



Australian Government

Department of Education, Employment and Workplace Relations

TAACMQ504B Determine and manage scope of training and/or assessment services

Release: 1

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Modification History

Not applicable.

Unit Descriptor

This unit specifies the competency required to investigate, determine and manage the scope of training and/or assessment services provided by a training and/or assessment organisation.

Application of the Unit

Determining the scope of training and/or assessment services is a critical strategic, business and organisational function that establishes the focus, breadth and type of training and/or assessment services provided/to be provided by a **training and/or assessment organisation** (refer to the Range Statement for a definition).

This competency requires investigating current and potential scope of training and/or assessment services, recommending appropriate approaches, coordinating legal/organisational requirements, and monitoring the focus and approach.

Where applied in a Registered Training Organisation (RTO) environment this unit includes coordinating the registration process to deliver and/or assess recognised training and/or assessments services in accordance with the Australian Quality Training Framework (AQTF)

Standards for Registered Training Organisations (RTOs).

The competency specified in this unit is typically required by trainers/facilitators, training coordinators and managers, human resource and quality personnel.

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 Investigate scope of training and/or assessment services	1.1 Scope of existing training and/or assessment services provided by the training/assessment organisation is researched, analysed and evaluated, where relevant 1.2 The purpose/s of providing/obtaining training and/or assessment services are clarified with senior personnel and other relevant stakeholders 1.3 Research and analysis is carried out to determine internal/external market demand for training and/or assessment services 1.4 Existing sources of provision and preferred source of provision that reflect purpose/s and market demand are investigated
2 Identify organisational capacity and appropriateness of providing training and/or assessment services	2.1 Costs and benefits of directly providing training and/or assessment services are estimated and documented 2.2 Costs and benefits of outsourcing/partnering training and/or assessment services are estimated 2.3 Funding sources to support services are identified 2.4 Recommendations relating to scope including operational parameters, operational status and modus operandi are made to relevant personnel, where required

- 3 **Coordinate legal/organisational requirements**
 - 3.1 **Legal/organisational requirements** to maintain/modify scope of training and/or assessment services are identified and interpreted
 - 3.2 **Relevant documentation** is finalised and submitted to the **appropriate authority**
 - 3.3 Communication and interactions with appropriate authority are coordinated and maintained
 - 3.4 **Issues/irregularities** identified by self and/or others are addressed and managed in an appropriate timeframe and manner
- 4 **Monitor scope of training and/or assessment services**
 - 4.1 Legal/organisational requirements relating to scope are monitored and maintained
 - 4.2 The environment is monitored for **changes that may impact on scope** and advice is provided to relevant persons, as required
 - 4.3 Information relating to scope is disseminated to relevant persons and organisations

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 have investigated and determined the scope of training and/or assessment services in an organisation and have coordinated and monitored legal/organisational processes and requirements relevant to the effective scope.

Evidence Requirements

Required knowledge includes:

purposes/needs for training and/or assessment services
 relevant legal and organisational requirements and where to access them, for example:
 the Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations (RTOs)
 relevant STA system for registration
 relevant Training Package/s
 the industrial relations system, industry/workplace relations, and industrial awards/enterprise agreements
 anti-discrimination requirements including equal opportunity, racial vilification and disability discrimination
 quality systems

authoritative responsibilities and parameters within the training and/or assessment organisation
 types of scope including implications and benefits to the training and/or assessment organisation
 types of and how to access potential funding
 strategic directions of the training and/or assessment organisation
 existing training and/or assessment services provided by the organisation
 research methodologies
 OHS relating to scope including:
 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

Required skills and attributes include:

literacy skills to:
read and interpret state/territory and
organisational policies and procedures
read and interpret legal requirements and
training and/or assessment organisation
standards
analyse information

language skills to:
communicate information
conduct consultations
liaise with appropriate authorities

problem solving skills to:
identify/recognise issues/irregularities
effectively address issues/irregularities

commitment to quality and improvement
research and analysis skills to determine new
business opportunities and recognise industry
trends and directions
cost-benefit analysis skills to determine
capability and viability to extend scope of
training and/or assessment services and
evaluate operational effectiveness
interpersonal skills, including:
maintaining appropriate relationships
internally and with clients/stakeholders
being open to the opinion of others
communicating effectively
listening actively
negotiating

computer/technical skills, for example:
using a range of software programs
using the internet for research
using organisation's information
management system

Products that could be used as evidence include:

analysis of the current scope of the training and/or assessment organisation in terms of focus and scope
analysis of trends and market demand for existing and potential training and/or assessment services
examples of consultation processes used
completed and signed registration documentation
cost-benefit analysis of potential change to scope
documentation of processes used to maintain scope of training and/or assessment services

Processes that could be used as evidence include:

what consultation processes were used to obtain feedback from personnel, current/potential clients and stakeholders, and why
how costs and benefits of proposed services were analysed and calculated

how personnel, material and physical operational requirements were calculated to determine the organisation's capability
how evidence to support the registration documentation was identified and accessed/developed
how internal changes were identified and reported to authorities
how changes to the vocational education and training industry were sourced and disseminated to personnel, if relevant
how potential funding was sourced

Resource implications for assessment include:

access to legal and organisational documentation
time in liaising with a range of relevant personnel

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 whenever 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:

investigation and evaluation of current scope of training and/or assessment services
completed analysis to identify market trends
consultation processes and outcomes with personnel, clients and stakeholders

research outcomes and recommendations on the organisation's capacity and requirements to support existing and/or proposed training and/or assessment services
management of legal and organisational documentation
processes/systems for monitoring the scope of training and/or assessment services and dissemination of relevant information

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:

TAACMQ501B Develop training and/or assessment organisational policies and procedures

TAATAS501B Undertake organisational training needs analysis

TAATAS503B Manage contracted work.

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

Scope refers to:

operational parameters, for example:
single training site
across a number of sites
national/across states/territories
international

operational status, for example:
recognised training and/or assessment
services through registration in accordance
with the Australian Quality Training
Framework (AQTF) **Standards for
Registered Training Organisations
(RTOs)**
unrecognised/internal/organisational
in partnership arrangement

operational modus operandi, including:
using Training Packages
using accredited courses
using internal benchmarks and programs
using internal/external learning resources
product-based training
a mix of the above

Purpose/s may relate to:

developing work skills and competency

meeting industry skill needs
improving productivity
building organisational capacity
providing internal certification/recognition

providing external certification/recognition
supporting workplace restructuring and
change management
meeting licensing requirements
implementing performance-based systems
developing integrated training/human
resources/ industrial relations
systems/arrangements

Research and analysis may include:	qualitative research quantitative research strengths, weaknesses, opportunities and trends (SWOT) analysis market trend analysis consultations with clients/potential clients using outcomes of organisational training needs analysis
Sources of provision may include:	own training and/or assessment organisation other training and/or assessment organisations able to provide training and/or assessment services in areas addressed by purpose/s consultants product suppliers competitors/potential competitors
Costs may include:	direct/indirect costs of providing training and/or assessment services 'in house' direct costs of outsourcing/using external provider additional personnel/material/equipment/infrastructure required 'organisational culture' costs associated with using internal/external provision
Benefits may include:	direct/indirect benefits of providing training and/or assessment services 'in house' direct benefits of 'outsourcing'/using external provider 'organisational culture' benefits associated with using internal/external provision
Outsourcing may include:	the contracting of a training and/or assessment organisation to provide the training and/or assessment service
Partnering means:	are collaborative arrangements between a Registered Training Organisation (RTO) and other organisations including other RTOs which enable the partners to share for mutual benefit their resources, effort, time, costs, responsibility and expertise in the provision of training and/or assessment services. These arrangements are regulated by the AQTF Standards for Registered Training Organisations which requires a written

agreement between the RTO and each organisation that provides training and/or assessment services on behalf of the RTO.

Funding sources may include:

available organisational funding/budget for training and/or assessment
government funding through RTO's profile
government funding through User Choice
fee-for-service funding
internal/external project funding
industry funding through industry levies

Legal/organisational requirements may include:

registration requirement as defined in the Australian Quality Training Framework (AQTF) **Standards for Registered Training Organisations (RTOs)**
state/territory legislation and regulations governing registration and accreditation requirements of Training Packages
requirements set by Commonwealth and state/ territory legislation relating to occupational health and safety (OHS); anti-discrimination; workplace/ industrial relations; workers' compensation; apprenticeships/traineeships
requirements set by awards/enterprise bargaining agreements
requirements set by professional associations
requirements set by quality systems
licensing requirements
organisational requirements
defined resource parameters

Relevant documentation may include:

documentation relating to AQTF and state/territory Training Authority (STA) registration requirements
documentation relating to funding under User Choice
documentation relating to Training Contracts

documentation required by other external authorities relevant to provision of training and/or assessment services
internal organisational documentation/records

Appropriate authority may refer to: registration/accreditation branch of STA
apprenticeships/traineeships branch of STA
internal organisational authority, e.g.
appropriate line manager

Issues/irregularities may include: registration requirements not being met
documentation not completed accurately
issues with personnel responsible for
completing documentation
ongoing compliance issues
evaluation irregularities

Changes that may impact on scope may include: changes to AQTF/registration requirements
and processes
changes to policy and operating environment
of vocational education and training
changes to personnel/organisational structure
changes to current training and/or assessment
services
changes to policies, procedures and
guidelines
changes to legal requirements

Unit Sector(s)

Not applicable.

Competency Field

Coordination, Management and Quality