



Australian Government

TAEDES402 Use training packages and accredited courses to meet client needs

Release: 2

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Modification History

Release	Comments
Release 2	This version first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor update to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Release 2.0</i> .

Application

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

It applies to individuals who are working in or with training and/or assessment organisations as an entry-level trainer, teacher, facilitator or assessor using a pre-defined training product, such as a training package or accredited course.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning design

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Select appropriate training package or accredited course	1.1 Confirm the training and/or assessment needs of the client 1.2 Identify and source training packages, qualifications and/or accredited courses that could satisfy client needs 1.3 Use training products in line with vocational education and training (VET) sector requirements, and the training and assessment organisation's quality assurance policies and

ELEMENT	PERFORMANCE CRITERIA
	procedures
2. Analyse and interpret the qualifications framework	2.1 Read and interpret the qualification framework, and packaging rules of the identified qualification 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 skill set, individual unit or accredited module to meet client needs and document reasons for selection 3.2 Read, analyse and interpret all parts of each selected unit, or accredited module, for application to client needs 3.3 Analyse links between the units, and/or accredited modules, to develop effective applications for the client
4. Contextualise units and modules for client applications	4.1 Use information from the client to contextualise units, or accredited modules, 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 information	5.1 Read and analyse the assessment information of the relevant training package or accredited course 5.2 Provide appropriate advice to the client about assessment requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.2, 5.1, 5.1	Sources, analyses and interprets information, to identify relevance to client needs
Writing	3.3, 3.4, 4.1, 4.2, 5.1, 5.2	Prepares information that incorporates the interpretation and analysis of information, using appropriate language in a format and style suited to the

		audience and context
Oral Communication	1.1, 4.1, 5.2	Uses appropriate communication techniques to provide and elicit information, confirm understanding and communicate conclusions
Navigate the world of work	1.3	Follows organisational protocols, policies and procedures regarding quality assurance
Interact with others	1.1	Recognises the importance of consultation and negotiation to confirm client needs
Get the work done	1.1-1.3, 2.1-2.3, 3.1-3.4, 4.1, 4.2, 5.1, 5.2	- Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes - Identifies and responds to problems and opportunities for improvement and innovation, and considers options for different approaches - Uses information and communications technology (ICT) based tools to conduct research, design work processes, and to complete work tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDS402 Use training packages and accredited courses to meet client needs	TAEDS402A Use training packages and accredited courses to meet client needs	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEDES402 Use training packages and accredited courses to meet client needs

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- analysing a training package and/or accredited course, to examine its component parts, identify relevant qualifications and units of competency or modules, and contextualise those to meet the specific needs of one client
- 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.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of the:

- Australian Qualifications Framework (AQF) guidelines, including characteristics of AQF qualification types
- 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 units of competency, and assessment requirements
- 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

- terminology used in training packages and accredited courses
- parts of training packages that can be contextualised and parts that cannot
- Standards for Training Packages, including the role and purpose of each endorsed component
- non-endorsed components of training packages
- sources of training package information.
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Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to:

- training package components developed to meet the Standards for Training Packages, and those developed to meet the requirements of the Training Package Development Handbook.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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