list-style-type: none"> <li>• report highlighting outcomes of workshops and stakeholder consultation</li> <li>• report detailing recommendations</li> <li>• feedback gathered</li> <li>• consultation/communication plans</li> </ul> </li> <li>• Processes that could be used as evidence include: <ul style="list-style-type: none"> <li>• how information was collected</li> <li>• how relevant data was analysed</li> <li>• how future support was determined</li> </ul> </li> </ul>
<b>Guidance information for assessment</b>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• <i>TAATAS503B Manage contracted work</i></li> <li>• <i>TAACMQ504B Determine and manage scope of training and/or assessment services</i></li> </ul>

## 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.

***Clients*** may be:

- internal or external
- an enterprise
- a department/division
- an industry sector
- a professional association
- a community organisation
- a government organisation

***Client objectives and expectations*** may include:

- focus on individual learner objectives, such as:
  - new skills
  - specific competencies
  - target qualifications
  - career advancement
- focus on productivity improvement
- focus on administrative and records management systems
- focus on satisfying legislative or government regulatory requirements
- involve specific learning support systems
- reflect individualised organisational training and skill requirements
- be affected by national and state/territory policy and funding parameters

***Organisational requirements*** may include:

- quality assurance and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- recording and reporting procedures
- business and performance plans
- access and equity principles and practices
- confidentiality requirements
- ethical standards
- collaborative/partnership arrangements
- occupational health and safety policies,

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>procedures and programs</li> <li>• quality and continuous improvement processes and standards</li> <li>• defined resource parameters</li> </ul>
<b><i>Communication and interpersonal skills</i></b> may relate to:	<ul style="list-style-type: none"> <li>• verbal or non-verbal language</li> <li>• two-way interaction</li> <li>• constructive feedback</li> <li>• active listening</li> <li>• questioning to clarify and confirm understanding</li> <li>• accurately interpreting non-verbal and verbal messages</li> <li>• use of language and concepts appropriate to cultural differences</li> <li>• clear and concrete presentations of options</li> <li>• culturally inclusive and sensitive engagement techniques</li> </ul>
<b><i>Existing or potential issues</i></b> may include:	<ul style="list-style-type: none"> <li>• time to release employees from work to attend consultations</li> <li>• access to a range of employees</li> <li>• individual concerns/issues/negativities that may be brought to consultation sessions</li> </ul>
<b><i>Resources</i></b> may include:	<ul style="list-style-type: none"> <li>• people</li> <li>• finances</li> <li>• business/organisational needs</li> <li>• equipment</li> <li>• technology</li> </ul>
<b><i>Consultation plan</i></b> may include:	<ul style="list-style-type: none"> <li>• purpose and aims of consultation</li> <li>• selection of personnel/other relevant persons</li> <li>• protocol for consultations with employees</li> <li>• industrial relations considerations</li> <li>• confidentiality/privacy/ethical considerations</li> <li>• reporting arrangements</li> <li>• resources required</li> <li>• timeframes</li> <li>• other organisational needs</li> </ul>
<b><i>Relevant persons</i></b> may include:	<ul style="list-style-type: none"> <li>• clients</li> <li>• employees</li> <li>• government agencies</li> <li>• organisational managers/supervisors</li> </ul>

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• organisational training and assessment coordinators</li> <li>• industry groups</li> <li>• employer/employee representatives</li> <li>• state/territory registering body representatives</li> <li>• external consultants</li> </ul>
<p><b><i>Methods for collecting information and data</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• surveys, interviews, discussions, focus groups</li> <li>• critical incident technique</li> <li>• observations of personnel at work</li> <li>• accessing relevant government legislation, policies and practices</li> <li>• analysing industry and/or enterprise skills audit reports</li> <li>• analysing human resource management records/performance management records</li> <li>• reviewing industry publications or reports</li> <li>• concept mapping</li> <li>• job and task analysis</li> <li>• analysing assessment and/or training records</li> </ul>
<p>Information and data may be <b><i>gathered</i></b> at the following levels:</p>	<ul style="list-style-type: none"> <li>• organisational</li> <li>• workgroup/work unit</li> <li>• individual</li> </ul>
<p><b><i>Data analysis methods</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• qualitative/quantitative processes</li> <li>• feedback on results</li> <li>• review of previous research</li> <li>• peer review</li> <li>• data sampling</li> <li>• statistical analysis</li> </ul>
<p><b><i>Advice</i></b> may relate to:</p>	<ul style="list-style-type: none"> <li>• short-term and/or long-term recommendations</li> <li>• specified outcomes and strategies</li> <li>• resource requirements</li> <li>• provision of training and/or assessment services</li> <li>• design or review of training programs</li> <li>• contextualisation of industry competency standards to meet client goals</li> <li>• administrative and management systems</li> <li>• statutory and mandatory requirements</li> <li>• competency standards and performance assessment systems</li> <li>• national standards</li> </ul>

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• performance management systems</li> <li>• training and professional development principles</li> <li>• reporting and accountability requirements and processes</li> </ul>
<i>Options</i> may include:	<ul style="list-style-type: none"> <li>• developing in-house capacity to meet identified needs</li> <li>• identifying training and/or assessment organisations to meet needs</li> <li>• identifying specific units of competency, qualifications/courses to meet needs</li> <li>• consultancy services</li> <li>• timelines</li> <li>• urgency</li> </ul>
Report may be <i>presented</i> using:	<ul style="list-style-type: none"> <li>• visual, audio-visual, graphics, multimedia</li> <li>• demonstrations/presentations</li> <li>• written text or equivalent medium</li> <li>• plans, diagrams, charts, posters</li> </ul>
<i>Legal requirements</i> may include:	<ul style="list-style-type: none"> <li>• standards for training and/or assessment organisation</li> <li>• state or territory registering body requirements</li> <li>• award and enterprise agreements and relevant industrial arrangements</li> <li>• confidentiality and privacy requirements</li> <li>• scope of registration</li> <li>• relevant legislation from all levels of government that affects business operation, including: <ul style="list-style-type: none"> <li>• OHS issues</li> <li>• environmental issues</li> <li>• equal opportunity</li> <li>• industrial relations and anti-discrimination</li> <li>• relevant industry codes of practice</li> </ul> </li> </ul>

## Unit Sector(s)

<b>Unit sector</b>	<i>Training Advisory Services</i>
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## Competency field

<b>Competency field</b>	
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## Co-requisite units

<b>Co-requisite units</b>		