



Australian Government

Department of Education, Employment and Workplace Relations

TAADEL504B Lead and coordinate training services

Release: 1

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Modification History

Not applicable.

Unit Descriptor

This unit specifies the competency required to lead and coordinate the provision of training services within a training and assessment organisation.

Application of the Unit

Coordinating training services involves overseeing a training and assessment organisations training operations in one or more areas of service delivery.

This competency includes confirming operational parameters for training; developing the training schedule; organising, guiding and supporting the organisations trainers/facilitators; and monitoring the provision of training services (which may include multi-site and partnership arrangements).

Where this unit is undertaken as a single unit outside of the **TAA50104B Diploma of Training and Assessment**, learners must demonstrate competency in the following pre-requisite units:

TAADES402B Design and develop learning programs

TAADES501B Design and develop learning strategies

TAADEL401B Plan and organise group-based delivery

TAADEL402B Facilitate group-based learning.

Achievement of this unit requires high-level language and literacy skills, and cognitive skills in such areas as planning, analysis, evaluation and synthesis as well as leadership skills.

This unit focuses on the coordination of training services only. The coordination of assessment services is addressed in **TAAASS501B Lead and coordinate assessment systems and services**. Systemic evaluations of training services is addressed in **TAAACMQ503B Lead and conduct training and/or assessment evaluations**.

Related competencies, which include preparing/managing budgets/financial plans, records management, recruitment, selection and performance management are addressed through relevant imported units in the Business Services Training Package. These are listed at the end of this unit.

The competency specified in this unit is typically required by lead trainers/facilitators, program/training coordinators and training managers.

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 Organise and arrange training services	1.1 Documentation relating to scope and legal/organisational requirements for training services is identified, accessed and interpreted 1.2 Availability and suitability of relevant trainers/facilitators is identified including across sites 1.3 Availability of material and physical requirements is confirmed with relevant personnel within budget specifications 1.4 Capacity to provide training services in accordance with scope and legal/organisational requirements is determined and partnership arrangements are developed, organised, agreed and documented as written agreements, where relevant 1.5 The training schedule is developed, discussed and agreed with relevant persons

- 2 **Organise and lead training personnel**
 - 2.1 **Quality requirements** relating to the competency of trainers/facilitators are confirmed and documented
 - 2.2 **Communication** and reporting arrangements are determined and agreed
 - 2.3 **Leadership skills** and **coaching and mentoring assistance** is provided to guide and support trainers/facilitators in carrying out their work and **issues/irregularities** are identified and addressed in a timely and appropriate manner
 - 2.4 Opportunities for professional/staff development and internal/external networking are established
- 3 **Monitor training operations**
 - 3.1 The training schedule is monitored and **contingencies** are addressed
 - 3.2 Partnership arrangements are monitored in accordance with written agreements, where relevant
 - 3.3 Training records and reports are monitored to ensure legal/organisational requirements are met
 - 3.4 Feedback from clients and stakeholders is initiated, monitored and addressed
 - 3.5 Outcomes and recommendations of internal/external evaluations of training services are implemented and changes in training services operations are documented and monitored
 - 3.6 Directions for continuous improvement in the provision of training services are identified and reported to relevant persons

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 taken responsibility for the operational parameters for training provision in a specified vocational area/field of training services; provided leadership, direction and support to other trainers/facilitators; and have effectively monitored training services in a training and assessment organisation.

Evidence Requirements

Required knowledge includes:

- relevant legal/organisational requirements for the scope of training services
- organisational policies and procedures relating to the scope of training services
- organisation's quality management systems and processes
- content of relevant Training Packages, competency standards or other organisational benchmarks for training services
- content of relevant documented learning strategies to guide and support the provision of training services
- content of relevant documented learning programs and/or work-based learning pathways to guide and support the provision of training services, where relevant
- how to develop delivery plans, learning activities
- delivery and facilitation methods and practices
- conflict resolution techniques
- coaching and mentoring techniques
- evaluation techniques
- OHS relating to the provision of training services, including:

OHS obligations of the training and assessment organisation, the trainer/facilitator and learner

legislative requirements for information and consultation relevant to safety

elements of an OHS management system as it applies to a training and assessment organisation

nature of OHS risks that should be addressed by a training and assessment organisation

Required skills and attributes include:

language and literacy skills to:

communicate in spoken and written forms with a range of trainers/facilitators and clients in a training context

interpret legal/organisational requirements, policies and procedures

prepare relevant documentation

establish and maintain professional working relationships with colleagues/staff and clients

planning and organisational skills to:

develop training schedules

organise trainers/facilitators

organise material/physical requirements

coaching and mentoring techniques, including how to:

provide encouragement, feedback, advice and guidance

deal with issues/problems

promote safety

analysis and interpretation skills to:

evaluate delivery and facilitation practices

access and interpret organisation's standards and values

determine service provision requirements

observation skills to:

assess the effectiveness of the organisation's provision of training services

distinguish different types of problems, e.g. technical, people and theoretical

problem solving skills to:

combine different modes of thinking such as creative and analytic for practical problem solving

anticipate future implications for own and others' decisions

reliably evaluate alternative solutions

manage continuous improvement processes

leadership skills to:

set direction for others

influence and motivate others

guide and support others

manage conflict

make informed decisions and recommendations

skills to accurately calculate material and physical operational requirements

skills to manage diversity policies and procedures

skills to develop and initiate support systems for trainers/facilitators

Products that could be used as evidence include:

documented operational guidelines

documented training schedules

examples of leadership, support and guidance provided to trainers/facilitators

written partnership agreement/s (where relevant)

analysis of partnership arrangement

	outcomes (if relevant)
	documented actions that address evaluations of training services
Processes that could be used as evidence include:	how information and feedback was analysed to address contingencies and irregularities/issues how partnership arrangements were discussed and agreed upon how trainer/facilitator support and guidance needs were identified and met in the case where coordination and management is across two or more sites, how the consistency of delivery and service was ensured
Resource implications for assessment include:	access to legal/organisational documentation access to operating/simulated training environment access to trainers/facilitators and assessors access to clients
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 wherever 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

Specific evidence requirements must include:

achieved and that consistent performance has been demonstrated

demonstrated performance in coordinating training services in one or more areas of service delivery and which encompasses:

establishing operational parameters and requirements

developing training schedules

providing leadership, support and guidance to trainers/facilitators

reporting on operational arrangements for training services, including advice on future directions

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:

TAAASS501B Lead and coordinate assessment systems and services

TACMQ502B Coordinate training and/or assessment arrangements for apprenticeships/ traineeships

TACMQ503B Lead and conduct training and/or assessment evaluations

TACMQ505B Lead a team to foster innovation

BSBFLM513A Manage budgets and financial plans within work team

BSBFLM514A Manage people

BSBRKG502B Manage and monitor business or records systems

BSBHRM506A Manage recruitment, selection and induction processes

BSBMGT503A Prepare budgets and financial plans

BSBWOR502B Ensure team effectiveness.

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.

Scope of training services refers to:

operational parameters, for example:

single training site

across a number of sites

across states/territories or national

international

operational status, for example:

recognised training and/or assessment services through registration in accordance with Australian Qualification Training Framework (AQTF) **Standards for Registered Training Organisations (RTOs)**

unrecognised/internal/organisational

in partnership arrangement

operational methods, for example:

using Training Packages

using accredited courses

using internal benchmarks and programs

using internal/external learning resources

product-based

Legal/organisational requirements may relate to:

requirements of AQTF relating to training services

specific state or territory registering body requirements

requirements of Training Packages

requirements of accredited courses

apprenticeships/traineeships requirements
Australian Qualifications Framework (AQF)
requirements for the issuance of
qualifications/ Statements of Attainment
requirements set by Commonwealth and
state and territory legislation relating to
occupational health and safety (OHS);
anti-discrimination; workplace/industrial
relations; workers' compensation
award and enterprise agreements and
relevant industrial arrangements
confidentiality and privacy requirements
records and reporting requirements
requirements set by professional associations
requirements set by quality systems
licensing requirements
organisational
requirements/policies/procedures
defined resource parameters
ethical standards

Trainers/facilitators refers to:

teachers/trainers/facilitators in own organisation who operate on site

teachers/trainers/facilitators in own organisation operating in different site/s

teachers/trainers/facilitators from another organisation in partnership with own organisation

personnel of own/another organisation who provide vocational/subject matter expertise and who work with the trainers/facilitators

Material and physical requirements may include:

required Training Package/s for training services

documented learning strategies

documented learning programs

learning materials and learning resources

curriculum

organisational competency standards/benchmarks

IT equipment and associated software/hardware

materials and equipment relevant to the unit of competency/subject area being delivered

venues

Partnership arrangements 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.

Written agreements for partnership arrangements may include:

description of the collaborating training and/or assessment organisation/s

objectives and scope of service

the nature of the collaboration including quality assurance, record keeping and maintenance; and issuance of qualifications/Statements of Attainment/organisational internal awards

terms of the agreement, such as the duration of the agreement, financial arrangements

organisation and management of the agreement in terms of allocating of various activities and roles and responsibilities of each organisation in the partnership

a description of equipment, learning materials and facilities contributed by collaborating partners

an outline of communication strategies

a description of who retains the rights to any intellectual property produced

an outline of how and what activities will be promoted

strategies for regular review of objectives of the collaboration, operational processes and any issues

Training schedulerelates to:

training services schedule or timetable in a single area of training service or across multiple areas defined by registered scope or organisational scope and may include:

annual/biannual/monthly calendar of training qualifications/courses/learning programs/events

dates/timetable for specific units/subjects/modules within qualifications/courses/learning programs

names/details of training staff to be used

details of material/physical requirements

confirmation of venues/sites

Relevant personsmay include:

chief executive officer / human resource manager

training managers

training coordinators

	trainers/facilitators
Quality requirements refers to:	AQTF standards of competency for trainers/facilitators organisational standards/qualifications for trainers/facilitators
Communication may include:	regular guidance, support and direction to trainers/facilitators regular meetings to discuss aspects of training services
Leadership skills may include:	techniques for initiating action and directing decision making strategies for presenting a confident, assured and unhesitant manner in response to challenging situations strategies for responding to unreasonable expectations maintaining ethical practice and beliefs modelling expected behaviour and personal presentation standards time management strategies for acknowledging and respecting the attitudes and beliefs of others techniques for promoting active and genuine participation
Coaching and mentoring assistance includes:	identifying any gaps in training/facilitation skills/competency explaining legal/organisational/policy requirements clarifying training/facilitation issues providing encouragement and direction providing feedback/advice/guidance promoting safety in training/facilitation solving problems
Issues/irregularities may include:	competency gaps of trainers/facilitators difficulties trainers/facilitators have in developing effective group delivery

plans/learning activities

difficulties trainers/facilitators have in developing effective work-based learning pathways

difficulties trainers/facilitators may have in managing professional relationships with each other or individual learners

difficulties trainers/facilitators have in being able to address individual learner needs

difficulties trainers/facilitators have in managing learners/learner interactions

technical difficulties especially in an e-learning environment

other trainer performance issues

Contingencies in the training schedule may include:

issues in meeting learning strategy requirements

issues in meeting learning program requirements

issues/gaps in material/physical resource requirements

delivery issues with personnel, e.g. absenteeism

venue difficulties

inadequate provision of records/reports by trainers/facilitators

meeting contractual obligations

Unit Sector(s)

Not applicable.

Competency Field

Delivery and Facilitation