Australian Government

TAE10 Training and Education

Release: 3.1

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Modification History

Version	Release Date	Comments
3.1	June 2013	Two new Enterprise Trainer Skill Sets included: Enterprise Trainer-Presenting Enterprise Trainer-Mentoring Deletion of Enterprise Trainer Skill Set These Skill Sets provide a choice for enterprise trainers according to the nature of the training delivery. For example a trainer whose work predominantly involves classroom presentations would undertake the Presenting Skill Set, while a trainer whose work is mainly concerned with supporting individuals would chose the Mentoring Skill Set.
3	November 2012	One new qualification included: • TAE80312 Vocational Graduate Certificate in Digital Education Five new units of competency included: • TAEASS801A Analyse, implement and evaluate e-assessment • TAEDEL801A Evaluate, implement and use ICT-based educational platforms • TAEDEL802A Use e-learning with social media • TAELED801A Design pedagogy for e-learning • TAELED802A Investigate the application of ICT content knowledge One new Skill Set included: • Enterprise and Industry Engagement
2	12 October 2011	Updated Qualifications: • TAE70311 qualification rules modified to reflect NQC requirements for flexibility. The requirement for an additional elective has been added to the qualification • TAE70111 modified to reflect elective units imported from TAA04 that have been updated. New qualifications included: • TAE50111 Diploma of Vocational Education and Training • TAE50211 Diploma of Training Design and Development

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Version	Release Date	Comments
		Minor modifications to the following TAE10 v1.0 units resulting in version identifier changes: • TAEASS301A (now TAEASS301B) • TAEASS401A (now TAEASS401B) • TAEASS402A (now TAEASS402B) • TAEASS403A (now TAEASS403B) • TAEASS502A (now TAEASS502B) • TAELLN501A (now TAELLN501B) • TAETAS501A (now TAETAS501B) Modifications/updates to the following TAA04 v2.1 units resulting in code changes: • TAAASS501B (now TAEASS505A Lead and coordinate assessment systems and services) • TAADEL503B (now TAEDEL502A Provide advanced facilitation practice) • TAADES501B (now TAEDES501A Design and develop learning strategies) • TAADES502B (now TAEDES502A Design and develop learning resources) • TAADES503B and TAADES504B (both units combined and now TAEDES503A Design and develop e-learning resources) • TAADES505B (now TAEDES504A Research and develop units of competency) • TAAENV501B (now TAEPDD501A Maintain and enhance professional practice) • Inclusion of new units: • TAEASS501A Provide advanced assessment practice • TAEASS503A Lead assessment validation processes • TAEASS504A Develop and implement recognition strategies • TAEDES505A Evaluate a training program • TAEICR501A Work in partnership with industry, enterprises and community groups • TAERES501A Apply research to training and assessment practice • TAESUS502A Identify and apply current sustainability

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Version	Release Date	Comments
		education principles and practice to learning programs Skill Sets modified to reflect updated unit codes. Inclusion of additional unit of competency in Sustainable Practice Skill Set. Qualifications and units updated to reflect unit code changes as required.
1	May 2010	Primary release. Released as a companion volume to TAA04 Training and Assessment Training Package, which has been retained for the purposes of maintaining TAA50104 Diploma of Training and Assessment, while it undergoes review.

Training Package Details

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TAE10 - Training and Education

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Preliminary Information

Important Note to Users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

Check the version number before commencing training or assessment

This Training Package is Version 3.1 - check whether this is the latest version by going to the National Training Information Service (www.ntis.gov.au) and locating information about the Training Package. Alternatively, contact Innovation and Business Industry Skills Council at http://www.ibsa.org.au to confirm the latest version number.

Explanation of version number conventions

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Packages national code (which remains the same during its period of endorsement).

History

The continual advances in information and communication technologies (ICT) are changing the way people share, use, develop and process information and technology and the way they lead their lives.

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The Australian Government's National Broadband Initiative is now well underway and aims to place Australia at the forefront of ICT development. The potential impact of this initiative is clear.

The IBSA 2011 Environment Scan found that ICT has delivered the major share of Australia's productivity growth over the last decade, with the Australian manufacturing sector gaining 85% productivity growth through its use of ICT.

The Australian Federal Government committed $2.4 billion to the digital education revolution (DER), with the aim of contributing to the sustainable and meaningful change to teaching and learning in Australian schools that will prepare students for further education, training and to live and work in a digital world. The Government made a commitment to provide the necessary infrastructure for all secondary schools in Australia to reach a computer to student ratio of 1:1 by the end of 2011.

One of the four strands of change identified for national change in association with the DER was teacher capability – to ensure teachers have the skills and tools to design and deliver programs that meet students' needs, and harness the benefits and resources of the digital revolution. This of course can be extrapolated to the wider community and other sectors of education including VET and higher education.

The basic premise is: that it is felt that there is a need and opportunity for the development of a higher level qualification to empower educators in all sectors of education in the effective use of ICT as an enabler in education delivery.

While of particular interest to educators, it is felt that it would have relevance across a wide range of industry sectors.

Possible job titles and roles relevant to this qualification could include:

- teacher
- principal
- educational manager
- school-based technician, including TAFE and tertiary sector
- learning and development consultant
- RTO manager or head of department
- organisational learning and leadership manager
- training manager
- workforce capability development leader
- workforce planner
- educational professional working within an RTO
- manager providing research or information related to career development.

It should be noted that the Productivity Commission Research Report April 2011 Vocational Education and Training Workforce (pages 237 and 238) raised concerns about the capability of the VET workforce in the use of ICT in VET delivery. The link to this report is:

http://www.pc.gov.au/__data/assets/pdf_file/0009/108369/vocational-workforce.pdf

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Summary of AQF qualifications in this Training Package

Qualification code	Title
TAE40110	Certificate IV in Training and Assessment
TAE50111	Diploma of Vocational Education and Training
TAE50211	Diploma of Training Design and Development
TAE50310	Diploma of International Education Services
TAE70111	Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice
TAE70210	Vocational Graduate Certificate in Management (Learning)
TAE70311	Vocational Graduate Certificate in International Education Services
TAE80110	Vocational Graduate Diploma of Adult Language, Literacy and Numeracy Leadership
TAE80210	Vocational Graduate Diploma of Management (Learning)
TAE80312	Vocational Graduate Certificate in Digital Education

Units of competency in this Training Package and their prerequisites

Code	Name
Assessment	
TAEASS301B	Contribute to assessment
TAEASS401B	Plan assessment activities and processes
TAEASS402B	Assess competence
TAEASS403B	Participate in assessment validation
TAEASS501A	Provide advanced assessment practice

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Code	Name
Assessment	
TAEASS301B	Contribute to assessment
TAEASS502B	Design and develop assessment tools
TAEASS503A	Lead assessment validation processes
TAEASS504A	Develop and implement recognition strategies
TAEASS505A	Lead and coordinate assessment systems and services
TAEASS801A	Analyse, implement and evaluate e-assessment
Delivery and facilitation	
TAEDEL301A	Provide work skill instruction
TAEDEL401A	Plan, organise and deliver group-based learning
TAEDEL402A	Plan, organise and facilitate learning in the workplace
TAEDEL403A	Coordinate and facilitate distance-based learning
TAEDEL404A	Mentor in the workplace
TAEDEL501A	Facilitate e-learning
TAEDEL502A	Provide advanced facilitation practice
TAEDEL801A	Evaluate, implement and use ICT-based educational platforms
TAEDEL802A	Use e-learning with social media
Educational administration	
TAEEDU401A	Coordinate provision of pastoral care services to international students
TAEEDU501A	Facilitate international education compliance
TAEEDU502A	Manage international education issues and incidents
TAEEDU503A	Manage international student recruitment and selection
TAEEDU504A	Manage international education and training processes

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Code	Name
Assessment	
TAEASS301B	Contribute to assessment
TAEEDU505A	Manage international client accommodation services
TAEEDU506A	Facilitate international education events and programs
TAEEDU507A	Manage transnational offshore education programs
TAEEDU508A	Manage international education financial and administrative processes
TAEEDU509A	Use information to enhance international education work role performance
TAEEDU701A	Investigate current trends in internationalisation of education
TAEEDU702A	Develop international onshore education programs and projects
TAEEDU703A	Establish transnational offshore education initiatives
TAEEDU704A	Conduct applied international education research
Learning design	
TAEDES401A	Design and develop learning programs
TAEDES402A	Use Training Packages and accredited courses to meet client needs
TAEDES501A	Design and develop learning strategies
TAEDES502A	Design and develop learning resources
TAEDES503A	Design and develop e-learning resources
TAEDES504A	Research and develop units of competency
TAEDES505A	Evaluate a training program
Industry and community relations	
TAEICR501A	Work in partnership with industry, enterprises and community groups
Learning and development	
TAELED703A	Implement improved learning practice

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Code	Name
Assessment	
TAEASS301B	Contribute to assessment
TAELED704A	Review enterprise e-learning systems and solutions implementation
TAELED801A	Design pedagogy for e-learning
TAELED802A	Investigate the application of ICT content knowledge
Language, literacy and numeracy practice	
TAELLN401A	Address adult language, literacy and numeracy skills
TAELLN501B	Support the development of adult language, literacy and numeracy skills
TAELLN701A	Analyse and apply adult literacy teaching practices
TAELLN702A	Analyse and apply adult numeracy teaching practices
TAELLN703A	Develop English language skills of adult learners
TAELLN704A	Implement and evaluate delivery of adult language, literacy and numeracy skills
TAELLN705A	Design and conduct pre-training assessment of adult language, literacy and numeracy skills
TAELLN706A	Lead the delivery of adult language, literacy and numeracy support services
TAELLN801A	Analyse policy and formulate strategic language, literacy and numeracy response
TAELLN802A	Research and implement new adult language, literacy and numeracy practices
TAELLN803A	Formulate workplace strategy for adult language, literacy and numeracy skill development
TAELLN804A	Design programs to develop adult language, literacy and numeracy skills
TAELLN805A	Formulate strategy for adult language, literacy and numeracy skill development in a community program

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Code	Name
Assessment	
TAEASS301B	Contribute to assessment
TAELLN806A	Initiate, develop and evaluate adult language, literacy and numeracy resources
TAELLN807A	Design, implement and evaluate an adult language, literacy and numeracy professional development program
Professional development	
TAEPDD501A	Maintain and enhance professional practice
Research	
TAERES501A	Apply research to training and assessment practice
Sustainable practice	
TAESUS501A	Analyse and apply sustainability skills to learning programs
TAESUS502A	Identify and apply current sustainability education principles and practice to learning programs
Training advisory services	
TAETAS401A	Maintain training and assessment information
TAETAS501B	Undertake organisational training needs analysis
Imported Units	
Quality auditing	
BSBAUD402B	Participate in a quality audit

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Code	Name
Assessment	
TAEASS301B	Contribute to assessment
Compliance	
BSBCOM501B	Identify and interpret compliance requirements
Customer service	
BSBCUS501A	Manage quality customer service
Diversity	
BSBDIV701A	Develop cross cultural communication and negotiation strategies
CHCCS405A	Work effectively with culturally diverse clients and co workers
Financial management	
BSBFIM501A	Manage budgets and financial plans
BSBFIM701A	Manage financial resources
Human resource management	
BSBHRM505A	Manage remuneration and employee benefits
PSPHR616A	Manage performance management system
ICT	
ICAICT705A	Direct ICT procurement
Industry context	
BSBIND302A	Work effectively in the international education services industry
Information management	
BSBINM501A	Manage an information or knowledge management system

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Code	Name
Assessment	
TAEASS301B	Contribute to assessment
Innovation	
BSBINN501A	Establish systems that support innovation
BSBINN502A	Build and sustain an innovative work environment
BSBINN601A	Manage organisational change
BSBINN801A	Lead innovative thinking and practice
Interpersonal communication	
BSBCMM401A	Make a presentation
IT building and implementation	
BSBITB701A	Implement advanced electronic technologies
Knowledge management	
PSPMNGT614A	Facilitate knowledge management
Learning and development	
BSBLED401A	Develop teams and individuals
BSBLED501A	Develop a workplace learning environment
BSBLED701A	Lead personal and strategic transformation
BSBLED702A	Lead learning strategy implementation
BSBLED705A	Plan and implement a mentoring program
BSBLED706A	Plan and implement a coaching strategy
BSBLED707A	Establish career development services

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Code	Name
Assessment	
TAEASS301B	Contribute to assessment
BSBLED708A	Conduct a career development session
BSBLED709A	Identify and communicate trends in career development
BSBLED710A	Develop human capital
Management	
BSBMGT502B	Manage people performance
BSBMGT516A	Facilitate continuous improvement
BSBMGT616A	Develop and implement strategic plans
CHCORG14B	Manage a service organisation
Marketing	
BSBMKG413A	Promote products and services
BSBMKG513A	Promote products and services to international markets
BSBMKG516A	Profile international markets
Occupational health and safety	
BSBOHS509A	Ensure a safe workplace
Project management	
BSBPMG510A	Manage projects
BSBPMG609A	Direct procurement and contracting for a project program
Relationship management	
BSBREL402A	Build client relationships and business networks
BSBREL501A	Build international client relationships

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Code	Name
Assessment	
TAEASS301B	Contribute to assessment
BSBREL502A	Build international business networks
BSBREL701A	Develop and cultivate collaborative partnerships and relationships
Research	
BSBRES401A	Analyse and present research information
BSBRES801A	Initiate and lead applied research
Workplace effectiveness	
BSBWOR401A	Establish effective workplace relationships

Mapping to Previous Training Package

Changes to the Training Package with this release

Two new Enterprise Trainer Skill Sets included:

Enterprise Trainer-Presenting (replaces Enterprise Trainer Skill Set)

Enterprise Trainer-Mentoring

Deletion of Enterprise Trainer Skill Set

These Skill Sets provide a choice for enterprise trainers according to the nature of the training delivery. For example a trainer whose work predominantly involves classroom presentations would undertake the Presenting Skill Set, while a trainer whose work is mainly concerned with supporting individuals would chose the Mentoring Skill Set.

1. Mapping of qualifications

No qualifications were added to or changed in TAE10 in this Version 3.1.

2. Mapping of units of competency

No units of competency were added to or changed in TAE10 in this Version 3.1.

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3. Mapping of skill sets

Code and title of TAE10 v3.1 skill set	Code and title of related TAE10 v3.0 skill set	Equivalent	Comments in relation to previous version of this Training Package
TAESS0007 Enterprise Trainer - Presenting Skill Set	TAESS0003 Enterprise Trainer Skill Set	Yes	New skill set
TAESS0008 Enterprise Trainer - Mentoring Skill Set	N/A	-	New skill set
-	TAESS0003 Enterprise Trainer Skill Set	-	Deleted

Overview

What is a Training Package?

A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

Each Training Package:

- provides a consistent and reliable set of components for training, recognising and assessing peoples skills, and may also have optional support materials
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

How do Training Packages fit within the National Skills Framework?

The National Skills Framework applies nationally, is endorsed by the Ministerial Council for Vocational and Technical Education, and comprises the Australian Quality Training Framework 2007 (AQTF 2007), and Training Packages endorsed by the National Quality Council (NQC).

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How are Training Packages developed?

Training Packages are developed by Industry Skills Councils or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive research, consultation and support within the industry area or enterprise.

How do Training Packages encourage flexibility?

Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained.

Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.

With Training Packages, assessment and training may be conducted at the workplace, off-the-job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

Who can deliver and assess using Training Packages?

Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO, as specified in the AQTF 2007.

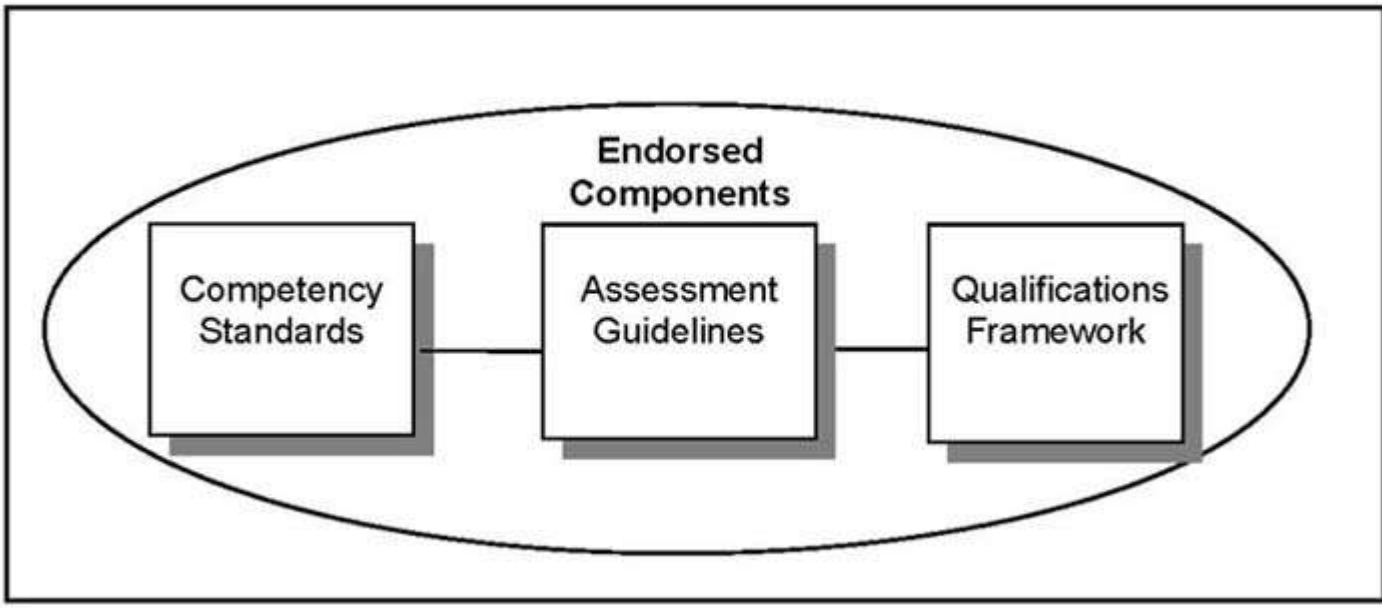
Training Package Components

Training Packages are made up of mandatory components endorsed by the NQC, and optional support materials.

Training Package Endorsed Components

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.

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Competency Standards

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Assessment Guidelines

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the AQTF 2007. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

Qualifications Framework

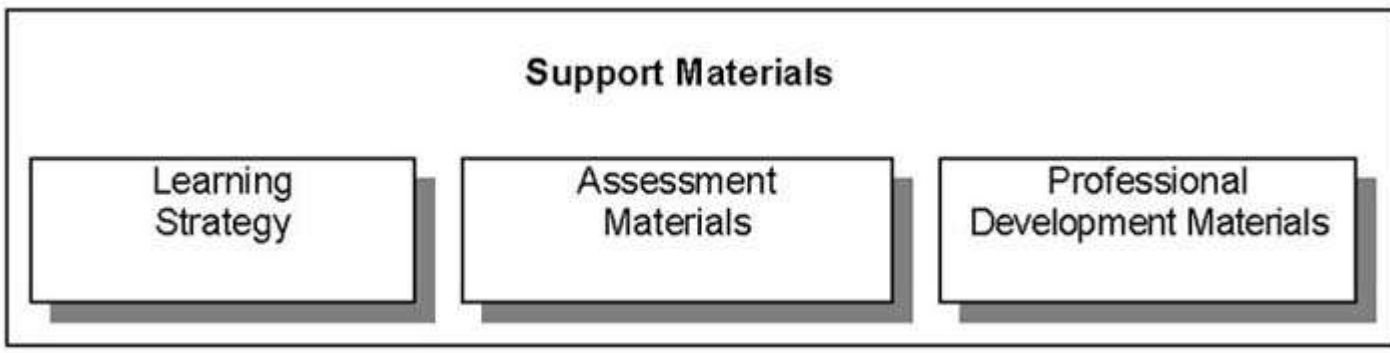
Each Training Package provides details of those units of competency that must be achieved to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the "packaging rules". The packaging rules must be followed to ensure the integrity of nationally recognised qualifications issued.

Training Package Support Materials

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The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners.

Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.



Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and Government agencies.

Where such materials have been quality assured through a process of "noting" by the NQC, they display the following official logo. Noted support materials are listed on the National Training Information Service (NTIS), together with a detailed description and information on the type of product and its availability < www.ntis.gov.au>



It is not compulsory to submit support materials for noting; any resources that meet the requirements of the Training Package can be used.

Training Package, Qualification and Unit of Competency Codes

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There are agreed conventions for the national codes used for Training Packages and their components. Always use the correct codes, exactly as they appear in the Training Package, **and with the code always before the title**.

Training Package Codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example TAE10. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

Qualification Codes

Within each Training Package, each qualification has a unique eight-character code, for example TAE40110. Qualification codes are developed as follows:

- the first three letters identify the Training Package;
- the first number identifies the qualification level (noting that, in the qualification titles themselves, arabic numbers are **not** used);
- the next two numbers identify the position in the sequence of the qualification at that level; and
- the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed.)

Unit of Competency Codes

Within each Training Package, each unit of competency has a unique code. Unit of competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package. Unit codes are developed as follows:

- a typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in TAEASS301A;
- the first three characters signify the Training Package - TAE10 - in the above example and up to eight characters, relating to an industry sector, function or skill area, follow;
- the last character is always a letter and identifies the unit of competency version. An "A" at the end of the code indicates that this is the original unit of competency. "B", or another incremented version identifier means that minor changes have been made. Typically this would mean that wording has changed in the range statement or evidence guide, providing clearer intent; and

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- where changes are made that alter the outcome, a new code is assigned and the title is changed.

Training Package, Qualification and Unit of Competency Titles

There are agreed conventions for titling Training Packages and their components. Always use the correct titles, exactly as they appear in the Training Package, and with the code always placed before the title.

Training Package Titles

The title of each endorsed Training Package is unique and relates the Training Packages broad industry coverage.

Qualification Titles

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

- first, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Vocational Graduate Certificate, or Vocational Graduate Diploma;
- this is followed by the words "in" for Certificates I to IV, and "of" for Diploma, Advanced Diploma, Vocational Graduate Certificate and Vocational Graduate Diploma;
- then, the industry descriptor, for example Telecommunications; and
- then, if applicable, the occupational or functional stream in brackets, for example (Computer Systems).

For example:

- TAE40110 Certificate IV in Training and Assessment

Unit of Competency Titles

Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.

For example:

- TAEASS301A Contribute to assessment
-

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Historical and general information

TAE10 Training and Education Training Package represents part of the continuing cycle of quality improvement in Training Packages. In its current structure, the Training Package represents a step-change approach to the scope and focus of the Training Package, reflecting the place of training and assessment in the wider education landscape and in the context of career pathways that recognise a professional management structure, as well as the increasing importance of the export market to VET as a business.

The developed TAE10 Training and Education Training Package

The Industry Skills Council (ISC) Innovation and Business Skills Australia (IBSA) developed the TAE10 Training and Education Training Package. The broad intention of the ISC is to meet the competency development needs of individuals and organisations providing education, training and assessment services within the VET sector. This encompasses those working in the VET sector as well as teachers in the schools sector and lecturers in higher education who have a need or requirement to deliver VET-related programs.

The VET sector is responsible for developing the competence of individuals in areas of work required by industry, enterprises and organisations as well as providing general education for the community. It includes VET undertaken in industries, enterprises, government agencies, and community and school settings. The sector encompasses both recognised training leading to a qualification or Statement of Attainment under the AQF; and non-recognised training, such as in-house, or product-based training.

TAE10 Training and Education Training Package reflects the views of the wider community, and responds to the escalating needs of the economy for a highly skilled workforce, as well as recognising that VET has, and has had for some considerable time, a wider remit than training. Additionally, many teachers in the schools sector particularly and higher education, are increasingly accessing the skills required in the VET sector. A broader conceptual basis reflecting the training and education continuum is seen as increasingly important in bridging the interface between these differing elements of the wider education environment.

Key features of TAE10 Training and Education Training Package

In developing TAE10 Training and Education Training Package a number of key elements have been achieved:

- consolidation of various elements of VET career pathways
- introduction of graduate programs in language, literacy and numeracy
- implementation of an updated Certificate IV in Training and Assessment
- implementation of a Diploma of Vocational Training and Education
- implementation of a Diploma of Training Design and Development.

Consolidation of various elements of VET career pathways

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Careers in VET have long included pathways into supervision and management that have been accommodated by a variety of qualifications and accredited courses. With the development of BSB07 Business Services Training Package, specific qualifications were provided that reflect the identified skills of supervisors and managers in the VET sector. While in the past these qualifications have resided in BSB07, for the purposes of coherence, the decision was made to relocate them to TAE10. These qualifications are:

- BSB70108 Vocational Graduate Certificate in Management (Learning) - now TAE70210
- BSB80108 Vocational Graduate Diploma of Management (Learning) - now TAE80210.

In addition, the export market has become an increasingly important aspect of VET provision in Australia, representing a significant component of institutional activity for many organisations. The provision of a high quality program for developing the skills of individuals operating in this area was also identified as a requirement within the context of BSB07. Once again, for the purposes of coherence, a decision was made that these qualifications would more appropriately reside in TAE10. These are:

- BSB50907 Diploma of International Education Services - now TAE50310
- BSB70207 Vocational Graduate Certificate in International Education Services - now TAE70310.

Introduction of vocational graduate programs in language, literacy and numeracy

The importance of language, literacy and numeracy as a focus area for development has been well understood in the VET sector for some time. This has typically been addressed through a specific unit of competency attached to qualifications, and in some jurisdictions through accredited courses.

As this area becomes increasingly recognised as important across the education and training environment, the need for a more comprehensive response has emerged. As a consequence, two new vocational graduate qualifications have been developed and are included in this Training Package:

- TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice
- TAE80110 Vocational Graduate Diploma of Adult Language, Literacy and Numeracy Leadership.

Implementation of an updated Certificate IV in Training and Assessment

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TAA40104 Certificate IV Training and Assessment was very well received throughout the VET sector as a benchmark qualification for those delivering education and training both in the VET sector and in the wider education community where VET-related programs are delivered. The qualification has been in operation for some five years, and given the importance of the qualification for the sector, a review was necessary and timely. Colleagues from around the country have contributed to a robust critique of the existing qualification, which has resulted in an updated qualification, TAE40110, reflecting the broad requirements of the constituency.

Introduction of Diploma in Vocational Education and Training

IBSA published a consultation paper in June 2010 canvassing views on an appropriate professional development pathway for VET practitioners. Specifically this paper challenged stakeholders to examine the existing Diploma of Training and Assessment for suitability and adequacy. As a consequence of the response to this paper, the National Project Reference Group resolved to consult on a qualification that was specifically focused on a development pathway for the experienced VET practitioner. Their view was that the greatest need is in the area of promoting quality and performance in training and assessment approaches in the VET system.

The reference group characterised someone with a diploma as an individual who:

- should be an experienced competent practitioner (rather than necessarily an expert practitioner)
- should be beyond the novice practitioner who holds a Certificate IV, and may be sought by others for advice about their particular strengths, be they in:
- learning design
- assessment approaches
- facilitation techniques
- validation approaches.

Consultation on the basis of these premises and around a proposed group of units designed to respond to these defined needs attracted wide support. The single most important aspect of the material consulted on was the unique approach to addressing the widely requested ‘practicum’ within the Diploma. This ‘practicum’ is realised through the embedding of specific critical aspects of evidence within three core units of competence*, designed to underpin a coherent, flexible approach to the demonstration of competent practice in the work place over time.

Introduction of a Diploma of Training Design and Development

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Consultation on the focus and content of the proposed Diploma of Vocational Education and Training identified a further client group for aspects of the qualification where the performance aspects are not required. These practitioners typically work in a specialist design and development environment and are not called upon to practice in the classroom or an assessment environment. This qualification is not considered as an alternate to the Diploma of Vocational Education and Training and will categorically not provide a suitable development pathway for those wishing to develop advanced skills in VET practice.

** TAEASS501A Provide advanced assessment practice; TAEDEL502A Provide advanced facilitation practice; TAEPDD501A Maintain and enhance professional practice*

Introduction of vocational graduate program in digital education

The importance of digital education as a focus area for development has also been well understood in the VET sector for some time. As the need to up-skill practitioners in this area is recognised, the need for a targeted response has emerged. As a consequence, the following vocational graduate qualification has been developed and included in this Training Package:

- TAE80312 Vocational Graduate Certificate in Digital Education.
-

Introduction to the TAE10 Training and Education

The wider education sector in Australia includes pre-school, school, VET and higher education. The VET sector includes both state-owned TAFE institutes and privately owned RTOs, excluding the Northern Territory which does not have a TAFE component. VET teachers and lecturers generally must hold an Australian Qualifications Framework (AQF) qualification that includes assessment and delivery competencies in the Certificate IV in Training and Assessment.

While a significant proportion of VET-acquired skills covered by this Training Package are used in the VET component of education, they are also used in other areas, such as higher education and schools. In addition, there is also a significant number of workplace assessors and qualified trainers spread throughout industry.

With the introduction of qualifications focused on language, literacy and numeracy, it is expected that greater scope exists for provision to increasingly serve the needs of those in the schools sector to develop specific sets of skills that bridge the school and VET environments.

The migration of qualifications from BSB07 Business Services Training Package associated with learning management and international education services establishes the basis for career pathways in education and training. These twin pathways reflect the growing business professionalism in the wider VET environment and in particular the importance of the export market to the sector as a whole.

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The challenges for education that workforce demands pose come at a time when the importance of the education sector to Australia's future prosperity is extremely high. Higher-level skills are increasingly required by industry; and VET plays an important role in providing opportunities to people who otherwise would not be engaged in education and training. The skill, capability and capacity of the VET sector to deliver high quality provision and to adapt to changing needs in the economy will increase as the competitive demand in the economy grows.

The IBSA Environmental Scan (2012) identified the following occupations in demand for the sector, which have specific relevance for this Training Package:

- training and development professional
- workplace trainer and assessor
- management and organisation analyst, including quality, compliance and skill auditing
- vocational education and training teacher – school and non-school
- teachers – schools – ICT learning
- education or teacher's aide
- language, literacy and numeracy professional
- career counsellor or advisor
- curriculum advisory teacher e-learning
- professional VET curriculum
- instructional designer or advisor
- teacher of English as a second language
- trade trainer.

Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF, see the *AQF Implementation Handbook*.
http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf

The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

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Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately.

Qualifications

Training Packages can incorporate the following eight AQF qualifications.

- Certificate I in ...
- Certificate II in ...
- Certificate III in ...
- Certificate IV in ...
- Diploma of ...
- Advanced Diploma of ...
- Vocational Graduate Certificate of ...
- Vocational Graduate Diploma of ...

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the *AQF Implementation Handbook* and the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Statement of Attainment

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). Issuance of Statements of Attainment must comply with the advice provided in the current *AQF Implementation Handbook* and the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Under the AQTF 2010, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF Guidelines and Learning Outcomes

The *AQF Implementation Handbook* provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification is provided below.

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Certificate I

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.

Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate knowledge by recall in a narrow range of areas;
- demonstrate basic practical skills, such as the use of relevant tools;
- perform a sequence of routine tasks given clear direction
- receive and pass on messages/information.

Certificate II

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied.

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

Distinguishing Features of Learning Outcomes

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Do the competencies enable an individual with this qualification to:

- demonstrate basic operational knowledge in a moderate range of areas;
- apply a defined range of skills;
- apply known solutions to a limited range of predictable problems;
- perform a range of tasks where choice between a limited range of options is required;
- assess and record information from varied sources;
- take limited responsibility for own outputs in work and learning.

Certificate III

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the section of equipment, services or contingency measures and within known time constraints.

Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning
- take limited responsibility for the output of others.

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Certificate IV

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills. Applications involve responsibility for, and limited organisation of, others.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.

Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.

The self directed application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others.

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Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas
- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information, using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters
- take some responsibility for the achievement of group outcomes.

Advanced Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.

The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.

Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures.

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The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of specialised knowledge with depth in some areas
- analyse, diagnose, design and execute judgements across a broad range of technical or management functions
- generate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- demonstrate accountability for personal outputs within broad parameters
- demonstrate accountability for personal and group outcomes within broad parameters.

Vocational Graduate Certificate

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and management functions in highly varied and highly specialised contexts.
- Applications involve making significant, high-level, independent judgements in major broad or planning, design, operational, technical and management functions in highly varied and specialised contexts. They may include responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major broad or technical and management functions in highly varied and highly specialised contexts.
- Generate and evaluate ideas through the analysis of information and concepts at an abstract level.

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- Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts.
- Demonstrate responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

Vocational Graduate Diploma

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.
- Further specialisation within a systematic and coherent body of knowledge.
- Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and highly specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major functions, both broad and within highly varied and highly specialised contexts.
- Generate and evaluate complex ideas through the analysis of information and concepts at an abstract level.
- Demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and highly specialised or varied contexts.
- Demonstrate full responsibility and accountability for personal outputs.
- Demonstrate full responsibility and accountability for all aspects of the work or functions of others, including planning, budgeting and strategy.
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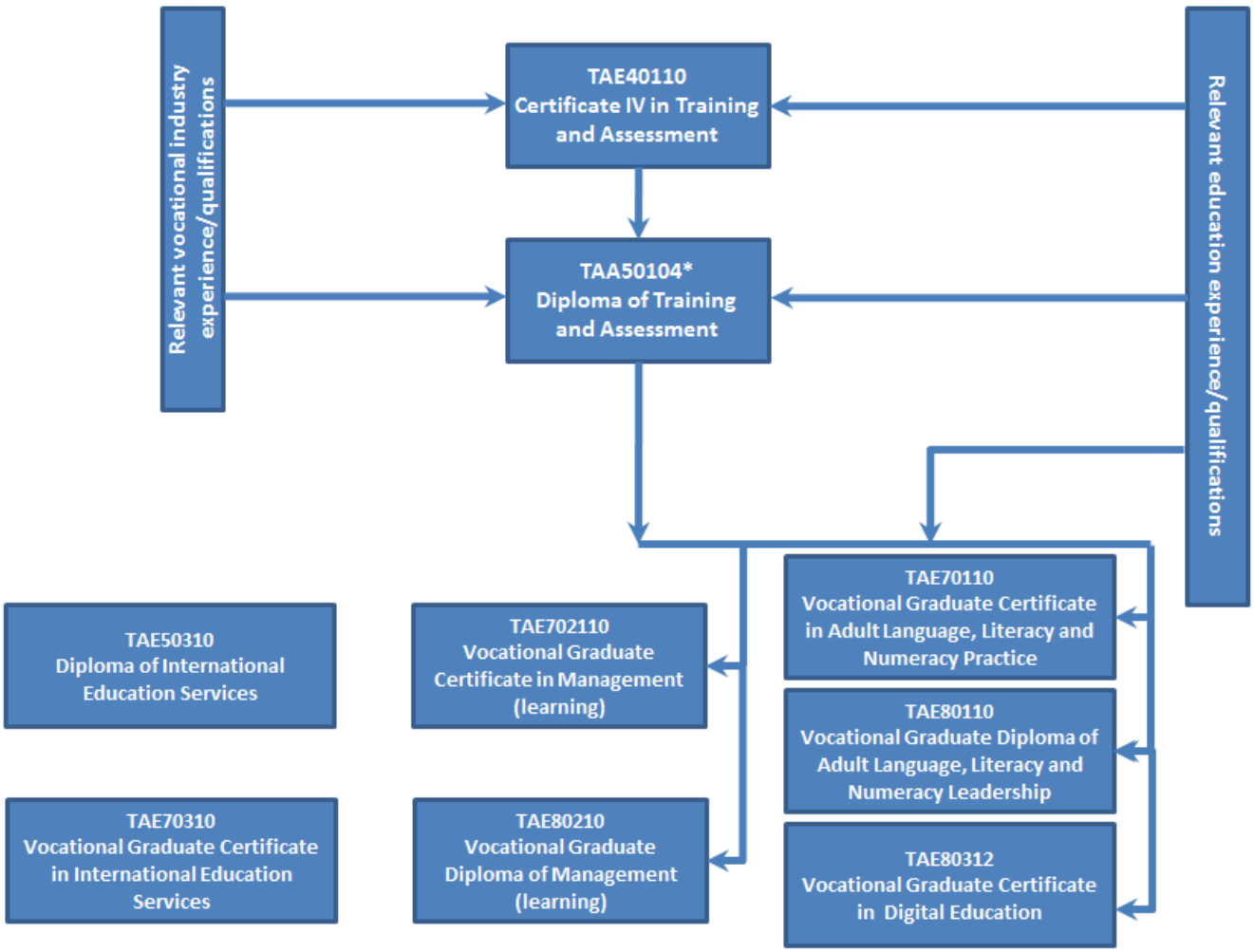
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Qualification Pathways

TAE10 does not mandate particular pathways for the qualifications provided. Entry points and progression rely heavily on the background, experience and qualifications currently held by the learner. Choices in the individual qualification routes associated with language, literacy and numeracy, management or international education services will depend on the preferences and needs of the learner.

The following pathway charts are provided to show the types of pathways into and from qualifications that are possible with this Training Package. For more information about qualifications and pathways contact Innovation and Business Skills Australia.

TAE10 Training and Education Training Package - qualification pathways



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Skill Sets

Definition

Skill sets are defined as single units of competency, or combinations of units of competency from an endorsed Training Package, which link to a licence or regulatory requirement, or defined industry need.

Wording on Statements of Attainment

Skill sets are a way of publicly identifying logical groupings of units of competency which meet an identified need or industry outcome. Skill sets are not qualifications.

Where skill sets are identified in a Training Package, the Statement of Attainment can set out the competencies a person has achieved in a way that is consistent and clear for employers and others. This is done by including the wording "these competencies meet [insert skill set title or identified industry area] need" on the Statement of Attainment. This wording applies only to skill sets that are formally identified as such in the endorsed Training Package. See the 2007 edition of the AQF Implementation Handbook for advice on wording on Statements of Attainmentthe updated version is expected to be available on the AQFAB website www.aqf.edu.au during September 2007 and in print in October 2007.

Skill Sets in this Training Package

TAESS0001 Assessor Skill Set

TAESS0002 Enterprise and Industry Engagement Skill Set

TAESS0003 Enterprise Trainer and Assessor Skill Set

TAESS0005 Sustainable Practice Skill Set

TAESS0006 Workplace Supervisor Skill Set

TAESS0007 Enterprise Trainer - Presenting Skill Set

TAESS0008 Enterprise Trainer - Mentoring Skill Set

Employability Skills

Employability Skills replacing Key Competency information from 2006

In May 2005, the approach to incorporate Employability Skills within Training Package qualifications and units of competency was endorsed. As a result, from 2006 Employability Skills will progressively replace Key Competency information in Training Packages.

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Background to Employability Skills

Employability Skills are also sometimes referred to as generic skills, capabilities or Key Competencies. The Employability Skills discussed here build on the Mayer Committee's Key Competencies, which were developed in 1992 and attempted to describe generic competencies for effective participation in work.

The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), produced the *Employability Skills for the Future* report in 2002 in consultation with other peak employer bodies and with funding provided by the Department of Education, Science and Training (DEST) and the Australian National Training Authority (ANTA). Officially released by Dr Nelson (Minister for Education, Science and Training) on 23 May 2002, copies of the report are available from the DEST website at: http://www.dest.gov.au/archive/ty/publications/employability_skills/index.htm.

The report indicated that business and industry now require a broader range of skills than the Mayer Key Competencies Framework and featured an Employability Skills Framework identifying eight Employability Skills*:

- communication
- teamwork
- problem solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology.

The report demonstrated how Employability Skills can be further described for particular occupational and industry contexts by sets of facets. The facets listed in the report are the aspects of the Employability Skills that the sample of employers surveyed identified as being important work skills. These facets were seen by employers as being dependent both in their nature and priority on an enterprise's business activity.

*Personal attributes that contribute to employability were also identified in the report but are not part of the Employability Skills Framework.

Employability Skills Framework

The following table contains the Employability Skills facets identified in the report.

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Employability Skills for the Future

Skill	**Facets** Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.
Communication that contributes to productive and harmonious relations across employees and customers	• listening and understanding • speaking clearly and directly • writing to the needs of the audience • negotiating responsively • reading independently • empathising • using numeracy effectively • understanding the needs of internal and external customers • persuading effectively • establishing and using networks • being assertive • sharing information • speaking and writing in languages other than English
Teamwork that contributes to productive working relationships and outcomes	• working across different ages irrespective of gender, race, religion or political persuasion • working as an individual and as a member of a team • knowing how to define a role as part of the team • applying teamwork to a range of situations e.g. futures planning and crisis problem solving • identifying the strengths of team members • coaching and mentoring skills, including giving feedback
Problem solving that contributes to productive outcomes	• developing creative, innovative and practical solutions • showing independence and initiative in identifying and solving problems • solving problems in teams • applying a range of strategies to problem

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	solving • using mathematics, including budgeting and financial management to solve problems • applying problem-solving strategies across a range of areas • testing assumptions, taking into account the context of data and circumstances • resolving customer concerns in relation to complex project issues
Initiative and enterprise that contribute to innovative outcomes	• adapting to new situations • developing a strategic, creative and long-term vision • being creative • identifying opportunities not obvious to others • translating ideas into action • generating a range of options • initiating innovative solutions
Planning and organising that contribute to long and short-term strategic planning	• managing time and priorities - setting time lines, coordinating tasks for self and with others • being resourceful • taking initiative and making decisions • adapting resource allocations to cope with contingencies • establishing clear project goals and deliverables • allocating people and other resources to tasks • planning the use of resources, including time management • participating in continuous improvement and planning processes • developing a vision and a proactive plan to accompany it • predicting - weighing up risk, evaluating alternatives and applying evaluation criteria • collecting, analysing and organising information • understanding basic business systems and their relationships
Self-management that contributes to employee satisfaction and growth	• having a personal vision and goals • evaluating and monitoring own performance

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	• having knowledge and confidence in own ideas and visions • articulating own ideas and visions • taking responsibility
Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes	• managing own learning • contributing to the learning community at the workplace • using a range of mediums to learn - mentoring, peer support and networking, IT and courses • applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work) • having enthusiasm for ongoing learning • being willing to learn in any setting - on and off the job • being open to new ideas and techniques • being prepared to invest time and effort in learning new skills • acknowledging the need to learn in order to accommodate change
Technology that contributes to the effective carrying out of tasks	• having a range of basic IT skills • applying IT as a management tool • using IT to organise data • being willing to learn new IT skills • having the OHS knowledge to apply technology • having the appropriate physical capacity

Employability Skills Summary

An Employability Skills Summary exists for each qualification. Summaries provide a lens through which to view Employability Skills at the qualification level and capture the key aspects or facets of the Employability Skills that are important to the job roles covered by the qualification. Summaries are designed to assist trainers and assessors to identify and include important industry application of Employability Skills in learning and assessment strategies.

The following is important information for trainers and assessors about Employability Skills Summaries:

- Employability Skills Summaries provide examples of how each skill is applicable to the job roles covered by the qualification.

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- Employability Skills Summaries contain general information about industry context which is further explained as measurable outcomes of performance in the units of competency in each qualification.
- The detail in each Employability Skills Summary will vary depending on the range of job roles covered by the qualification in question.
- Employability Skills Summaries are not exhaustive lists of qualification requirements or checklists of performance (which are separate assessment tools that should be designed by trainers and assessors after analysis at the unit level).
- Employability Skills Summaries contain information that may also assist in building learners' understanding of industry and workplace expectations.
-

Industry requirements for employability skills

IBSA has used the Generic Employability Skills Framework for IBSA Training Packages to further identify facets of employability skills that describe industry occupations for each IBSA training package qualification.

These facets were used to create an Employability Skills Summary for each qualification as an example of how facets would apply to one specific job role covered by the qualification. The content making up the Employability Skills Summary for each qualification was developed directly from the units of competency to ensure that the language and essence of the job role were appropriately reflected.

From the Employability Skills Summary, trainers and assessors can work out how facets of employability skills would apply to other job roles relevant to the particular qualification they are using.

Employability Skills Summary tables follow the packaging rules for the individual qualifications in TAE10.

Examples from this Training Package of employability skills embedded in unit components

Unit component	**Example of embedded employability skill**
Unit title	Plan, organise and deliver group-based learning (planning and organising, communication)
Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, organise and deliver training for individuals within a group. (self-management, planning and organising)

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Unit component	Example of embedded employability skill
Element	Prepare session plans. (self-management, planning and organising)
Performance criteria	Manage inappropriate behaviour to ensure learning can take place. (problem solving)
Range statement	Session plans may include plan of delivery methods and learning activities to be used within the session. (technology)
Required skills and knowledge	Group facilitation skills to ensure that: • every individual has an opportunity for participation and input • group cohesion is maintained • behaviour that puts others at risk is observed, interpreted and addressed • discussion and group interaction are enhanced (teamwork) Oral communication and language skills to motivate learners to transfer skills and knowledge. (communication)
Evidence guide	Candidates must demonstrate that they can prepare and deliver group-based learning. (teamwork) The candidate must demonstrate this through evidence of the preparation of at least two sessions. (planning and organising)

Qualifications

Whole of industry qualification information

One of the four strands of change identified for national change in association with the digital education revolution was teacher capability – to ensure teachers have the skills and tools to design and deliver programs that meet students' needs and harness the benefits and resources of the digital revolution. This of course can be extrapolated to the wider community and other sectors of education, including vet and higher education.

The development of this Vocational Graduate Certificate in Digital Education higher-level qualification will empower educators in all sectors of education in the effective use of ICT as an enabler in education delivery.

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Assessment Guidelines

Introduction

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the AQTF 2007. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

Assessment System Overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF 2007 requirements; licensing/registration requirements; and assessment pathways.

Benchmarks for Assessment

Assessment within the National Skills Framework is the process of collecting evidence and making judgments about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

In the areas of work covered by this Training Package, the endorsed units of competency are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

Australian Quality Training Framework Assessment Requirements

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the AQTF 2007 *Essential Standards for Registration*.

The AQTF 2007 *Essential Standards for Registration* can be downloaded from <www.training.com.au/aqtf2007>. The following points summarise assessment requirements.

Registration of Training Organisations

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Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering/Course Accrediting Body in accordance with the AQTF 2007 *Essential Standards for Registration*. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration.

Quality Training and Assessment

Each RTO must provide quality training and assessment across all its operations. See the AQTF 2007 *Essential Standards for Registration*, Standard 1.

Assessor Competency Requirements

Each person involved in training, assessment or client service must be competent for the functions they perform. See the AQTF 2007 *Essential Standards for Registration*, Standard 1, for assessor (and trainer) competency requirements.

Assessment Requirements

The RTOs assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF 2007 *Essential Standards for Registration*, Standard 1.

Assessment Strategies

Each RTO must have strategies for training and assessment that meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders. See the AQTF 2007 *Essential Standards for Registration*, Standard 1.

National Recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF 2007 *Essential Standards for Registration*, Condition of Registration 7: Recognition of qualifications issued by other RTOs.

Access and Equity and Client Outcomes

Each RTO must adhere to the principles of access and equity and maximise outcomes for its clients. See the AQTF 2007 *Essential Standards for Registration*, Standard 2.

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Monitoring Assessments

Training and/or assessment provided on behalf of the RTO must be monitored to ensure that it is in accordance with all aspects of the Essential Standards for Registration. See the AQTF 2007 *Essential Standards for Registration*, Standard 3.

Recording Assessment Outcomes

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF 2007 *Essential Standards for Registration*, Standard 3.

Issuing AQF Qualifications and Statements of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the current AQF Implementation Handbook and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). See the AQTF 2007 and the 2007 edition of the AQF Implementation Handbook-available on the AQFAB website < www.aqf.edu.au>.

Licensing/registration requirements

This section provides information on licensing/registration requirements for TAE10 Training and Education Training Package, with the following important disclaimer:

The developers of this Training Package, and DEEWR, consider that no licensing or registration requirements apply to registered training organisations (RTOs), assessors or candidates with respect to this Training Package. Contact the relevant State or Territory Department(s) to check if there are any licensing or registration requirements with which you must comply.

For further information on this topic contact www.ibsa.org.au.

Requirements for assessors

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This section outlines the requirements that assessors,and as a consequence RTOs,must take into account when delivering and assessing TAE10 Training and Education Training Package . In particular, these requirements apply specifically to TAE40110 Certificate IV in Training and Assessment.

The areas dealt with are:

- reasonable adjustment and inclusive practice
- TAE assessors - requirements and responsibilities
- the link between vocational competence and TAE10 Training and Education Training Package competence.
-

Reasonable adjustment and inclusive practice

Providing reasonable adjustment for learners is based o n legislative and regulatory requirements, as well as o n the purpose of the organisation providing vocational education and training (VET). The term 'reasonable adjustment' in legislation relates only to people with a disability. However, all learners will benefit from inclusive practice that tailors practice to individual learner requirements.

Inclusive practice covers areas such as:

- taking into account a candidate's language, literacy and numeracy requirements
- flexible assessment sessions to allow for such things as fatigue or administering medication
- equity checks, and revision where necessary of proposed assessment methods and tools
- considering a candidate's age and gender
- considering cultural beliefs, traditional practices and religious observances
- reasonable adjustment,where required.

Reasonable adjustment, when considered in the context of the legislative responsibilities of trainers and assessors,is generally associated with:

- personal support services , such as providing a reader, Auslan interpreter or scribe
- assistive technology or special equipment
- the format of assessment materials, for example, electronic or oral assessment, Braille
- adjustment of the physical environment.

For a more detailed examination of trainer and assessor responsibilities in relation to reasonable adjustment, reference should be made to the accompanying Transition Guide for TAE10 Training and Education Training Package.

TAE assessors - requirements and responsibilities

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This section outlines the requirements and responsibilities of TAE assessors, in particular those delivering and assessing TAE40110 Certificate IV in Training and Assessment, including:

- specified competency requirements to assess
- responsibilities in making assessment judgements
- the need to maintain currency in assessment practice
- adherence to the assessors' code of practice.

Competency requirements of TAE assessors

The vocational competence of TAE10 Training and Education Training Package is education, training and assessment. Accordingly, persons who deliver recognised training in TAE10 units of competency and qualifications, through or on behalf of an RTO, must be able to demonstrate their vocational competence in education, training and assessment. The benchmarks for demonstration of this vocational competence are the relevant competency standards of TAE10 Training and Education Training Package or equivalent competence.

The following vocational competence requirements apply to persons providing assessment services for TAE10 Training and Education Training Package, including assessments relating to TAE10 qualifications and individual TAE10 units of competency.

- Persons who conduct assessments against the units of competency leading to the award of TAE40110 Certificate IV in Training and Assessment must have successfully completed TAE40110 Certificate IV in Training and Assessment or have equivalent competence.
- Persons who conduct assessments of candidates against individual units of competency from TAE10 Training and Education Training Package must hold formal recognition of competence in each unit in which they wish to conduct assessment or be able to demonstrate equivalent competence.

Responsibilities of TAE assessors

TAE assessors have significant responsibilities. Their judgement certifies that TAE candidates have demonstrated TAE10 Training and Education Training Package competency standards to the standard required in the workplace. Once qualified in this, candidates can use this recognition to work in a variety of training and/or assessment contexts and industries, including delivery and assessment of TAE10 Training and Education Training Package.

In making the judgement of competence against TAE10 units of competency, TAE assessors must evaluate the evidence and assess the risks. Constraints and pressures are widespread - time, cost, the demand for a quick outcome - but compromise and diminution of TAE10Training and Education Training Package unit requirements are not viable options.

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Faithful adherence to the content and intent of the Training Package in the assessment process is critical to ensuring the VET system is staffed by competent trainers, assessors and practitioners.

Maintaining currency

An important aspect of maintaining competence in training and assessment is the currency of competence. TAE10 assessors have a responsibility to maintain currency in all areas of their own vocational competence in training and/or assessment practice. This includes continuing currency in assessing against TAE10 Training and Education Training Package competency standards. This means that TAE assessors should be able to provide evidence of their ongoing TAE training and/or assessment practice.

Currency also includes maintaining professional knowledge about the VET sector, particularly developments relating to the VET operating environment and changes in training and assessment policies and practices.

Good practice in maintaining currency

All persons conducting assessments against the competency standards in TAE10 Training and Education Training Package should:

- demonstrate current skills and knowledge in assessment practice, which could be met by a combination of evidence, including:
- relevant work history
- attendance at professional development activities focusing on best practice in assessment and/or workplace training
- colleague/peer support and participation in trainer/assessor and/or professional networks
- participation in networks and communities of practice
- participation in moderation and validation activities
- knowledge of current practices in assessment and workplace training
- recent assessment and workplace training activities
- knowledge of language, literacy and numeracy issues in the context of assessment and workplace training

and

- have current knowledge of the industry and workplace of the TAE learners/candidates, which would include:
    - familiarity with the industry/enterprise competency standards to be used by the learner/candidate as the basis of assessment and/or training

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- an understanding, where applicable of the training and/or assessment system in which the learner/candidate operates
- knowledge of the requisite assessor qualifications for the industry or enterprise.

Code of practice for assessors

The code of practice detailed below is included in these Assessment Guidelines to support professionally responsible and ethical assessment practice and to guide TAE10 assessors in the responsibilities of their work.

This code is loosely based on an international code developed by the US-based National Council for Measurement in Education.

The code reinforces the performance outcomes of assessment units in TAE10 Training and Education Training Package.

- The differing needs and requirements of the candidates, the local enterprises and/or industry are identified and handled with sensitivity.
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified, and appropriate referrals are made, if necessary.
- All forms of harassment are avoided throughout the assessment process and in the review and reporting of assessment outcomes.
- The rights of candidates are protected during and after the assessment process.
- Candidates are made aware of their rights and processes of appeal.
- Personal or interpersonal factors that are irrelevant to the assessment of competence must not influence the assessment outcomes.
- Evidence is verified against the rules of evidence.
- Assessment decisions are based on available evidence that can be produced and verified by another assessor.
- Assessments are conducted within the boundaries of the assessment system policies and procedures.
- Formal agreement is obtained from candidates and the assessor that the assessment was carried out in accordance with agreed procedures.
- Assessment systems and tools are consistent with equal opportunity legislation.
- Candidates are informed of all assessment reporting processes prior to the assessment.
- Candidates are informed of all known potential consequences of assessment decisions, prior to the assessment.
- Confidentiality is maintained regarding assessment decisions/outcomes and records of individual assessment outcomes which identify personal details and are only released with the written permission of the candidate/s.
- Assessment outcomes are used consistently with the purposes explained to candidates.
- Self-assessments are periodically conducted to ensure current competence against TAE10 Training and Education Training Package competency standards.

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- Professional development opportunities are identified and sought.
- Opportunities for networking amongst assessors are created and maintained.
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment practice and participating in validation.

The link between vocational competence and TAE10 Training and Education Training Package competence

A central focus of TAE10 Training and Education Training Package, particularly TAE40110 Certificate IV in Training and Assessment, is the connection with the candidate's area of vocational competence.

TAE10 candidates generally undertake this Training Package because they possess vocational competence in a specific industry, subject or technical area and they need to develop or extend competence in training and assessment to teach, train or facilitate the learning of other individuals in their area of vocational expertise. In some instances the TAE10 candidate may be acquiring vocational competence concurrently with their TAE10 Training and Education Training Package competencies.

The development and assessment of candidates' competence in TAE10 Training and Education Training Package units, particularly in the learning design, delivery and assessment fields, should be focused around their vocational competence. This will provide a relevant and meaningful reference point for assessment.

Potential TAE10 candidates should be made aware of the importance of vocational competence and advised of the AQTF requirements for vocational competence if they intend to use their TAE10 Training and Education Training Package qualifications to deliver training in an RTO.

Requirements for candidates

English language, literacy and other skill requirements

It is part of an RTO's responsibility to provide appropriate information to candidates to ensure that candidates understand the requirements of the units of competency prior to assessment. TAE assessors carrying out this responsibility must ensure TAE candidates or potential candidates are advised effectively of the underlying skill requirements of TAE10 Training and Education Training Package units.

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In particular, advice about the underlying level of English language, literacy and numeracy skills required to meet the outcomes of TAE10 Training and Education Training Package units must be made clear prior to commencement of the learning and/or assessment process, and candidates who may have difficulty meeting these requirements must be provided with advice and options, such as appropriate language, literacy and numeracy skills training.

Candidates must also be advised that competence will include assessment of the specified language and literacy performance criteria and required skills of individual TAE10 Training and Education Training Package units. This includes effective language, communications and interpersonal skills and the ability to write a range of documentation.

For example, TAE10 candidates are expected to read and interpret training packages, develop and document learning programs and assessment tools, present information, facilitate in a number of contexts using a range of skills, and prepare various records and documents.

Technology applications are also required as part of the competency specifications of some units. Further, complex cognitive skills in planning, research, interpretation, analysis and synthesis form part of the skills requirements of many units.

In a learning and assessment pathway, some of these skills can be developed through the learning process. However, this will depend on the approach adopted in the learning strategy and learning program content and the level of resourcing available.

In some situations, implementation may be based on an assumption that learners/candidates possess these skills. In these circumstances, and in an assessment-only pathway, TAE candidates must be made aware of the specific skills that underpin the outcomes and performance requirements of TAE10 Training and Education Training Package units, to ensure they are capable of demonstrating competence. Where essential skills need to be acquired, options for meeting these skill gaps must be provided.

Requirements for RTOs

The units in TAE10 Training and Education Training Package are designed to be assessed in the workplace. Workplace application is desirable to ensure that competence has been attained, to the standard required by this industry sector.

Ideally, all TAE10 candidates should be working in ***or*** have access to an operating training and assessment environment, such as an RTO; a training division in an enterprise, government or community organisation; or training services applied in a voluntary agency.

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For candidates in a learning and assessment pathway, a work environment provides opportunities for applying skills and knowledge, and for undertaking relevant work activities that address the performance requirements of TAE10 Training and Education Training Package units.

It is recognised that TAE10 candidates in a learning and assessment pathway will not always have access to an effective workplace environment. In these circumstances assessors need to consider options within their own workplaces to support practice opportunities, such as whether their own RTO can provide opportunities for workplace application.

For candidates in an assessment-only pathway, a work environment in training and/or assessment is essential in providing the basis for the collection of evidence that meets the rules of evidence.

Advice on using simulation

While a workplace environment is highly desirable for both practice and assessment, it is recognised that where an appropriate workplace environment is not available, simulation may be required as an assessment environment for some units or aspects of competence. Some examples would be where occupational health and safety considerations make workplace application inadvisable, or the TAE candidate does not have and cannot gain access to a workplace where all the assessment requirements of a unit can be met.

Simulation is not, and should not be considered as, an assessment 'short cut' as the rules of evidence still apply.

Where simulation is used, the TAE10 assessor must ensure that the assessment replicates the workplace activities and range of contexts addressed by the unit. It is critical that the designer of the simulation has a thorough knowledge of the unit content and is experienced in the current circumstances of the work outcomes that the unit defines, to ensure validity and authenticity.

In deciding whether a simulation has been adequately designed, the following questions should be asked. Are there opportunities to:

- demonstrate the dimensions of competency?
- address and demonstrate the range of skills identified within the units, including technical and generic skills?
- effectively transfer required knowledge to practical applications?
- incorporate the requirements for collaboration with colleagues?
- meet the specific assessment requirements of the units?

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- reflect the complexity of work requirements, such as time pressures, competing and multiple work pressures, prioritisation, and deadlines?
- demonstrate inclusive practices and capacity to meet the needs of diverse groups and specific individuals?
- find, discuss and test solutions to problems?
- explore health and safety issues?
- demonstrate the range and level of language, literacy and numeracy within the units?

AQTF requirements for assessment

Compliance with TAE10 Training and Education Training Package, as required by the AQTF, will be rigorously enforced by state regulatory authorities.

The AQTF Standards can be downloaded from the Department of Education, Employment and Workplace Relations (DEEWR) website at www.deewr.gov.au or can be obtained in hard copy from DEEWR.

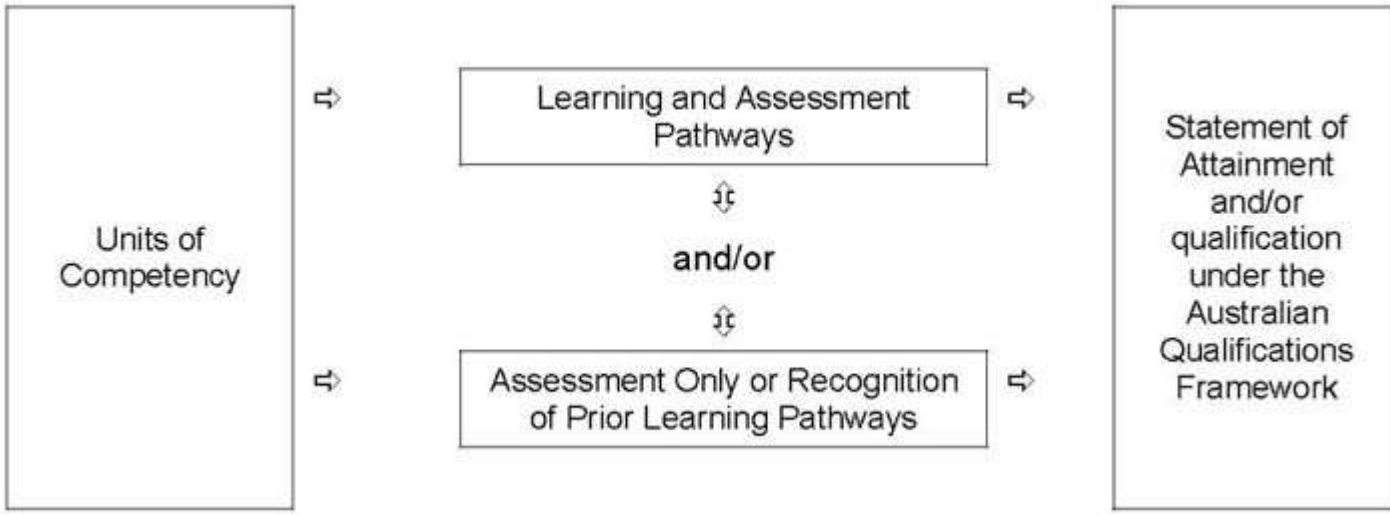
Pathways

The competencies in this Training Package may be attained in a number of ways including through:

- formal or informal education and training
- experiences in the workplace
- general life experience, and/or
- any combination of the above.

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram.

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Each of these assessment pathways leads to full recognition of competencies held - the critical issue is that the candidate is competent, not how the competency was acquired.

Assessment, by any pathway, must comply with the assessment requirements set out in the Assessment Guidelines of the Training Package and the AQTF 2007.

Learning and Assessment Pathways

Usually, learning and assessment are integrated, with assessment evidence being collected and feedback provided to the candidate at anytime throughout the learning and assessment process.

Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit Australian Apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

Assessment-Only or Recognition of Prior Learning Pathway

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Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were achieved.

In an assessment-only or Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor, such as in the compilation of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF 2007 must be met (Standard 1).

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, and work samples. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate"s own work)
- valid (directly related to the current version of the relevant endorsed unit of competency)
- reliable (shows that the candidate consistently meets the endorsed unit of competency)
- current (reflects the candidate"s current capacity to perform the aspect of the work covered by the endorsed unit of competency), and
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

The assessment only or recognition of prior learning pathway is likely to be most appropriate in the following scenarios:

- candidates enrolling in qualifications who want recognition for prior learning or current competencies
- existing workers
- individuals with overseas qualifications
- recent migrants with established work histories
- people returning to the workplace, and
- people with disabilities or injuries requiring a change in career.

Combination of Pathways

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

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In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

Assessor Requirements

This section identifies the mandatory competencies for assessors, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor Competencies

The AQTF 2007 specifies mandatory competency requirements for assessors. For information, Standard 1, Element 1.4 from the AQTF 2007 *Essential Standards for Registration* follows:

1.4		*Training and assessment is delivered by trainers and assessors who:*
	a)	*have the necessary training and assessment competencies as determined by the National Quality Council or its successors*
	b)	*have the relevant vocational competencies at least to the level being delivered or assessed*
	c)	*continue developing their vocational and training and assessment competencies to support continuous improvements in the delivery of the RTO"s services.*

Designing Assessment Tools

This section provides an overview on the use and development of assessment tools.

Use of Assessment Tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgments about whether candidates have achieved competency.

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There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

Using Prepared Assessment Tools

If using prepared assessment tools, assessors should ensure these are benchmarked, or mapped, against the current version of the relevant unit of competency. This can be done by checking that the materials are listed on the National Training Information Service < www.ntis.gov.au>. Materials on the list have been noted by the National Quality Council as meeting their quality criteria for Training Package support materials.

Developing Assessment Tools

When developing assessment tools, assessors must ensure that they:

- are benchmarked against the relevant unit or units of competency
- are reviewed as part of the continuous improvement of assessment strategies as required under Standard 1 of the AQTF 2007
- meet the assessment requirements expressed in Standard 1 of the AQTF 2007.

A key reference for assessors developing assessment tools is TAA04 Training and Assessment Training Package and the unit of competency TAAASS403A *Develop assessment tools*. There is no set format or process for the design, production or development of assessment materials.

Conducting Assessment

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

- **Assessment Requirements**

Assessments must meet the criteria set out in the AQTF 2007 Essential Standards for Registration.

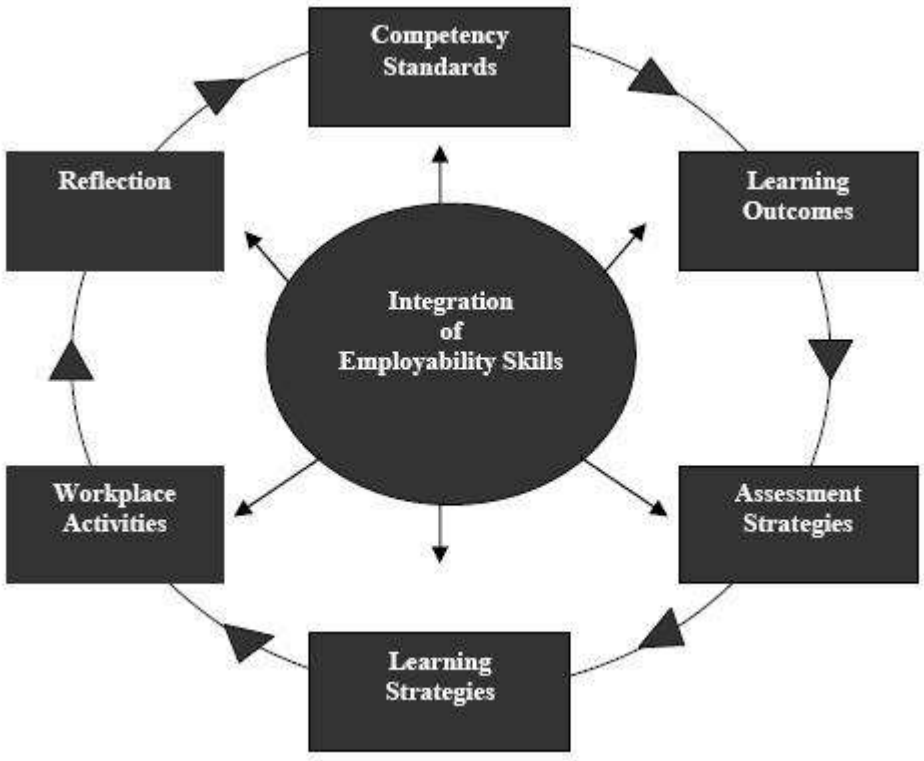
For information, the mandatory assessment requirements from Standard 1 from the AQTF 2007 *Essential Standards for Registration* are as follows:

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1.5		*Assessment, including Recognition of Prior Learning:*
	a)	*meets the requirements of the relevant Training Package or accredited course,*
	b)	*is conducted in accordance with the principles of assessment and the rules of evidence, and*
	c)	*meets workplace and, where relevant, regulatory requirements.*

Assessment of Employability Skills

Employability Skills are integral to workplace competency. As such they must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.



Employability Skills are embedded and explicit within each unit of competency. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

- reviewing units of competency to locate relevant Employability Skills and determine how they are applied within the unit

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- analysing the Employability Skills Summary for the qualification in which the unit or units are packaged to help clarify relevant industry and workplace contexts and the application of Employability Skills at that qualification outcome
- designing training and assessment to address Employability Skills requirements.

For more information on Employability Skills in Innovation and Business Industry Skills Council Training Packages go to the Innovation and Business Industry Skills Council website at http://www.ibsa.org.au.

Access and Equity

An individual"s access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package: training and assessment must be bias-free.

Under the rules for their development, Training Packages must reflect and cater for the increasing diversity of Australia"s VET clients and Australia"s current and future workforce. The flexibilities offered by Training Packages should enhance opportunities and potential outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia"s economic development and social and cultural life.

Reasonable adjustments

It is important that education providers take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability.

Under the *Disability Standards for Education 2005*, education providers must make reasonable adjustments for people with disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While "reasonable adjustment" and "unjustifiable hardship" are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability.

An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student"s disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.

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An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship.

See Part 4, Chapter 2 of the *Training Package Development Handbook* (DEST, September 2007) for more information on reasonable adjustment, including examples of adjustments.

Further Sources of Information

The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

Contacts

Innovation and Business Skills Australia

Level 11, 176 Wellington Parade

East Melbourne VIC 3002

Telephone: (03) 9815 7000

Facsimile: (03) 9815 7001

Website: www.ibsa.org.au

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General Resources

Refer to http://antapubs.dest.gov.au/publications/search.asp to locate the following ANTA publications.

AQF Implementation Handbook, third Edition. Australian Qualifications Framework Advisory Board, 2002, aqf.edu.au

Australian Quality Training Framework 2007 (AQTF 2007) - for information and resources go to < www.training.com.au/aqtf2007>

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AQTF 2007 *Essential Standards for Registration*. Training organisations must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications. They include three standards, a requirement for registered training organisations to gather information on their performance against three quality indicators, and nine conditions of registration

AQTF 2007 *User"s Guide to the Essential Standards for Registration*. A Users" Guide for training organisations who must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications.

AQTF 2007 *Standards for Accredited Courses*. State and Territory accrediting bodies are responsible for accrediting courses. This standard provides a national operating framework and template for the accreditation of courses.

TAA04 *Training and Assessment Training Package*. This is available from the Innovation and Innovation & Business Skills Australia (IBSA) Industry Skills Council and can be viewed, and components downloaded, from the National Training Information Service (NTIS).

National Training Information Service, an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses - www.ntis.gov.au

Training Package Development Handbook (DEST, August 2007). Can be downloaded from www.dest.gov.au

Assessment Resources

Training Package Assessment Guides - a range of resources to assist RTOs in developing Training Package assessment materials (originally developed by ANTA with funding from the Department of Education, Training and Youth Affairs) and made up of 10 separate titles, as described at the publications page of www.dest.gov.au.Go to www.resourcegenerator.gov.au/loadpage.asp?TPAG.htm

Printed and/or CD ROM versions of the Guides can be purchased from Technical and Vocational Education and Training (TVET) Australia Limited. The resource includes the following guides:

- Training Package Assessment Materials Kit
- Assessing Competencies in Higher Qualifications
- Recognition Resource
- Kit to Support Assessor Training

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- Candidates Kit: Guide to Assessment in New Apprenticeships
- Assessment Approaches for Small Workplaces
- Assessment Using Partnership Arrangements
- Strategies for ensuring Consistency in Assessment
- Networking for Assessors
- Quality Assurance Guide for Assessment

An additional guide "Delivery and Assessment Strategies" has been developed to complement these resources.

Assessment Tool Design and Conducting Assessment

VETASSESS & Western Australian Department of Training and Employment 2000, *Designing Tests - Guidelines for designing knowledge based tests for Training Packages*.

Vocational Education and Assessment Centre 1997, Designing Workplace Assessment Tools, *A self-directed learning program*, NSW TAFE.

Manufacturing Learning Australia 2000, *Assessment Solutions*, Australian Training Products, Melbourne.

Rumsey, David 1994, *Assessment practical guide*, Australian Government Publishing Service, Canberra.

Assessor Training

Australian Committee on Training Curriculum (ACTRAC) 1994, *Assessor training program - learning materials*, Australian Training Products, Melbourne.

Australian National Training Authority, *A Guide for Professional Development*, ANTA, Brisbane.

Australian Training Products Ltd *Assessment and Workplace Training, Training Package - Toolbox*, ATPL Melbourne (available from TVET).

Green, M, et al. 1997, *Key competencies professional development Package*, Department for Education and Children"s Services, South Australia.

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Victorian TAFE Association 2000, *The professional development CD: A learning tool*, VTA, Melbourne.

Assessment System Design and Management

Office of Training and Further Education 1998, *Demonstrating best practice in VET project - assessment systems and processes*, OTFE (now OTTE) Victoria.

Toop, L., Gibb, J. & Worsnop, P. *Assessment system designs*, Australian Government Publishing Service, Canberra.

Competency Standards

What is competency?

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

Competency covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. In line with this concept of competency Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focussing on the learning process itself.

Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualifications.

Contextualisation of Units of Competency by RTOs

Registered Training Organisation (RTOs) may contextualise units of competency to reflect local outcomes required. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

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Any contextualisation of units of competency in this endorsed Training Package must be within the bounds of the following advice. In contextualising units of competency, RTOs:

- must not remove or add to the number and content of elements and performance criteria
- may add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes
- may make amendments and additions to the range statement as long as such changes do not diminish the breadth of application of the competency and reduce its portability, and/or
- may add detail to the evidence guide in areas such as the critical aspects of evidence or resources and infrastructure required where these expand the breadth of the competency but do not limit its use.

Components of Units of Competency

The components of units of competency are summarised below, in the order in which they appear in each unit of competency.

Unit Title

The unit title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique, both within and across Training Packages.

Unit Descriptor

The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of competency from other endorsed Training Packages, summary information is provided. There may also be a brief second paragraph that describes its relationship with other units of competency, and any licensing requirements.

Employability Skills statement

A standard Employability Skills statement appears in each unit of competency. This statement directs trainers and assessors to consider the information contained in the Employability Skills Summary in which the unit of competency is packaged.

Prerequisite Units (optional)

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If there are any units of competency that must be completed before the unit, these will be listed.

Application of the Unit

This sub-section fleshes out the unit of competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.

Competency Field (Optional)

The competency field either reflects the way the units of competency are categorised in the Training Package or denotes the industry sector, specialisation or function. It is an optional component of the unit of competency.

Sector (optional)

The industry sector is a further categorisation of the competency field and identifies the next classification, for example an elective or supervision field.

Elements of Competency

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

Performance Criteria

The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. They are usually written in passive voice. Critical terms or phrases may be written in bold italics and then defined in range statement, in the order of their appearance in the performance criteria.

Required Skills and Knowledge

The essential skills and knowledge are either identified separately or combined. Knowledge identifies what a person needs to know to perform the work in an informed and effective manner. Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

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Range Statement

The range statement provides a context for the unit of competency, describing 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. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.

Evidence Guide

The evidence guide is critical in assessment as it provides information to the Registered Training Organisation (RTO) and assessor about how the described competency may be demonstrated. The evidence guide does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context. The evidence guide describes:

- conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment
- relationships with the assessment of any other units of competency
- suitable methodologies for conducting assessment including the potential for workplace simulation
- resource implications, for example access to particular equipment, infrastructure or situations
- how consistency in performance can be assessed over time, various contexts and with a range of evidence, and expectations at the AQF qualification level involved

Employability Skills in units of competency

The detail and application of Employability Skills facets will vary according to the job-role requirements of each industry. In developing Training Packages, industry stakeholders are consulted to identify appropriate facets of Employability Skills which are incorporated into the relevant units of competency and qualifications.

Employability Skills are not a discrete requirement contained in units of competency (as was the case with Key Competencies). Employability Skills are specifically expressed in the context of the work outcomes described in units of competency and will appear in elements, performance criteria, range statements and evidence guides. As a result, users of Training Packages are required to review the entire unit of competency in order to accurately determine Employability Skills requirements.

How Employability Skills relate to the Key Competencies

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The eight nationally agreed Employability Skills now replace the seven Key Competencies in Training Packages. Trainers and assessors who have used Training Packages prior to the introduction of Employability Skills may find the following comparison useful.

Employability Skills	**Mayer Key Competencies**
Communication	Communicating ideas and information
Teamwork	Working with others and in teams
Problem solving	Solving problems Using mathematical ideas and techniques
Initiative and enterprise	
Planning and organising	Collecting, analysing and organising information Planning and organising activities
Self-management	
Learning	
Technology	Using technology

When analysing the above table it is important to consider the relationship and natural overlap of Employability Skills. For example, using technology may involve communication skills and combine the understanding of mathematical concepts.

Explicitly embedding Employability Skills in units of competency

This Training Package seeks to ensure that industry-endorsed Employability Skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competency.

Employability Skills must be both explicit and embedded within units of competency. This means that Employability Skills will be:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole

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- explicitly described within units of competency to enable Training Packages users to identify accurately the performance requirements of each unit with regards to Employability Skills.

This Training Package also seeks to ensure that Employability Skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

The following table contains examples of embedded Employability Skills for each component of a unit of competency. Please note that in the examples below the bracketed skills are provided only for clarification and will not be present in units of competency within this Training Package.

Example Employability Skills unit

Unit component	**Example of embedded Employability Skill**
Unit Title	
Unit Descriptor	
Element	
Performance Criteria	
Range Statement	
Required Skills and Knowledge	
Evidence Guide	

Competency standards - industry contextualisation

RTOs are encouraged to contextualise units of competency imported from other Training Packages to reflect outcomes relevant to training and education for the VET sector.

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TAE40110 Certificate IV in Training and Assessment

Modification History

Version	Comments
TAE40110 Release 2	Released with *TAE10 Training and Education Training Package version 2.0* New release created to update unit identifiers and correct typographical errors.
TAE40110 Release 1	First released with *TAE10 Training and Education Training Package version 1.0*

Description

Descriptor

This qualification reflects the roles of individuals delivering training and assessment services in the vocational education and training (VET) sector.

Achievement of this qualification or an equivalent by trainers and assessors is a requirement of the Australian Quality Training Framework *Essential Standards for Registration* (Standard 1 as outlined in Appendix 2 of the *Users' Guide to the Essential Standards for Registration*).

This qualification, or the skill sets derived from units of competency within it, is also suitable preparation for those engaged in the delivery of training and assessment of competence in a workplace context, as a component of a structured VET program.

Job roles

Job roles associated with this qualification relate to the delivery of training and assessment of competence within the VET sector. Possible job titles and roles relevant to this qualification include:

- enterprise trainer
- enterprise assessor
- registered training organisation (RTO) trainer
- RTO assessor
- training adviser or training needs analyst
- vocational education teacher.
-

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Pathways Information

Qualification pathways

Prerequisite requirements

There are no prerequisite requirements for individual units of competency.

Pathways from the qualification

After achieving TAE40110 Certificate IV in Training and Assessment, candidates may undertake TAA50104 Diploma of Training and Assessment or may choose to undertake TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice.

Licensing/Regulatory Information

Licensing, legislative, regulatory or certification considerations

There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.

Entry Requirements

Not applicable.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
TAE40110 Certificate IV in Training and Assessment The following table contains a summary of the employability skills required by industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.	
Employability skill	**Industry/enterprise requirements for this qualification include**:
Communication	• interpreting client needs and writing to these • using a range of communication skills, such as listening, questioning, reading, interpreting and writing documents • writing hazard and incident reports • using effective facilitation and interpersonal skills, including verbal and non-verbal language that is sensitive to the needs and differences of others • mentoring, coaching and tutoring techniques

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Teamwork	• working with colleagues to compare, review, and evaluate assessment processes and outcomes • actively participating in assessment validation sessions • managing work relationships and seeking feedback from colleagues and clients on professional performance • developing and evaluating with others learning programs customised for individual or group needs
Problem-solving	• identifying hazards and assessing risks in the learning environment • using time-management skills in designing learning programs • calculating costs of programs and logistics of delivery, and accessing appropriate resources • generating a range of options to meet client needs
Initiative and enterprise	• interpreting the learning environment and selecting delivery approaches which motivate and engage learners • monitoring and improving work practices to enhance inclusivity and learning • being creative to meet clients' training needs • applying design skills to develop innovative and flexible cost-effective programs
Planning and organising	• researching, reading, analysing and interpreting workplace specifications • planning, prioritising and organising workflow • interpreting collected evidence and making judgements of competency • documenting action plans and hazard reports • working with clients in developing personal or group learning programs • organising the human, physical and material resources required for learning and assessment
Self-management	• working within policy and organisational frameworks • managing work and work relationships • adhering to ethical and legal responsibilities • taking personal responsibility in the planning, delivery and review of training • being a role model for inclusiveness and demonstrating professionalism • examining personal perceptions and attitudes
Learning	• undertaking self-evaluation and reflection practices • researching information and accessing policies and frameworks to maintain currency of skills and knowledge

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	• promoting a culture of learning in the workplace • seeking feedback from colleagues • facilitating individual, group-based and work-based learning
Technology	• using technology to enhance outcomes, including online delivery and research using the internet • using student information management systems to record assessments • identifying and organising technology and equipment needs prior to training • using a range of software, including presentation packages

Packaging Rules

Packaging Rules

Total number of units = 10

7 core units *plus*

3 elective units

At least **2 elective units** must be selected from the elective units listed below. **One elective unit** may be selected from any currently endorsed Training Package or accredited course. Elective units must be relevant to the work outcome, local industry requirements and the qualification level. Where a unit is chosen from another currently endorsed Training Package or accredited course, it must be from a qualification or course at Certificate III level or above, and must contribute towards the vocational outcome of the program.

Core units

TAEASS401B Plan assessment activities and processes

TAEASS402B Assess competence

TAEASS403B Participate in assessment validation

TAEDEL401A Plan, organise and deliver group-based learning

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Packaging Rules

TAEDEL402A Plan, organise and facilitate learning in the workplace

TAEDES401A Design and develop learning programs

TAEDES402A Use training packages and accredited courses to meet client needs

Elective units

Assessment

TAEASS301B Contribute to assessment

TAEASS502B Design and develop assessment tools

Delivery and facilitation

TAEDEL301A Provide work skill instruction

TAEDEL403A Coordinate and facilitate distance-based learning

TAEDEL404A Mentor in the workplace

TAEDEL501A Facilitate e-learning

Language, **literacy and numeracy**

TAELLN401A Address adult language, literacy and numeracy skills

Training advisory services

TAETAS401A Maintain training and assessment information

Imported units

BSBAUD402B Participate in a quality audit

BSBCMM401A Make a presentation

BSBLED401A Develop teams and individuals

BSBMKG413A Promote products and services

BSBREL402A Build client relationships and business networks

BSBRES401A Analyse and present research information

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TAE50111 Diploma of Vocational Education and Training

Modification History

Version	Comments
TAE50111	Released with *TAE10 Training and Education Training Package version 2.0*

Description

This qualification reflects the roles of experienced practitioners delivering training and assessment services usually within Registered Training Organisations (RTOs) within the vocational education and training (VET) sector. They may have a role in leading other trainers and assessors and in providing mentoring or advice to new trainers or assessors as well as designing approaches to learning and assessment strategies across a significant area within the RTO.

Pathways Information

Prerequisite requirements

There are no prerequisite requirements for individual units of competency.

Pathways into the qualification

Preferred pathways for candidates considering this qualification include:

- After achieving the TAE40110 Certificate IV in Training and Assessment and vocational experience in training and assessment roles within an RTO or similar organisation where the focus has been on competency based training,

or

- after achieving another relevant qualification and vocational experience in training and assessment roles within an RTO or similar organisation where the focus has been on competency based training and assessment,

or

- after demonstrating extensive vocational experience in training and assessment roles within an RTO or similar organisation where the focus has been on competency based training and assessment.

Refer to the User Guide for more information concerning pathways.

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Pathways from the qualification

Those completing this qualification could consider higher qualifications in this Training Package, the Training Package area of their vocational competence, or in the higher education sector.

Licensing/Regulatory Information

There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.

Entry Requirements

Not applicable.

Employability Skills Summary

The following table contains a summary of the employability skills required by industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability skill	**Industry/enterprise requirements for this qualification include:**
Communication	• Applying high level language and literacy skills • Establishing and maintaining strategies for communication and networking • Using advanced facilitation techniques with learners and trainers/assessors • Determining training needs and preparing proposals and written reports to meet client needs • Consulting via interviews, meetings, focus groups and surveys • Providing feedback to stakeholders/community groups • Developing partnerships with community groups
Teamwork	• Providing leadership in training and assessment practices • Providing coaching and mentoring to trainers and assessors • Applying collaborative facilitation models and providing feedback to assist others to improve their performance • Maintaining effective relationships with staff and stakeholders
Problem-solving	• Designing programs and learning strategies based on characteristics of target groups • Resolving issues of quality and consistency across training and

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	assessment practices
Initiative and enterprise	• Developing innovative and responsive approaches to improving professional practice • Developing innovative skills to lead a team into new and creative ways of approaching training and assessment • Continually exploring options and evaluate processes to ensure continuous improvement
Planning and organising	• Researching and analysing information for a range of purposes including ensuring quality improvement
Self-management	• Ensuring ethical, legal and organisational requirements underpin all work • Creating a conceptual and experiential framework of professional practice • Reflecting on and evaluating own professional performance • Modelling high standards of performance and participating in professional development activities
Learning	• Developing and extending one's own expertise in facilitation • Opportunities sourced to increase own knowledge and skills • Professional development activities identified for self and others • Developing learner independence, extending their learning styles and readiness to learn • Reflecting on own learning
Technology	• Using business equipment and software programs to monitor assessment processes and practices • Developing feedback tools and collating feedback using technology • Preparing reports and other documentation using a wide range of software packages • Using the web to conduct research

Packaging Rules

Total number of units = 10

6 core units plus

4 elective units

At least **2 elective units** must be selected from the elective units listed below.

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The remaining **2 elective units** may be selected from any currently endorsed Training Package or accredited course.

Where a unit is chosen from another currently endorsed Training Package or accredited course, it must be from a qualification or course at Diploma level or above.

Elective units must be relevant to the work outcome, local industry requirements and the qualification level.

Core units

TAEASS501A Provide advanced assessment practice

TAEASS502B Design and develop assessment tools

TAEDEL502A Provide advanced facilitation practice

TAEDES501A Design and develop learning strategies

TAELLN401A Address adult language, literacy and numeracy skills

TAEPDD501A Maintain and enhance professional practice

Elective units

Assessment

TAEASS503A Lead assessment validation processes

TAEASS504A Develop and implement recognition strategies

Delivery and facilitation

TAEDEL501A Facilitate e-learning

Design

TAEDES502A Design and develop learning resources

TAEDES503B Design and develop e-learning resources

TAEDES504A Research and develop units of competency

TAEDES505A Evaluate a training program

Industry and community relations

TAEICR501A Work in partnership with industry, enterprises and community groups

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Language, literacy and numeracy

TAELLN501B Support the development of adult language literacy and numeracy skills

Training advisory services

TAETAS501B Undertake organisational training needs analysis

Research

TAERES501A Apply research to training and assessment practice

Sustainability

TAESUS501A Analyse and apply sustainability skills to learning programs

TAESUS502A Identify and apply current sustainability education principles and practice to learning programs

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TAE50211 Diploma of Training Design and Development

Modification History

Version	Comments
TAE50211	Released with *TAE10 Training and Education Training Package version 2.0*

Description

This qualification reflects the roles of training developers and instructional designers who are responsible for analysing training needs and designing training solutions and products to meet workplace capability requirements, and evaluating the effectiveness of training programs. They may have a role in providing guidance and advice to trainers and assessors, promoting innovative practices, e.g. e-learning, and in researching and incorporating best practice in training and assessment into training programs and products.

Pathways Information

Prerequisite requirements

There are no prerequisite requirements for individual units of competency.

Pathways into the qualification

Preferred pathways for candidates considering this qualification include:

- After achieving the TAE40110 Certificate IV in Training and Assessment and vocational experience in training and assessment roles within a Registered Training Organisation (RTO) or similar organisation where the focus has been on competency based training,

or

- after achieving another relevant qualification and vocational experience in training and assessment roles within an RTO or similar organisation where the focus has been on competency based training and assessment,

or

- after demonstrating extensive vocational experience in training and assessment roles within am RTO or similar organisation where the focus has been on competency based training and assessment.

Refer to the User Guide for more information concerning pathways.

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Pathways from the qualification

Those completing this qualification could consider higher qualifications in this Training Package, the Training Package area of their vocational competence, or in the higher education sector.

Licensing/Regulatory Information

There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.

Entry Requirements

Not applicable.

Employability Skills Summary

The following table contains a summary of the employability skills required by industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability skill	**Industry/enterprise requirements for this qualification include:**
Communication	• Applying high level language and literacy skills • Establishing and maintaining strategies for communication and networking • Using advanced facilitation techniques with learners and trainers/assessors • Determining training needs and preparing proposals and written reports to meet client needs • Consulting via interviews, meetings, focus groups and surveys
Teamwork	• Providing leadership in training and assessment practices • Providing coaching and mentoring to trainers and assessors • Applying collaborative facilitation models and providing feedback to assist others to improve their performance • Maintaining effective relationships with staff and stakeholders
Problem-solving	• Designing programs and learning strategies based on characteristics of target groups • Resolving issues of quality and consistency across training and assessment practices
Initiative and	• Developing innovative and responsive approaches to improving

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enterprise	professional practice • Developing innovative skills to lead a team into new and creative ways of approaching training and assessment • Continually explore options and evaluate processes to ensure continuous improvement
Planning and organising	• Researching and analysing information for a range of purposes, including ensuring quality improvement
Self-management	• Ensuring ethical, legal and organisational requirements underpin all work • Creating a conceptual and experiential framework of professional practice • Reflecting on and evaluating own professional performance • Modelling high standards of performance and participating in professional development activities
Learning	• Developing and extending one's own expertise in facilitation • Sourcing opportunities to increase one's own knowledge and skills • Identifying professional development activities for self and others • Developing learner independence, extending their learning styles and readiness to learn • Reflecting on own learning
Technology	• Using business equipment and software programs to monitor assessment processes and practices • Developing feedback tools and collating feedback using technology • Preparing reports and other documentation using a wide range of software packages • Using the web to conduct research

Packaging Rules

Total number of units = 10

5 core units plus

5 elective units

3 elective units must be selected from the elective units listed below.

The remaining **2 elective units** may be selected from any currently endorsed Training Package or accredited course.

Where a unit is chosen from another currently endorsed Training Package or accredited course, it must be from a qualification or course at Diploma level or above.

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Elective units must be relevant to the work outcome, local industry requirements and the qualification level.

Core units

TAEASS502B Design and develop assessment tools

TAEDES501A Design and develop learning strategies

TAEDES502A Design and develop learning resources

TAEDES505A Evaluate a training program

TAETAS501B Undertake organisational training needs analysis

Elective units

Assessment

TAEASS501A Provide advanced assessment practice

TAEASS503A Lead assessment validation processes

TAEASS504A Develop and implement recognition strategies

Delivery and facilitation

TAEDEL501A Facilitate e-learning

TAEDEL502A Provide advanced facilitation practice

Design

TAEDES503A Design and develop e-learning resources

TAEDES504A Research and develop units of competency

Professional development

TAEPDD501A Maintain and enhance professional practice

Industry and community relations

TAEICR501A Work in partnership with industry, enterprises and community groups

Language, literacy and numeracy

TAELLN401A Address adult language, literacy and numeracy skills

TAELLN501B Support the development of adult language literacy and numeracy skills

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Research

TAERES501A Apply research to training and assessment practice

Sustainability

TAESUS501A Analyse and apply sustainability skills to learning programs

TAESUS502A Identify and apply current sustainability education principles and practice to learning programs

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TAE50310 Diploma of International Education Services

Modification History

Version	Comments
Release 3	Released with TAE10 Training and Education Training Package version 3.0 New release created to correct unit suffix for imported unit BSBINM501.
Release 2	Released with *TAE10 Training and Education Training Package version 2.0* New release created to update unit identifiers and correct typographical errors.
Release 1	First released with *TAE10 Training and Education Training Package version 1.0*

Description

Descriptor

This qualification reflects the roles of individuals working in international education administration who apply a sound theoretical knowledge base and use a range of specialised, technical or managerial competencies to plan, carry out and evaluate their own work and/or the work of a team.

International education work contexts include international onshore education, transnational offshore education, international projects, and exchange or study abroad programs. A range of public and private education sectors and organisations provide international education. Sectors include higher education, vocational education and training, schools, English language intensive courses for overseas students (ELICOS), and preparatory courses (foundation, bridging and enabling).

Job roles

Job roles and titles vary across different industry sectors. Possible job titles and roles relevant to this qualification include:

- accommodation coordinator
- assistant marketing coordinator
- AusAID liaison officer
- coordinator, manager or officer in government agency or peak body
- deputy principal (schools sector)
- director of student administration
- director of studies
- ELICOS director

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- enrolment or admissions officer
- head of boarding house
- international admissions coordinator or officer
- international liaison officer
- international programs coordinator
- international student academic adviser
- international student coordinator
- international student orientation program coordinator
- manager, international student admissions or administration
- manager or coordinator, international student support services
- manager or liaison officer, international marketing
- student union officer, international student programs
- study abroad and exchange coordinator or manager.
-

Pathways Information

Qualification pathways

Prerequisite requirements

There are no prerequisite requirements for individual units of competency.

Pathways into the qualification

Preferred pathways for candidates considering this qualification include:

- after achieving BSB40507 Certificate IV in Business Administration and providing evidence of competency in the core units required for BSB30507 Certificate III in Business Administration (International Education)

OR

- after achieving BSB30507 Certificate III in Business Administration (International Education) and providing evidence of competency in the majority of units required for BSB40507 Certificate IV in Business Administration

OR

- with some vocational experience working in a range of business settings in support roles, including international education services.

Examples of job roles for candidates seeking entry based on their vocational experience include:

- administrative assistant, international office of university
- assistant administrative officer
- education program support worker, TAFE international education department
- information services assistant/officer, international education office of a school

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- international education agent
- receptionist, registered training organisation providing ELICOS
- student recruitment and admissions assistant
- student services officer
- student support assistant.

Pathways from the qualification

After achieving TAE50310 Diploma of International Education Services, candidates may undertake TAE70310 Vocational Graduate Certificate in International Education Services.

Licensing/Regulatory Information

Licensing, legislative, regulatory or certification considerations

There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.

Entry Requirements

Not applicable.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
TAE50310 Diploma of International Education Services The following table contains a summary of the employability skills required by industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.	
Employability skill	**Industry/enterprise requirements for this qualification include**:
Communication	• clearly communicating workplace information to others (verbally and non-verbally) • communicating sensitively in a cross-cultural context • communicating with people who speak languages other than English • interpreting needs of internal and external customers • reading and interpreting workplace-related documentation • writing to audience needs

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Teamwork	• applying knowledge of own role as part of a team • working as an individual and a member of a team • working with diverse individuals and groups
Problem-solving	• developing practical responses to workplace-related functions • taking action to resolve concerns
Initiative and enterprise	• adapting to new and emerging situations • being creative or proactive in response to workplace problems, changes and challenges • developing a strategic, creative, long-term vision • developing innovative solutions to workplace challenges
Planning and organising	• allocating resources to workplace tasks and requirements • collecting, analysing and organising workplace data • identifying risk factors and taking action to minimise risk • planning for contingencies • utilising or determining required resources
Self-management	• following workplace documentation, such as codes of practice or operating procedures • managing own time and priorities • projecting a professional image when representing the organisation • taking personal responsibility at the appropriate level
Learning	• maintaining knowledge of products and services • participating in ongoing learning (formal and informal) • seeking assistance and expert advice
Technology	• applying business-related technology skills in organising and using workplace information • using business-related technology and equipment • using business-related technology safely

Packaging Rules

Packaging Rules

Total number of units = 10

7 core units *plus*

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Packaging Rules

3 elective units

At least **2 of the elective units** must be selected from the elective units listed below. The other **elective unit** may be selected from the elective units listed below or any other currently endorsed Training Package or accredited course. Elective units must be relevant to the work outcome, local industry requirements and the qualification level.

Core units

BSBIND302A Work effectively in the international education services industry*

BSBWOR401A Establish effective workplace relationships

CHCCS405A Work effectively with culturally diverse clients and co workers

TAEEDU501A Facilitate international education compliance*

TAEEDU502A Manage international education issues and incidents*

TAEEDU504A Manage international education and training processes

TAEEDU509A Use information to enhance international education work role performance*

Elective units

Compliance

BSBCOM501B Identify and interpret compliance requirements

Customer service

BSBCUS501A Manage quality customer service

Educational administration

TAEEDU401A Coordinate provision of pastoral care services to international students*

TAEEDU503A Manage international student recruitment and selection

TAEEDU505A Manage international client accommodation services*

TAEEDU506A Facilitate international education events and programs*

TAEEDU507A Manage transnational offshore education programs*

TAEEDU508A Manage international education financial and administrative processes

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Packaging Rules

Financial management

BSBFIM501A Manage budgets and financial plans

Human resource management

BSBHRM505B Manage remuneration and employee benefits

Information management

BSBINM501A Manage an information or knowledge management system

Innovation

BSBINN502A Build and sustain an innovative work environment

Learning and development

BSBLED501A Develop a workplace learning environment

Management

BSBMGT502B Manage people performance

BSBMGT516C Facilitate continuous improvement

BSBMGT616A Develop and implement strategic plans

CHCORG14B Manage a service organisation

Marketing

BSBMKG513A Promote products and services to international markets

BSBMKG516B Profile international markets

Occupational health and safety

BSBOHS509A Ensure a safe workplace

Project management

BSBPMG510A Manage projects

BSBPMG609A Direct procurement and contracting for a project program

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Packaging Rules

Relationship management

BSBREL501A	Build international client relationships
BSBREL502A	Build international business networks

Research

BSBRES401A Analyse and present research information

Training advisory services

TAETAS501B	Undertake organisational training needs analysis

*__Note__: These units are based on modules from the accredited courses 30511QLD Certificate III in International Education Services, 30512QLD Certificate IV in International Education Services and 30513QLD Diploma of International Education Services. Permission to adapt the modules was granted by the copyright holder, International Education Services Ltd.

Selecting elective units for different outcomes

The context for this qualification varies and this must guide the selection of elective units. Examples of appropriate elective units for particular outcomes follow.

Coordinator, international student support services

7 core units *plus*

3 elective units

- BSBCUS501A Manage quality customer service
- TAEEDU401A Coordinate provision of pastoral care services to international students
- TAEEDU506A Facilitate international education events and programs

Manager, international marketing

7 core units *plus*

3 elective units

- BSBMKG513A Promote products and services to international markets
- BSBREL501A Build international client relationships
- BSBREL502A Build international business networks

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Packaging Rules

Director of student administration

7 core units *plus*

3 elective units

- TAEEDU503A Manage international student recruitment and selection
- TAEEDU508A Manage international education financial and administrative processes
- BSBMGT516A Facilitate continuous improvement

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TAE70111 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice

Modification History

Version	Comments
2	This version released with *TAE10 Training and Education Training Package version 3.0*. Version created to fix issues in TGA metadata only and format content correctly. No changes have been made to qualification content.
1	First released with *TAE10 Training and Education Training Package version 2.0*

Description

This qualification reflects the roles of individuals who apply substantial specialised skills and knowledge in the field of adult language, literacy and numeracy practice. In these roles they make significant high level judgements to analyse, plan, deliver and evaluate specialised teaching functions within complex contexts.

This qualification uses the term ‘adult literacy and numeracy’ to mean the skills required to understand and use various forms of print and digital text in day-to-day activities at home, at work and in the community (Literacy Skills for the Knowledge Society, OECD, 2001).

The qualification uses the term ‘language’ to talk about speaking, listening, reading, writing and visual communication skills. In its broadest sense, language involves the words, verbal structures and gestures we use to convey meaning. We are also talking about using words and grammatical structures and other meaning support systems (e.g. gestures when speaking and listening, punctuation and formatting when reading and writing) to make meaning or to understand somebody else’s meaning. (What’s language, literacy and numeracy?, Taking the Lead, 2006)

People attending adult language, literacy and numeracy provision reflect the cultural and linguistic diversity of the Australian population. They may have English as their first, second or third language, and literacy and numeracy skill levels that inhibit their ability to achieve their aspirations. This diversity of learners requires practitioners with skills and knowledge in a wide range of teaching approaches and practices; skills and knowledge that are included in this qualification.

This qualification responds to the need for all practitioners to have a set of strategies to meet learners’ language development needs. This is not language in the strict sense of language acquisition (as defined within the TESOL discipline), but rather the development of relevant and appropriate language repertoires depending on the context.

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Adult language, literacy and numeracy delivery contexts include vocational education settings, workplaces, and the community. A range of training organisations (public, not-for-profit, community and private) provides adult language, literacy and numeracy skills development.

Job roles

This qualification may apply to those in roles with responsibility for adult literacy and numeracy delivery and assessment. Job roles and titles vary across different organisational contexts. Possible job titles and roles relevant to this qualification include:

- practitioner, Workplace English Language and Literacy (WELL) program
- teacher, Language, Literacy and Numeracy Program (LLNP)
- concurrent assistance teacher, training organisation
- adult literacy and numeracy teacher, training organisation
- trainer and assessor, training organisation
- program coordinator, adult community education organisation
- educational manager, training organisation.

TAE70111 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice may not meet the requirements for TESOL teaching. It is advisable to check with relevant jurisdictions and in the human resource statements in accredited course documentation.

Pathways Information

Prerequisite requirements

There are no prerequisite requirements for individual units of competency.

Pathways into the qualification

Candidates may enter the qualification through a number of entry points, including with:

- a Bachelor's degree or other higher education qualification, together with relevant vocational practice,

or

- a relevant Diploma or Advanced Diploma,

or

- a relevant Certificate III or Certificate IV, together with significant relevant vocational practice.

It is recommended that candidates undertake TAE40110 Certificate IV in Training and Assessment prior to undertaking TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice, as this will provide them with knowledge of the vocational education and training (VET) environment, including quality frameworks and qualification frameworks, as well as delivery and assessment requirements.

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Pathways from the qualification

After achieving TAE70111 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice candidates may undertake TAE80110 Vocational Graduate Diploma of Adult Language, Literacy and Numeracy Leadership or TAE80210 Vocational Graduate Diploma of Management (Learning) or a higher education qualification.

Articulation to higher education

While there are no formal articulation or credit transfer arrangements, it is anticipated that this qualification would contribute significantly to existing or proposed higher education qualifications in this field. Learners seeking credit into other post-graduate qualifications in higher education will need to apply on an individual basis to organisations delivering those qualifications.

This qualification does not and does not seek to replace the diverse range of post graduate qualifications in adult language, literacy and numeracy available in the university sector.

Licensing/Regulatory Information

There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.

Entry Requirements

There are no specific entry requirements for this qualification, although it is expected that candidates will demonstrate the potential to undertake study at graduate level (see Pathways into the qualification section below).

Employability Skills Summary

The following table contains a summary of the employability skills required by industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability skill	**Industry/enterprise requirements for this qualification include:**
Communication	• completing documentation required to conduct the course, such as reports and evaluations • developing collaborative relationships • facilitating discussions to encourage sharing of strategies and exploration of different solutions to problems • interpreting the needs of learners by analysis of information obtained through assessment • giving clear explanations, presenting concepts clearly and responding to questions effectively

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	• reading and interpreting complex texts from a range of sources, analysing theoretical viewpoints and forming judgements • using formal and informal mathematical language, symbolic and diagrammatic representations and conventions of mathematics • using interpersonal and language skills to model and encourage collaborative thinking • using oral communication skills to adjust level of communication to meet requirements of learners • using spoken language to make hypotheses, plan and influence others • writing complex texts that meet audience needs and purpose of text
Teamwork	• applying knowledge of own role within a team of VET colleagues • cultivating collaborative and participative work relationships, identifying and utilising the strengths of other team members • sharing ideas and resources with other teachers of the learner group
Problem-solving	• adapting problem-solving techniques to solve problems in diverse context and situations • analysing information to inform practice • collecting, analysing and interpreting data using a variety of data-collection methods • identifying mathematical information and meaning in activities and texts • identifying specific difficulties of those participating in provision in VET • solving a range of numeracy problems within adult contexts
Initiative and enterprise	• analysing a range of theories and approaches to develop a learning strategy • demonstrating originality and innovative approaches to teaching practice • facilitating learning of literacy and numeracy skills in diverse contexts • seeking and using feedback to improve ideas • seeking appropriate resources and materials
Planning and organising	• collecting, analysing and organising information from learners and others • planning a sequence of learning activities consistent with a conceptual framework • planning and organising learning sessions that provide multiple opportunities for learners to develop a range of skills
Self-management	• complying with requirements, codes of practice and organisational policies and procedures • monitoring and evaluating own performance • participating in continuous improvement processes

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Learning	• contributing to the learning of others • learning new skills to accommodate change • maintaining currency and relevance of knowledge • reflecting on and improving own professional practice • seeking expert advice on behalf of others
Technology	• assisting learners to use technology for their own purposes • developing teaching skills in using standard desktop applications • using a wide range of online and computer-based learning technologies • using record-keeping and reporting systems

Packaging Rules

Total number of units = 6

4 core units plus

2 elective units

At least **1 of the elective units** must be selected from the elective units listed below. The **second elective unit** may be selected from the elective unit list or from any other currently endorsed Training Package or accredited course at Diploma, Advanced Diploma, Vocational Graduate Certificate or Vocational Graduate Diploma level. Elective units must be relevant to the work outcome and local requirements.

Core units

TAELLN701A Analyse and apply adult literacy teaching practices

TAELLN702A Analyse and apply adult numeracy teaching practices

TAELLN703A Develop English language skills of adult learners

TAELLN704A Implement and evaluate delivery of adult language, literacy and numeracy skills

Elective units

TAELLN501B Support the development of adult language, literacy and numeracy skills

TAELLN705A Design and conduct pre-training assessment of adult language, literacy and numeracy skills

TAELLN706A Lead the delivery of adult language, literacy and numeracy support services

TAEASS505A Lead and coordinate assessment systems and services

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TAEDES502A Design and develop learning resources

Selecting elective units for different outcomes

The context for this qualification varies and will guide the selection of elective units. Examples of **recommended** elective units for particular work outcomes follow.

For a **practitioner or coordinator role in a Workplace English Language and Literacy program,** selection from the following elective units is recommended.

TAELLN501B Support the development of adult language, literacy and numeracy skills

TAELLN705A Design and conduct pre-training assessment of adult language, literacy and numeracy skills

TAELLN706A Lead the delivery of adult language, literacy and numeracy support services

TAELLN803A Formulate workplace strategy for adult language, literacy and numeracy skill development

For a **teacher role in the Language, Literacy and Numeracy Program,** the following elective units are recommended.

TAEASS505A Lead and coordinate assessment systems and services

TAEDES502A Design and develop learning resources

For an **adult literacy and numeracy support role in a training organisation,** the following elective units are recommended.

TAELLN706A Lead the delivery of adult language, literacy and numeracy support services

TAEASS505A Lead and coordinate assessment systems and services

For an **adult literacy and numeracy support role in a community-based organisation,** the following elective units are recommended.

TAELLN501B Support the development of adult language, literacy and numeracy skills

TAEDES502A Design and develop learning resources

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TAE70210 Vocational Graduate Certificate in Management (Learning)

Modification History

Version	Comments
TAE70210 Release 2	Released with *TAE10 Training and Education Training Package version 2.0* New release created to update unit identifiers and correct typographical errors.
TAE70210 Release 1	First released with *TAE10 Training and Education Training Package version 1.0*

Description

Descriptor

This qualification reflects the roles of individuals who apply substantial specialised skills and knowledge in the field of learning and capability development. In these roles they make significant high level independent judgements in major planning, design, operational and management functions within highly varied or specialised contexts.

This qualification may apply to leaders and managers in an organisation where learning is used to build capability; in these roles they harness learning to enhance existing practices and thinking, workforce capability and career development.

In addition, the qualification may relate to professionals or managers in registered training organisations (RTOs) seeking to advance organisational learning and capability.

Job roles

Job roles and titles vary across different industry sectors. Possible job titles and roles relevant to this qualification include:

- human resources development (HRD) operational manager
- learning and development consultant
- RTO manager or head of department
- organisational learning and leadership manager
- training manager
- workforce capability development leader
- workforce planner
- educational professional working within an RTO

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- manager providing research or information related to career development.
-

Pathways Information

Qualification pathways

Prerequisite requirements

There are no prerequisite requirements for individual units of competency.

Pathways into the qualification

Candidates may enter the qualification through a number of entry points demonstrating potential to undertake study at graduate level, including:

- with a relevant Diploma or Advanced Diploma, or a relevant Certificate III or Certificate IV together with significant relevant vocational practice
- with extensive relevant vocational practice, without formal qualifications
- with a higher education qualification, together with relevant vocational practice.

Pathways from the qualification

After achieving TAE70210 Vocational Graduate Certificate in Management (Learning), candidates may undertake TAE80210 Vocational Graduate Diploma of Management (Learning).

Licensing/Regulatory Information

Licensing, legislative, regulatory or certification considerations

There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.

Entry Requirements

Not applicable.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY
TAE70210 Vocational Graduate Certificate in Management (Learning)

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
The following table contains a summary of the employability skills required by industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.	
Employability skill	**Industry/enterprise requirements for this qualification include**:
Communication	• consulting with stakeholders and undertaking advocacy for target groups • developing collaborative relationships and cultivating new and existing partnerships • using conflict resolution and negotiation skills, and applying techniques and tools to identify and change thinking and practice • using interpersonal and language skills to model and encourage collaborative thinking
Teamwork	• building trust, confidence and respect of diverse groups and individuals • creating a collective responsibility for innovation and changes in practice to respond to advances in learning or client needs • cultivating collaborative and participative work relationships
Problem-solving	• collecting, analysing and interpreting data using a variety of data collection methods • developing strategies to maximise the asset value of human resources • promoting changes to thinking, practice and learning strategies using a range of tools and techniques • securing data and records • systematically evaluating strategic outcomes
Initiative and enterprise	• applying a range of concepts and principles to develop a learning strategy • encouraging learning via an active learning partnership • influencing thinking and inspiring others • promoting innovation and entrepreneurial thinking, and exploring emerging business opportunities • using creative coaching and mentoring techniques
Planning and organising	• determining the relationship between human capital and organisational requirements • establishing rules and procedures, and reporting on programs as required • maintaining currency and relevance of information • planning and developing people, including career development and human capital to improve organisational learning and capability

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	• planning, developing and implementing a mentor program • prioritising and implementing strategies for deploying human capital • reviewing performance of resources and people • setting business targets and identifying resource requirements
Self-management	• acting as a role model in the workplace • complying with legislative requirements, codes of practice and organisational policies and procedures • conducting activities ethically, cooperatively and respectfully • demonstrating professionalism in all aspects of work • maintaining professional standards • maintaining self efficacy and promoting personal reflection on own leadership styles and approaches
Learning	• assisting an organisation to harness learning to achieve improved capabilities and sustainable outcomes • conducting career development sessions • contributing to the learning of others by developing organisational learning strategies • developing, reviewing and updating career plans for individuals and groups • forming learning partnership programs • inducting mentors and mentees • reflecting upon and evaluating personal leadership style, and personal and professional competencies • seeking expert advice on behalf of others
Technology	• analysing and implementing technological and system requirements • applying foundation skills in using standard desktop applications • reviewing and implementing improved electronic business systems, sales, network and learning technology within the organisation • using a wide range of learning technologies (online and computer based) • using agreed technology • using recordkeeping and reporting systems • using technology to manage and report on the development, learning and contribution (capital value) of learning to an organisation

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Packaging Rules

Packaging Rules

Total number of units = 4

2 core units *plus*

2 elective units

At least **1 of the elective units** must be selected from the 700 series units in that list.
One further elective unit may be selected from the list of electives below or from any currently endorsed Training Package or accredited course.

Core units

BSBLED701A	Lead personal and strategic transformation
BSBLED702A	Lead learning strategy implementation

Elective units

Financial management

BSBFIM701A Manage financial resources

Innovation

BSBINN501A Establish systems that support innovation

BSBINN601B Manage organisational change

IT building and implementation

BSBITB701A Implement advanced electronic technologies

Learning and development

TAELED703A	Implement improved learning practice
TAELED704A	Review enterprise e-learning systems and solutions implementation
BSBLED705A	Plan and implement a mentoring program

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Packaging Rules

BSBLED706A	Plan and implement a coaching strategy
BSBLED707A	Establish career development services
BSBLED708A	Conduct a career development session
BSBLED709A	Identify and communicate trends in career development
BSBLED710A	Develop human capital

Management

PSPHR616A	Manage performance management system
PSPMNGT614A	Facilitate knowledge management

Relationship management

BSBREL701A	Develop and cultivate collaborative partnerships and relationships

Selecting elective units for different outcomes

The context for this qualification varies and this must guide the selection of elective units. Examples of appropriate elective units for particular outcomes follow.

For specialisation in a **leadership and management role** within an RTO or HRD operational area, selection from the following elective units of competency is recommended.

- BSBINN601B Manage organisational change
- BSBREL701A Develop and cultivate collaborative partnerships and relationships
- PSPMNGT614A Facilitate knowledge management
- TAELED703A Implement improved learning practice

For specialisation in **organisational learning or leadership of workforce capability development**, selection from the following elective units of competency is recommended.

- BSBFIM701A Manage financial resources
- BSBITB701A Implement advanced electronic technologies
- BSBLED705A Plan and implement a mentoring program
- BSBLED706A Plan and implement a coaching strategy
- BSBLED710A Develop human capital
- PSPHR616A Manage performance management system
- PSPMNGT614A Facilitate knowledge management

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Packaging Rules

- TAELED704A Review enterprise e-learning systems and solutions implementation

For specialisation where **managers provide research or information related to career development**, selection from the following elective units of competency is recommended.

- BSBLED707A Establish career development services
- BSBLED708A Conduct a career development session
- BSBLED709A Identify and communicate trends in career development

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TAE70311 Vocational Graduate Certificate in International Education Services

Modification History

Version	Comments
TAE70311	Released with *TAE10 Training and Education Training Package version 2.0*

Description

This qualification reflects the roles of individuals who apply both broad and highly specialised skills and knowledge in the field of international education. Their roles involve making significant, high level and independent judgements within major, broad or specialised planning, design, operational, technical or management functions. They may also have responsibility and broad ranging accountability for the structure, management and output of the work of others or for discrete functions.

Pathways Information

Prerequisite requirements

There are no prerequisite requirements for individual units of competency.

Pathways into the qualification

- There are no formal pathways into the qualification; candidates are likely to undertake it following vocational experience in a range of roles.

Pathways from the qualification

- TAE80210 Vocational Graduate Diploma of Management (Learning).
-

Licensing/Regulatory Information

There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.

Entry Requirements

Not applicable.

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Employability Skills Summary

The following table contains a summary of the employability skills required by industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability skill	**Industry/enterprise requirements for this qualification include:**
Communication	• clearly communicating workplace information to others (verbally and non-verbally) • communicating sensitively in a cross-cultural context • communicating with people who speak languages other than English • interpreting needs of internal and external customers • negotiating effectively • reading and interpreting workplace-related documentation • writing to audience needs
Teamwork	• applying knowledge of own role as part of a team • working as an individual and a member of a team • working with diverse individuals and groups
Problem-solving	• developing practical responses to workplace-related functions • taking action to resolve concerns
Initiative and enterprise	• adapting to new and emerging situations • being creative or proactive in response to workplace problems, changes and challenges • developing a strategic, creative, long-term vision • developing innovative solutions to workplace challenges
Planning and organising	• allocating resources to workplace tasks and requirements • collecting, analysing and organising workplace data • identifying risk factors and taking action to minimise risk • planning for contingencies • utilising or determining required resources
Self-management	• following workplace documentation, such as codes of practice or operating procedures • managing own time and priorities • projecting a professional image when representing the organisation • taking personal responsibility at the appropriate level
Learning	• maintaining knowledge of products and services • participating in ongoing learning (formal and informal) • seeking assistance and expert advice
Technology	• applying business-related technology skills in organising and using workplace information • using business-related technology and equipment

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	• using business-related technology safely

Packaging Rules

Total number of units = 5

3 core units plus

2 elective units

At least **1 elective unit** must be selected from the elective units listed below.

The remaining **1 elective unit** may be selected from the list below, any currently endorsed training package or accredited course.

Core units

TAEEDU701A	Investigate current trends in internationalisation of education*
TAEEDU704A	Conduct applied international education research*
BSBDIV701A	Develop cross cultural communication and negotiation strategies*

Elective units

TAEEDU702A	Develop international onshore education programs and projects*
TAEEDU703A	Establish transnational offshore education initiatives*
BSBINN801A	Lead innovative thinking and practice
BSBREL701A	Develop and cultivate collaborative partnerships and relationships

* **Note:** These units are based on modules from the accredited course 21077VIC Graduate Certificate in Business (Management of International Education). Permission to adapt the modules was granted by the Department of Education and Training on behalf of the copyright holder, the State of Victoria.

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TAE80110 Vocational Graduate Diploma of Adult Language, Literacy and Numeracy Leadership

Modification History

Version	Comments
2	This version released with *TAE10 Training and Education Training Package version 3.0*. Version created to fix issues in TGA metadata and to format content correctly. Omitted unit *TAELLN803A Formulate workplace strategy for adult language, literacy and numeracy skill development* included in elective list.
1	First released with *TAE10 Training and Education Training Package version 2.0*

Description

Descriptor

This qualification reflects the role of individuals who apply highly specialised skills and knowledge in the field of adult language, literacy and numeracy practice. In these roles, they generate and evaluate complex ideas through the analysis of policy, information and concepts at an abstract level; and design and implement appropriate responses through a combination of research, targeted strategies for language, literacy and numeracy programs in different contexts, and the application of teaching practices.

This qualification uses the term 'adult literacy and numeracy' to mean the skills required to understand and use various forms of print and digital text in day-to-day activities at home, at work and in the community (OECD, 2001).

The qualification uses the term 'language' to talk about speaking, listening, reading, writing and visual communication skills. In its broadest sense, language involves the words, verbal structures and gestures we use to convey meaning. We are also talking about using words and grammatical structures and other meaning support systems (e.g. gestures when speaking and listening, punctuation and formatting when reading and writing) to make meaning or to understand somebody else's meaning. (Taking the Lead, 2006)

This qualification responds to the need for all practitioners to have a set of strategies to meet learners' language development needs. This is not language in the strict sense of language acquisition (as defined within the TESOL discipline), but rather the development of relevant and appropriate language repertoires depending on the context.

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The diversity of learners attending adult language, literacy and numeracy provision requires effective and innovative educational leaders, program managers and researchers with responsibility for adult language, literacy and numeracy policy development and response, and program design and review. TAE80110 Vocational Graduate Diploma of Adult Language, Literacy and Numeracy Leadership develops the skills and knowledge required to fulfil this responsibility in these roles.

Adult language, literacy and numeracy delivery contexts include vocational education settings, workplaces, and the community. A range of training organisations (public, not-for-profit, community and private) provides adult language, literacy and numeracy skills development.

Job roles

This qualification may apply to those in roles with responsibility for adult language, literacy and numeracy policy development and response, as well as program design and review. Job roles and titles vary across different organisational contexts. Possible job titles and roles relevant to this qualification include:

- adult literacy and numeracy teacher or leader, training organisation
- practitioner or coordinator, Workplace English Language and Literacy (WELL) program
- senior educator, teaching and learning, training organisation
- adult literacy and numeracy learning resource developer
- program coordinator, training organisation
- educational consultant
- workforce development leader
- policy advisor on language, literacy and numeracy.
-

Pathways Information

Qualification pathways

Prerequisite requirements

There are no prerequisite requirements for individual units of competency.

Pathways into the qualification

Candidates may enter the qualification through a number of entry points, including with:

- a Bachelor's degree or other higher education qualification, together with relevant vocational practice, or
- a relevant Certificate III, Certificate IV, Diploma or Advanced Diploma with significant relevant vocational practice, or
- TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice.

Pathways from the qualification

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After achieving TAE80110 Vocational Graduate Diploma of Adult Language, Literacy and Numeracy Leadership candidates could go on to higher education qualifications.

Articulation to higher education

While there are no formal articulation or credit transfer arrangements, it is anticipated that this qualification would contribute significantly to existing or proposed higher education qualifications in this field. Learners seeking credit into other post-graduate qualifications in higher education will need to apply on an individual basis to organisations delivering those qualifications.

This qualification does not and does not seek to replace the diverse range of post graduate qualifications in adult language, literacy and numeracy available in the university sector.

Licensing/Regulatory Information

There is no direct link between this qualification and licensing, legislative and/or regulatory requirements.

Entry Requirements

There are no specific entry requirements for this qualification, although it is expected that candidates will demonstrate the potential to undertake study at graduate level (see *Pathways into the qualification* section below).

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
TAE80110 Vocational Graduate Diploma of Adult Language, **Literacy and Numeracy Leadership** The following table contains a summary of the employability skills required by industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.	
Employability skill	**Industry/enterprise requirements for this qualification include**:
Communication	• reading and evaluating complex and formal documents, such as policy documents • processing material and critically analysing and integrating information from a wide range of sources • consulting and sharing information with a wide range of groups using a range of communication techniques • collaborating and negotiating with others • interpreting language that is highly nuanced

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	• using language to influence others • developing written texts that deal with complex ideas and concepts and which meet the purpose and audience requirements • applying basic numeracy skills to workplace requirements
Teamwork	• cultivating collaborative and participative work relationships • cultivating networks • identifying and utilising the strengths of other team members • applying teamwork skills to a range of situations
Problem-solving	• formulating and investigating problems • creating solutions, innovating and improving current practices • applying critical reasoning to issues through independent thought and informed judgement • evaluating research, making decisions and reflecting critically on the justifications for decisions, using an evidence-based approach • systematically evaluating strategic outcomes
Initiative and enterprise	• identifying opportunities that might not be obvious to others • generating ideas and adapting innovatively to changing environments • locating and sourcing appropriate information, and identifying future implications of information and data collected • seeking and using feedback to improve ideas
Planning and organising	• collecting, analysing and organising information from a range of sources • designing research methodology • framing strategies in consideration of available resources, timelines and needs of stakeholders • maintaining currency and relevance of information
Self-management	• complying with requirements, codes of practice and organisational policies and procedures • working and learning independently and effectively • conducting activities ethically, cooperatively and respectfully • monitoring and evaluating own performance
Learning	• maintaining currency and relevance of knowledge • contributing to the learning of others • taking responsibility for own learning • learning new skills and techniques
Technology	• using a wide range of online or computer-based technologies • using a range of software programs

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	• using technology and the internet in a systematic manner to discover, access, collect and store data, information and research

Packaging Rules

Packaging Rules

Total number of units = 8

3 core units *plus*

5 elective units

At least **3 of the elective units** must be selected from the elective units listed below. Up to **2 elective units** may be selected from the elective unit list or from any other currently endorsed Training Package or accredited course at Vocational Graduate Certificate or Vocational Graduate Diploma level. Elective units must be relevant to the work outcome and local industry requirements.

Units selected from other Training Packages must not duplicate the outcomes of units selected from the Training and Education Training Package.

Candidates with TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice will gain credit of 4 elective units towards this qualification.

Core units

BSBRES801A	Initiate and lead applied research
TAELLN801A	Analyse policy and formulate strategic language, literacy and numeracy response
TAELLN802A	Research and implement new adult language, literacy and numeracy practices

Elective units

TAELED704A	Review enterprise e-learning systems and solutions implementation
TAELLN803A	Formulate workplace strategy for adult language, literacy and numeracy skill development
TAELLN804A	Design programs to develop adult language, literacy and numeracy skills
TAELLN805A	Formulate strategy for adult language, literacy and numeracy skill development in a community program

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TAELED704A	Review enterprise e-learning systems and solutions implementation
TAELLN806A	Initiate, develop and evaluate adult language, literacy and numeracy resources
TAELLN807A	Design, implement and evaluate an adult language, literacy and numeracy professional development program
TAELLN701A	Analyse and apply adult literacy teaching practices
TAELLN702A	Analyse and apply adult numeracy teaching practices
TAELLN703A	Develop English language skills of adult learners
BSBINN801A	Lead innovative thinking and practice

Selecting elective units for different outcomes

The context for this qualification varies and will guide the selection of elective units. Examples of recommended elective units for particular work outcomes follow.

For a role as an **adult literacy and numeracy coordinator in a training organisation**, the following elective units are recommended.

TAELLN804A	Design programs to develop adult language, literacy and numeracy skills
TAELLN806A	Initiate, develop and evaluate adult language, literacy and numeracy resources
TAELLN807A	Design, implement and evaluate an adult language, literacy and numeracy professional development program
BSBINN801A	Lead innovative thinking and practice

For a **leadership role in a Workplace English Language and Literacy program**, the following elective units are recommended.

TAELLN803A	Formulate workplace strategy for adult language, literacy and numeracy skill development
TAELLN807A	Design, implement and evaluate an adult language, literacy and numeracy professional development program
TAELLN703A	Develop English language skills of adult learners
TAELLN806A	Initiate, develop and evaluate adult language, literacy and numeracy resources

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For a role in **educational leadership in a training organisation** the following elective units are recommended.

TAELED704A Review enterprise e-learning systems and solutions implementation

TAELLN807A Design, implement and evaluate an adult language, literacy and numeracy professional development program

For a specialisation role as a **language**, **literacy and numeracy resource designer**, the following elective units are recommended.

TAELLN806A Initiate, develop and evaluate adult language, literacy and numeracy resources

BSBINN801A Lead innovative thinking and practice

TAELED704A Review enterprise e-learning systems and solutions implementation

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TAE80210 Vocational Graduate Diploma of Management (Learning)

Modification History

Version	Comments
Release 3	Released with *TAE10 Training and Education Training Package version 2.0* New release created to correct unit identifier for BSBINN601.
Release 2	Released with *TAE10 Training and Education Training Package version 2.0* New release created to update unit identifiers and correct typographical errors.
Release 1	First released with *TAE10 Training and Education Training Package version 1.0*

Description

Descriptor

This qualification reflects the roles of individuals who apply highly specialised knowledge and skills in the field of organisational learning and capability development. In these roles they are required to generate and evaluate complex ideas; and to initiate, design and execute major learning and development functions within an organisation. Typically, they would have full responsibility and accountability for the personal output and work of others.

This qualification may apply to leaders and managers in an organisation where learning is used to build organisational capability.

Job roles

Job roles and titles vary across different industry sectors. Possible job titles and roles relevant to this qualification include:

- general manager human resources
- general manager/head of school registered training organisation (RTO)
- director, workforce planning and development
- learning and development senior consultant
- manager, learning and change management
- manager, learning and development.
-

Pathways Information

Qualification pathways

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Prerequisite requirements

There are no prerequisite requirements for individual units of competency.

Pathways into the qualification

Candidates may enter the qualification through a number of entry points demonstrating potential to undertake study at graduate level, including:

- with a relevant Diploma or Advanced Diploma, or a relevant Certificate III or Certificate IV together with significant relevant vocational practice
- with a higher education qualification, together with relevant vocational practice
- with the related TAE70210 Vocational Graduate Certificate in Management (Learning), which will credit as four elective units towards this qualification (a candidate with this related qualification will be required to successfully complete the two core units and two further elective units to meet the requirements of TAE80210 Vocational Graduate Diploma of Management (Learning))
- with extensive relevant vocational practice, without formal qualifications.

Examples of job roles include:

- learning and development consultant
- manager/head of department, registered training organisation (RTO)
- organisational learning and leadership manager
- training manager
- workforce capability development leader
- workforce planner
- educational professional working within an RTO
- manager providing research or information related to career development.
-

Licensing/Regulatory Information

Licensing, **legislative**, **regulatory or certification considerations**

There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.

Entry Requirements

Not applicable.

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Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
TAE80210 Vocational Graduate Diploma of Management (Learning) The following table contains a summary of the employability skills required by industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.	
Employability skill	**Industry/enterprise requirements for this qualification include**:
Communication	• consulting with stakeholders and undertaking advocacy for target groups • developing collaborative relationships and cultivating new and existing partnerships • reading and interpreting structurally intricate texts • using conflict resolution and negotiation skills, and applying techniques and tools to identify and change thinking and practice • using highly developed interpersonal and language skills to model and encourage collaborative thinking
Teamwork	• building trust, confidence and respect of diverse groups and individuals • creating a collective responsibility for innovation and changes in practice to respond to client needs • cultivating collaborative and participative work relationships
Problem-solving	• developing strategies to maximise the asset value of human resources • promoting changes to thinking, practice and learning strategies using a range of tools and techniques • researching trends in the industry and analysing research information • securing data and records • systematically evaluating strategic outcomes
Initiative and enterprise	• applying a range of concepts and principles to develop a learning strategy • conducting situational analyses • encouraging learning via an active learning partnership • promoting innovation and entrepreneurial thinking, and exploring and identifying innovation activity and needs in a given context • identifying emerging business opportunities • shaping strategic thinking and inspiring others through a shared

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	vision • using creativity in coaching and mentoring techniques • using influencing strategies
Planning and organising	• determining the relationship between human capital and organisational requirements • establishing rules and procedures, and reporting on programs as required • framing research strategies in consideration of available resources • maintaining currency and relevance of information • planning and developing people, including career development and human capital that links to performance and organisational learning imperatives • planning, developing and implementing a mentoring program • prioritising and implementing strategies for deploying human capital • reviewing performance of resources and people • setting business targets and identifying resource requirements
Self-management	• acting as a role model in the workplace • complying with legislative requirements, codes of practice and organisational policies and procedures • conducting activities ethically, cooperatively and respectfully • demonstrating professionalism in all aspects of work • leading sustainable innovative practices • maintaining professional standards • maintaining self-efficacy and promoting personal reflection on own leadership styles and approaches
Learning	• assisting an organisation to harness learning to achieve improved capabilities and sustainable outcomes • conducting career development sessions • contributing to the learning of others by developing organisational learning strategies • developing, reviewing and updating career plans with individuals and groups • forming partnership learning programs • inducting mentors and mentees • reflecting upon and evaluating personal leadership style, and personal and professional competencies • seeking expert advice on behalf of others
Technology	• analysing and implementing technological and system requirements

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	• reviewing and implementing improved electronic business systems, sales, and network and learning technology within the organisation • selecting suitable technology and technical services • using a wide range of online and computer-based technologies • using agreed technology • using basic desktop applications to manage the contribution of learning to human capability enhancement (capital value) • using recordkeeping and reporting systems • using technology to discover, access, store, manage and report on research

Packaging Rules

Packaging Rules

Total number of units = 8

2 core units *plus*

6 elective units

At least **4 of the elective units** must be selected from the elective units listed below. Up to **two elective units** may be selected from the elective units listed below or any other currently endorsed Training Package or accredited course. Elective units must be relevant to the work outcome, local industry requirements and the qualification level.

Core units

BSBINN801A Lead innovative thinking and practice

BSBRES801A Initiate and lead applied research

Elective units

Financial management

BSBFIM701A Manage financial resources

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Packaging Rules

Innovation

BSBINN501A Establish systems that support innovation

OR

BSBINN601B Manage organisational change

IT building and implementation

BSBITB701A Implement advanced electronic technologies

Learning and development

BSBLED701A	Lead personal and strategic transformation
BSBLED702A	Lead learning strategy implementation
TAELED703A	Implement improved learning practice
TAELED704A	Review enterprise e-learning systems and solutions implementation
BSBLED705A	Plan and implement a mentoring program
BSBLED706A	Plan and implement a coaching strategy
BSBLED707A	Establish career development services
BSBLED708A	Conduct a career development session
BSBLED709A	Identify and communicate trends in career development
BSBLED710A	Develop human capital

Management

PSPHR616A Manage performance management system

OR

PSPMNGT614A Facilitate knowledge management

Relationship management

BSBREL701A Develop and cultivate collaborative partnerships and relationships

Selecting elective units for different outcomes

The context for this qualification varies and this must guide the selection of elective units. Examples of appropriate elective units for particular outcomes follow.

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Packaging Rules

For specialisation in a **leadership and management role** in an RTO or **human resource development** (HRD) operational area, selection from the following elective units of competency is recommended.

- BSBINN601B Manage organisational change
- BSBLED701A Lead personal and strategic transformation
- BSBLED702A Lead learning strategy implementation
- BSBREL701A Develop and cultivate collaborative partnerships and relationships
- PSPMNGT614A Facilitate knowledge management
- TAELED703A Implement improved learning practice

For specialisation in **organisational learning and leadership of workforce capability development**, selection from the following elective units of competency is recommended.

- BSBFIM701A Manage financial resources
- BSBITB701A Implement advanced electronic technologies
- BSBLED705A Plan and implement a mentoring program
- BSBLED706A Plan and implement a coaching strategy
- BSBLED710A Develop human capital
- PSPHR616A Manage performance management system
- PSPMNGT614A Facilitate knowledge management
- TAELED704A Review enterprise e-learning systems and solutions implementation

For specialisation where managers provide research or information related to **career development**, selection from the following elective units of competency is recommended.

- BSBLED707A Establish career development services
- BSBLED708A Conduct a career development session
- BSBLED709A Identify and communicate trends in career development

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TAE80312 Vocational Graduate Certificate in Digital Education

Modification History

Release	Comments
Release 1	This Qualification first released with *TAE10 Training and Education Training Package version 3.0*.

Description

This qualification reflects the roles of individuals who apply substantial specialised skills and knowledge in the field of education and capability development, using ICT.

In these roles they make high-level, independent judgements in major planning, design, operational and educational outcomes within highly varied and specialised contexts.

The qualification is designed to enhance, but not replace, a teaching or training qualification. As may be seen below, it may apply to a range of jobs.

Job roles

Possible roles relevant to this qualification include:

- educator, including teacher, trainer or facilitator
- school principal
- educational manager
- school-based technician, including TAFE or tertiary sector technician
- learning and development consultant
- RTO manager or head of department
- organisational learning and leadership manager
- training manager
- workforce capability development leader
- workforce planner
- educational professional working in an RTO
- manager providing research or information related to career development.

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In addition, the qualification may relate to pre-service teachers and continuing registration requirements.

Pathways Information

Pathways into the qualification

Candidates may enter the qualification through a number of preferred entry points demonstrating potential to undertake study at graduate level, including any of the following:

- with a relevant Diploma or Advanced Diploma, or higher education qualification, combined with relevant educational practice
- with a relevant Certificate IV in Training and Assessment together with significant relevant vocational practice
- for those pursuing a non-teaching role: with extensive relevant vocational practice, without formal qualifications.

Pathways from the qualification

After achieving this qualification, candidates may undertake other vocational graduate qualifications or higher education sector qualifications.

Licensing/Regulatory Information

There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.

Entry Requirements

There are no entry requirements for this qualification, nor are there prerequisite requirements to any units of competency listed below in the packaging rules.

Employability Skills Summary

The following table contains a summary of the employability skills required by industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

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Employability skill	**Industry/enterprise requirements for this qualification include:**
Communication	• writing and presenting high-level reports • interpreting and communicating legislation pertaining to privacy, copyright and protection of information in an IT environment • discussing options with stakeholders • communicating concepts and solutions to colleagues and learners • generating and presenting ideas and concepts • discussing and troubleshooting technical issues
Teamwork	• leading teams concerned with planning and evaluating the production of digital media content • determining and directing team tasks and goals • cultivating collaborative team cultures in an IT environment
Problem-solving	• analysing digital media technology and software requirements • diagnosing application and software problems and identifying solutions • developing strategies to overcome identified barriers to installation within time and budget restrictions • resolving technical issues by modifying design and developing solutions
Initiative and enterprise	• transferring and applying theoretical concepts and technical or creative skills to a range of digital media situations • managing issues and providing solutions within established guidelines
Planning and organising	• planning and developing a digital media design that meets project-specific actions • designing the production cycle and project plan for a digital media product • adapting plan to suit specific features of site
Self-management	• taking personal responsibility and demonstrating autonomy in performing challenging technical operations • meeting copyright, ethical and privacy standards in the areas of security, legal, moral and ethical practice
Learning	• maintaining knowledge of digital media tools and software applications • keeping up-to-date and maintaining own competence • investigating and becoming familiar with current privacy,

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Employability skill	Industry/enterprise requirements for this qualification include:
	copyright and security legislation • providing suitable training and assessment opportunities for work team members • providing training to customers on system, product, product features and facilities
Technology	• facilitating convergence of many integrated and emerging technologies • selecting and using software and hardware diagnostic tools for digital media contexts and environments • using digital tools and connectivity technologies • investigating technology options for wireless and wired connections in LAN and WAN settings

Packaging Rules

Total number of units = 5

3 core units *plus*

2 elective units of which:

- at least 1 unit must be from Group A or Group B below
- 1 unit from the same group as the first elective chosen, or from any accredited course or endorsed Training Package at Vocational Graduate Certificate level or above.

Core units

TAEDEL801A Evaluate, implement and use ICT-based educational platforms

TAEDEL802A Use e-learning with social media

TAELED801A Design pedagogy for e-learning

Elective units

Group A Educational practitioners

TAEASS801A Analyse, implement and evaluate e-assessment

TAELED703A Implement improved learning practice

TAELED802A Investigate the application of ICT content knowledge

Group B Educational leaders

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BSBRES801A Initiate and lead applied research

ICAICT705A Direct ICT procurement

TAELED704A Review enterprise e-learning systems and solutions implementation

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TAESS00001 Assessor Skill Set

Modification History

Version	Comments
Release 2	Released with *TAE10 Training and Education Training Package version 2.0.* New release created to update unit code identifiers.
Release 1	This skill set first released with *TAE10 Training and Education Training Package version 1.0.*

Description

Not applicable.

Pathways Information

Pathway	The TAEASS units provide credit towards TAE40110 Certificate IV in Training and Assessment.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Units	TAEASS401B	Plan assessment activities and processes
	TAEASS402B	Assess competence
	TAEASS403B	Participate in assessment validation

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Target Group

Target Group	Individuals wishing to obtain the assessment competencies to assess according to AQTF requirements.

Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from TAE10 Training and Education Training Package when used with relevant vocational competencies, meet industry requirements for assessors.

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TAESS00002 Enterprise and Industry Engagement Skill Set

Modification History

Release	Comments
Release 1	This Skill Set first released with *TAE10 Training and Education Training Package version 3.0*

Description

This skill set will support the development and implementation of RPL strategies and the engagement of VET practitioners with enterprises and industry.

Pathways Information

These units provide credit towards TAE50111 Diploma of Vocational Education and Training and TAE50211 Diploma of Training Design and Development.

Licensing/Regulatory Information

Nil

Skill Set Requirements

TAEASS504A Develop and implement recognition strategies

TAEICR501A Work in partnership with industry, enterprises and community groups

TAETAS501B Undertake organisational training needs analysis

Target Group

Individuals wishing to develop and implement RPL strategies, develop partnership arrangements with industry and enterprises and conduct training needs analyses.

Suggested words for Statement of Attainment

These units meet industry requirements for VET practitioners engaging with enterprises and industry.

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TAESS00003 Enterprise trainer and assessor Skill Set

Modification History

Version	Comments
Release 2	Released with *TAE10 Training and Education Training Package version 2.0.* New release created to updated unit code identifiers.
Release 1	This skill set first released with *TAE10 Training and Education Training Package version 1.0.*

Description

Not applicable.

Pathways Information

Pathway	These units provide credit towards TAE40110 Certificate IV in Training and Assessment.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Units	TAEASS401B	Plan assessment activities and processes
	TAEASS402B	Assess competence
	TAEASS403B	Participate in assessment validation
	TAEDEL301A	Provide work skill instruction

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Target Group

Target Group	Enterprise trainers and assessors working in an enterprise registered training organisation (RTO) or in an enterprise that works together with an RTO in an auspicing arrangement. These people deliver and assess nationally endorsed units or qualifications.

Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from TAE10 Training and Education Training Package meet industry requirements for enterprise trainers and assessors.

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TAESS00005 Sustainable practice Skill Set

Modification History

Version	Comments
Release 2	Released with *TAE10 Training and Education Training Package version 2.0.* Inclusion of additional unit to Skill Set.
Release 1	This skill set first released with TAE10

Description

Not applicable.

Pathways Information

These units provide credit towards the TAE50111 Diploma of Vocational Education and Training or TAE50211 Diploma of Training Design and Development.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

TAESUS501A Analyse and apply sustainability skills to learning programs

TAESUS502A Identify and apply current sustainability education principles and practice to learning programs

Target Group

Target Group	All trainers and assessors. In the first instance those who have a specific role in delivering green skills or who train and assess in sectors where green skills development is identified as a priority.

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Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from TAE10 Training and Education Training Package meet industry requirements for those engaged in developing green skills in the VET sector.

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TAESS00006 Workplace supervisor

Modification History

Version	Comments
Release 2	This version released with *TAE10 Training and Education Training Package version 2.0.* New release created to update unit code identifiers.
Release 1	This skill set first released with *TAE10 Training and Education Training Package version 1.0.*

Description

Not applicable.

Pathways Information

Pathway	These units provide credit towards TAE40110 Certificate IV in Training and Assessment.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Units	TAEASS301B	Contribute to assessment
	TAEDEL301A	Provide work skill instruction
	TAEDEL404A	Mentor in the workplace

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Target Group

Target Group	Supervisors and managers involved in developing the skills of their team. In particular these competencies are identified as essential skills for those engaged in supervising apprentices.

Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from TAE10 Training and Education Training Package meet industry requirements for mentoring apprentices and trainees.

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TAESS00007 Enterprise Trainer - Presenting Skill Set

Modification History

Version	Comments
Release 1	This Skill Set first released with TAE10 *Training Package Training and Education Version 3.1*

Description

This Skill Set is suitable for enterprise trainers who work mainly in classroom situations.

Pathways Information

The units provide credit towards TAE40110 Certificate IV in Training and Assessment.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

TAEDEL301A	Provide work skill instruction
BSBCMM401A	Make a presentation

Target Group

Individuals who train others within a workplace.

Suggested words for Statement of Attainment

This unit meets industry requirements for enterprise trainers.

Custom Content Section

Not applicable.

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TAESS00008 Enterprise Trainer - Mentoring Skill Set

Modification History

Version	Comments
Release 1	This Skill Set first released with TAE10 *Training Package Training and Education Version 3.1*

Description

This Skill Set is suitable for enterprise trainers who work mainly with individuals or small groups.

Pathways Information

The units provide credit towards TAE40110 Certificate IV in Training and Assessment

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

TAEDEL301A	Provide work skill instruction
TAEDEL404A	Mentor in the workplace

Target Group

Individuals who train others within a workplace.

Suggested words for Statement of Attainment

This unit meets industry requirements for enterprise trainers.

Custom Content Section

Not applicable.

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TAEASS301B Contribute to assessment

Modification History

Version	Comments
TAEASS301B	Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to contribute to the assessment process.

Application of the Unit

This unit typically applies to a person with technical or vocational expertise who is in a supervisory or mentoring/coaching work role and for whom collecting evidence for assessment is an adjunct to principal work responsibilities.

This unit is performed under the following conditions:

- the necessary assessment tools and assessment resources to guide the evidence collection process have been provided
- any adjustments to tools are determined by the qualified assessor (as defined by the Australian Quality Training Framework and the assessor requirements of the relevant training package), who provides guidance and supervision.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA

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ELEMENT	PERFORMANCE CRITERIA
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

1. Clarify role and responsibilities in the assessment process	1.1 Discuss and confirm ***purpose of assessment*** with ***relevant people***
	1.2 Discuss and confirm ***benchmarks for assessment*** with qualified assessor
	1.3 Access, read and clarify ***assessment plan*** with qualified assessor
	1.4 Discuss and agree with qualified assessor the specific responsibilities in gathering evidence and types of evidence to be gathered
2. Confirm organisational arrangements for evidence gathering	2.1 Access and confirm relevant ***assessment system policies and procedures;*** organisational, legal and ethical requirements; and other relevant advice on assessment
	2.2 Clarify nominated ***assessment tools*** and methods for collecting evidence with qualified assessor, to ensure that procedures to be followed and instruments to be used are clear
	2.3 Discuss and confirm with relevant people ***assessment context,*** including candidate's characteristics and any need for ***reasonable adjustments***
	2.4 Confirm and arrange ***resource requirements*** in consultation with relevant people
3. Collect evidence in accordance with the assessment plan	3.1 Explain assessment process to candidate, including the different responsibilities of the parties involved, and refer any candidate issues or concerns to qualified assessor prior to undertaking assessment activities
	3.2 Use ***assessment instruments*** to gather quality evidence within available time and resources, according to organisational, legal and ethical requirements
4. Record and report findings	4.1 Organise and provide evidence to the qualified assessor in a format suitable for analysis according to assessment system policies and procedures

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	4.2 Actively seek feedback from the qualified assessor on whether evidence-gathering activities meet the principles of assessment and whether evidence collected meets the rules of evidence 4.3 Document areas for improvement in collecting evidence, for future assessment activities

Required Skills and Knowledge

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

Required skills

- observation skills to observe candidate performance
- cognitive and interpretation skills to ensure collection of valid and reliable evidence
- organisational skills to collect evidence
- time-management skills to schedule assessment events and activities
- literacy skills to:
  - read and interpret relevant information
  - prepare required documentation and collate evidence in required format
- communication skills to:
  - discuss evidence-gathering processes with practitioners and candidates
  - provide constructive and supportive feedback
  - ask appropriate questions to clarify and confirm instructions for evidence gathering
  - provide clear and concrete options and advice.

Required knowledge

- competency-based assessment, including:
  - criterion referenced
  - competency standards as the benchmarks for assessment
  - competency-based reporting
- principles of assessment
- rules of quality evidence
- different purposes of assessment
- diversity of assessment contexts
- evidence, including different types of evidence
- evidence-gathering methods – what are assessment methods and different types of methods
- purpose and features of assessment tools and assessment plans
- potential barriers and processes relating to evidence-gathering procedures and assessment processes
- organisational assessment system policies and procedures relevant to this unit of competency

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- technical or subject area being assessed
- cultural sensitivity and equity considerations
- relevant policy, legislation, codes of practice and national standards, including commonwealth and state or territory legislation, that may affect training and assessment in the vocational education and training sector
- OHS relating to the work role, and OHS considerations to be included in collecting evidence, including:
  - hazard identification and risk control measures
  - requirements for reporting hazards and incidents
  - emergency procedures
  - procedures for use of relevant personal protective equipment
  - safe use of relevant equipment
  - sources of OHS information
  - role of key workplace personnel
  - responsibilities of learners.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • carry out a minimum of three evidence-gathering activities, with different candidates for each activity • present documentation of the evidence in a clear and concise manner • present documented feedback from others involved in the assessment.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	

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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.

Purpose of assessment may be:	• recognise current existing competency of candidates • determine if competency has been achieved following learning • establish candidate progress towards achievement of competence • determine language, literacy and numeracy needs of candidate • certify competence through a Statement of Attainment • establish progress towards a qualification • determine training gaps of candidate • measure work performance • classify employee and support career progression • meet organisational requirements for work, such as operating equipment or developing new skills • satisfy licensing or regulatory requirements.
Relevant people must include:	• qualified assessors • candidates.
Benchmarks for assessment:	• refer to criteria against which candidate is assessed • may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, or product specifications.
Assessment plan must include:	• purpose and aims of assessment • context of assessment • relevant benchmarks for assessment • other assessment information and documentation identified as relevant.
Assessment system policies and procedures may include:	• candidate selection • rationale and purpose of competency-based assessment • assessment records, data management and information management • recognition of current competency, recognition of prior learning and credit arrangements.
Assessment tools include:	• the learning or competency unit(s) to be assessed • the target group, context and conditions for the assessment • the tasks to be administered to the candidate • an outline of the evidence to be gathered from the candidate • the evidence criteria used to judge the quality of performance

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	(i.e. the assessment decision-making rules) • the administration, recording and reporting requirements • the evidence of how validity and reliability have been tested and built into the design and use of the tool.
Assessment context may include:	• environment in which assessment will be carried out • relationship between units of competency and candidate's workplace • time period over which assessment takes place.

Reasonable adjustments may include:	• taking into account candidate's language, literacy and numeracy requirements
	• providing personal support services, such as arranging for:
	  • member of the community to accompany the candidate
	  • reader
	  • interpreter
	  • attendant carer
	  • scribe
	• using adaptive technology or special equipment
	• providing flexible assessment sessions to allow for such things as fatigue or administering of medication
	• format of assessment materials, such as:
	  • in Braille
	  • in first language
	  • use of audiotape or videotape
	• making adjustments to the physical environment
	• revising proposed assessment methods and instruments
	• considering age and gender
	• considering cultural beliefs, traditional practices and religious observances.

Resource requirements may include:	• resources specific to evidence-gathering activities • access to assessors • access to policy and procedures • access to subject and technical experts • OHS requirements • plant, equipment and technology.

Assessment instruments may include:	• instruments developed by an assessor as part of formative or summative assessment activities, including:
	  • profiles of acceptable performance measures
	  • templates and proformas
	  • specific questions or activities
	  • evidence and observation checklists
	  • checklists for the evaluation of work samples

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	• recognition portfolios • candidate self-assessment materials • instruments developed elsewhere that have been modified by the assessor for use with a particular client group.

Unit Sector(s)

Assessment

Custom Content Section

Not applicable.

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TAEASS401B Plan assessment activities and processes

Modification History

Version	Comments
TAEASS301B	Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and organise the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system. It also includes the development of simple assessment instruments.

Application of the Unit

This unit typically applies to assessors and workplace supervisors with assessment planning responsibilities; and trainers or other assessors responsible for planning assessment, including RPL.

The unit is suitable for those with an existing assessment strategy which documents the overall framework for assessment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text*

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	*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. Determine assessment approach	1.1 Identify candidate and confirm ***purposes and context of assessment/RPL*** with relevant people according to l***egal, organisational and ethical requirements*** 1.2 Identify and access ***benchmarks for assessment/RPL*** and any specific assessment guidelines
2. Prepare the assessment plan	2.1 Determine evidence and ***types of evidence*** needed to demonstrate competence, according to the ***rules of evidence*** 2.2 Select ***assessment methods*** which will support the collection of defined evidence, taking into account the context in which the assessment will take place 2.3 Document all aspects of the ***assessment plan*** and confirm with relevant personnel
3. Develop assessment instruments	3.1 Develop ***simple assessment instruments*** to meet target group needs 3.2 Analyse ***available assessment instruments*** for their suitability for use and modify as required 3.3 ***Map assessment*** instruments against unit or course requirements 3.4 Write clear instructions for candidate about the use of the instruments 3.5 Trial draft assessment instruments to validate content and applicability, and record outcomes

Required Skills and Knowledge

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

Required skills

- cognitive interpretation skills to:
  - interpret competency standards and other assessment documentation, including material

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relating to reasonable adjustment
    - identify opportunities for integrated competency assessment
    - contextualise competency standards to the operating assessment environment, including RPL
    - consider access and equity needs of diverse candidates
- technology skills to use appropriate equipment and software to communicate effectively with others
- research and evaluation skills to:
    - obtain competency standards, assessment tools and other relevant assessment resources
    - research candidate characteristics and any reasonable adjustment needs
    - evaluate feedback, and determine and implement improvements to processes
- literacy skills to read and interpret relevant information to design and facilitate assessment and recognition processes
- communication skills to discuss assessment, including RPL processes with clients and other assessors
- interpersonal skills to:
    - demonstrate sensitivity to access and equity considerations and candidate diversity
    - promote and implement equity, fairness, validity, reliability and flexibility in planning an assessment processes.
- **Required knowledge**
- ethical and legal requirements of an assessor
- competency-based assessment, including:
    - work focused
    - criterion referenced
    - standards based
    - evidence based
- different purposes of assessment and different assessment contexts, including RPL
- how to read and interpret the identified competency standards as the benchmarks for assessment
- how to contextualise competency standards within relevant guidelines
- four principles of assessment and how they guide the assessment process
- purpose and features of evidence, and different types of evidence used in competency-based assessments, including RPL
- rules of evidence and how they guide evidence collection
- different types of assessment methods, including suitability for collecting various types of evidence
- assessment instruments and their purpose; different types of instruments; relevance of different instruments for specific evidence-gathering opportunities.

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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	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• Evidence of the ability to:
	• plan and organise the assessment process on a minimum of two occasions
	• collect evidence that demonstrates:
	  • documented assessment plans
	  • having covered a range of assessment events
	  • catering for a number of candidates
	  • different competency standards or accredited curricula
	  • an RPL assessment
	  • contextualisation of competency standards and the selected assessment tools, where required
	  • incorporation of reasonable adjustment strategies
	  • development of simple assessment instruments for use in the process
	  • organisational arrangements.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Assessment must ensure access to training products, such as training packages and accredited course documentation.
Method of assessment	
Guidance information for assessment	

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.

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Purposes of assessment/ RPL may include:	• recognising current existing competence of candidates • determining if competence has been achieved following learning • establishing candidate progress towards achievement of competence • determining language, literacy and numeracy needs of candidates • certifying competence through a qualification or Statement of Attainment • licensing or regulatory requirements.

Context of assessment/ RPL may include:	• environment in which the assessment/RPL will be carried out, including real or simulated workplace
	• opportunities for collecting evidence in a number of situations
	• relationships between competency standards and:
	  • evidence to support RPL
	  • work activities in the candidate's workplace
	  • learning activities
	• who carries out the assessment/RPL.

Organisational, legal and ethical requirements may include:	• assessment system policies and procedures
	• assessment strategy requirements
	• reporting, recording and retrieval systems for assessment, including RPL
	• quality assurance systems
	• business and performance plans
	• access and equity policies and procedures
	• collaborative and partnership arrangements
	• defined resource parameters
	• mutual recognition arrangements
	• industrial relations systems and processes, awards, and enterprise agreements
	• Australian Quality Training Framework
	• registration scope
	• human resources policies and procedures
	• legal requirements, including:
	  • anti-discrimination
	  • equal employment opportunity
	  • job role, responsibilities and conditions
	• relevant industry codes of practice
	• confidentiality and privacy requirements
	• OHS considerations, including:
	  • ensuring OHS requirements are adhered to during the

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	assessment process • identifying and reporting OHS hazards and concerns to relevant personnel.
Benchmarks for assessment/RPL may include:	• criterion against which the candidate is assessed or prior learning recognised, which may be: • competency standard/unit of competency • assessment criteria of course curricula • performance specifications of an enterprise or industry • product specifications.
Types of evidence may include:	• direct • indirect • supplementary.
Rules of evidence ensure that evidence collected is:	• valid • sufficient • authentic • current.
Assessment methods are the particular techniques used to gather evidence and may include:	• direct observation, for example: • real work/real time activities at the workplace • work activities in a simulated workplace environment • structured activities, for example: • simulation exercises and role-plays • projects • presentations • activity sheets • questioning, for example: • written questions, e.g. on a computer • interviews • self-assessment • verbal questioning • questionnaires • oral or written examinations (applicable at higher AQF levels) • portfolios of evidence, for example: • collection of work samples compiled by candidate • product with supporting documentation • historical evidence • journal or log book • information about life experience • review of products, for example: • testimonials and reports from employers and supervisors

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	• evidence of training • authenticated prior achievements • interview with employer, supervisor, or peer.
Assessment plan may include:	• overall planning document describing: • what is to be assessed • when assessment is to take place • where assessment is to take place • how assessment is to take place.
Simple assessment instruments may include:	• instruments developed by an assessor as part of formative or summative assessment activities, including: • profiles of acceptable performance measures • templates and proformas • specific questions or activities • evidence and observation checklists • checklists for the evaluation of work samples • recognition portfolios • candidate self-assessment materials • instruments developed elsewhere that have been modified by the assessor for use with a particular client group.
Available assessment instruments may include:	• commercially available instruments • those created by others inside the registered training organisation.
Map assessment means:	• showing a clear relationship between the evidence and the requirements of the unit.

Unit Sector(s)

Assessment

Custom Content Section

Not applicable.

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TAEASS402B Assess competence

Modification History

Version	Comments
TAEASS402B	Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assess the competence of a candidate.

Application of the Unit

This unit typically applies to assessors.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
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

1. Prepare for assessment	1.1 Interpret ***assessment plan*** and confirm organisational, legal and ethical requirements for conducting assessment with relevant people 1.2 Access and interpret relevant ***benchmarks for assessment*** and nominated ***assessment tools*** to confirm the requirements for evidence to be collected 1.3 Arrange identified material and physical resource requirements according to assessment system policies and procedures 1.4 Organise ***specialist support*** required for assessment 1.5 Explain, discuss and agree details of the assessment plan with candidate
2. Gather quality evidence	2.1 Use agreed ***assessment methods*** and instruments to gather, organise and document evidence in a format suitable for determining competence 2.2 Apply the principles of assessment and rules of evidence in gathering quality evidence 2.3 Determine opportunities for evidence gathering in actual or simulated activities through consultation with the candidate and relevant personnel 2.4 Determine opportunities for integrated assessment activities and document any changes to assessment instruments where required
3. Support the candidate	3.1 Guide candidates in gathering their own evidence to support recognition of prior learning (RPL) 3.2 Use appropriate communication and interpersonal skills to develop a professional relationship with the candidate that reflects sensitivity to ***individual differences*** and enables two-way ***feedback*** 3.3 Make decisions on reasonable adjustments with the candidate, based on candidate's needs and characteristics 3.4 Access required specialist support in accordance with the assessment plan 3.5 Address any OHS risk to person or equipment immediately
4. Make the assessment decision	4.1 Examine collected evidence and evaluate it to ensure that it reflects the evidence required to demonstrate competence 4.2 Use judgement to infer whether competence has been demonstrated, based on the available evidence 4.3 Make assessment decision in line with agreed assessment procedures and according to agreed assessment plan 4.4 Provide clear and constructive feedback to candidate regarding

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	the assessment decision and develop any follow-up action plan required
5. Record and report the assessment decision	5.1 Record assessment outcomes promptly and accurately 5.2 Complete and process an assessment report according to agreed assessment procedures 5.3 Inform other relevant parties of the assessment decision according to confidentiality conventions
6. Review the assessment process	6.1 Review the assessment process in ***consultation*** with relevant people to improve own future practice 6.2 Document and record the review according to relevant assessment system policies and procedures

Required Skills and Knowledge

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

Required skills

- analysis and interpretation skills to:
  - break down competency standards
  - interpret assessment tools and other assessment information, including those used in RPL
  - identify candidate needs
  - make judgements based on assessment of available evidence
- observation skills to:
  - recognise candidate's prior learning
  - determine candidate's performance
  - identify when candidate may need assistance during the assessment processes
- research and evaluation skills to:
  - access required human and material resources for assessment
  - access assessment system policies and procedures
  - access RPL policies and procedures
  - evaluate evidence
  - evaluate assessment process
- cognitive skills to:
  - weigh up the evidence and make a judgement
  - consider and recommend reasonable adjustments
- decision-making skills to:
  - recognise a candidate's prior learning

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    - make a decision on a candidate's competence
- literacy skills to:
    - read and interpret relevant information to conduct assessment
    - prepare required documentation and records or reports of assessment outcomes in required format
- communication and interpersonal skills to:
    - explain the assessment, including RPL process
    - give clear and precise instructions
    - ask effective questions
    - provide clarification
    - discuss process with other relevant people
    - give appropriate feedback
    - discuss assessment outcome
    - use language appropriate to candidate and assessment environment
    - establish a working relationship with candidate.

Required knowledge

- competency-based assessment, including:
    - vocational education and training as a competency-based system
    - criterion-referenced assessment as distinct from norm-referenced assessment
    - competency standards as the basis of qualifications
    - structure and application of competency standards
    - principles of assessment and how they are applied
    - rules of evidence and how they are applied
    - range of assessment purposes and assessment contexts, including RPL
    - different assessment methods, including suitability for gathering various types of evidence, suitability for content of units, and resource requirements and associated costs
    - reasonable adjustments and when they are applicable
    - types and forms of evidence, including assessment instruments that are relevant to gathering different types of evidence used in competency-based assessment, including RPL
    - potential barriers and processes relating to assessment tools and methods
    - assessment system, including policies and procedures established by the industry, organisation or training authority
- RPL policies and procedures established by the organisation
- cultural sensitivity and equity considerations
- relevant policy, legislation, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector, such as:
    - copyright and privacy laws in terms of electronic technology
    - security of information

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  - plagiarism
  - training packages and competency standards
  - licensing requirements
  - industry and workplace requirements
  - duty of care under common law
  - recording information and confidentiality requirements
  - anti-discrimination, including equal employment opportunity, racial vilification and disability discrimination
  - workplace relations
  - industrial awards and enterprise agreements
- OHS responsibilities associated with assessing competence, such as:
  - requirements for reporting hazards and incidents
  - emergency procedures
  - procedures for use of relevant personal protective equipment
  - safe use and maintenance of relevant equipment
  - sources of OHS information.
-

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	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• assess competence of a number of candidates within the vocational education and training context against different units of competency or accredited curricula, following the relevant assessment plan
	• assess at least one candidate for RPL
	• consider reasonable adjustment and the reasons for decisions in at least one assessment
	• cover an entire unit of competency and show:
	  • the application of different assessment methods and instruments involving a range of assessment activities and events
	  • two-way communication and feedback
	  • how judgement was exercised in making the assessment decision
	  • how and when assessment outcomes were recorded and reported

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	• assessment records and reports completed in accordance with assessment system and organisational, legal and ethical requirements • how the assessment process was reviewed.
Context of and specific resources for assessment	Evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	

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.

Assessment plan may include:	• overall planning, describing:
	  • what is to be assessed
	  • when assessment is to take place
	  • where assessment is to take place
	  • how assessment is to take place.

Benchmarks for assessment:	• refer to a criterion against which the candidate is assessed • may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, or product specifications.
Assessment tools include:	• the learning or competency unit(s) to be assessed • the target group, context and conditions for the assessment • the tasks to be administered to the candidate • an outline of the evidence to be gathered from the candidate • the evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules) • the administration, recording and reporting requirements • the evidence of how validity and reliability have been tested and built into the design and use of the tool.

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Specialist support may include:	• assistance by third party, such as carer or interpreter • support from specialist educator • provision of developed online assessment activities • support for remote or isolated candidates and assessors • support from subject matter or safety experts • advice from regulatory authorities • assessment teams and panels • support from lead assessors • advice from policy development experts.

Assessment methods include:	• particular techniques used to gather different types of evidence, such as:
	  • direct observation
	  • structured activities
	  • oral or written questioning
	  • portfolios of evidence
	  • review of products
	  • third-party feedback.

Individual differences may include:	• English language, literacy and numeracy barriers • physical impairment or disability • intellectual impairment or disability • medical condition that may impact on assessment, such as arthritis, epilepsy, diabetes and asthma • learning difficulties • mental or psychological disability • religious and spiritual observances • cultural images and perceptions • age • gender.
Feedback may include:	• ensuring assessment/RPL process is understood • ensuring candidate concerns are addressed • enabling questions and answers • confirming outcomes • identifying further evidence to be provided • discussing action plans • confirming gap training needed • providing information regarding available appeal processes • suggesting improvements in evidence gathering and

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	presentation.
Consultation may involve:	• moderation with other assessors, or training and assessment coordinators • discussions with client, team leaders, managers, RPL coordinators, supervisors, coaches and mentors • technical and subject experts • English language, literacy and numeracy experts.

Unit Sector(s)

Assessment

Custom Content Section

Not applicable.

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TAEASS403B Participate in assessment validation

Modification History

Version	Comments
TAEASS403B	Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in an assessment validation process.

Application of the Unit

This unit typically applies to those participating in assessment validation. It does not address leading the validation process.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
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

1. Prepare for validation	1.1 Discuss and confirm the approach to validation according to defined purposes, context, and relevant ***assessment system policies and procedures***
	1.2 Analyse relevant ***benchmarks for assessment*** and agree on the evidence needed to demonstrate competence
	1.3 Arrange ***materials*** for ***validation activities***
2. Contribute to validation process	2.1 Demonstrate active ***participation*** in validation sessions and activities using appropriate communication skills
	2.2 Participate in validation sessions and activities by applying the principles of assessment and rules of evidence
	2.3 Check all documents used in the validation process for accuracy and version control
3. Contribute to validation outcomes	3.1 Collectively discuss validation findings to support improvements in the quality of assessment
	3.2 Discuss, agree and record recommendations to improve assessment practice
	3.3 Implement changes to own assessment practice, arising from validation

Required Skills and Knowledge

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

Required skills

- planning skills to participate in validation activities within agreed timeframes
- problem-solving skills to identify information that is inconsistent, ambiguous or contradictory
- evaluation skills to:
  - determine evidence requirements from competency standards
  - review assessment process, tools and methods
  - review collected evidence
- communication skills to share information in validation meetings.

Required knowledge

- how to interpret competency standards and other related assessment information to determine the evidence needed to demonstrate competence, including:
  - criterion-referenced assessment as distinct from norm-referenced assessment

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  - various reasons for carrying out validation and the different approaches to validation that may be appropriate before, during and after assessment
  - critical aspects of validation, including validation of assessment processes, methods and products
  - relevant OHS legislation, codes of practice, standards and guidelines, impacting on assessment
  - legal and ethical requirements of assessors, particularly in relation to validation activities
- principles of assessment
- rules of evidence.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • actively participate in a minimum of two validation sessions or meetings which, in combination, address the critical aspects of validation using different validation approaches and activities • clearly explain purposes of validation and the legal and ethical responsibilities of assessors • collate documentation relating to validation process in a logical manner • demonstrate communication and liaison with relevant people • provide feedback and interpret documentation in validation sessions • record contribution to validation findings.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Assessment must ensure access to: • assessment reports and records • other documentation relevant to validation.
Method of assessment	
Guidance information	

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for assessment	

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.

Assessment system policies and procedures may include:	• candidate selection • rationale and purpose of competency-based assessment • assessment records, and data and information management • recognition of current competency, recognition of prior learning and credit arrangements • assessment reporting procedures • assessment appeals • candidate grievances and complaints • validation • evaluation and internal audit • costs and resourcing • access and equity, and reasonable adjustment • partnership arrangements • links with human resource or industrial relations system • links with overall quality management system.
Benchmarks for assessment:	• refers to criterion against which the candidate is assessed • may be one or more units of competency or assessment criteria of course curricula.
Materials may include:	• assessment tools • samples of collected evidence • documentation outlining the basis of assessment decisions • reports and records of assessment decisions • samples of benchmarks of appropriate evidence • Assessment Guidelines of the relevant training packages • information from the evidence guide of the relevant units of competency.

Validation activities may include:	• analysing and reviewing:
	  • assessment tools
	  • collected evidence
	  • assessment decisions and records of assessment outcomes

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	• other aspects of assessment policies, processes and outcomes • recording evidence of validation processes and outcomes.
Participation may include comparison and evaluation of:	• assessment practices • assessment plans • interpretation of units of competency • assessment methods and instruments • assessment decisions • collected evidence.

Unit Sector(s)

Assessment

Custom Content Section

Not applicable.

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TAEASS501A Provide advanced assessment practice

Modification History

Version	Comments
TAEASS501A	Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to lead assessment processes among a group or team of assessors within a Registered Training Organisation (RTO). It also focuses on continuously improving processes used by the assessor and the assessment team.

Application of the Unit

This unit typically applies to those who are working to improve their own practices and who have a role in providing guidance to others who are undertaking assessments for an RTO.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
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

1. Develop and extend assessment expertise	1.1 Access, read and analyse current research on assessment and incorporate into own practice 1.2 Source and access opportunities to extend assessment experience and expertise and incorporate this new knowledge and skill into own assessment practice
2. Practise assessment	2.1 Demonstrate a ***range of assessment methods*** in assessment practice in order to meet the requirements of the related unit or units of competency 2.2 Demonstrate the use of a range of ***assessment tools*** to meet the context requirements of a range of candidates
3. Lead and influence other assessors	3.1 Influence fellow assessors through modelling high standards of ***ethical and compliance practices*** 3.2 Establish professional development needs of the assessor group and implement ***approaches*** to build the skills and experience of the group
4. Evaluate and improve assessment approaches	4.1 Systematically monitor the ***assessment processes*** and activities of the assessor group 4.2 Propose and implement improvements to assessment approaches 4.3 Participate in and reflect upon assessment moderation process

Required Skills and Knowledge

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

Required skills

- analysis and interpretation skills to:
  - evaluate assessment methods and tools
  - access and interpret organisation's standards and values
  - analyse the effectiveness of the organisation's assessment process
- communication skills to:
  - to influence others
  - promote and implement quality standards
  - guide and support assessors one on one
  - communicate appropriately with people from diverse backgrounds

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- conflict resolution skills to:
  - manage difficulties with and between assessors and between assessors, candidate or others
  - address appeals situations and processes
- evaluation skills to:
  - evaluate validation process and determine and implement improvements
  - systematically evaluate own or others' practice to improve performance or understanding
- literacy skills to:
  - read, interpret and evaluate policies and procedures to monitor assessment and recognition processes
  - prepare required documentation and information for those involved in the assessment process
- leadership skills to:
  - influence and motivate others
  - guide and support others
  - manage conflict
  - make informed decisions and recommendations
- problem solving skills to:
  - anticipate future implications for own and others' decisions
  - reliably evaluate alternative solutions
- research skills to:
  - determine sampling methods to be used to access information
  - access and analyse relevant documents
- team and group skills to:
  - build relationships and networks with colleagues
  - encourage, accept and utilise feedback.

Required knowledge

- competency-based assessment, including:
  - vocational education and training as a competency based system
  - competency standards as the basis of qualifications
  - the principles of competency based assessment
  - assessment which is criterion referenced as distinct from norm-referenced assessment
  - reporting of competency based assessment
- how to interpret units of competency and other related assessment information to determine the evidence needed to demonstrate competency, including:
  - the components of competency
  - assessment of Employability Skills, dimensions of competency
  - all components of a national Training Package
- Australian Quality Training Framework (AQTF) requirements for assessment

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- the organisation's assessment system policies and procedures
- different assessment methods, purposes and applications
- appeals mechanisms within the organisation
- different types of assessment tools, what tools work for what types of evidence, what are the characteristics of well constructed assessment tools
- principles of assessment and how they guide assessment, validation, appeals processes
- assessment strategies and assessment plans and their components
- applications of technology to improve or assist in quality assessment
- roles and responsibilities of workplace trainers, facilitators, assessors and others, such as vocational experts, workplace supervisors and support persons in the assessment process
- strategies which ensure the assessment process is transparent and credible
- legal, organisational and ethical responsibilities associated with the assessment system, including:
  - maintaining client privacy and confidentiality
  - providing accurate information
  - duty of care under common law
  - compliance with AQTF requirements
  - copyright and privacy laws, including the use of electronic technology.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • undertake the assessment of at least 20 individual candidates against a total of at least 50 units of competency from training packages or accredited courses • document accurately the outcomes of all of the assessments undertaken • lead assessment among a group or team of assessors, consisting of at least five (5) individuals and demonstrate how that leadership has led to improved processes and outcomes • critically review the assessment processes and approaches taken in these assessments and propose changes to improve both processes and outcomes.

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Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided which will enable all the critical aspects for evidence outlined above to be assessed in a manner equivalent to a workplace.
Method of assessment	Critical aspects of evidence for the 3 units: • TAEDEL502A Provide advanced facilitation practice, • TAEASS501A Provide advanced assessment practice, and • TAEPDD501A Maintain and enhance professional practice are intended to be assessed in the context of a 'practicum'. A holistic assessment covering these three units can be accessed on the IBSA website to support such assessment.
Guidance information for assessment	

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.

A ***range of assessment methods*** may include:	• observation
	• portfolios
	• practical and theoretical tests
	• product development review
	• simulations such as:
	  • hypotheticals
	  • problem-based exercises

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	• simulated 'real world' scenarios • structured aural/written questioning techniques, such as invitation, exploration, confirmation, investigation and reflection • structured activities such as role-plays, presentations, completion of assessment activity sheets • third party feedback • workplace projects.
Assessment tools include:	• the learning or competency unit(s) to be assessed • the target group, context and conditions for the assessment • the tasks to be administered to the candidate • an outline of the evidence to be gathered from the candidate • the evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules) • the administration, recording and reporting requirements. • the evidence of how validity and reliability have been tested and built into the design and use of the tool.
Ethical and compliance practices may include:	• access and equity principles and practice • AQTF standards relating to assessment and registration • assessment specifications of training packages • Australian Qualifications Framework (AQF) Guidelines • certification procedures and requirements • clauses defining assessment operations in award and enterprise agreements and relevant industrial arrangements • collaborative or partnership arrangements • confidentiality and privacy requirements • defined resource parameters • environmental issues • equal opportunity requirements • ethical standards • industrial relations and anti-discrimination • maintaining and retrieving assessment information • OHS policies, procedures and programs • quality and continuous improvement processes and standards • recording and reporting assessment results

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	• state or territory registering body requirements.
Approaches may include:	• attending forums, conferences, workshops • networking through assessor networks, communities of practice and membership of representative organisations • participating in projects • professional and staff development activities.
Assessment processes may include:	• access and equity processes • assessment appeals procedures • assessment records, data and information management • assessment reporting procedures • candidate grievances or complaints procedures • candidate selection • evaluation • internal auditing • links with human resource or industrial relations systems • links with overall quality management system • partnership arrangements • rationale and purpose of competency-based assessment • reasonable adjustment • recognition of current competency, recognition of prior learning, credit arrangements • resourcing • validation processes.

Unit Sector(s)

Assessment

Custom Content Section

Not applicable.

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TAEASS502B Design and develop assessment tools

Modification History

Version	Comments
TAEASS502B	Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design and develop assessment tools, including tools used in formative, summative and recognition of prior learning (RPL) assessment.

Application of the Unit

An assessment tool is used to guide the collection of quality evidence in the assessment process. It includes the specific instruments for collecting evidence, as well as information about assessment methods and the procedures to be followed in conducting the assessment.

This unit typically applies to those involved in training and assessment or in the development of learning resources or products, assessors, learning resource or product developers, and training and assessment consultants.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text*

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	*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. Determine focus of the assessment tool	1.1 Identify target group of candidates, purposes of ***assessment tool,*** and ***contexts*** in which the tool will be used 1.2 Access relevant ***benchmarks for assessment*** and interpret them to establish evidence required to demonstrate competence 1.3 Identify, access and interpret ***organisational, legal and ethical requirements*** and relevant ***contextualisation guidelines*** 1.4 Identify other ***related documentation*** to inform assessment tool development
2. Design assessment tool	2.1 Select assessment methods that support the collection of defined evidence, taking into account the context in which the assessment will take place and meeting the principles of assessment 2.2 Enable candidates to show or support their claim for recognition of current competency through selected assessment methods 2.3 Consider different ***assessment instruments*** for the selected assessment methods to generate options for collection of evidence 2.4 Consider how the assessment instruments will be administered
3. Develop assessment tool	3.1 Develop specific assessment instruments that address the evidence to be collected 3.2 Define and document clear and specific ***procedures*** instructing assessor and candidate on the administration and use of the instruments 3.3 Consider requirements of ***assessment system policies and procedures*** and address storage and retrieval needs, and review, evaluation and version control procedures as part of this process
4. Review and trial assessment tool	4.1 Check draft assessment tools against ***evaluation criteria*** and amend as required 4.2 Trial assessment tools to validate content and applicability 4.3 Collect and document feedback from relevant people involved in trialling 4.4 Make amendments to final tool based on analysis of feedback

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	4.5 Appropriately format and file finalised assessment tool according to assessment system policies and procedures and organisational, legal and ethical requirements

Required Skills and Knowledge

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

Required skills

- analysis and interpretation skills to review and evaluate assessment tools
- critical thinking skills to translate the interpreted competency standards and other relevant assessment information into meaningful assessment instruments
- design skills to develop different assessment tool designs
- research and evaluation skills to evaluate assessment tools on the basis of trials and feedback.

Required knowledge

- principles of assessment and how they are applied when developing assessment tools
- different types and rules of evidence
- different assessment contexts and relationship to developing assessment tools
- components of competency and dimensions of competency
- contextualisation of competency standards and contextualisation guidelines
- Assessment Guidelines of training packages as relevant to developing assessment tools
- different assessment methods, their purposes and uses
- evaluation methodologies appropriate to the trial and review of assessment tools
- principles of reasonable adjustment
- relevant workplace information, including:
  - organisational policies and procedures
  - workplace tasks and activities
  - standard operating procedures
  - procedures for use of relevant personal protective equipment.

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	

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• develop assessment tools that support different assessment methods and address at least three units of competency packaged at different Australian Qualifications Framework (AQF) levels
	• develop assessment tools that:
	  • include the instruments for collecting evidence, reflecting the principles of assessment and the rules of evidence, and the related instructions to assessor/s and candidates
	  • show how the contextual needs of different environments are addressed
	• report on the trial and review of the assessment tools, including proposed changes.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Assessment must ensure access to: • training products, such as training packages and accredited course documentation.
Method of assessment	
Guidance information for assessment	

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.

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Assessment tool includes:	• the learning or competency unit(s) to be assessed • the target group, context and conditions for the assessment • the tasks to be administered to the candidate • an outline of the evidence to be gathered from the candidate • the evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules) • the administration, recording and reporting requirements • the evidence of how validity and reliability have been tested and built into the design and use of the tool.
Contexts of assessment/RPL may include:	• environment in which the assessment/RPL will be carried out, including real or simulated workplace • opportunities for collecting evidence in a number of situations • relationships between competency standards and evidence to support RPL • who carries out the assessment/RPL • relationships between competency standards and work activities in the candidate's workplace • relationships between competency standards and learning activities.
Benchmarks for assessment:	• refer to criteria against which the candidate is assessed which may be a unit of competency, assessment criteria of course curricula, performance specifications, or product specifications • where the benchmark is one or more units of competency the standards may be contextualised to reflect the immediate operating environment.

Organisational, legal and ethical requirements may include:	• assessment system policies and procedures
	• industrial relations systems and processes, awards and enterprise agreements
	• licensing and legal ramifications of assessing competence
	• reporting, recording and retrieval systems for assessment
	• requirements of training, assessment and validation, including the AQTF Standards for Registered Training Organisations
	• human resource policies, procedures and legal requirements, including:
	  • anti-discrimination
	  • equal employment opportunity
	  • job role, responsibilities and conditions
	• relevant industry codes of practice
	• confidentiality and privacy requirements of information relating to completed assessments

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	• OHS considerations, including:
	  • ensuring assessment methods and tools incorporate appropriate measures to maintain the health, safety and welfare of candidates
	  • ensuring OHS requirements and specified benchmarks are accounted for within evidence requirements and assessment materials
	  • identifying hazards and relevant risk control procedures associated with the assessment environment.

Contextualisation guidelines relate to:	• relevant training package or accredited course contextualisation guidelines.

Related documentation may include:	• requirements set out in the Assessment Guidelines of the relevant training packages
	• information from the competency standards about:
	  • resources required for assessment
	  • assessment context
	  • appropriate assessment methods
	• assessment activities identified in accredited modules derived from the relevant competency standards
	• assessment activities in support materials related to the relevant competency standards
	• any requirements of OHS, legislation, codes of practice, standards and guidelines
	• indicators and levels of competence of the Australian Core Skills Framework
	• organisational requirements for demonstration of work performance
	• product specifications.

Assessment instrument may be:	• profiles of acceptable performance measures • templates and proformas • specific questions or activities • evidence and observation checklists • checklists for the evaluation of work samples • recognition portfolios • candidate self-assessment materials.

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Procedures may include:	• those that guide the application of the instruments, such as: • instructions for the candidates • instructions for administering the assessment tool, including resources needed to conduct assessment and the context for the use of tools • guidance for development or review of decision-making process • guidance on reasonable adjustments • specified variations or restrictions on the tools • rules for verifying assessment decisions • OHS requirements, for example, identified hazards in the assessment environment and appropriate controls and reporting mechanisms • information on access and equity considerations.
Assessment system policies and procedures may include:	• assessment records, and data and information management • recognition of current competency, RPL and credit arrangements • assessor needs, qualifications and maintenance of currency • assessment reporting procedures • assessment appeals • candidate grievances and complaints • validation • evaluation and internal audit • costs and resourcing • access and equity, and reasonable adjustment • partnership arrangements • links with human resource or industrial relations systems • links with overall quality management system.
Evaluation criteria may include:	• effectiveness and relevance to the competency standards • whether assessment tool is appropriate to selected assessment methods • whether assessment tool is appropriate to target group and assessment context • appropriateness of language and literacy for intended audience.

Unit Sector(s)

Assessment

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Custom Content Section

Not applicable.

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TAEASS503A Lead assessment validation processes

Modification History

Version	Comments
TAEASS503A	Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide leadership in assessment validation processes.

Application of the Unit

This unit typically applies to those who assess.

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.*

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Elements and Performance Criteria

1. Monitor assessment practice	1.1 Work with colleagues to ***systematically monitor assessment practice***
	1.2 Actively engage with and support other assessors as they work to improve assessment practice
	1.3 Analyse assessment records ensuring legal, organisational and ethical requirements are being met and appropriate advice is provided to improve record keeping
2. Coordinate assessment validation activities	2.1 Initiate validation in line with National Quality Council guidelines and organisational, legal and ethical requirements
	2.2 Undertake risk assessment and analysis to determine the ***purpose, focus and context of validation activities***
	2.3 Consider and determine ***approaches to validation***
	2.4 Determine and confirm participants in validation and organise any ***materials and resources*** needed for validation
	2.5 Provide guidance to support participants throughout the validation process
	2.6 Finalise and process ***validation documentation*** in accordance with assessment system, legal and organisational procedures and present to relevant people, within an agreed timeframe
	2.7 Identify recommendations from validation processes and forward to the appropriate authority

Required Skills and Knowledge

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

- analysis and interpretation skills to analyse the effectiveness of the organisation's assessment validation process
- communication skills to:
  - influence others
  - promote and implement quality standards
- evaluation skills to evaluate validation process and determine and implement improvements
- leadership skills to:
  - influence and motivate others
  - gain commitment to validation processes and make recommendations to improve processes
- literacy skills to prepare required documentation and information for those involved in the assessment validation process

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- problem solving skills to reliably evaluate alternative solutions to validation issues
- research skills to use a range of source documents to access information for validation
- team and group skills to:
  - build relationships and networks with colleagues
  - encourage, accept and utilise feedback.

Required knowledge

- Australian Quality Training Framework (AQTF) requirements for assessment
- the organisation's assessment system policies and procedures, including validation processes
- different types of assessment tools, what are well-constructed assessment tools and why, what assessment methods and instruments work for what types of evidence
- rules of evidence and why they are important, particularly in a validation context
- assessment strategies and assessment plans and their components
- purpose and focus of carrying out validation, different approaches to assessment validation and the critical aspects of validation
- different activities and tools for validation
- legal, organisational and ethical responsibilities associated with the assessment system.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • provide support to other assessors, including modelling good assessment and validation practice • contribute positively to the work of assessors and others involved in carrying out assessments and validation • take responsibility for initiating, organising and facilitating assessment validation on at least three occasions • use outcomes of validation and appeals to improve assessment practice.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.

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Method of assessment	
Guidance information for assessment	

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.

Systematically monitor assessment practice may include:	• how effectively and accurately the designated competency standards are being interpreted by assessors as the benchmarks for assessment • how the principles of assessment are being applied in assessment practice • assessors' application of assessment tools • how the rules of evidence are being applied in gathering evidence • whether assessment is being conducted in accord with the policies and procedures of the organisation's assessment system • whether National Quality Council, organisational, legal and ethical requirements are being met.
Purpose, focus and context of validation activities may include:	• part of organisational quality assurance arrangements • addressing an identified area of risk in assessment practice and quality • demonstrating compliance with the AQTF Standards for Registered Training Organisations (RTOs) • providing evidence for external audit • providing evidence for internal audit • improving assessment practices • evaluating the quality of assessment tools • providing professional development for assessors • increasing assessor confidence • determining whether different assessors using the same tools collect the same types and levels of evidence • determining whether different assessors interpret the same evidence similarly

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	• determining whether assessment decisions reflect the rules of evidence.
Approaches to validation may include:	• analysing and reviewing assessment tools • analysing and reviewing collected evidence • analysing and reviewing assessment decisions and records of assessment outcomes • examining assessment records • examining assessment systems • discussing the assessment process, issues and difficulties in interpretation • holding interviews with each other or with management, trainers or facilitators, candidates • analysing client feedback • observing assessment conduct • using validation tools • reviewing and interpreting Assessment Guidelines in training packages • examining assessor qualifications • analysing appeals processes • recording evidence of validation processes and outcomes.
Materials and resources may include:	• relevant documented assessment strategy • samples of assessment tools • copies of relevant units of competency, modules, Training Package Assessment Guidelines and course assessment requirements • copies of validation checklists and other tools • copies of organisational policies and procedures on validation • copies of relevant AQTF standards • copies of client or candidate feedback • technology requirements • facilities for conduct of validation.
Validation documentation may include:	• reports of validation process • recommendations from validation process • copies of resources used in validation process.

Unit Sector(s)

Learning environment

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Custom Content Section

Not applicable.

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TAEASS504A Develop and implement recognition strategies

Modification History

Version	Comments
TAEASS504A	Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and implement a recognition strategy in the context of organisational development. It requires the ability to prepare information and advice on recognition, to identify evidence gathering opportunities and to evaluate a recognition-based assessment process. It also focuses on continuously improving recognition processes within an organisation.

Application of the Unit

This unit typically applies to those who have a role in developing procedures and documentation for recognition-based assessment for an organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
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*

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ELEMENT **PERFORMANCE CRITERIA**

performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1. Analyse job descriptions and workplace performance measures of an organisation	1.1 Compile information on job descriptions and source data on individuals' ***work performance***
	1.2 Review ***performance appraisal processes and documentation*** in an organisation and align to units of competency
	1.3 Investigate opportunities for evidence gathering in the workplace of an organisation
2. Determine the range of evidence that can contribute to recognition for a unit of competency	2.1 Interpret the work performance, applied skills and knowledge requirements for a unit of competency
	2.2 Nominate sources and types of evidence that comply with the rules of evidence and Evidence Guide for a unit of competency
3. Prepare a recognition package for employees of an organisation	3.1 Interpret and explain organisational policies and procedures for recognition
	3.2 Contextualise the performance requirements for a unit of competency for employees in an organisation
	3.3 Document exemplars and evidence lists to support candidates in their application for recognition
	3.4 Provide advice and support to managers to facilitate collection of workplace evidence for recognition
4. Monitor recognition-based assessment for a unit of competency	4.1 Monitor the evidence collection process for a unit of competency
	4.2 Monitor decision making in assessment against organisational policies and procedures
	4.3 Monitor feedback provided to the candidate
5. Evaluate an organisations recognition-based assessment procedures	5.1 Conduct a review of the advice to candidates and employers
	5.2 Review compiled evidence lists in terms of their applicability and the evidence generated
	5.3 Gather and analyse client feedback as part of continuous improvement
	5.4 Gather feedback from the employing organisation and candidate on the organisations recognition services
	5.5 Review recognition processes, inputs and practice against the

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	organisations policies 5.6 Identify changes and enhancements and amend organisations policies, procedures and/or the ***recognition package***

Required Skills and Knowledge

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

Required skills

- analysis and interpretation skills to:
  - unpack competency standards
  - interpret job description and performance appraisal information and map to units of competency
  - identify candidate needs
- communication skills to:
  - explain the recognition process to the candidate
  - give clear and precise instructions and advice
  - discuss the recognition process with other relevant people
  - discuss the assessment outcome with the candidate
- literacy skills to:
  - read and interpret relevant information to conduct recognition-based assessment
  - prepare required documentation and records/reports of recognition outcomes in the required format
- research and evaluation skills to:
  - research workplace sources of evidence
  - access recognition policies and procedures
  - evaluate evidence
  - evaluate the recognition process.

Required knowledge

- recognition-based assessment including:
  - the criteria used in national VET; endorsed or accredited competency standards defining specifications for performance of work and work functions which include skills and knowledge
  - units of competency as the basis of qualifications
  - the principles of recognition and evidence-based assessment
  - the structure and application of competency standards
- how to interpret competency standards and other related assessment information to determine the evidence required to demonstrate competency including:
  - the components of competency

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  - Training Package Assessment Guidelines
  - the organisations assessment system, policies and procedures
  - different types of recognition approaches and tools
  - the principles of assessment and how they guide assessment, validation and appeals processes
  - assessment validation
  - roles and responsibilities in the recognition process, including OHS obligations and duty of care
- legal, organisational and ethical responsibilities associated with the assessment system, including:
  - maintaining client privacy and confidentiality
  - providing accurate information
  - duty of care under common law
  - compliance with AQTF requirements
  - copyright and privacy laws, including the use of electronic technology.

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	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• Evidence of the ability to:
	  • Develop, implement and review two recognition strategies for different unit(s) of competency in an organisational context
	  • Document accurately:
	  • the advice to assessors and candidates, and
	  • the recognition tools and the evaluation instruments for the recognition assessments undertaken
	  • Critically review an organisations recognition-based assessment processes:
	  • evaluate the approaches taken, and
	  • prepare a report detailing proposed changes to improve both the processes and outcomes.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.

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Method of assessment	
Guidance information for assessment	

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.

Work performance measures may include:	• organisational key performance indicators (KPIs) • organisational goals and objectives • organisational targets for teams and individuals • quantitative and qualitative performance measures • performance appraisal processes and documentation.
Performance appraisal processes and documentation may include:	• annual employee reporting documents and templates • employee key performance indicators (KPIs) • duty statements • employment contracts • contractor statements of work • log books • employment specifications • job task lists.

The ***recognition package*** may include	• units of competency and contextualisation statements
	• recognition tools including;
	  • evidence lists
	  • performance and evidence requirements
	  • suggested questions or discussion points
	  • observation checklists
	  • supporting statement templates
	  • advice to candidates
	  • advice to employers
	  • recognition policies and procedures
	  • appeal procedures.

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Unit Sector(s)

Assessment

Custom Content Section

Not applicable.

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TAEASS505A Lead and coordinate assessment systems and services

Modification History

Version	Comments
TAEASS505A	Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit specifies the competence required to provide leadership in assessment and to coordinate assessment validation and appeals processes.

Application of the Unit

Assessment leadership and coordination involve a complex mix of extending own and others' expertise in assessment practice, guiding and leading assessors, monitoring assessment practice and taking responsibility for assessment validation and appeals processes.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
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

1. Develop and extend assessment expertise	1.1 Access, read and analyse current research on assessment and incorporate into own practice 1.2 Source and access opportunities to extend assessment experience and expertise and incorporate this new knowledge and skill into own assessment practice
2. Lead assessment activities	2.1 Assessment strategies are developed and confirmed in assessment-only pathways 2.2 Roles, responsibilities and accountabilities of relevant persons in assessment are discussed and confirmed 2.3 AQTF and organisational requirements relating to the competence of assessors are confirmed and documented 2.4 Where required, partnership arrangements are initiated and developed, setting out identified roles, responsibilities and services to be provided 2.5 Strategies for communication and networking are established and maintained with and between assessors 2.6 Leadership skills are used to provide clear direction, advice and support to assessors 2.7 Professional development needs and opportunities for assessors are identified and recommendations made to relevant personnel
3. Monitor assessment practice	3.1 Assessment practice of assessors is systematically monitored in relation to: • how client/candidate needs are being met • how effectively and accurately the designated competency standards are being interpreted by assessors as the benchmarks for assessment • how the principles of assessment are being applied in assessment practice • assessors' application of assessment methods and ***assessment tools*** • how the rules of evidence are being applied in gathering evidence • whether assessment is being conducted in accord with the policies and procedures of the organisation's assessment system • whether ***organisational/legal/ethical requirements*** are being met

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	3.2 Individual facilitation techniques are used to guide and support assessors as they work and to improve assessment practice
4. Coordinate assessment validation activities	4.1 Assessment system policies and procedures relating to validation are accessed and interpreted, and validation is initiated in line with organisational/legal/ethical requirements 4.2 Risk assessment/analysis is undertaken to determine the purpose, focus and context of validation activities 4.3 ***Approaches to validation*** are considered and determined 4.4 Participants in validation are determined and/or confirmed, and materials and resources needed for validation activities are organised 4.5 Guidance and leadership is provided to direct and support participants throughout the validation process 4.6 Validation documentation is finalised and processed in accordance with assessment system/legal/organisational procedures and presented to relevant people, within an agreed timeframe 4.7 Recommendations from validation processes are identified and forwarded to the appropriate authority
5. Manage assessment appeals	5.1 Assessment system policies and procedures for assessment appeals are accessed and interpreted 5.2 Documented appeal claims are accessed, read and interpreted 5.3 Relevant parties to the appeal are interviewed and negotiation skills are used to achieve resolution prior to formal appeal, where appropriate 5.4 Appeal panel is constituted and a timetable is set to hear unresolved claims 5.5 Guidance and leadership are provided to panel members and other parties during the appeal process to ensure fairness, equity, verity and relevance 5.6 All documentation relevant to the appeal process is checked for accuracy and completeness 5.7 Panel decision is confirmed and recorded in accordance with organisational policy and procedures and outcomes are communicated to the parties

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Required Skills and Knowledge

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

Required skills

- analysis and interpretation skills to:
  - evaluate assessment methods and tools
  - access and interpret organisation's standards and values
  - analyse the effectiveness of the organisation's assessment process
- communication skills to:
  - promote and implement quality standards
  - guide and support assessors one on one
- evaluation skills to:
  - evaluate validation process and determine and implement improvements
  - determine sampling methods to be used to access information
  - systematically evaluate personal or others' practice to improve performance or understanding
- literacy skills to:
  - read, interpret and evaluate policies and procedures to monitor assessment and recognition processes
  - prepare required documentation and information for those involved in the assessment process
- leadership skills to:
  - influence and motivate others
  - guide and support others
  - manage conflict
- problem solving skills to:
  - anticipate future implications for own and others' decisions
  - reliably evaluate alternative solutions
  - make informed decisions and recommendations
- research skills to:
  - determine sampling methods to be used to access information
  - access and analyse relevant documents
- team and group skills to:
  - build relationships and networks with colleagues
  - encourage, accept and utilise feedback.

Required knowledge

- competency based assessment including:
  - vocational education and training as a competency based system
  - the criterion used in national VET; endorsed or accredited competency

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  - standards defining specifications for performance of work and work functions which include skills and knowledge
  - competency standards as the basis of qualifications
  - the principles of competency based assessment
  - assessment which is criterion referenced as distinct from norm-referenced assessment
  - reporting of competency based assessment
- how to interpret competency standards and other related assessment information to determine the evidence needed to demonstrate competency including:
  - the components of competency
  - assessment of Employability Skills, dimensions of competency and OHS requirements
  - Training Package Assessment Guidelines
  - the qualification level of units
- AQTF requirement for assessment
- different assessment methods, purposes and applications
- different types of assessment tools, what tools work for what types of evidence, what are well-constructed assessment tools and why
- principles of assessment and how they guide assessment, validation, appeals processes
- assessment strategies and assessment plans and what are the components
- applications of technology to improve or assist in quality assessment
- roles and responsibilities of workplace trainers, facilitators, assessors and others, such as vocational experts, workplace supervisors and support persons in the assessment process
- strategies which ensure the assessment process is transparent and credible
- legal, organisational and ethical responsibilities associated with the assessment system.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • demonstrate continuing development of own assessment expertise • provide leadership, direction and support to other

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	assessors, including role modelling good assessment practice • monitor the work of assessors and others involved in carrying out assessments • take responsibility for initiating, organising and facilitating assessment validation and appeals processes.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	

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.

Assessment methods may include:	• simulations such as:
	  • hypotheticals
	  • problem-based exercises
	  • simulated 'real world' scenarios
	• structured aural/written questioning techniques, such as invitation, exploration, confirmation, investigation and reflection
	• practical and theoretical tests
	• workplace projects
	• structured activities such as role plays, presentations, completion of assessment activity sheets
	• portfolios
	• observation
	• third party feedback
	• product development review.

Assessment tools include:	• the learning or competency unit(s) to be assessed • the target group, context and conditions for the assessment

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	• the tasks to be administered to the candidate • an outline of the evidence to be gathered from the candidate • the evidence criteria used to judge the quality of performance (i.e. the assessment decision making rules) • the administration, recording and reporting requirements • the evidence of how validity and reliability have been tested and built into the design and use of the tool.
Organisational/legal/ethical requirements may include:	• AQTF standards relating to assessment and registration • assessment specifications of training packages • state or territory registering body requirements • clauses defining assessment operations in award and enterprise agreements and relevant industrial arrangements • confidentiality and privacy requirements • environmental issues • equal opportunity requirements • industrial relations and anti-discrimination • certification procedures and requirements • Australian Qualifications Framework (AQF) Guidelines • recording and reporting assessment results • maintaining and retrieving assessment information • access and equity principles and practice • ethical standards • collaborative or partnership arrangements • OHS policies, procedures and programs • quality and continuous improvement processes and standards • defined resource parameters.
Approaches to validation may include:	• analysing and reviewing assessment tools • analysing and reviewing collected evidence • analysing and reviewing assessment decisions/records of assessment outcomes • examining assessment systems • observing assessment conduct • analysing client feedback.

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Unit Sector(s)

Assessment

Custom Content Section

Not applicable.

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TAEASS801A Analyse, implement and evaluate e-assessment

Modification History

Release	Comments
Release 1	This Unit first released with *TAE10 Training and Education Training Package version 3.0*.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to analyse a range of technology-enabled assessment (e-assessment) options that are available for the design, delivery and administration of required assessment activities in an educational work group. It develops the advanced theoretical and technical knowledge required to evaluate e-assessment processes in that work group to ensure that they are fair, flexible, valid and reliable.

The unit provides guidelines for generating e-assessment strategies for diagnostic, formative and summative assessments.

Application of the Unit

This unit applies to teachers, trainers, educators and facilitators wanting to develop the advanced theoretical and technical skills and knowledge to make use of e-assessment options in training.

They can use the skills and knowledge to analyse, implement, manage and evaluate the application of e-assessment processes that are fair, flexible, valid and reliable.

The unit is relevant to a range of assessment activities in small, medium or large organisations and for individuals, groups and organisations.

Licensing/Regulatory Information

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

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
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

Element	Performance Criteria
1. Analyse the learning context	1.1 Develop an ***understanding of the learners, their needs*** and the learning context 1.2 Review current assessment practice 1.3 Identify existing assessment resources
2. Plan to deliver e-assessment	2.1 Research types and suitability of e-assessment technologies for the required assessment 2.2 Identify the requirements for ***e-assessment*** 2.3 Plan online support for e-assessment 2.4 Ensure staff have the ***required skills and knowledge*** for e-assessment 2.5 Plan the scope of an e-assessment testing schedule 2.6 Source resources required to deliver the planned e-assessment 2.7 Assess and develop risk-management strategies for delivery of e-assessment
3. Design e-assessment tasks and processes	3.1 Select e-assessment appropriate for the learning context

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Element	Performance Criteria
	3.2 Draft e-assessment resources 3.3 Design learner support materials for the planned tasks and resources 3.4 Identify tasks suitable for recognition of prior learning (RPL) options
4. Develop e-assessment tasks and processes	4.1 Prepare e-assessment tasks and processes 4.2 Prepare assessor resources for delivery 4.3 Trial e-assessment tasks and processes 4.4 Revise e-assessment resources based on trial feedback 4.5 Ensure the ***authenticity*** of the e-assessment tasks
5. Deliver e-assessment for learners	5.1 Clearly inform learners of assessment criteria 5.2 Manage the tasks associated with e-assessment
6. Evaluate the e-assessment process	6.1 ***Validate*** e-assessment tasks and processes 6.2 Evaluate e-assessment software and associated tools 6.3 Modify e-assessment processes as required to reflect evaluation

Required Skills and Knowledge

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

Required skills

- cognitive skills related to effective e-assessment to:
  - assess the impact of e-assessment
  - develop differentiated e-assessment programs
  - initiate self-directed learning and self-assessment
- communication skills to:
  - coach and mentor members of work group
  - conduct project-based activities
  - demonstrate effectiveness of e-assessment options
  - initiate and facilitate group discussions

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  - seek feedback on e-assessment designs and processes
  - share ideas and information
- planning and organising skills to:
  - assess and develop risk-management strategies
  - develop e-assessment strategies for individuals, groups and organisations
  - provide diverse and relevant e-assessment options
- research skills to review a variety of e-assessment methods and their alignment to pedagogical theory and practice, learner interests and changing learning styles
- teamwork skills to:
  - collect and respond to feedback on e-assessment initiatives
  - develop solutions and resources to support e-assessment
  - monitor individual, group and organisation interactions in assessment process
- technology skills to:
  - ensure technology infrastructure will support e-assessment initiatives
  - identify and use appropriate e-assessment designs and software
  - undertake web-based e-assessment research
  - use online collaborative tools to support e-assessment initiatives.

Required knowledge

- contemporary policy and approaches to e-learning and e-assessment
- content and requirements of the relevant delivery and e-assessment strategies
- content of online learning resources and learning materials
- contexts where e-assessment can be used
- design and management of e-assessment resources
- e-assessment options that enhance learning and when to use them
- effective learning and assessment principles
- range of appropriate teaching, learning and assessment strategies, and an understanding of e-assessment methods
- range of learning styles suitable for e-assessment
- situations and contexts where e-assessment can be used
- sources and availability of relevant e-assessment resources and materials.

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	

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • knowledge of effective assessment principles • construction of pedagogically sound contextually relevant e-assessment strategies and practices • research on theory and practice in relation to e-assessment, especially where these are enabled by new content solutions; and vocational education and training approaches or technologies.
Context of and specific resources for assessment	Assessment must ensure: • competence is consistently demonstrated over time, and over a range and variety of complex situations • access to required e-assessment facilities and resources.
Method of assessment	A range of e-assessment methods should be used to assess practical skills and knowledge. Effective e-assessment methods should achieve one of more of the following criteria: • e-journal entries • direct questioning • review of a portfolio • blog.
Guidance information for assessment	Holistic assessment with other units in this qualification: • TAEDEL801A Evaluate, implement and use ICT-based educational platforms • TAEDEL802A Use e-learning with social media • TAELED703A Implement improved learning practice • TAELED802A Investigate the application of ICT content knowledge.

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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.

Understanding learners and their needs may include:	• ensuring authentic learner engagement
	• familiarity with e-assessment processes
	• understanding different learning styles, including:
	  • activist learners
	  • audio learners
	  • kinaesthetic learners
	  • pragmatic learners
	  • reflective learners
	  • self-directed learners
	  • tactile learners
	  • theoretical learners
	  • visual learners.

E-assessment may include:	• all online – no face-to-face assessment • blended – combination of online and face-to-face assessments • asynchronous e-assessment • synchronous e-assessment • automated electronic marking and recording of results • cloud-based e-assessment • computer-aided assessment • computer-based e-assessment • computerised adaptive testing • computerised classification testing • digital stories • electronic marking • e-portfolios, including video and audio files • instructor-led group e-assessment • online communication tools • online discussion forums • online peer assessment • online quizzes

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	• on-screen testing • recorded interviews and discussions • self-directed e-assessment • simulations and demonstrations • social networks • video conference based assessment • web or virtual room based assessment • web-based e-assessment • web-based questions.
Required skills and knowledge may include:	• ability to ensure adequate technical support for e-assessment processes • ability to understand and manage security measures required for authentic e-assessment • awareness of workplace and regulatory requirements • familiarity with and skilled use of e-assessment systems and delivery platforms • understanding of the principles of fair, flexible, valid and reliable assessment.
Authenticity may involve:	• developing e-assessment tasks that are fair, flexible, valid and reliable • ensuring candidates understand and are able to participate fully in e-assessment processes • ensuring e-assessment evidence is appropriate for the given context • informing candidates of relevant e-assessment learning criteria • providing a range of e-assessments that support continuous competency development • allowing candidates to question e-assessment results and, if necessary, be reassessed.
Validating may include:	• checking that e-assessment tools have produced valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether course requirements have been met • making recommendations for future improvement to e-assessment tools and processes • setting up and conducting quality review processes.

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Unit Sector(s)

Assessment

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TAEDEL301A Provide work skill instruction

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct individual and group instruction and demonstrate work skills, using existing learning resources in a safe and comfortable learning environment. The unit covers the skills and knowledge required to determine the success of both the training provided and one's own personal training performance. It emphasises the training as being driven by the work process and context.

Application of the Unit

Application of the unit	This unit supports a wide range of applications across any workplace setting and so can be used by any organisation. Its use is not restricted to training organisations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA
1. Organise instruction and demonstration	1.1. Gather information about ***learner characteristics*** and learning needs 1.2. Confirm a ***safe learning environment*** 1.3. Gather and check ***instruction and demonstration objectives*** and seek assistance if required 1.4. Access and review relevant ***learning resources*** and ***learning materials*** for suitability and relevance, and seek assistance to interpret the contextual application 1.5. Organise access to necessary equipment or physical resources required for instruction and demonstration 1.6. Notify learners of ***details*** regarding the implementation of the learning program and/or delivery plan
2. Conduct instruction and demonstration	2.1. Use interpersonal skills with learners to establish a safe and comfortable learning environment 2.2. Follow the learning program and/or delivery plan to cover all learning objectives 2.3. Brief learners on any ***OHS procedures*** and requirements prior to and during training 2.4. Use ***delivery techniques*** to structure, pace and enhance learning 2.5. Apply ***coaching*** techniques to assist learning 2.6. Use communication skills to provide information,

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ELEMENT	PERFORMANCE CRITERIA
	instruct learners and demonstrate relevant work skills 2.7. Provide opportunities for practice during instruction and through work activities 2.8. Provide and discuss feedback on learner performance to support learning
3. Check training performance	3.1. Use ***measures*** to ensure learners are acquiring and can use new technical and generic skills and knowledge 3.2. Monitor learner progress and outcomes in consultation with learner 3.3. Review relationship between the trainer/coach and the learner and adjust to suit learner needs
4. Review personal training performance and finalise documentation	4.1. Reflect upon personal performance in providing instruction and demonstration, and document strategies for improvement 4.2. Maintain, store and secure learner records according to organisational and legal requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- verbaland non-verbal communication techniques, such as:
  - asking relevant and appropriate questions
  - providing explanations
  - demonstrating
  - using listening skills
  - providing information clearly
- safety skills to implement OHS requirements, by acting and responding safely in order to:
  - identify hazards
  - conduct prestart-up checks if required
  - observe and interpret learner behaviour that may put people at risk
- time-management, skills to:

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REQUIRED SKILLS AND KNOWLEDGE

- ensure all learning objectives are covered
- pace learning

- reflection skills in order to:
  - identify areas for improvement
  - maintain personal skill development
- literacy skills to:
  - complete and maintain documentation
  - read and follow learning programs and plans
  - read and analyse learner information
- technology skills to operate audio-visual and technical equipment
- interpersonal skills to:
  - engage, motivate and connect with learners
  - provide constructive feedback
  - maintain appropriate relationships
  - establish trust
  - use appropriate body language
  - maintain humour
  - demonstrate tolerance
  - manage a group
  - recognise and be sensitive to individual difference and diversity
- observation skills to:
  - monitor learner acquisition of new skills, knowledge and competency requirements
  - assess learner communication and skills in interacting with others
  - identify learner concerns
  - recognise learner readiness to take on new skills and tasks

Required knowledge

- learner characteristics and needs
- content and requirements of the relevant learning program and/or delivery plan
- sources and availability of relevant learning resources and learning materials
- content of learning resources and learning materials
- training techniques that enhance learning and when to use them
- introductory knowledge of learning principles and learning styles
- key OHS issues in the learning environment, including:
  - roles and responsibilities of key personnel
  - responsibilities of learners
  - relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency

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REQUIRED SKILLS AND KNOWLEDGE
procedures • risk controls for the specific learning environment

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	Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. 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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• carry out aminimum of three training sessions, involving demonstrating and instructing particular work skills for different groups; with each session addressing:
	  • different learning objectives
	  • a range of techniques and effective communication skills appropriate to the audience.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT

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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.	
Learner characteristics may include:	• language, literacy and numeracy levels • learning styles • past learning and work experiences • specific needs • workplace culture.
Safe learning environment may include:	• exit requirements • personal protective equipment • safe access • safe use of equipment.

Instruction and demonstration objectives may include:	• competencies to be achieved
	• generic and technical skills, which may be:
	  • provided by the organisation
	  • developed by a colleague
	  • individual or group objectives
	  • learning outcomes.

Learning resources may include:	• any material used to support learning, such as:
	  • learner and user guides
	  • trainer and facilitator guides
	  • example training programs
	  • specific case studies
	  • professional development materials
	  • assessment materials
	• a variety of formats
	• those produced locally
	• those acquired from other sources.

Learning materials may include:	• handouts for learners • materials sourced from the workplace, e.g. workplace documentation, operating procedures, and specifications.
Details may include:	• location and time • outcomes of instruction or demonstration • reason for instruction or demonstration • who will be attending instruction session.

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RANGE STATEMENT	
OHS procedures may include:	• emergency procedures • hazards and their means of control • incident reporting • use of personal protective equipment • safe work practices • safety briefings • site-specific safety rules.
Delivery techniques may include:	• coaching • demonstration • explanation • group or pair work • providing opportunities to practise skills and solve problems • questions and answers.
Coaching may include:	• learning arrangements requiring immediate interaction and feedback • on-the-job instruction and 'buddy' systems • relationships targeting enhanced performance • short-term learning arrangements • working on a one-to-one basis.
Measures may include:	• informal review or discussion • learner survey • on-the-job observation • review of peer coaching arrangements.

Unit Sector(s)

Unit sector	Delivery and facilitation

Competency field

Competency field	

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Co-requisite units

Co-requisite units		

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TAEDEL401A Plan, organise and deliver group-based learning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, organise and deliver training for individuals within a group.

Application of the Unit

Application of the unit	This unit typically applies to a person working as an entry-level trainer, teacher or facilitator in or with a training and assessment organisation. The person will be working from a learning program developed by someone else, and structuring the learning around that program.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret learning environment and delivery requirements	1.1. Access, read and interpret ***learning program documentation*** to determine delivery requirements 1.2. Use available information and documentation to identify group and individual learner needs and learner characteristics 1.3. Identify and assess constraints and risks to delivery 1.4. Confirm personal role and responsibilities in planning and delivering training with relevant personnel
2. Prepare session plans	2.1. Refine existing learning objectives according to program requirements and specific needs of individual learners 2.2. Develop ***session plans*** and document these for each segment of the learning program 2.3. Use knowledge of learning principles and theories to generate ideas for managing session delivery
3. Prepare resources for delivery	3.1. Contextualise existing learning materials to meet the needs of the specific learner group 3.2. Finalise learning materials and organise facility, technology and equipment needs in time for delivery of learning sessions 3.3. Confirm overall delivery arrangements with relevant personnel
4. Deliver and facilitate training sessions	4.1. Conduct each session according to session plan, modified where appropriate to meet learner needs 4.2. Use the diversity of the group as another resource to

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ELEMENT	PERFORMANCE CRITERIA
	support learning 4.3. Employ a range of delivery methods as training aids to optimise learner experiences 4.4. Demonstrate effective facilitation skills to ensure effective participation and group management
5. Support and monitor learning	5.1. Monitor and document learner progress to ensure outcomes are being achieved and individual learner needs are being met 5.2. Make adjustments to the delivery sessions to reflect specific needs and circumstances 5.3. Manage ***inappropriate behaviour*** to ensure learning can take place 5.4. Maintain and store learner records according to organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- presentation skills to ensure delivery is engaging and relevant, including:
  - synthesising information and ideas
  - preparing equipment, such as data projectors and computer presentation applications
  - speaking with appropriate tone and pitch
  - using language appropriate to audience
  - encouraging and dealing appropriately with questions
- group facilitation skills to ensure that:
  - every individual has an opportunity for participation and input
  - group cohesion is maintained
  - behaviour that puts others at risk is observed, interpreted and addressed
  - discussion and group interaction are enhanced
- conflict resolution and negotiation skills to:
  - identify critical points, issues, concerns and problems
  - identify options for changing behaviours
- oral communication and language skills to:

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REQUIRED SKILLS AND KNOWLEDGE
• motivate learners to transfer skills and knowledge • engage with the learner • interpersonal skills to maintain appropriate relationships and ensure inclusivity • observation skills to monitor individual and group progress
Required knowledge

• introductory knowledge of learning theories
• sound knowledge of learning principles
• sound knowledge of learner styles
• industry area and subject matter of the delivery
• learner group profile, including characteristics and needs of individual learners in the group
• content and requirements of the learning program and/or delivery plan
• different delivery methods and techniques appropriate to face-to-face group delivery
• techniques for the recognition and resolution of inappropriate behaviours
• behaviours in learners that may indicate learner difficulties
• organisational record-management systems and reporting requirements
• evaluation and revision techniques
• specific resources, equipment and support services available for learners with special needs
• relevant policy, legal requirements, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector
• OHS relating to the facilitation of group-based learning, including:
  • assessment and risk control measures
  • reporting requirements for hazards
  • safe use and maintenance of relevant equipment
  • emergency procedures
  • sources of OHS information
  • role of key workplace persons
• policies and procedures relevant to the learning environment

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

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. Arange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. 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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• facilitate group-based learning by preparing and delivering a series of training sessions, including:
	  • at least two consecutive sessions, of a duration commensurate with a substantive training session (e.g. 40-60 minutes), that follow one of the learning program designs
	  • at least one session delivered to a different learner group, with evidence of how the characteristics and needs of this group were addressed
	• identify and respond to diversity and individual needs
	• access and use documented resources and support personnel to guide inclusive practices.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Assessment must ensure access to: • training products, such as training packages and accredited course documentation.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

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RANGE STATEMENT	
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.	

Learning program documentation may include:	• competencies or other benchmarks to be achieved
	• for each chunk or segment of the learning program:
	  • specific learning outcomes derived from the benchmarks
	  • overview of content to be covered
	  • learning resources, learning materials and activities
	  • delivery methods
	• number and duration of training sessions or classes required, and overall timelines
	• OHS issues to be addressed in delivery
	• identification of assessment points to measure learner progress
	• assessment methods and tools to be used to collect evidence of competency, where assessment is required.

Session plans may include:	• outline of objectives and content to be addressed • plan of delivery methods and learning activities to be used within the session • timelines and duration for each learning activity • formative assessment points and opportunities • learning materials required.
Inappropriate behaviour may include:	• violent or inappropriate language • verbal or physical abuse or bullying • insensitive verbal or physical behaviour towards other learners or the trainer/facilitator, including cultural, racial, disability or gender-based insensitivities • dominant or overbearing behaviour • disruptive behaviour • non-compliance with safety instructions.

Unit Sector(s)

Unit sector	Delivery and facilitation

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Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAEDEL402A Plan, organise and facilitate learning in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace.

Application of the Unit

Application of the unit	This unit typically applies to a person working as an entry level trainer, teacher or facilitator, team leader or workplace supervisor, or any employee responsible for guiding learning through work.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA
1. Establish effective work environment for learning	1.1. Establish and agree upon objectives and scope of the work-based learning 1.2. Analyse work practices and routines to determine their effectiveness in meeting established learning objectives 1.3. Identify and address ***OHS implications*** of using work as the basis for learning
2. Develop a work-based learning pathway	2.1. Address ***contractual requirements*** and responsibilities for learning at work 2.2. Arrange for integration and monitoring of external learning activities with the ***work-based learning pathway*** 2.3. Obtain agreement from relevant personnel to implement the work-based learning pathway
3. Establish the learning-facilitation relationship	3.1. Identify context for learning and individual's learning style 3.2. Select appropriate technique or process to facilitate learning and explain the basis of the technique to learner 3.3. Develop, document and discuss ***individualised learning plan*** with learner 3.4. Access, read and interpret documentation outlining the OHS responsibilities of the various parties in the

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ELEMENT	PERFORMANCE CRITERIA
	learning environment 3.5. Monitor supervisory arrangements appropriate to learner's levels of knowledge, skill and experience to provide support and encouragement and ensure learner's health and safety
4. Implement work-based learning pathway	4.1. Sequence introduction of workplace tasks, activities and processes to reflect the agreed work-based learning pathway 4.2. Explain objectives of work-based learning and the processes involved to learner 4.3. Encourage learner to take responsibility for learning and to self-reflect 4.4. Develop techniques that facilitate learner's transfer of skills and knowledge
5. Maintain and develop the learning/facilitation relationship	5.1. Prepare for each session 5.2. Structure learning activities to support and reinforce new learning, build on strengths, and identify areas for further development 5.3. Observe learner cues and change approaches where necessary to maintain momentum 5.4. Practise ***ethical behaviour*** at all times 5.5. Monitor effectiveness of the learning/facilitation relationship through regular meetings between the parties
6. Close and evaluate the learning/facilitation relationship	6.1. Carry out the closure smoothly, using appropriate interpersonal and communication skills 6.2. Seek feedback from learner on the outcomes achieved and value of the relationship 6.3. Evaluate and document process, including ***impact***, ***self evaluation and reflection***, and file according to legal and organisational requirements
7. Monitor and review the effectiveness of the work-based learning pathway	7.1. Document work performance and learning achievement and keep records according to organisational requirements 7.2. Evaluate effectiveness of the work-based pathway against the objectives, processes and techniques used 7.3. Recommend improvements to work-based practice in light of the review process

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- oral communication and language skills to:
  - motivate the learner
  - transfer skills and knowledge
- interpersonal skills to maintain appropriate relationships
- observation skills to monitor individual progress
- literacy skills to:
  - read and interpret organisational documents, legal documents and contracts
  - complete and maintain documentation
- organisational skills to provide guidance and feedback to individuals
- communication skills, including:
  - using effective verbal and non-verbal language
  - using critical listening and questioning techniques
  - giving constructive and supportive feedback
  - assisting learners to paraphrase advice or instructions back to the trainer/facilitator
  - providing clear and concrete options and advice
  - using appropriate industry/profession terminology and language
  - ensuring language, literacy and numeracy used is appropriate to learners

Required knowledge

- systems, processes and practices within the organisation where work-based learning is taking place
- operational demands of the work and impact of changes on work roles
- organisational work culture, including industrial relations environment
- systems for identifying skill needs
- introductory knowledge of different learning styles and how to encourage learning in each, for example:
  - visual learners
  - audio learners
  - kinaesthetic learners
  - theoretical learners
- relevant policy, legislation, codes of practice and national standards that may affect training and assessment in the vocational education and training sector
- OHS relating to the work role, including:
  - hazards relating to the industry and specific workplace

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REQUIRED SKILLS AND KNOWLEDGE
• reporting requirements for hazards and incidents • specific procedures for work tasks • safe use and maintenance of relevant equipment • emergency procedures • sources of OHS information

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	Assessment must address the scope of this unit and reflect all components of the unit. Arange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. 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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• prepare and facilitate work-based learning
	• provide evidence of a minimum of two examples of developing work-based learning pathways, that include:
	  • identifying needs for learning
	  • analysing work practices, work environment and work activities
	  • organising and allocating work in a way that reflects learning needs and provides effective learning opportunities through work processes
	• provide a minimum of two examples of a learning facilitation relationship being conducted:
	  • with different individuals
	  • demonstrating communication skills and flexibility
	  • demonstrating one or more of the processes or techniques identified.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be

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EVIDENCE GUIDE	
	provided. Assessment must ensure access to information about work activities.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

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.	
OHS implications may include:	• OHS obligations • workplace OHS policies and procedures • ensuring work practices, routines and proposed changes do not pose a risk to learners and others.
Contractual requirements may include:	• training plans under apprenticeships/traineeships • requirements of government-funded training programs, such as Workplace English Language and Literacy (WELL).
Work-based learning pathway may include:	• identifying specific goals for work-based learning • identifying job tasks or activities to be included in learning process • appropriate sequencing of job tasks/activities to reflect learner incremental development • direct guidance and modelling from experienced co-workers and experts • opportunities for practice.
Individualised learning plan may include:	• information about individual's learning style, learner characteristics, and the context for learning • clear boundaries and expectations of the learning/facilitation relationship • documented equity or additional support needs for the

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RANGE STATEMENT	
	learner • performance benchmarks to be achieved • activities and processes which together will achieve the benchmarks.
Ethical behaviour includes:	• trust • integrity • privacy and confidentiality of the session • following organisational policies • knowing own limitations • having a range of other intervention referrals ready when needed • honesty • fairness to others.
Impact may be:	• successful achievement, rate of achievement, or lack of achievement of identified goals • achievement of other outcomes as a result of the relationship • development of new goals • new or increased motivation to learn • greater capacity to learn • increase in learner's self-confidence.

Self-evaluation and reflection may include:	• asking critical questions about:
	  • own ability
	  • what worked or didn't work
	  • how the relationship building process could be improved
	• reviewing records and journals on sessions and critically evaluating own performance
	• reviewing feedback from learner and identifying critical aspects and areas for improvement.

Unit Sector(s)

Unit sector	Delivery and facilitation

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Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAEDEL403A Coordinate and facilitate distance-based learning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to coordinate and facilitate a distance-based learning process.

Application of the Unit

Application of the unit	This unit typically applies to trainers, facilitators, teachers, and training and assessment consultants.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for distance-based learning	1.1. Access, read and interpret ***learning strategy*** and ***learning program*** to determine learning objectives and outcomes to be met 1.2. Develop knowledge of group, individual learner styles and learner characteristics to support effective planning for distance-based learning 1.3. Select and evaluate learning resources for appropriateness, and ***contextualise*** them for distance-based learning where required 1.4. Develop ***distance delivery-management plan***, using knowledge of learning principles and research to date 1.5. Identify and organise ***support mechanisms*** and means of communicating with learners
2. Manage distance-based learners	2.1. Confirm expectations and requirements through ***direct contact*** and clarify any issues or questions 2.2. Establish distance-based learning relationships between trainer/facilitator and learners 2.3. Progressively distribute learning resources and learning materials according to plan and learner needs
3. Monitor learner progress	3.1. Monitor and document learner progress to ensure outcomes are being achieved and individual learner needs are being met 3.2. Develop and implement strategies to address learner difficulties and techniques for maintaining motivation and commitment 3.3. Provide support and guidance outside the formal communication process, where appropriate 3.4. Maintain, store and secure learner records according

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ELEMENT	PERFORMANCE CRITERIA
	to organisational and legal requirements
4. Review distance-based learning process	4.1. Gather feedback to review own management of the distance-based process 4.2. Analyse feedback to determine success of the distance-based learning in meeting learner needs and expectations 4.3. Reflect on own performance as a coordinator/facilitator and document improvement plans 4.4. Identify and document options for improving the distance-based learning process, and discuss with relevant personnel for future action

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills using different mediums to establish rapport and provide guidance
- initiative and enterprise skills to:
  - contextualise existing resources to suit the distance-based learning method
  - developdelivery-managementplan to reflect delivery method and learner styles
- interpretation skills to interpret and transfer the learning strategy and learning program to distance mode
- organisational skills to manage learners by distance
- problem-solving skills to:
  - offer flexible solutions to suit a range of learner needs
  - resolve disability and support needs
- technology skills to:
  - incorporate different delivery methods into the distance delivery-management plan
  - use a range of technology for direct contact with learners
- time-management skills to coordinate and facilitate a distance-based learning program

Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE

• sound knowledge of adult learning principles
• sound knowledge of learner styles
• content and requirements of the learning strategy and learning program to be used in distance delivery
• characteristics and needs of individual distance learners
• use of technology to support distance-based learning
• techniques for maintaining motivation and commitment of distance learners
• availability and types of support mechanisms relevant to distance learners
• relevant policy, legislation, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector
• OHS relating to the work role, including:
  • reporting requirements for hazards
  • safe use and maintenance of relevant equipment
  • emergency procedures
  • sources of OHS information

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	Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. 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.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • facilitate distance-based learning • provide evidence of at least two examples of organising and facilitating distance learning, showing that training package units or accredited course curriculum were used as the benchmarks for learning.
Context of and specific	Evidence must be gathered in the workplace wherever possible.

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EVIDENCE GUIDE	
resources for assessment	Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

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.	
Learning strategy may include:	• documented framework to guide and structure learning requirements and teaching/delivery and assessment arrangements.
Learning program may include:	• documented guide to support a cohesive and integrated learning process for the learner.
Contextualised may include:	• modify examples, case studies, activities and templates with industry/enterprise context-specific information, to be more relevant to learners.
Distance delivery-management plan may include:	• learning outcomes • sequence, packaging, timing and distribution requirements of specific learning resources and learning materials • timelines for completing learning outcomes and learning activities • formative assessment requirements • expectations of the learner • instructions to the learner • list of other learners.
Support mechanisms may include:	• contact numbers for help or guidance • email or phone tutoring • workplace mentoring by supervisors or managers

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RANGE STATEMENT	
	• learning partners • contact numbers of other learners • equipment needs • disability and support needs.
Direct contact may include:	• telephone • face-to-face • video conference.

Unit Sector(s)

Unit sector	Delivery and facilitation

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAEDEL404A Mentor in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish and develop a professional mentoring relationship with a learner, in particular an apprentice or trainee employed by, or undertaking work placement in, a workplace. It includes establishing the need for mentoring, developing a mentoring plan/framework, facilitating and monitoring the mentoring relationship, and evaluating the effectiveness of mentoring.

Application of the Unit

Application of the unit	This unit typically applies to workplace supervisors or other work colleague with responsibility for mentoring in the workplace.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA
1. Develop a mentoring plan	1.1. Identify scope and boundaries of the ***mentoring*** relationship according to organisational procedures 1.2. Establish ***ground rules*** and negotiate realistic expectations 1.3. Establish and maintain confidentiality of the relationship in accordance with ***legislation***, ***policy and procedures***
2. Facilitate mentoring relationship	2.1. Develop learner's confidence, self-esteem, respect and trust in the mentoring relationship 2.2. Share personal experiences and knowledge with the person being mentored according to agreed objectives 2.3. Support the person being mentored to develop and use skills in problem solving and decision making 2.4. Use personal and professional networks to assist the person being mentored 2.5. Provide information, guidance and constructive guidance to enhance engagement in the workplace 2.6. Use ***techniques for resolving differences*** without damaging the relationship, and obtain assistance according to organisational policy and procedures
3. Monitor mentoring relationship	3.1. Provide planning assistance and guidance as requested by the person being mentored in a form

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ELEMENT	PERFORMANCE CRITERIA
	and style to suit their requirements 3.2. Provide feedback to the person being mentored on progress towards achieving the expectations and goals of the mentoring process 3.3. Recognise and discuss changes in the ***mentoring relationship*** with appropriate ***stakeholders*** 3.4. Negotiate and manage closure of the mentoring arrangement once objectives have been met
4. Evaluate effectiveness of mentoring	4.1. Establish and discuss ***benefits*** gained from the mentoring process 4.2. Reflect on and articulate the personal benefits gained from providing mentoring 4.3. Identify and report the outcomes of the mentoring arrangement and the ***benefits to the organisation*** according to organisational policy and procedures to improve the mentoring system or program

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• planning and time-management skills to mentor in a workplace
• oral communication and language skills to motivate learners
• organisational skills to provide guidance and feedback to individuals
• interpersonal skills to:
  • engage in relationship building, including building trust and maintaining confidentiality
  • respond to diversity, including gender and disability
• communication skills to use a range of communication strategies, including listening, questioning, and giving andreceiving feedback
• initiative and enterprise skills to apply procedures relating to OHS and environmentallegislation in the context of workplace mentoring

Required knowledge
• relevant policy, legislation, codes of practice and national standards likely to impact on the provision of workplace mentoring • training contracts and responsibilities of employer, registered training organisation

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REQUIRED SKILLS AND KNOWLEDGE

(RTO) and funding body
• training plans and responsibilities
• training products and strategies for learning
• mentoring methodologies and strategies
• acceptable behaviour in the mentoring relationship
• equal employment opportunity, equity and diversity principles
• OHS relating to the work role, including:
  • hazards relating to the industry and specific workplace
  • reporting requirements for hazards and incidents
  • specific procedures for work tasks
  • safe use and maintenance of relevant equipment
  • emergency procedures
  • sources of OHS information

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	Assessment must address the scope of this unit and reflect all components of the unit. Arange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. 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.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • prepare a mentoring plan between the mentor and learner that reflects the scope and substance expected within a plan prepared for a learner undertaking a contracted apprenticeship or traineeship • facilitate at least three mentoring sessions • provide information on sessions, including comments and notes from both mentor and learner.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be

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EVIDENCE GUIDE	
	provided.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

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.	

Mentoring may include:	• long-term focus on personal growth and learning
	• wide range of learning oriented to:
	  • support
	  • guidance in personal or career growth
	• relationship, not just a procedure or activity
	• one person professionally assisting the career development of another.

Ground rules may include:	• training for mentoring partners • mentoring agreement • active involvement of both partners in the mentoring process.

Legislation, ***policy and procedures*** may include:	• commonwealth and state or territory legislation and regulations, such as:
	  • privacy legislation
	  • equal employment opportunity, anti-discrimination and harassment legislation
	  • OHS legislation
	  • user choice
	• organisational policy, procedures and protocols.

Techniques for resolving differences	• finding a mutually beneficial solution • self-disclosure

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RANGE STATEMENT	
may include:	• inviting discussion • providing explanations • accessing assistance.
Mentoring relationship may include:	• informal workplace development program • formal mentoring process associated with a contracted apprenticeship or traineeship, involving a formal training plan.
Stakeholders may include:	• trainee or apprentice • manager or supervisor • RTO • learning support services, including assistive technology and diagnostic testing • funding organisation • supplier of learning resources.
Benefits may include:	• insights into organisational culture, attitudes and expected behaviours • supportive environment in which successes and failures can be evaluated • networking opportunities • development of workplace competence and self-confidence • recognition and job satisfaction • mutual respect.
Benefits to the organisation may include:	• increased productivity • new competencies in the person being mentored • staff motivation • more committed, involved and responsible learners.

Unit Sector(s)

Unit sector	Delivery and facilitation

Competency field

Competency field	

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Co-requisite units

Co-requisite units		

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TAEDEL501A Facilitate e-learning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to facilitate learning delivered via electronic media.

Application of the Unit

Application of the unit	This unit typically applies to trainers, facilitators, teachers, and training and assessment consultants working in an e-learning environment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish the e-learning environment	1.1. Access, read and interpret ***learning strategy*** and ***learning program*** to determine learning outcomes and objectives to be met 1.2. Develop knowledge of group and individual learner styles and learner characteristics to support effective planning 1.3. Develop ***e-learning delivery plan*** to manage and sequence e-learning activities and events to ensure logical progression of learning content and continuity of e-learner progress 1.4. Confirm ***technical requirements*** for the e-learning environment 1.5. Trial and check e-learning resources and materials for technical glitches 1.6. Develop and document ***protocols for the e-learning environment*** 1.7. Identify and organise specific technical support needs and mechanisms for e-learners
2. Introduce e-learning	2.1. Provide effective introduction to the e-learning environment and discuss, clarify and agree upon objectives and e-learning protocols 2.2. Establish e-learning relationship with e-learners 2.3. Initiate relationships between e-learners to support inclusivity, acknowledge diversity and enable a positive e-learning environment
3. Guide and facilitate e-learning	3.1. Use relevant electronic tools to facilitate e-learning according to the e-learning delivery plan 3.2. Demonstrate ***good practice in e-learning facilitation*** to ensure an effective learning experience

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Use relevant support mechanisms to address technical issues 3.4. Build opportunities for authentic learning, practice and formative assessment into the e-learning experience
4. Monitor e-learning	4.1. Monitor and document e-learner progress to ensure outcomes are being achieved and individual learner needs are being met 4.2. Provide support and guidance inside and outside the e-learning environment as appropriate 4.3. Continuously monitor e-learner interaction with others and participation in e-learning activities, and intervene where necessary to maintain momentum and engagement 4.4. Maintain, store and secure learner records according to organisational and legal requirements
5. Review e-learning processes	5.1. Conduct a ***review*** to evaluate effectiveness of e-learning delivery and facilitation 5.2. ***Reflect on own performance*** as an e-learning facilitator and document improvement plans 5.3. Identify and document recommendations for improvements in facilitating e-learning and appropriateness of e-learning systems, tools and resources, and discuss with relevant personnel for future action

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• language and literacy skills using electronic media to:
  • communicate electronically using accepted language and style
  • ensure what is being said is appropriate and clear
• facilitation skills using electronic media
• technology skills to use e-learning tools
• high-level organisational skills to:

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REQUIRED SKILLS AND KNOWLEDGE

- communicate efficiently using a number of mediums
- manage learners in a virtual environment
- keep up-to-date with each learner's progress
- provide prompt feedback
- be available for support during established times

- technology skills, including:
  - in different media
  - keyboard skills
  - using relevant hardware and software
  - accessing information on the internet
  - identifying technical problems and being able to troubleshoot or know where to get required technical assistance
- time-management skills to facilitate an e-learning program

Required knowledge

- adult learning principles
- technical knowledge sufficient to distinguish between a technical problem and a content problem, and to respond accordingly
- technical knowledge needed in using:
  - chat rooms
  - forums
  - bulletin boards
  - internet and website navigation
- relevant technologies and tools, including:
  - those that allow trainer/facilitator to monitor every entry and electronic movement of learner
  - learner/content management system, e.g. WebCT
  - other electronic methods, e.g. use of MS Excel and MS Word
  - internet
  - hyperlinks
- relevant learning management systems
- structure and content of relevant e-learning resources
- vocational and subject matter in area of delivery
- ethics and codes of conduct related to e-learning
- cultural sensitivity, particularly in regard to ensuring electronic discussions are culturally sensitive
- relevant policy, legislation, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector
- OHS relating to the work role, and OHS considerations to include in the design of

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REQUIRED SKILLS AND KNOWLEDGE
the e-learning resources

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	Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. 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.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • facilitate one complete e-learning program • provide evidence of at least two examples of organising and facilitating at least two e-learning activities covering diverse e-learning environments.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

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

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RANGE STATEMENT	
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.	
Learning strategy provides:	• documented framework to guide and structure learning requirements and teaching/delivery and assessment arrangements.
Learning program provides:	• documented guide to support a cohesive and integrated learning process for the learner.
E-learning delivery plan may include tools to:	• manage and sequence e-learning • guide implementation of learning program.
Technical requirements may include:	• technology to be used in delivery • type of online learning management platform • time required to set up and test equipment and technology • liaison with information technology (IT) personnel/specialists.
Protocols for e-learning environment may include:	• boundaries of communication and standards of behaviour in public 'spaces' • guidelines for trainer/facilitator and e-learner interaction • arrangements for technical support • expectations and requirements of learners.
Good practice in e-learning facilitation may include:	• providing both educational and technical support to learners • offering flexible solutions to suit a range of learner needs • providing opportunities for collaboration • guiding and supporting inquiry and engagement • being flexible to allow for and support a range of appropriate learner skills, learning styles and learner characteristics.
Review may include:	• feedback from learners, colleagues and e-learning designers via survey or discussion • identification of issues in monitoring and managing e-learners using the delivery plan • identification of effectiveness of the e-learning protocols.
Reflecting on own performance may include:	• asking critical questions about performance, problems, methods used, and success of learners • listening to and acting on feedback from learners and others.

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Unit Sector(s)

Unit sector	Delivery and facilitation

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAEDEL502A Provide advanced facilitation practice

Modification History

Version	Comments
TAEDEL502A	Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide high level facilitation practices in a vocational education and training context. It also focuses on achieving continuous improvement through reflective practice.

Application of the Unit

This unit typically applies to those utilising a range of techniques across a range of contexts to create the best learning outcomes for participants within a vocational education context, such as a Registered Training Organisation (RTO).

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
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*

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ELEMENT **PERFORMANCE CRITERIA**

statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1. Extend facilitation practices	1.1 Update knowledge of learning methods, facilitation techniques and learning theories to improve delivery and facilitation practices 1.2 Maintain currency of vocational competencies and related subject matter expertise 1.3 Practise flexibility, innovation and responsiveness in facilitation practice 1.4 Reflect on own practice and experiences as a facilitator to determine and document potential improvements to delivery approaches
2. Prepare for complex environments	2.1 Identify environmental conditions and their potential impact on teaching practice 2.2 Manage the constraints to delivery with relevant personnel 2.3 Review and adjust training and assessment strategies to address the constraints of ***complex environments***
3. Prepare for learners with complex needs	3.1 Research the characteristics of ***learners with complex needs*** and identify potential barriers to learning 3.2 Develop and adjust training and assessment strategies and customise learning materials to meet needs
4. Develop learner independence	4.1 Enhance learner experiences using a range of learning methods and inclusive practices 4.2 Acknowledge and address potential barriers to learning 4.3 Encourage learners towards self-directed learning by establishing enabling processes
5. Reflect on, and improve practice	5.1 Seek input from other relevant personnel about teaching, facilitation and learning practices 5.2 Review teaching, facilitation and learning practices to identify and document opportunities for improvement 5.3 Implement the documented improvement plan, review and adjust as required

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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:
  - apply active and reflective listening
  - adapt language to meet learner requirements
  - apply effective questioning techniques
  - maintain appropriate relationships
  - use appropriate body language
  - interpret resistance, reluctance, uncertainty, enthusiasm and confusion
  - monitor group and individual interactions
  - manage conflict/behavioural difficulties
  - monitor learner readiness for assessment/new areas of learning
- literacy skills to:
  - select, read and interpret Training Package/accredited course information
  - read and interpret information from a range of sources to identify and respond to learner needs, goals, skills and learning styles
- skills in delivery for a range of learning methods
- evaluation skills to:
  - identify gaps in skills or knowledge
  - systematically evaluate own or others' practice to improve performance or understanding
- problem solving skills to:
  - adjust strategies and address learning barriers
  - reliably evaluate alternative solutions.

Required knowledge

- the main branches of learning theory incorporating behavioural learning theory; cognitive learning theory; experiential learning theory; information processing theory and current research on learning as it relates to teaching in an adult environment
- different delivery modes and facilitation techniques and their appropriateness for different learners and learning situations
- code of practice and/or ethics relevant to the vocational education and training sector
- ways in which Training Packages, accredited curricula and learning resources can be contextualised to meet the needs of individual learners without compromising standards.

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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	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• facilitate groups of learners demonstrating:
	  • the selection and use of different teaching and delivery methods applied in different delivery modes which are relevant and appropriate to different learners and their needs
	  • integration of theory and practice in own performance and in supporting learners to develop competency
	  • a variety of strategies to support increased learner independence
	  • documentation of reflective practice and proposed changes to practice
	• collect feedback from observers such as supervising teachers/trainers, peers, colleagues, learners or clients
	• analyse feedback from a range of sources and reflect on the success of the training delivery as well as own performance.
	The candidate must be able to show evidence of having conducted a minimum of 100 hours of group facilitation, in addition to any evidence provided of work with individual learners or in a different learning context.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided which will enable all the critical aspects for evidence outlined above to be assessed in a manner equivalent to a workplace.
Method of assessment	Critical aspects of evidence for the 3 units: • TAEDEL502A Provide advanced facilitation practice, • TAEASS501A Provide advanced assessment practice, and

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	• TAEPDD501A Maintain and enhance professional practice are intended to be assessed in the context of a 'practicum'. A holistic assessment covering these three units can be accessed on the IBSA website to support such assessment.
Guidance information for assessment	

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.

Complex environments may include:	• workplaces undergoing change or conflict • situations where the cultural context is different from that to which the learner is accustomed • correctional institutions • noisy or uncomfortable training rooms.
Learners with complex needs may include:	• disengaged or reluctant learners • people with a disability • people with learning difficulties.

Unit Sector(s)

Delivery and facilitation

Custom Content Section

Not applicable.

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TAEDEL801A Evaluate, implement and use ICT-based educational platforms

Modification History

Release	Comments
Release 1	This Unit first released with *TAE10 Training and Education Training Package version 3.0*.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to evaluate, implement and use complex ICT-based educational platforms in an organisational context.

The unit also covers the skills required to facilitate learning, collaboration and development of online communities using ICT.

Application of the Unit

This unit applies to educators taking a leadership position in using ICT-based solutions to facilitate learning.

Leaders in learning should be able to implement advanced electronic technologies, such as those associated with e-learning, mobile and wireless technologies; and technologies relating to the development of online communities and their use in project-based learning.

Leadership in learning in relation to introducing technologies to enhance educational processes may involve complex judgements.

The unit may relate to learning activities in an educational institution.

Licensing/Regulatory Information

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

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
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

Element	Performance Criteria
1. Evaluate the accuracy and usefulness of ICT resources supporting project-based learning	1.1 Research advances in ***ICT resources*** in a given content or vocational education and training area 1.2 Analyse and evaluate integration into educational delivery practices of ICT for learning outcomes 1.3 Research how the convergence of different technologies can affect learning practice 1.4 Explore requirements for ICT resources to interoperate technically and operationally with organisation’s management of learner services, performance, learning and decision support 1.5 Review and report opportunities to improve educational infrastructure, systems and solutions
2. Analyse network hardware and software for learning environment	2.1 Research trends in teaching methods associated with different types of ***virtual environments*** and ***knowledge-building environments*** 2.2 Determine organisation's strategic and learning requirements 2.3 Review and report opportunities to stakeholders on range of options to improve ICT online infrastructure,

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Element	Performance Criteria
1. Evaluate the accuracy and usefulness of ICT resources supporting project-based learning	1.1 Research advances in ***ICT resources*** in a given content or vocational education and training area 1.2 Analyse and evaluate integration into educational delivery practices of ICT for learning outcomes 1.3 Research how the convergence of different technologies can affect learning practice 1.4 Explore requirements for ICT resources to interoperate technically and operationally with organisation's management of learner services, performance, learning and decision support 1.5 Review and report opportunities to improve educational infrastructure, systems and solutions
	systems and solutions 2.4 ***Analyse and report risks*** associated with implementation of an online environment for educational outcomes 2.5 Devise policy and procedures that ensure safe and sustainable use of online environment for users and appropriateness to ***organisational requirements***
3. Analyse current ICT technologies allowing communication and collaboration between learners and other stakeholders	3.1 Research trends in teaching methods associated with different types of ***communication and collaboration technologies*** 3.2 Review and report opportunities to stakeholders on range of options to improve communication and collaboration, systems and solutions in relation to learning outcomes 3.3 Analyse and report risks associated with implementation of a communication and collaboration solution for educational outcomes 3.4 Devise policy and procedures that ensure safe and sustainable use of communication and collaboration technologies for users and appropriateness to organisational requirements
4. Develop a pilot ICT educational platform solution	4.1 Choose appropriate software and hardware solution to meet identified problem 4.2 Configure and administer appropriate solution 4.3 Test solution to ensure connectivity and interoperability with existing systems

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - collaborate and work with vendors and consultants
  - conduct project-based activities
  - initiate and facilitate group discussions
  - share ideas and information
- planning and organising skills to:
  - analyse and identify suitable learning practices and learning strategies for groups and individual learners
  - evaluate effectiveness of learning practices
- literacy skills to prepare reports and contract variations
- numeracy skills to calculate budget requirements
- teamwork skills to monitor group and individual interactions
- technology skills to:
  - assess suitability and reliability of hardware and software
  - compare and recommend new technology solutions that improve learning outcomes
  - complete electronic research
  - review and discuss learning styles and practice involving ICT.

Required knowledge

- budgeting and cost-benefit analysis principles
- capabilities and limitations of infrastructure of educational platforms
- content and requirements of the relevant delivery and assessment strategies
- content of learning resources and learning materials
- learner requirements for use of educational platforms
- pedagogical theory and practice, learner interests and changing learning styles, and application of ICT to learning and teaching
- process for creating an effective learning experience using electronic technology
- range of appropriate learning strategies, and teaching and assessment methods.

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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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • knowledge of contemporary ICT in an educational environment • documented review of ICT solutions for an educational environment, collaboration, and communication technologies • research on theory and practice in relation to advanced learning practice, especially where these are enabled by new content solutions; and vocational education and training approaches or technologies • creation of working pilot using relevant ICT solutions.
Context of and specific resources for assessment	A range of e-assessment methods should be used to assess practical skills and knowledge. Effective e-assessment methods should achieve one of more of the following criteria: • promote active learning, engaging learners actively in the learning process • provide opportunities to construct meaning by assisting learners to build their own cognitive structures, based on previous knowledge, to integrate new skills and knowledge • encourage collaboration by providing environments in which people learn from each other and solve problems together • support intentional learning by linking learning to the learner's goals • address real problems, engaging learners in solving the complex and ill-structured problems they will encounter in the real world • contextualise learning by situating it in some meaningful real world task, or by using simulated, case-based or problem-based

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	learning • promote conversation by involving learners in dialogue so that they can appreciate multiple perspectives • promote reflection by providing opportunities for learners to reflect on the learning process and how they can apply what they have learnt to new situations. Assessment must ensure: • competence is consistently demonstrated over time, and over a range and variety of complex situations.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • review of applied projects or learning activities • direct observation of contextual application of skills • oral or written questioning to assess knowledge of constructing and implementing advanced earning practice.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • TAEDEL802A Use e-learning with social media • TAELED704A Review enterprise e-learning systems and solutions implementation • TAELED802A Investigate the application of ICT knowledge.

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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.

ICT resources may include:	• application:
	  • commercial
	  • database
	  • internet browser
	  • spreadsheet
	  • word-processing
	• customised
	• development tools
	• cloud-based solutions
	• in-house
	• laptop
	• mobile communications
	• notebook
	• other mobile devices
	• peripheral devices
	• personal computer (Mac or PC)
	• personal digital assistant (PDA)
	• server
	• smartphone
	• system:
	  • computer security
	  • device drivers
	  • operating system
	• tablet (iPad or similar)
	• virtual private network (VPN)
	• voice network
	• wide area network (WAN)
	• wireless solution
	• workstation.

Virtual environments may include:	• collaborative virtual environments (CVEs) • immersive virtual environments (IVEs) • massively multiplayer online games (MMOGs)

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	• massively multiplayer online role-playing games (MMORPGs) • MUD object oriented (MOOs) • multi-user domains (MUDs) • multi-user virtual environments (MUVEs).
Knowledge-building environments may include:	• community, collaboration, content management systems (C3MS) • computer supported intentional learning environments (CSILE) • learning management systems (LMS) • wikis.
Analysing and reporting risks may involve:	• budgetary considerations • contract variations • licensing • term contracts.
Organisational requirements may include:	• access and equity principles and practices • business and performance plans • collaborative or partnership arrangements • confidentiality requirements • defined resource parameters • ethical standards • existing technology and systems • goals, objectives, plans, systems and processes • legal and organisational policies and guidelines for ICT-based educational platforms • workplace health and safety (WHS) policies, procedures and programs • quality assurance or procedures manuals • recording and reporting procedures • team and business unit structures and focus.
Communication and collaboration technologies may include:	• asynchronous conferencing • synchronous conferencing • application sharing • data conferencing • electronic calendars • electronic meeting systems (EMS) • email • enterprise bookmarking • faxing • instant messaging

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	• internet forums • knowledge management systems • online chat • online proofing • project management systems • revision control • SMS • social software systems • telephony • videoconferencing • voice mail • web publishing • wikis • workflow systems.

Unit Sector(s)

Delivery and facilitation

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TAEDEL802A Use e-learning with social media

Modification History

Release	Comments
Release 1	This Unit first released with *TAE10 Training and Education Training Package version 3.0*.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to establish a social media learning community to provide the essential skills for contemporary learning for people engaging in the world of work in a global environment.

Application of the Unit

This unit applies to educators taking a leadership position in using social networking as a mode for e-learning to facilitate learning.

This mode promotes constructivist learning, knowledge transfer and problem-solving skills highly relevant in a contemporary age. Connectivism, and the contribution of the collective through online communities, put learners at ease to engage in web-based learning and empower them to perform as confident members of the workforce and community.

The unit may relate to learning activities in an educational institution.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
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

Element	Performance Criteria
1. Identify and recommend appropriate environment for particular e-learning task	1.1 Analyse and evaluate ***appropriate learning theories*** for different ***forms of e-learning***
	1.2 Research appropriate sources of information and use ***research findings*** to understand the online environments available for the e-learning task
	1.3 Analyse and evaluate proposed e-learning task specifications to determine possible ***online environments***
	1.4 Establish and justify the recommended social media environment and ***organisational requirements*** suitable for the learning task
2. Plan the implementation of the selected social media environment	2.1 Analyse and evaluate the critical success factors of ***social networking*** to determine the best fit for the e-learning task
	2.2 Identify the learner and ***learner styles*** for which the social networking application is suitable
	2.3 Prepare and document project management tasks, milestones, dependencies, resourcing, ***constraints*** and timelines for the appropriate ***learning models***
	2.4 Gather data and prepare a report with ***data visualisation*** tools to present the planned effectiveness of implementation and ***instructional design principles***
	2.5 Research and present documentation on the ***current legislation*** for use of social media protocols, ***policies and risks*** in the planning for the online social media environment
3. Implement and	3.1 Initiate, progress and establish the implementation of

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Element	Performance Criteria
1. Identify and recommend appropriate environment for particular e-learning task	1.1 Analyse and evaluate ***appropriate learning theories*** for different ***forms of e-learning***
	1.2 Research appropriate sources of information and use ***research findings*** to understand the online environments available for the e-learning task
	1.3 Analyse and evaluate proposed e-learning task specifications to determine possible ***online environments***
	1.4 Establish and justify the recommended social media environment and ***organisational requirements*** suitable for the learning task
evaluate the selected social media community	the selected social media community
	3.2 Identify the attributes of ***champion users*** and their ***training techniques***, and promote them to build a dynamic social media environment
	3.3 Establish evaluation criteria as key performance indicators (KPIs) and measure the effectiveness of the implementation of the selected social media technologies
	3.4 Incorporate a regular reflection, review and report of the evaluation to inform refinement of KPIs

4. Design and establish strategies to sustain the social media community	4.1 Estimate the ***longevity*** and ***nature*** of the community
	4.2 Establish a plan using ***e-learning resources*** to encourage broad participation in social networking for learning
	4.3 Establish the steps to develop a self-sustaining community, and then implement and document them
	4.4 Identify ***social media community members*** and develop ***recruitment strategies***

Required Skills and Knowledge

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

Required skills

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- communication skills to:
  - brainstorm a flexible approach to problem solving
  - build a shared sense of community
  - collaborate and work with learners and subject matter experts
  - identify attributes of learners and champions to sustain a dynamic interaction
  - initiate and facilitate synchronous and asynchronous communication
  - conduct information sharing among a diverse range of learners
- planning and organising skills to:
  - analyse and identify suitable learning practice for diverse learner participation
  - evaluate effectiveness and quality of community interaction and resources
  - implement a strategic plan to build effective online community environments
  - monitor group and individual interactions
  - review, report, action and communicate to social media community
- technology skills to:
  - assess and report on suitability of social media tools
  - build archival trails and resource repository
  - conduct online feedback mechanisms that enable rich content
  - design online community elements, including web applications and dynamic content
  - explore the options of free and customised social media applications
  - implement a range of appropriate learning strategies, and teaching and assessment methods
  - recommend technology for individual learning styles and practice
  - use elements and variety of social media software for uptake by a specific social media community.

Required knowledge

- agreed criteria for assessment of online content and rate
- content repositories relevant to specific community to build resources
- differences between social media communities for education, industry, business and government
- identifying features of a range of learning styles and how to map them to relevant social media tools
- key features of budgeting and cost-benefit analysis
- learner/individual community learning requirements
- options for the presentation of learning materials
- process for assessing quality of dynamic interaction
- processes for transferring and sharing knowledge with learners
- range of assessment tools relevant to social media community activities
- relevant repository of knowledge that can be shared

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- skills of champions and mentors
- steps required to build an online social media community
- strategies to build effective interaction using ICT
- tangible and intangible elements of an online social media community.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • knowledge of contemporary ICT in an educational environment • documented review of ICT solutions for an educational environment, collaboration, and communication technologies • research on theory and practice in relation to advanced learning practice, especially where these are enabled by new content solutions; and vocational education and training approaches or technologies.
Context of and specific resources for assessment	Assessment must ensure: • competence is consistently demonstrated over time, and over a range and variety of complex situations • access to required assessment facilities and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • review of applied projects or learning activities, relating to the research • direct observation of contextual application of skills • oral or written questioning to assess knowledge of constructing and implementing

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	advanced vocational education and training learning practice.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • TAEDEL801A Evaluate, implement and use ICT-based educational platforms • TAELED704A Review enterprise e-learning systems and solutions implementation • TAELED802A Investigate the application of ICT content knowledge.

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.

Appropriate learning theories may include:	• applied learning • cognitivism • constructivism • discovery learning • experiential learning • inquiry learning • mobile learning • problem-based learning • self-directed learning • technology and learning • theory of multiple intelligences.
Forms of e-learning may vary with:	• assessment or qualification outcomes • blending with other modes of teaching, such as blending classroom with online delivery • instructional design • means of access • mode of teaching • standards compliance • technology involved.

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Research findings may be compiled through:	• evaluation of existing products • focus groups • informal discussions • internet • interviews • literature reviews • questionnaires • workshops.
Online environments may include:	• blogs, wikis and nings • computer-supported collaborative learning (CSCL) • content management systems (CMS) • distributed online forums • game-based platforms • learning management systems (LMS) • rating and comments systems, e.g. YouTube • virtual and immersive online platforms.
Organisational requirements may include:	• access and equity principles and practice • code of ethics, creative commons and rights of use and distribution • codes of conduct • Copyright, Privacy and Charter Of Human Rights legislation • goals, objectives, plans, systems and processes • organisational policies for e-learning • policies, procedures and programs on acceptable use • quality and continuous improvement processes and standards.
Social networking may include:	• building repositories of knowledge and artefacts for community sharing in blogs, wikis and nings • participating in distributed online forums • rating and commenting to share and evaluate knowledge systems, e.g. YouTube • using communication and collaboration tools in an LMS to showcase knowledge • using communication and collaboration tools in CMS to share skills and knowledge • using CSCL to communicate and collaborate.

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Learner styles may include:	• aural • kinaesthetic • visual.
Constraints relating to organisation's e-learning systems and resources may include:	• anticipated difficulties due to language, literacy and numeracy skills of learners/end users • financial limitations to achieve proposed options • infrastructure logistical issues • limited access of intended learners/end users to the necessary technology • limits of the technology to achieve desired outcomes • low levels of information technology skills of trainers or facilitators and intended learners/end users • restricted access to relevant technical or subject matter experts.
Learning models may include:	• blended • experiential • virtual, e.g. Second Life.
Data visualisation may include:	• dynamic, e.g. Google Docs • motion charts and gadgets, such as Gapminder, InfiView and Nexus.
Instructional design principles may include:	• ensuring learning is embedded in a realistic and relevant context • including a variety of approaches and techniques for presenting information and activities and for encouraging participation • need for authenticity in learning and assessment activities • need for collaborative learning opportunities • need for learner-centred activities and interactivity • opportunities for review of material and repetition • presenting material in a logical order and sequence, and in order of increasing difficulty • providing learner with feedback • structure of the information • techniques to engage the learner in learning.
Current legislation may include:	• Charter of Human Rights and

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	Responsibilities • Copyright Act • Privacy Act • Spam Act.
Policies and risks may include:	• acceptable use policies • code of conduct • digital citizenship • netiquette • security threats to data and information .
Champion users may include:	• experienced users • mentors • users committed to outcomes of the e-learning goals.
Training techniques may include:	• applied learning • collaborative activities • demonstrations • individual activities • instruction and explanation • questioning practice • written information.
Longevity may include:	• end goal • ongoing • short term.
Nature may include:	• member-based (people in a similar profession) • ongoing professional learning • project-based.
E-learning resources may include:	• assessment materials • generic skills materials • industry or enterprise-specific materials • information about the audience for the resource's learning objects and activities • professional development materials • self-paced or instructor-led materials • trainer or facilitator materials • Training Package toolboxes.
Social media community members may include:	• active participants • champion users • critics • flamers • lurkers

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	• spoilers.
Recruitment strategies involve:	• establishing a plan • encouraging broader participation in social networking for learning.

Unit Sector(s)

Delivery and facilitation

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TAEDES401A Design and develop learning programs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conceptualise, design, develop and review learning programs to meet an identified need for a group of learners. The unit addresses the skills and knowledge needed to identify the parameters of a learning program, determine the design, outline the content and review its effectiveness.

Application of the Unit

Application of the unit	This unit typically applies to a trainer or facilitator who designs or develops learning programs. A learning program can be discrete, providing a planned learning approach that relates to specific learning and training needs, or it may form part of the learning design for a qualification.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA
1. Define parameters of the learning program	1.1. Clarify ***purpose*** and type of learning program with key stakeholders 1.2. Access and confirm the competency standards and ***other training specifications*** on which to base the learning program 1.3. Identify language, literacy and numeracy requirements of the program 1.4. Identify and consider characteristics of the target learner group
2. Work within the vocational education and training (VET) policy framework	2.1. Access relevant ***VET policies*** and frameworks, and apply to work practices 2.2. Identify changes to training packages and accredited courses and apply these to program development 2.3. Conduct work according to organisational quality assurance policies and procedures
3. Develop program content	3.1. Research, develop and document specific subject matter content according to agreed design options 3.2. Evaluate existing learning resources for content relevance and quality 3.3. Specify assessment requirements of the learning program

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ELEMENT	PERFORMANCE CRITERIA
4. Design structure of the learning program	4.1. Break the learning content into manageable segments and document timeframe for each segment 4.2. Determine and confirm ***delivery strategies*** and required assessment methods and tools 4.3. Document complete learning program in line with organisational requirements 4.4. Review complete program with key stakeholders and adjust as required 4.5. Ensure a safe learning progression by analysing risks in the learning environment and including a risk control plan

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- organisational skills to ensure resources are available and suitable
- evaluation skills to determine the time required for each learning segment and the overall timelines of the learning program
- cognitive skills to develop the learning program content and design its structure
- language and literacy skills to read and interpret a range of documentation, including technical and subject matter documents, references and texts

Required knowledge

- information about training package developers and course accreditation agencies responsible for specific learning program parameters
- training packages and relevant competency standards to be used as the basis of the learning program
- other performance standards and criteria to be used as the basis of the learning program, where relevant
- distinction and relationship between a training package/accredited course, learning strategy and learning program, where linked
- different purposes and focus of learning programs
- sound knowledge of learning principles
- instructional design principles relating to different design options for learning program design and structure
- availability and types of different relevant learning resources, learning materials

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REQUIRED SKILLS AND KNOWLEDGE
and pre-developed learning activities • methodology relating to developing and documenting new learning activities and related learning materials • different delivery modes and methods • relevant policies, legal requirements, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the VET sector • relevant OHS knowledge relating to the work role, and OHS considerations that need to be included in the learning program

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	Assessment must address the scope of this unit and reflect all components of the unit. Arange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. 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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• design, develop and review learning programs within the VET context
	• prepare and develop a minimum of two learning programs:
	  • that contain differentiated learning program designs to reflect particular needs, contexts and timelines
	  • at least one of which must be based on competency standards or accredited courses and must cover at least one entire unit of competency or accredited course module.

Context of and specific resources for assessment	Evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for	For further information about assessment of this and other TAE

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EVIDENCE GUIDE	
assessment	units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

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.	
Purpose may include:	• developing vocational competency or vocational skills • developing language, literacy and numeracy skills • developing general education • meeting legislative, licensing and registration requirements, such as OHS requirements.
Other training specifications may include:	• curriculum specifications • product specifications • organisational work requirements and training needs • induction needs • language, literacy and numeracy development needs • regulatory and licensing requirements.
Vocational education and training policies may include:	• policies and procedures set by national organisations, such as the National Quality Council • Australian Quality Training Framework • other relevant policies.

Delivery strategies may include:	• focus of delivery in terms of size and type of group
	• context of delivery, for example:
	  • in the workplace
	  • in a training room
	  • in a community setting
	• mode of delivery, for example:
	  • face-to-face
	  • online
	  • blended delivery mode
	• delivery methods, for example:

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RANGE STATEMENT	
	• lock-step, learner-paced and mixed • interactive, participative and collaborative • blended delivery methods.

Unit Sector(s)

Unit sector	Learning design

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAEDES402A Use training packages and accredited courses to meet client needs

Modification History

Not applicable.

Unit Descriptor

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

Application of the Unit

Application of the unit	This unit typically applies to a person working in or with training and/or assessment organisations as an entry-level trainer, teacher, facilitator or assessor. It assumes that the person is working from a pre-defined training product, such as a training package or accredited course, and applying that product to meet client needs.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA
1. Select appropriate training package or accredited course	1.1. Confirm training and/or assessment needs of ***client*** 1.2. Identify and source training packages and/or accredited courses which could satisfy client needs 1.3. Use training products in line with the ***training and assessment organisation's quality assurance policies*** and procedures
2. Analyse and interpret the qualifications framework	2.1. Read and interpret qualification rules 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 individual unit or accredited module to meet client needs 3.2. Read, analyse and interpret all parts of the unit or accredited module for application to client needs 3.3. Analyse links between unit and/or accredited module to develop effective applications for the client 3.4. Document analysis of unit or accredited module in a clear and accessible manner
4. Contextualise units and modules for client applications	4.1. Use information from the client to ***contextualise the unit*** or accredited module to meet client needs 4.2. Use advice on contextualisation produced by the

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ELEMENT	PERFORMANCE CRITERIA
	training package developer or course developer to meet client needs
5. Analyse and interpret assessment guidance	5.1. Read, analyse and apply the assessment guidance of the relevant training package or accredited course 5.2. Determine any special requirements for assessment or reasonable adjustment to suit client needs

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and interpersonal skills to collaborate with others in using training products
- planning skills to develop a structure for a particular application of training packages and accredited courses
- cognitive skills to analyse, interpret and apply the various components of selected training packages and accredited courses
- research skills to analyse and interpret training package and accredited course content to meet client needs

Required knowledge

- Australian Qualifications Framework (AQF) guidelines, including characteristics of AQF qualification levels
- 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 competency standards
- 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
- language and terminology used in training packages and accredited courses
- parts of training packages that can be contextualised and parts that cannot
- structure of training packages and the role and purpose of each endorsed component

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REQUIRED SKILLS AND KNOWLEDGE
• sources of training package information

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	Assessment must address the scope of this unit and reflect all components of the unit. Arange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. 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.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • analyse a training package and or accredited course to examine its component parts, identify relevant units of competency or modules, and contextualise those to meet a specific client need • 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.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Assessment must ensure access to: • training products, such as training packages and accredited course documentation.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

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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.	
Client may include:	• individual learners • candidates for assessment • organisations or enterprises with specific training needs.
Training and assessment organisation may include:	• registered training organisation (RTO) • organisation working in a partnership arrangement with an RTO to provide recognised training and assessment services • organisation that provides non-recognised training and assessment services.
Quality assurance policies may include:	• Australian Quality Training Framework requirements as they apply to RTOs • organisational internal quality policies and procedures.

Contextualising units:	• means linking the requirements of the competency standard to the work environment of a particular client or client group
	• may include:
	  • identifying specific types of tools and equipment relevant to the competency
	  • identifying specific organisational policies, procedures, processes and forms relevant to the competency
	  • linking organisation-specific terminology to the competency
	  • identifying specific people relevant to the competency.

Unit Sector(s)

Unit sector	Learning design

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Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAEDES501A Design and develop learning strategies

Modification History

Version	Comments
TAEDES501A	Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design, develop and review learning strategies.

Application of the Unit

This unit typically applies to those who develop learning strategies relevant to both Training Package qualifications and course-based qualifications.

The learning strategy provides an overview or outline only. Detailed guidance is provided in the content of specific learning programs.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
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*

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ELEMENT **PERFORMANCE CRITERIA**

performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1. Determine the parameters of the learning strategy	1.1 Clarify the purpose of the learning strategy, likely target groups and their learning needs 1.2 Research qualification or other benchmark options for meeting the likely target group needs and select an appropriate option 1.3 Consult with relevant people to confirm the parameters of the learning strategy
2. Develop the framework for the learning strategy	2.1 Develop a learning strategy design that reflects the requirements of the selected qualification or other benchmark 2.2 Analyse i***ndustry or organisation documentation*** to determine additional and supporting requirements 2.3 Research and analyse ***options for design,*** based on likely target groups, their learning needs and contexts for delivery 2.4 Use appropriate learning theories and instructional design principles to support the learning strategy design 2.5 Identify and document broad content headings 2.6 Consult to modify and confirm the framework 2.7 Develop the review process for the learning strategy
3. Devise the content and structure of the learning strategy	3.1 Elaborate on and document each content heading to form an overview of content to be addressed 3.2 Sequence the content to support learning and determine overall timelines within operating constraints 3.3 Express learning strategy outcomes to reflect both generic and specific learning outcomes to be achieved 3.4 Identify and document appropriate delivery and

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	assessment strategies, taking account of the learning parameters, design framework and learning context 3.5 Identify and document operational requirements
4. Review the learning strategy	4.1 Review the learning strategy in collaboration with relevant people against specified criteria prior to and post implementation 4.2 Document a post-implementation review process that includes ***measures*** for identifying the effectiveness and quality of the learning strategy 4.3 Make recommendations and changes based on outcomes of the review processes, where appropriate, and document these 4.4 Make modifications and document as part of a continuous improvement strategy

Required Skills and Knowledge

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

Required skills

- communication skills to collaborate with others on the strategy development
- literacy skills to write the learning strategy in accordance with design requirements
- planning skills to:
  - organise and structure the development process
  - identify measures to monitor progress
- research skills and techniques to gather and interpret information relevant to the content and development of the learning strategy.

Required knowledge

- Training Packages, including content of Training Packages relevant to learning strategy
- relevant accredited courses
- Australian Quality Training Framework (AQTF) for registered training organisations (RTOs)
- Australian Qualifications Framework (AQF) including:
  - key features of each qualification level
  - guidelines on cross-sector qualification linkages
- industry and enterprise knowledge, such as:
  - industry or enterprise requirements relevant to the learning strategy

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    - industry licensing arrangements, where relevant
- the main branches of learning theory incorporating behavioural learning theory; cognitive learning theory; experiential learning theory; information processing theory and current research on learning as it relates to teaching in an adult environment
- instructional learning design
- assessment approaches, including:
    - the basis and rationale for different assessment methods appropriate to the learning strategy.

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	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• present a minimum of two examples of learning strategies designed by the candidate with differentiated design structures in each that:
	  • reflect the specific requirements of the qualification or skill set, and
	  • reflect client needs and contexts of application
	• implement at least one learning strategy
	• document a review which provides outcomes and evidence of continuous improvement.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	

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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.

Industry or organisation documentation may include:	• workplace policies and procedures • internal competency specifications • existing training or learner support materials • existing course information and curriculum • industry codes of practice, guidance notes and other industry information on hazard and risk control • business and risk management strategies • job descriptions • regulatory requirements related to the job, including licensing • outcomes of organisational training needs analyses • documented research relating to potential content • contextualisation rules of relevant endorsed industry Training Packages • relevant Training Package support materials.
Options for design may include:	• addressing each unit of competency separately unit by unit within a qualification • clustering units into meaningful combinations to create an integrated learning framework for a skill set or qualification • building from less complex to more complex tasks, skills, knowledge, learning objectives and outcomes • designing around work structures, work organisation and work activities • project-based learning models • synthesising knowledge and skill requirements across the skill set or qualification.
Measures may include:	• participant feedback • feedback from clients and industry bodies • enrolments • completion rates • Statements of Attainment, competencies

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	achieved, qualifications awarded • return business • development of language, literacy and numeracy skills as measured by the Australian Core Skills Framework (ACSF).

Unit Sector(s)

Learning design

Custom Content Section

Not applicable.

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TAEDES502A Design and develop learning resources

Modification History

Version	Comments
TAEDES502A	Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design and develop resources to support the learning process.

Application of the Unit

This unit typically applies to those involved in resource development.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
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

1. Research the learning resource requirements	1.1 Clarify with the client the ***brief, focus*** and ***type of learning resource***
	1.2 Research the target audience, their learning needs and the learning environment for the resource
	1.3 Gather, collate and analyse relevant ***existing information***
	1.4 Identify any ***ethical and legal considerations*** and act on them
	1.5 Write a ***development work plan***
2. Design the learning resource and plan the content	2.1 Generate a range of design options using a variety of techniques
	2.2 Develop and confirm with the client an outline or prototype for the learning resource
	2.3 Analyse ***content specifications*** of the learning product and map out proposed content
3. Develop the learning resource content	3.1 Develop content and content specifications in accordance with the agreed design
	3.2 Establish mechanisms for reviewing work in progress
	3.3 Ensure any text is clear, concise, grammatically correct and appropriate for the intended audience
	3.4 Ensure any visuals are relevant, instructive and appropriate for the intended audience
4. Review learning resource prior to implementation	4.1 Check resource content to ensure the accuracy and relevance of information against specifications
	4.2 Check text, format and visual design for clarity and focus
	4.3 Conduct an external review using appropriate review methods and incorporate feedback
	4.4 Review final draft against the brief and other relevant criteria to ensure it meets all requirements prior to delivery to the client
5. Evaluate the design and development process	5.1 Review the design and development process against appropriate evaluation criteria
	5.2 Reflect on the development process and methods and identify areas for improvement
	5.3 Document identified improvements for future projects

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Required Skills and Knowledge

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

Required skills

- analytical skills to:
  - identify critical learning points
  - structure and weight the contents appropriately
  - determine appropriateness of feedback
- communication and interpersonal skills to:
  - establish and confirm requirements
  - collaborate with a range of people
  - seek feedback from others
- literacy and writing skills, including:
  - writing for different audiences
  - writing to the appropriate level
  - using an appropriate style
- planning skills to:
  - develop and schedule work plans
  - monitor and manage outcomes
- problem solving skills to:
  - analyse, identify and develop strategies to meet identified challenges
  - identify difficulties of those participating in provision
  - select and use a variety of problem-solving strategies
- review and analysis skills to:
  - identify areas for improvement
  - recognise personal limitations
- research skills to find content and relevant information.

Required knowledge

- principles, theories and contemporary practices of instructional design,
- the main branches of learning theory incorporating behavioural learning theory; cognitive learning theory; experiential learning theory; information processing theory and current research on learning as it relates to teaching in an adult environment
- language, literacy and numeracy (LLN) issues, such as:
  - requirements of target audience
  - using the Australian Core Skills Framework (ASCF) as a framework to aid instructional design
- legal, organisational and ethical responsibilities associated with the assessment system, including:
  - maintaining client privacy and confidentiality

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  - providing accurate information
  - duty of care under common law
  - compliance with AQTF requirements
- copyright and privacy laws, including the use of electronic technology.

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	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• Research, design and develop print based resources that reflect client needs and the contexts of application, including:
	  • the research and design of two print based resources, with documented evidence of:
	  • consultation, research and findings
	  • completed designs for the two resources
	  • complete development of one resource with documented evidence of:
	  • a review and trial of the resource, including user feedback and how this impacted on the development of the resource
	  • the final print based resource, either complete or in part or sample
	  • the candidate's specific role in the development process.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	

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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.

Brief may include:	• client proposal • identified gap in the learning product market • tender • organisational need.
Focus of the learning resource may include:	• whole Training Package • Training Package qualification • traineeship/apprenticeship • accredited course • unit/s of competency • non-accredited course • learning program • induction material.
Type of learning resource may include:	• print based, electronic, or technology dependent • learning resources aimed at learners or their facilitators • assessment resources aimed at candidates or assessors • learning resources produced in languages other than English as appropriate to target group learners and workplace.
Existing information may include:	• industry or end user needs • industry best practice and culture • existing learning resources and learning materials • relevant Training Packages/units of competency • relevant accredited courses • workplace procedures, documentation and requirements • information from industry experts and advisers.
Ethical and legal considerations may include:	• contract preparation • meeting contractual requirements

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	• intellectual property • regulatory requirements, including occupational health and safety (OHS) • organisational requirements • equity issues and needs • potential legal consequences of false, misleading or incorrect information.
Development work plan may include:	• timelines and milestones to be achieved • scheduled meetings and focus groups • consultative processes • handover requirements • equipment, learning resources and learning materials needed • industry information/practices • budget • identification of risks/risk management strategies • organisation/industrial politics • access to experts or advisers.
Content specifications may include:	• requirements of relevant Training Packages, units of competency/benchmarks • work practices and procedures • culture and ethics of the learner/end user environment • copyright/intellectual property agreements/ acknowledgements.

Unit Sector(s)

Learning design

Custom Content Section

Not applicable.

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TAEDES503A Design and develop e-learning resources

Modification History

Version	Comments
TAEDES503A	Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design and develop e-learning resources.

Application of the Unit

This unit typically applies to those involved in product development relating to e-learning.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
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

1. Determine the scope and research the e-learning resource	1.1 Clarify the ***brief*** and ***focus*** for the e-resource with the client 1.2 ***Research*** the l***ikely target audience*** for the e-resource, their ***characteristics*** and learning needs 1.3 Read, interpret and analyse ***existing relevant information*** to determine the learning content for an e-learning resource 1.4 Determine the suitability of an e-learning resource for the likely target audience 1.5 Identify any ***ethical and legal considerations*** 1.6 ***Document*** findings of the research
2. Design the e-learning resource	2.1 Use knowledge and experience in ***learning theory*** and ***instructional design*** to create the ***design for the e-learning resource*** 2.2 Consider resources, materials and technical requirements needed for development of the e-learning resource based on the design 2.3 Present and discuss the design with the client and obtain further feedback of the e-learning resource 2.4 Incorporate feedback and address any additional issues in the design 2.5 Confirm with client the design to be developed into the e-learning resource
3. Develop the e-learning resource	3.1 Identify the ***relevant people*** to collaborate with on the development of the e-learning resources 3.2 Determine the timelines and resource issues for the production of the e-learning resource 3.3 Consult and use relevant ***technical guidelines and requirements*** 3.4 Address any identified legal or ethical obligations or issues that arise in the development of the e-learning resource 3.5 Develop content and technical framework of the e-learning resources, and address any issues as they arise with relevant persons 3.6 Document the development of the e-learning resource
4. Review, trial and evaluate the e-learning process	4.1 Review the e-learning resource against the client brief, likely target audience and learning needs 4.2 Plan for trial of e-learning resource with potential users 4.3 Trial the resource with appropriate recording of outcomes and feedback 4.4 Analyse outcomes and feedback of the trial

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	4.5 Make adjustments to finalise the e-learning resource 4.6 Discuss and reflect on production of the e-learning resource

Required Skills and Knowledge

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

Required skills

- analytical skills to:
  - identify design requirements
  - structure and weight the contents appropriately
  - determine appropriateness of feedback
- communication and interpersonal skills to:
  - clarify requirements with clients
  - collaborate with a range of people
  - seek feedback from others
- literacy and writing skills, including:
  - writing for different audiences
  - writing to the appropriate level
  - using an appropriate style
- review and analysis skills to:
  - identify areas for improvement
  - recognise personal limitations
- research skills to:
  - identify likely target audience
  - find content and relevant information
  - interview relevant people
- problem solving skills to:
  - address design issues
- technology skills to design and develop resources.

Required knowledge

- characteristics of the intended learner group or audience that may impact on learning, including:
  - language, literacy and numeracy competency
  - cultural, educational and other backgrounds
  - attributes or experience
- knowledge of current and emerging technologies available for e-resources
- project management knowledge to ensure the design and development meets requirements

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of budget, time, resources and administration
- principles around effective learning using technology, including multiple perspectives, opportunity for reflection and collaborative learning, variety and organisation of information
- a range of e-learning environments and products and their suitability for different learning outcomes and audiences
- design models and technical requirements for e-learning resources.

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	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• Research, design and develop e-learning resources that reflect client needs and the contexts of application, including:
	  • the research and design of two e-learning resources, with documented evidence of:
	  • consultation, research and findings
	  • completed designs for the two resources
	  • complete development of one resource with documented evidence of:
	  • a review and trial of the resource, including user feedback and how this impacted on the development of the resource
	  • the final e-learning resource, either complete or in part or sample
	  • the candidate's specific role in the development process.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	

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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.

Brief may include:	• client proposal • identified gap in the learning product market • tender • organisational need • industry or professional need.
Focus may include:	• unit/s of competency • Training Package qualification/s • set of specific skills • accredited or a non-accredited course • learning program • learning resource.
Research may include:	• Internet research • questionnaires • evaluations of existing products • literature reviews • interviews • informal discussions • focus groups and workshops.
Likely target audience may include:	• who the e-learning resource is designed for • what the e-learning resource is designed for • why an e-learning resource is appropriate for this audience • how the e-learning resource will be used • where the e-learning resource will be used.

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Characteristics may include:	• current skills and knowledge • access to computer technology • physical or learning disability • location • language, literacy and numeracy needs • learning styles and preferences • motivation for learning.
Existing relevant information may include:	• units of competency, qualifications and other parts of Training Packages • learning resources • e-learning resources • organisational policy • legal documents or requirements • OHS requirements • technical manuals.
Ethical and legal consideration may include:	• copyright of materials used • privacy or confidentiality issues • anti discrimination laws • occupational health and safety requirements • intellectual property issues.
Document may include:	• minutes of meetings with clients and other client correspondence • research findings • draft materials/ideas • draft e-learning activities • technical specifications • discussions about the e-learning resource • Training Packages, units of competency or other information providing learning content of the e-learning resource.
Learning theory may include:	• behavioural learning theory • cognitive learning theory • experiential learning theory • information processing theory, and • current research on learning as it relates to teaching in an adult environment.
Instructional design may include:	• learner-centred activities and interaction • collaborative learning opportunities

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	• authenticity in learning and assessment activities • presenting material in a logical order and sequence and in order of increasing difficulty • opportunities for review of material and repetition • inclusion of a variety of approaches and techniques for presenting information and activities and for encouraging participation by learning • structure of information • ensuring learning is embedded in a realistic and relevant context • providing feedback to the learner • techniques to engage the learner.

Design for the e-learning resource
should consider:
	• the type of the e-learning resource
	• delivery methods
	  • web based
	  • computer based
	  • digital collaboration
	  • virtual environment
	  • Internet/Intranet/Extranet
	  • Podcasting or Webcasting
	  • m-learning
	  • learning management systems (LMS)
	  • a combination of the above
	• the layout and appearance of the e-learning resource
	• the learning approach of the e-resource:
	  • collaborative learning
	  • problem solving
	  • virtual or simulated environments or scenarios
	  • self-directed learning
	  • discovery learning
	  • process learning
	  • project-based learning
	• learning activities, such as:
	  • tutorials
	  • quizzes, problems or scenarios
	  • case studies

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	• images and graphics • audio • interviews • projects or tasks • simulation • online discussions or forums, e.g. blogs, Wikis.
Relevant people may include:	• project manager • instructional designer • software designer, programmer or author to write the e-resource • technical specialist, such as IT experts • graphic artist • content expert and writer • trainer, facilitator and/or assessor involved in the use of the e-learning resource.
Technical guidelines and requirements may include:	• type of electronic media to be used • integration of different electronic media • required software and hardware to develop and use the e-learning resource • transferability of the e-learning resource • accessibility issues, e.g. for users with audio or visual impairment • content formats, e.g. text, visual, audio • storage of the e-learning resource • the use of m-learning technology.

Unit Sector(s)

Learning design

Custom Content Section

Not applicable.

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TAEDES504A Research and develop units of competency

Modification History

Version	Comments
TAEDES504A	Released with *TAE10 Training and Education Training Package version 2.0* This unit replaces *TAADES505B Research and develop competency standards*. Outcomes deemed equivalent.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to research and develop units of competency to address work functions and processes, work roles and work related vocational outcomes.

Application of the Unit

This unit typically applies to those involved in researching and developing units of competency.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
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*

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ELEMENT **PERFORMANCE CRITERIA**

performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1. Interpret requirements and research competency area	1.1 Clarify with the client the purpose and scope for developing the unit of competency 1.2 Identify and confirm with relevant people the s***ystems and processes*** necessary to manage the development of the unit of competency 1.3 Conduct ***initial research*** in the defined scope to identify ***relevant information*** to the unit of competency 1.4 ***Analyse work role*** using a variety of ***research methods*** 1.5 Establish overview of the factors necessary to competently perform work functions 1.6 Confirm research outcomes with ***relevant people***
2. Draft the unit of competency	2.1 Access and interpret relevant ***guidelines*** to format and structure the unit of competency 2.2 Use the research outcomes and relevant guidelines to draft the unit of competency in the required format 2.3 Draft a ***consistent and accessible*** unit of competency using plain English and technical language appropriate to the audience 2.4 Confirm the draft unit of competency with relevant people
3. Validate the unit of competency	3.1 Plan and write a comprehensive ***consultation process*** to review, validate and obtain feedback on the draft unit of competency 3.2 Review the consultation process 3.3 Conduct the consultation process with ***relevant stakeholders*** 3.4 Collate and analyse feedback from the consultation process and modify the draft unit of competency to address any issues raised 3.5 Document the consultation process and outcomes 3.6 Conduct further consultation if necessary, and any further modifications to the draft unit of competency 3.7 Confirm findings with relevant stakeholders
4. Finalise the unit of competency	4.1 Ensure the draft unit of competency includes all relevant changes and the draft meets all requirements

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	4.2 Consider and address any final issues in the draft unit of competency and deliver to the client 4.3 Evaluate and reflect upon the development process to identify and make improvements

Required Skills and Knowledge

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

Required skills

- cognitive skills to consider, filter and evaluate relevant information and develop appropriate recommendations
- communication and interpersonal skills to consult effectively with relevant people, discuss issues relevant to the development of the unit of competency and present information and advice
- facilitation skills to conduct and gather information from focus groups and workshops, and present findings and recommendations
- literacy skills for reading and interpreting information, plain English skills for presenting information, and appropriate technical literacy in the area of vocational competency, training and assessment
- reflection skills to consider the progress of, and responses to, the competency standard
- research and analytical skills to gather and examine information relevant to the development of the unit of competency.

Required knowledge

- sound knowledge of the operation of Training Packages
- current DEEWR guidelines for developing competency standards and any other related guidelines
- roles of National Occupational Health and Safety Commission (NOHSC) and DEEWR
- who to collaborate with to get information about competency standards and their development, such as:
  - Industry Skills Councils
  - employer organisations and unions
  - professional bodies
  - other developers
  - trainers
  - facilitators and assessors
- the difference between:
  - skills, knowledge and attributes
  - technical skills and generic skills
  - tasks and work functions

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  - the dimensions of competency and the format of competency standards
- a range of research methods, such as:
  - focus groups
  - structured interviews
  - observation
  - literature and internet research
- the vocational education and training environment
- relevant OHS knowledge relating to the work role and OHS considerations which need to be included in the content of competency standards.

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	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• research, plan and draft three units of competency, with consultation and review processes for each unit
	• provide the draft units of competency that meet format requirements, each with a written report detailing:
	  • discussions with the client to clarify the scope and purpose of the unit of competency
	  • research undertaken, including methods and outcomes
	  • consultation process and feedback
	  • changes made to the unit of competency as a result of the consultation process.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	

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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.

The ***client*** may include:	• DEEWR • Industry Skills Councils (ISCs) • enterprise or business • government department • organisation, including a training and/or assessment organisation • professional association or body.
Systems and processes may include:	• project management requirements, including project plan • establishment of reference group/steering committee • determining key stakeholders • using relevant software and computer equipment • records and financial systems.

Initial research may include:	• preliminary discussions/consultations with key stakeholders, such as:
	  • personnel in the industry/organisation
	  • technical experts or specialists in the field
	  • representative organisations
	• literature and/or internet research
	• survey/interviews.

Relevant information may include:	• existing competency standards, including other standards that may cross over scope/coverage • outcomes of organisational training needs analyses • industry or other research reports identifying trends, new developments, technological changes, organisational changes and global developments • competency standards from other countries.
Research methods may include:	• interviews, with groups and individuals • reviewing documentation, e.g. position descriptions, procedures • observation • consulting with internal and external stakeholders.

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Relevant people may include:	• client/client representatives • steering committee/reference group • manager.
Guidelines may include:	• current DEEWR guidelines • guidelines produced by other bodies responsible for the competency specifications such as professional bodies • state/territory accreditation authority guidelines • guidelines from other countries • internal organisational guidelines.
Consistent and accessible may include:	• using the language of the industry • reflecting realistic work outcomes, practice, skills and knowledge requirements • reflecting the job role, environment and context • reflecting the dimensions of competency.
Consultation process may include:	• defining the audience for the consultation, e.g. stakeholders, clients • establishing the methods for validation, e.g. workshops, presentations, meetings, email, internet • a defined time frame for feedback • a defined scope of the consultation, e.g. organisational, cross-industry or profession, local, state, national.
Relevant stakeholders may include:	• the client • individuals in the work area, industry or profession for whom the unit of competency was written • individuals connected to the work area, industry or profession, e.g. supervisors • industry or profession experts and/or peak bodies • other developers of competency standards or Training Packages, trainers, facilitators and/or assessors • ISCs • reference groups or steering committees • NOHSC.

Unit Sector(s)

Learning design

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Custom Content Section

Not applicable.

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TAEDES505A Evaluate a training program

Modification History

Version	Comments
TAEDES505A	Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to evaluate a training program to measure the effectiveness of training in meeting workforce performance needs and capability requirements.

In an AQTF context it can contributes to the continuous improvement cycle within a registered training organisation (RTO).

Application of the Unit

This unit typically applies to those who have responsibility for delivery and assessment strategies in the training programs of an organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
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*

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ELEMENT **PERFORMANCE CRITERIA**

performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1. Plan and prepare evaluation	1.1 Document the ***aim and scope of the evaluation*** study 1.2 Identify the ***data and information*** required and access sources of information 1.3 Establish a project plan and timelines which identify tasks and ***stakeholders in the evaluation process*** 1.4 Select and brief staff to be involved 1.5 Establish constructive relationships with the stakeholders identified in the evaluation plan
2. Collect and collate evaluation data and information for a training program	2.1 Identify the most appropriate ***technique(s) for gathering quantitative and qualitative data and information*** 2.2 Develop ***evaluation instruments*** to gather data and information 2.3 Arrange workplace visits and meetings, and access to data and information 2.4 Collect data and information and store in compliance with the record keeping and privacy policies and procedures of the organisation 2.5 Identify and record potentially useful information which is not identified in the evaluation plan 2.6 Collate and process data relevant to the evaluation
3. Analyse evaluation data and information and make conclusions	3.1 Analyse the data and information to identify the outcomes of training and their impact on workforce capability 3.2 Cross-check findings where possible by comparing with the results from different evaluation instruments 3.3 Develop conclusions about the effectiveness and efficiency of the training program, as per the evaluation aim and scope 3.4 Document areas of training that are satisfactory and those requiring improvement 3.5 Identify factors affecting performance and suggest possible enhancements or ***alternatives to the training program***
4. Report on the conclusions and	4.1 Document issues and conclusions arising from the analysis conducted

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recommendations of the evaluation	4.2 Make recommendations to stakeholders on ***areas of possible improvement***
	4.3 Discuss preliminary findings with stakeholders
	4.4 Produce an evaluation report and distribute to all stakeholders

Required Skills and Knowledge

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

Required skills

- analysis and interpretation skills to:
  - evaluate information management systems, policies and procedures of an organisation
  - select relevant evaluation information and documentation
  - access and interpret the organisation's standards and values
  - analyse records/notes of the evaluation process
- communication skills to:
  - explain the evaluation process
  - give clear and precise instructions and advice
  - discuss the evaluation process with other relevant people
  - seek information relevant to the evaluation
  - discuss the evaluation outcome with the stakeholders
- language and literacy skills to:
  - interpret training program requirements (including, where appropriate AQTF requirements)
  - develop resources to support the evaluation process
  - communicate with key stakeholders
  - produce and maintain documentation
- planning and organising skills to:
  - plan projects
  - plan and sequence work programs
  - coordinate the work of self and others
- research and evaluation skills to investigate training and workforce data, and determine and implement appropriate improvement.

Required knowledge

- Commonwealth and state/territory legislation, codes of practice and standards, for example:
  - Training Packages and accredited courses, and what comprises quality training and assessment services
  - how training and/or assessment organisations operate

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  - terminology relating to quality evaluation processes
  - evaluation models/methods, including the Kirkpatrick Model
  - records management systems of the organisation
- other relevant policy, legislation, codes of practice and national standards, including Commonwealth and state/territory legislation, for example:
  - plagiarism
  - copyright and privacy laws
  - security of information and confidentiality requirements
  - duty of care, as it relates to coordinating personnel and learning
  - the industrial relations system, industry/workplace relations and industrial awards/enterprise agreements
  - anti-discrimination legislation, including equal opportunity, racial vilification and disability discrimination
  - vocational education and training systems
  - OHS relating to planning and conducting an evaluation.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • evaluate a training program against workforce performance needs and capability requirements • produce an evaluation report that addresses all phases of the evaluation process including recommendations on areas for improvement • critically review the evaluation process and approaches taken and propose changes to improve the process.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	

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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.

Aim of the evaluation study may include:	• evaluating the effectiveness of the training in meeting workforce needs • estimating the cost effectiveness of the training provided • evaluating outcomes of a learning or assessment process or product • determining or trialling new processes/products • establishing client satisfaction • ensuring learning/assessment strategies and programs are relevant to client needs and capability requirements • determining resource requirements • providing solutions to organisational performance problems.
Scope of the evaluation study may include:	• whole of training and/or assessment of the RTO • specific training and/or assessment services • specific training and/or assessment products • specific aspects of training and/or assessment systems • partner organisation arrangements • workforce training needs.
Data and information to be gathered may include:	• work performance • workplace productivity • employer feedback • trainee feedback.
Stakeholders in the evaluation process may include:	• employer organisations • training graduates • workplace supervisors and managers • trainers and assessors • training designers • HR managers.
Technique(s) for gathering data/information may include:	• surveys • group discussion sessions • researching of organisational performance data

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	• conducting interviews with course graduates, their supervisors and managers, trainers/ facilitators and assessors
	• examining the organisations documents and systems, such as:
	  • policies and procedures
	  • learning and assessment strategies
	  • training/assessment records
	  • course evaluation questionnaires
	  • resources for delivery and assessment including assessment tools.

Evaluation instruments may include:	• surveys • feedback forms • work performance specifications • questionnaires • diaries • logs • discussion group questions.
Alternatives to the training program may include:	• job redesign • change in supervision arrangements or work support • individual mentoring • communication and information campaign, e.g. posters, brochures • job aids, e.g. manuals • standard operating procedures (SOPs).
Areas of possible improvement may include:	• analysis of skills requirements and training needs • design of training and assessment strategies • training materials development • training delivery methods and resources • assessment methods and tools • employer and trainee liaison and management.

Unit Sector(s)

Learning Design

Custom Content Section

Not applicable.

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TAEEDU401A Coordinate provision of pastoral care services to international students

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to coordinate provision of quality services and support required by international students enrolled in an Australian education institution. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals coordinating the provision of pastoral care in a variety of international education contexts. They will be carrying out administration work using well developed skills and drawing from a broad knowledge base in one or more international education sectors (schools, English language training organisations, vocational education and training, higher education, postgraduate education). These organisations could be onshore or offshore and could be public or private.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA
1. Coordinate information on international students' pastoral care needs	1.1. Report relevant information regarding potential and actual pastoral care requirements of ***student groups and individuals***
	1.2. Establish and promote organisational risk management strategies in relation to provision of pastoral care services
	1.3. Administer and report on results of organisational surveys and assessments of international student expectations and needs
	1.4. Ensure information is in line with ***relevant legislation***, ***regulations and codes***
2. Provide effective advisory services to students	2.1. Monitor own communication skills to ensure effectiveness of pastoral care advice for students from diverse cultural backgrounds
	2.2. Coordinate work roles and responsibilities, and identify and assess resources for advising students
	2.3. Consult relevant personnel in ***pastoral care specialisations*** to identify roles and services
	2.4. Formulate support programs and services to meet international student needs
	2.5. Manage grievance processes using organisational

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ELEMENT	PERFORMANCE CRITERIA
	policy and procedures 2.6. Manage student information and records, for compliance with privacy and confidentiality standards 2.7. Schedule consultation and debriefing for and with, work colleagues
3. Ensure compliance with legislation, regulations, codes and organisational policies	3.1. Select and record information about relevant legislation, regulations and codes in relation to provision of pastoral care services 3.2. Select and record information about organisational policy and practices relating to provision of pastoral care services 3.3. Communicate information in relation to compliance with relevant legislation, regulations, codes and organisational policies and procedures, to clients and stakeholders 3.4. Monitor and report on implementation of policy and processes in relation to provision of pastoral care for students, to ensure compliance 3.5. Monitor compliance with ***standards*** applicable to the provision of pastoral care services 3.6. Recommend adjustments to organisational policies and procedures to appropriate organisational personnel
4. Manage information and resources relating to provision of pastoral care	4.1. Review information about and access to, international student support and pastoral care services 4.2. Consult appropriate ***pastoral care services external to the organisation*** 4.3. Manage resources for information to international students and other stakeholders 4.4. Make adjustments to formats and access to information, according to compliance and organisational requirements 4.5. Implement and review improvements to communication systems
5. Coordinate quality assurance processes for provision of pastoral care	5.1. Review trends in the provision and uptake of pastoral care services 5.2. Establish quality indicators and strategies for developing appropriate organisational ***student support programs*** 5.3. Conduct comparative reviews of student support

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ELEMENT	PERFORMANCE CRITERIA
	programs across a range of organisations 5.4. Implement and promote improvements in student support and pastoral care provision 5.5. Survey student satisfaction with pastoral care services and report to appropriate organisational personnel

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to interact effectively in an intercultural context with clients, co-workers and stakeholders; to handle sensitive matters; to effectively gather, convey, receive and act on information; to use effective questioning and active listening techniques; to apply appropriate cross-cultural communication techniques, to overcome communication barriers, and to give and receive feedback
- initiative and enterprise skills to access and consult relevant people, and to manage compliance and risks associated with pastoral care provision
- learning skills to access and understand requirements of relevant legislation and regulations, particularly the Education Services for Overseas Students (ESOS) Act 2000 and subsequent amendments, and related legislation; Department of Immigration and Citizenship (DIAC) guidelines for international students under 18 years of age; child protection; occupational health and safety; and privacy and confidentiality
- literacy skills to gather and record information relevant to provision of pastoral care services; to interact with others and report on compliance and outcomes planning and organising skills to maintain an accessible contact list
- problem-solving skills to resolve issues and conflict, and to negotiate outcomes
- self-management skills to provide adequate and accurate information to students, and to plan and support provision of pastoral care services
- technology skills to use a computer and other office equipment to access, record and retrieve information relevant to pastoral care and related student services.

Required knowledge

- aspects of pastoral care offered in a range of settings
- cross-cultural communication principles and protocols
- impact and influence of cultural difference on provision of pastoral care services
- international education workplace environment

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REQUIRED SKILLS AND KNOWLEDGE

• legislative and regulatory requirements governing overseas students studying in Australia under the auspices of an Australian organisation
• limitation of responsibility and own role parameters in coordinating pastoral care provision in relation to the roles of pastoral care specialisations both within and external to the organisation
• organisational policies and procedures
• own work role and team's work role
• position and work roles of organisational personnel
• requirements of education and training legislation
• student support services and systems such as learning support and counselling services
• types of issues that could concern international students such as:
  • student wellbeing and welfare such as cultural adjustment, cross-cultural communications and expectations, illnesses, accidents, mental health problems, accommodation, financial matters, loneliness and isolation
  • course-related issues such as student progress, access to services, English language and other support
  • grievances and concerns such as assessment and marking concerns, bullying or intimidation, crimes, property and personal security issues
  • compliance related issues such as non-attendance or insufficient attendance, visa non-compliance, interruption of studies
  • staffing related issues such as professional limitation of staff responsibility and parameters of roles, staff performance, student/teacher workplace behaviour expectations, differentiation among staff roles and managing staff workloads, time and resources.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applying and monitoring cross-cultural communication in the provision of pastoral care services in an international education context • providing relevant information and quality advice

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EVIDENCE GUIDE	
	about the provision of pastoral care services in relation to international education at the appropriate work role level • coordinating, reviewing and improving the provision of pastoral care services in line with organisational policies, legislative and regulatory requirements • knowledge of legislative and regulatory requirements governing overseas students studying in Australia.
Context of and specific resources for assessment	Assessment must ensure: • access to opportunities to participate in a range of practical exercises and projects • access to relevant documents.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of supervisor's reports • analysis of projects, case studies, completed records and reports developed by the candidate • review of organisational risk management strategies established and promoted in relation to the provision of pastoral care services • oral or written questioning to assess knowledge of impact and influence of cultural difference on the provision of pastoral care services • evaluation of communication of compliance information in relation to clients and stakeholders • review of reporting on student satisfaction survey with pastoral care services • analysis of documentation reviewing trends in the provision and uptake of pastoral care services.
Guidance information for assessment	• Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other educational administration units • customer service units.

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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.	

Student groups and individuals may include:	• international students in:
	  • English Language Intensive Courses for Overseas Students (ELICOS) centres
	  • institutes and private colleges
	  • pre-university and bridging programs
	  • primary and secondary schools
	  • universities
	• nationally based groups or other international student support organisations and groups
	• students who could have specific support needs:
	  • first year students
	  • groups defined by religious or cultural background
	  • postgraduate students
	  • students identified as being at risk
	  • students under 18 years of age
	  • students with dependents

Relevant legislation, ***regulations and codes*** may include:	• current relevant legislation, regulations, industry codes of practice and policy (commonwealth and state/territory) relating to:
	  • anti-discrimination including equal opportunity and equal employment opportunity, disability discrimination, racial intolerance
	  • business compliance relevant to work roles
	  • child protection legislation and regulations
	  • ESOS Act, subsequent amendments and related legislation
	  • employment, education and training - relevant to onshore and offshore provision
	  • environmental issues
	  • ESOS Assurance Fund requirements

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RANGE STATEMENT	
	• immigration related policies and procedures for example from commonwealth government departments such as Department of Education, Science and Training (DEST), Department of Immigration and Citizenship (DIAC), Department of Health and Ageing (DOHA), Department of Foreign Affairs and Trade (DFAT) • National Code of Practice for Registration Authorities and Providers of International Education and Training • occupational health and safety • privacy and confidentiality • relevant state/territory tenancy Acts • relevant state/territory education legislation and regulations relating to overseas student accommodation for under 18 year olds • Transnational Quality Strategy (2005) • workplace employment practices and industrial relations • quality assurance guidelines set by particular organisations e.g. cultural diversity, equity and access, critical incidents and workplace practices
Pastoral care specialisations may include:	• academic course advice • accommodation advice and information, including homestay programs • careers counselling • chaplaincy services • disability services • financial advice • international student advice • language and learning support • medical and health services • residential advisory services • student counselling
Standards applicable to the delivery of pastoral care services may include:	• Australia Quality Training Framework (AQTF) Standards for Registered Training Organisations, the nationally agreed standards for vocational training and education - includes coverage of delivery and assessment, client

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RANGE STATEMENT	
	services requirements and records • National ELT Accreditation Scheme (NEAS) standards for young learners and for teaching English language to international students
Pastoral care services external to the organisation may include:	• community support services such as interpreters • ethnic support groups • gambling and drug-related support services • mental illness services • religious groups • telephone counselling emergency and crisis support services
Student support programs may include:	• community links programs • crime awareness and prevention programs • cultural support programs • first year support programs • homestay programs • orientation programs • peer support and mentoring programs • postgraduate programs • pre-departure programs • returning home programs • spouse and dependent support programs

Unit Sector(s)

Unit sector	Educational Administration

Competency field

Competency field	

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Co-requisite units

Co-requisite units		

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TAEEDU501A Facilitate international education compliance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to facilitate legislative and regulatory compliance governing the operations of an international education organisation. This involves managing the review, development and implementation of compliance related policies and procedures. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals facilitating compliance within an international education provider context. They could work in the administration of education programs and projects in organisations from one or more international education sectors (schools, English language training organisations, vocational education and training, higher education, postgraduate education). These organisations could be onshore or offshore and could be public or private.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Implement organisational policies and procedures to facilitate compliance with legislation and regulations	1.1. Identify and correctly interpret ***legislative and regulatory requirements*** applicable to an international education organisation 1.2. Plan for and develop strategies to effectively manage legislative and regulatory compliance 1.3. Identify and apply ***organisational policies and procedures*** and systems to manage compliance 1.4. Communicate organisational policies and procedures, and legislative and regulatory requirements to ***relevant organisational staff***, ***international clients and stakeholders*** 1.5. Gather and evaluate required information from internal and external sources, to ensure compliance with relevant legislative and regulatory requirements 1.6. Consult with relevant organisational staff to ensure compliance policies and procedures are circulated,

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ELEMENT	PERFORMANCE CRITERIA
	understood and applied
2. Communicate with relevant stakeholders and bodies in relation to compliance with legislation and regulations	2.1. Communicate organisational ***monitoring*** and ***reporting*** processes across the organisation 2.2. Identify and apply effective communication strategies to facilitate implementation of processes 2.3. Agree on effective internal operational procedures for administering ***insurance and finance requirements*** 2.4. Consult ***external bodies*** in relation to issues arising from compliance with legislative and regulatory requirements
3. Ensure organisation's monitoring and reporting systems are applied	3.1. Record and report student monitoring and reporting information and statistics 3.2. Conduct regular evaluation of student monitoring and reporting systems 3.3. Consult with staff using monitoring and reporting systems to exchange information and to identify non-compliance 3.4. Document legislative and regulatory non-compliance, follow-up corrective action reports and regularly review organisational processes 3.5. Monitor and evaluate effectiveness of corrective action and report improvement suggestions in line with organisational policies and procedures
4. Resolve issues relating to compliance	4.1. Establish ***case management procedures*** for resolution of issues, observing protocols for client advocacy, privacy and confidentiality 4.2. Implement communication strategies for interaction with government agencies and other ***external bodies*** 4.3. Generate reports on progress of case management and other issues, and present to decision makers 4.4. Identify organisational policy and procedures improvement/s to ensure resolution of issues

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE

Required skills

- communication skills to interact effectively in an intercultural context with clients, co-workers and other stakeholders; to consult and negotiate to solve problems and to resolve conflict
- initiative and enterprise skills to investigate compliance issues and to ensure referrals to relevant people and agencies
- learning skills to monitor trends in compliance requirements
- literacy skills to prepare reports for management team and key stakeholders
- numeracy skills to analyse trends in visa compliance and cancellations
- planning and organising skills to maintain relevant compliance records
- problem-solving skills to address improvement of compliance
- teamwork skills to work effectively with a range of people performing various roles
- technology skills to use a computer and other office equipment to access information, to produce documents and to communicate in an international education compliance context; to use the Provider Registration and International Student Management System (PRISMS) database.

Required knowledge

- applicable aspects of the current Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations
- compliance requirements for international education services as they relate to a frontline management work role and:
  - organisational leadership and strategic management
  - policy and procedures development and implementation
  - management of international education-related information and communications, operations and records
- government agencies and their roles in Education Services for Overseas Students (ESOS) Act 2000 compliance related matters including Department of Immigration and Citizenship (DIAC) requirements
- monitoring and reporting processes mechanisms and requirements via PRISMS
- organisational processes and policies in relation to monitoring and reporting international student progress
- range of potential issues in relation to student visa compliance, and trends in student visa compliance and cancellations
- requirements for education providers under the ESOS Act, any subsequent amendments and regulations, and the Australian National Code
- staff roles in monitoring and reporting compliance in international education.

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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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • maintaining current and accessible organisational information about legislative and regulatory compliance requirements • communicating effectively and accurately with diverse groups and individuals in relation to international education-related legislative and regulatory compliance requirements • knowledge of compliance requirements for international education services.
Context of and specific resources for assessment	Assessment must ensure: • access to opportunities to participate in a range of practical exercises and projects • access to relevant documents.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of supervisor's reports • analysis of projects, case studies, completed records and reports developed by the candidate • review of strategies developed to effectively manage legislative and regulatory compliance • oral or written questioning to assess knowledge of staff roles in monitoring and reporting compliance in international education • review of documentation communicating organisational monitoring and reporting processes across the organisation • review of evaluation of student monitoring and reporting systems • evaluation of case management procedures

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EVIDENCE GUIDE	
	established for resolution of issues.
Guidance information for assessment	• Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other educational administration units • customer service units.

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.	
Legislative and regulatory requirements may include:	• current relevant legislation, regulations, industry codes of practice and policy (commonwealth and state/territory) relating to: • anti-discrimination including equal opportunity and equal employment opportunity, disability discrimination, racial intolerance • business compliance relevant to work roles • ESOS Act, subsequent amendments and related legislation • employment, education and training - relevant to onshore and offshore provision • environmental issues • immigration related policies and procedures for example from commonwealth government departments such as Department of Education, Science and Training (DEST), Department of Immigration and Citizenship (DIAC), Department of Health and Ageing (DOHA), Department of Foreign Affairs and Trade (DFAT) • National Code of Practice for Registration Authorities and Providers of International

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RANGE STATEMENT	
	Education and Training • occupational health and safety • privacy and confidentiality • Transnational Quality Strategy (2005) • workplace employment practices and industrial relations • National ELT Accreditation Scheme (NEAS) standards for young learners and for teaching English language to international students • quality assurance guidelines set by particular organisations e.g. cultural diversity, equity and access, critical incidents and workplace practices
Organisational policies and procedures may include:	• international student-specific documented policies and procedures • other organisational documented procedures, for example for facilitating events and program activities, for resolving grievances, for managing human and other resources
Relevant organisational staff may include:	• academic staff • admissions officers • faculty managers • international education-specific and general staff • international student advisers • marketing officers • recruitment officers • regional managers
International clients and stakeholders may include:	• accommodation and homestay providers • dependents of international students • international students • parents and significant others of international students • recruitment agents
Monitoring may include:	• accessing student progress data • recording student attendance • liaising with institutional staff to determine student progress • meeting students on an individual basis to communicate legislative obligations • monitoring ESOS Assurance Fund compliance

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RANGE STATEMENT	
	• monitoring processes under Section 5 of the ESOS Act • monitoring processes under the AQTF Standards for Registered Training Organisations (RTOs), where applicable • representing students, if necessary, on progress committees • reviewing student progress
Reporting may include:	• informing DIAC of student visa breaches through PRISMS • processes to comply with registration requirements for RTOs, where applicable • processes to comply with the organisation's Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) registration • using online systems such as PRISMS and student database systems
Insurance and finance requirements may include:	• Australian Student Tuition Assurance Scheme • overseas student health cover arrangements • refund processes under legislative requirements and institutional policies • student fees administration
External bodies may include:	• DEST staff • DIAC staff • education and training accreditation and registration authorities • families of international students • overseas student health cover providers • recruitment agents • staff in other educational institutions
Case management procedures may include:	• coordinating individual or group discussion to resolve student issues • processes to assist a student to access internal or external support • referring students to individuals with specialised roles and expertise to resolve issues

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Unit Sector(s)

Unit sector	Educational Administration

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAEEDU502A Manage international education issues and incidents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement policies and procedures for resolving issues and managing incidents that could arise in the international education environment with particular emphasis on compliance, risk management and continuous improvement. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are required to manage resolution of issues and critical incidents that could occur in an international education provider context. They could work in the administration of education programs and projects in organisations from one or more international education sectors of (schools, English language training organisations, vocational education and training, higher education, postgraduate education). These organisations could be onshore or offshore and could be public or private.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Implement policies and procedures for managing issues and incidents	1.1. Distinguish between ***day-to-day issues and incidents*** and the more ***serious issues and critical incidents*** that could occur in an international education organisation 1.2. Categorise possible organisational responses to the range of potential issues and incidents 1.3. Research and analyse issues and incidents data in an international education services context, and propose mechanisms for gathering reliable data on issues and incidents 1.4. Assess research data on issues and incidents to identify and evaluate organisational responses 1.5. Establish and implement ***organisational policies and procedures*** for managing the resolution of a

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ELEMENT	PERFORMANCE CRITERIA
	range of potential issues and incidents 1.6. Undertake consultation periodically with ***relevant stakeholders*** regarding continued relevance of organisational policies and procedures that relate to issues and incidents
2. Communicate policies and procedures in relation to issues and incidents resolution	2.1. Identify relevant stakeholders and communicate organisational policies and procedures in relation to the treatment and resolution of issues and incidents 2.2. Seek feedback from relevant stakeholders on communicated policies and processes, and identify required action as appropriate 2.3. Communicate ***legislative and regulatory compliance requirements*** and any subsequent changes or amendments to relevant staff 2.4. Provide appropriate information and support to staff who have responsibility for issues and incidents resolution 2.5. Ensure debriefing opportunities by qualified personnel are available for those involved in any serious issue or critical incident
3. Facilitate and review compliance with organisational policies and procedures for dealing with and managing issues and incidents	3.1. Establish procedures to ensure compliance with organisational policies and procedures in relation to issues and incidents across organisation's operations 3.2. Establish processes and procedures for meeting legislative and regulatory compliance requirements in managing, issues and incidents resolution 3.3. Apply ***risk management processes and strategies*** to compliance requirements for dealing with and managing, issues and incidents resolution 3.4. Review and adjust compliance procedures on a regular basis, according to organisational policies and procedures for dealing with and managing, issues and incidents resolution
4. Resolve issues and incidents	4.1. Facilitate timely and appropriate response to issues and incidents in line with the seriousness of the issue or incident and with organisational policies and procedures 4.2. Use established reporting lines of communication in relation to issues and incident, and associated information requirements 4.3. Update records, files and other information sources in line with organisational policies and procedures

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ELEMENT	PERFORMANCE CRITERIA
	regarding issues and incidents 4.4. Generate and present reports to decision makers on progress and outcomes of responses to issues and incidents 4.5. Follow-up with relevant personnel to ensure progress of resolution of issues or incidents 4.6. Ensure outcomes are agreed and signed off by personnel involved with issues and incidents resolution management, and any other parties to the resolution, in line with organisational requirements 4.7. Identify, document and implement required organisational policies and procedures improvement changes once issue or incident has been resolved

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to interact effectively in an intercultural context with clients, co-workers and stakeholders dealing with issues and incidents relevant to work role; to communicate policies and procedures within a team; to apply conflict resolution skills, including negotiation in issues resolution; to interact appropriately with the variety of people who may be involved; to record key facts and related information during resolutions of issues and incidents; to participate in staff debriefing processes
- initiative and enterprise skills to arrange staff schedules and activities
- literacy skills to accurately report, record and present research information and information about issues and incidents
- management skills to manage information and communication processes; to lead and manage others in resolving issues and incidents; to ensure correct implementation of policies and procedures; to identify and manage risks; to manage for quality including reviewing and adjusting policies
- planning and organising skills to maintain relevant records, particularly files dealing with issues and incidents; to ensure availability of adequate resources; to refer to appropriate people or agencies
- problem-solving skills to investigate and resolve problems which could arise in providing information to stakeholders; to assist others to resolve issues
- research skills to conduct information research; to source, collect, analyse and

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REQUIRED SKILLS AND KNOWLEDGE

evaluate data
- self-management skills to remain calm and controlled under pressure, to set and maintain boundaries, and to prioritise own activities
- technology skills to use technology appropriate to an issue and incident resolution context, such as communication technologies.

Required knowledge

- relevant legislative and regulatory requirements
- organisational development and behaviour, and human behaviour and responses to issues and incidents
- organisational structure and relationship of functions in an international education organisation
- principles and practices of quality management as they relate to managing issues and incidents in an international education organisation including:
  - continuous improvement
  - client service, leadership and strategic management
  - policies and procedures development and implementation
  - information and communication provision
  - management of operations, resources, people and records
  - risk identification and management
- recognising own roles and responsibilities in the following types of incidents:
  - reporting crime, injury, serious or contagious illness or death
  - delivering sensitive information
  - dealing with academic difficulties or failure, breaches of confidentiality, unexplained absence of students, harassment, threats to personal safety and health problems
- types of issues that could occur in an international education organisation including:
  - student wellbeing and welfare such as cultural adjustment, cross-cultural communications and expectations, illnesses, accidents, mental health problems, accommodation, financial matters, loneliness and isolation
  - course-related issues such as student progress, access to services, English language and other support
  - grievances and concerns such as assessment and marking concerns, bullying or intimidation, crimes, property and personal security issues
  - compliance related issues such as non-attendance or insufficient attendance, visa non-compliance, interruption of studies
  - staffing related issues such as professional limitation of staff responsibility and parameters of roles, staff performance, student/teacher workplace behaviour expectations, differentiation among staff roles and managing staff workloads, time and resources.

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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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • establishing, implementing and improving policies and procedures to manage the range of possible issues and incidents in an international education organisation • resolving issues and incidents using appropriate cross-cultural and other communication strategies, negotiation and communication skills, and undertaking appropriate consultation and reporting • knowledge of relevant legislative and regulatory requirements.
Context of and specific resources for assessment	Assessment must ensure: • access to opportunities to participate in a range of practical exercises and projects • access to relevant documents.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of supervisor's reports on how the candidate manages issues and critical incident resolution • analysis of projects, case studies, completed records and reports developed by the candidate • review of communication of organisational policies and procedures for managing the resolution of a range of potential issues and incidents • oral or written questioning to assess knowledge of risk identification and management • review of information provided to staff who have

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EVIDENCE GUIDE	
	responsibility for issues and incidents resolution • observation of presentation of reports to decision makers on progress and outcomes of responses to issues and incidents.
Guidance information for assessment	• Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other educational administration units.

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.	
Day-to-day issues may include:	• academic or educational progress • accommodation and welfare • cultural adjustment • illness • non-compliance situations • student finances • training and assessment • work role
Day-to-day incidents may include:	• conflict • harassment (for example, racial or sexual) • need to deliver sensitive information • non-compliance situations • theft • unexplained student absence
Serious issues may include:	• academic failure • accommodation including conflict and lack of accommodation • health issues including mental or physical illness • need to deliver serious and sensitive

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RANGE STATEMENT	
	information, for example relating to family • non-compliance • unresolved or critical grievance
Critical incidents may include:	• accidents • critical, serious or contagious illness • death • disappearance of students • incidents involving mental health problems • serious crime affecting clients or co-workers
Organisational policies and procedures may include:	• international student-specific documented policies and procedures in relation to dealing with issues and incidents • other organisational documented procedures, for example for resolving grievances, for communicating with clients, for managing human and other resources
Organisational policies and procedures for managing the resolution of a range of potential issues and incidents must include:	• communication channels • reporting lines
Relevant stakeholders may include:	• agents • consular staff • government or agency personnel • homestay providers • organisation personnel • parents • students

Legislative and regulatory compliance requirements may include:	• current relevant legislation, regulations, industry codes of practice and policy (commonwealth and state/territory) relating to:
	  • anti-discrimination including equal opportunity and equal employment opportunity, disability discrimination, racial intolerance
	  • business compliance relevant to work roles
	  • child protection
	  • ESOS Act, subsequent amendments and related legislation
	  • employment, education and training - relevant to onshore and offshore provision

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RANGE STATEMENT	
	• environmental issues • ESOS Assurance Fund requirements • immigration related policies and procedures for example from commonwealth government departments such as Department of Education, Science and Training (DEST), Department of Immigration and Citizenship (DIAC), Department of Health and Ageing (DOHA), Department of Foreign Affairs and Trade (DFAT) • National Code of Practice for Registration Authorities and Providers of International Education and Training • OHS • privacy and confidentiality • Transnational Quality Strategy (2005) • workplace employment practices and industrial relations • quality assurance guidelines set by particular organisations e.g. cultural diversity, equity and access, critical incidents and workplace practices
Risk management processes and strategies may include:	• risk management and control measures could include: • coaching and training staff • communicating legislative and regulatory requirements • developing compliance strategies • undertaking a structured process that identifies possible risks, assesses the likelihood and consequences of risks, and identifies effective control measures

Unit Sector(s)

Unit sector	Educational Administration

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Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAEEDU503A Manage international student recruitment and selection

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage the recruitment and selection of international students for an international education organisation, including marketing the organisation's services and reviewing and improving marketing and selection activities. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with recruitment and selection roles in an international education provider context. They could work in the administration of education programs and projects in organisations from one or more international education sectors (schools, English language training organisations, vocational education and training, higher education, postgraduate education). These organisations could be onshore or offshore and could be public or private.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Manage schedules for marketing and recruiting international students	1.1. Consult with individuals, groups and agencies in planning ***recruitment activities and events*** 1.2. Develop schedules for recruitment activities and events 1.3. Develop and manage resources and information for recruitment activities and events 1.4. Disseminate collated information to relevant colleagues in work unit and organisation
2. Establish and apply procedures for assessing applications from prospective international students	2.1. Establish and manage ***procedures for assessing applications*** from prospective international students 2.2. Record, securely store and regularly update information relating to applications from prospective international students, in line with organisational policies and procedures

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Develop systems for maintaining contact details of ***relevant individuals***, ***groups and agencies*** to ensure ease of access 2.4. Collate, manage and use information relating to comparative educational systems and processes
3. Establish and maintain agent and client networks for use in international student recruitment	3.1. Locate ***international education recruitment agents and clients*** using and applying ***information from a range of sources*** 3.2. Evaluate and validate professional credentials for international education recruitment agents and clients 3.3. Identify appropriate communication protocols and strategies and apply in interactions with international education recruitment agents and clients 3.4. Develop, manage and review agreements and contracts for international education recruitment agents and clients on a regular basis 3.5. Communicate protocols for communication and agreements with international education recruitment agents and clients to ***relevant personnel***
4. Develop international student recruitment and selection plans and strategies	4.1. Develop and review recruitment and selection budgets, in line with organisational policies and procedures 4.2. Organise recruitment activities and events, and apply forward planning strategies 4.3. Apply appropriate communication strategies in providing information to clients and colleagues 4.4. Assess written material for compliance with ***legislative and regulatory requirements*** and make required adjustments 4.5. Assess effectiveness of recruitment and selection activities against targets and make required adjustments to plans 4.6. Provide reports on recruitment and selection processes, activities and outcomes to ***relevant personnel***
5. Manage quality of international student recruitment and selection services	5.1. Identify and follow relevant codes of practice in recruitment and selection of international students, and in conducting associated marketing activities 5.2. Manage organisational policies and procedures for assessment of overseas qualifications and credentials 5.3. Follow procedures for monitoring validity and authenticity of prospective international student entry

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ELEMENT	PERFORMANCE CRITERIA
	requirement documentation 5.4. Regularly review recruitment and selection services provided by work unit and make adjustments to meet client expectations 5.5. Maintain accurate and complete ***records*** 5.6. Apply risk management strategies for recruitment and selection of international students 5.7. Manage work unit briefings and ***professional development*** for recruitment and selection of international students

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to interact effectively in an intercultural context with clients, co-workers, education agents and other stakeholders involved in student selection; to develop communications with clients and agents from a range of countries and cultural backgrounds; to effectively gather, convey, receive and act on information and advice; to handle sensitive issues and matter
- initiative and enterprise skills to contribute to marketing activities including managing the cost effectiveness of marketing strategies
- literacy skills to identify, record and process information from a range of sources and to integrate informationinto reports and presentations
- management skills to manage:
  - compliance within relevant legislative and regulatory frameworks
  - contracts
  - events and activities in a culturally diverse environment
  - international student recruitment and selection processes
  - quality particularly in planning, reviewing and reporting on marketing, recruitment and selection processes
- planning and organising skills to source and select information relevant to the task
- self-management skills to manage own work and the work of others
- teamwork to lead and participate in teams
- technology skills to use the internet to research information.

Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE
• assessment and application procedures for relevant education and training qualifications • English language requirements and competencies for international student entry • examples of best practice from a range of sources • international student issues such as adjustment and transition processes of students, and available internal and external student services and systems • marketing protocols and codes of practice • online sources of information, and country and cultural information • principles applying to the development and production of marketing and recruitment materials • relevant international and domestic educational systems, processes and qualifications • relevant legislation, regulations and codes of practice particularly those pertaining to trade practices, contracts and consumer protection • requirements for education providers under the Education Services for Overseas Students (ESOS) Act 2000 and any subsequent amendments and regulations, and the Australian National Code • roles and responsibilities of designated work roles in international education • sources of professional development opportunities • trends in international education including student experience and outcomes, statistics and analysis.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • implementing and managing compliant marketing, recruitment and selection policies and procedures • managing marketing, recruitment and selection activities, records and associated agreements and contracts in relation to prospective international students • knowledge of relevant legislation, regulations and codes of practice.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment must ensure: • access to opportunities to participate in a range of practical exercises and projects • access to relevant documents.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of supervisor's reports on how the candidate manages international student recruitment and selection processes • observation of demonstration of techniques in developing resources and information for recruitment activities and events • analysis of projects, case studies, completed records and reports developed by the candidate • review of procedures established for assessing applications from prospective international students • review of schedules developed for recruitment activities and events • analysis of recruitment and selection budgets • oral or written questioning to assess knowledge of principles applying to the development and production of marketing and recruitment materials.
Guidance information for assessment	• Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other educational administration units.

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

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RANGE STATEMENT	
regional contexts) may also be included.	
Recruitment activities and events may include:	• dissemination of materials in formats including websites and brochures • exhibitions • hosting clients and agents • informal and formal meetings with recruitment agents and clients • information sessions with recruitment agents • interviews with prospective international students and/or their families • overseas or domestic events related to marketing of institutions and courses
Procedures for assessing applications may include:	• accessing current information and advisories relating to documentation and educational qualifications • assigning roles and responsibilities • maintaining databases about overseas credentials and educational systems • procedures for monitoring validity and authenticity of application and entry documentation • referring to existing standards of overseas qualifications and acceptance in Australian institutions
Relevant individuals, groups and agencies may include:	• alumni organisations and student organisations • Australian diplomatic staff • clients • colleagues • consulates and delegations • Department of Education, Science and Training (DEST) • Department of Immigration and Citizenship (DIAC) • faculty management staff • international education agencies such as IDP Education Australia • international education office staff • international student support staff • professional associations • recruitment agents • state/territory and commonwealth government

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RANGE STATEMENT	
	international education departments and divisions • state/territory education departments and training authorities • supervising officers
International education recruitment agents and clients may include:	• agents recruiting overseas students • international education counsellors and advisors • overseas companies • overseas government agencies • personnel at overseas educational organisations
Information from a range of sources may include:	• academic research relating to international education • Australian National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students • cultural information describing educational practice in source countries • ESOS Act • examples of programs and activities to support international students • information describing cultural practices in source countries • market intelligence for source countries • organisational policies and procedures • overseas student health cover information • records of work practice in own and other organisations • statistics and reports relating to international education
Relevant personnel may include:	• board or committee of management • chief executive officer • institute council • senior level managers • team and managers
Legislative and regulatory requirements may include:	• current relevant legislation, regulations, industry codes of practice and policy (commonwealth and state/territory) relating to: • anti-discrimination including equal opportunity and equal employment opportunity, disability discrimination, racial

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RANGE STATEMENT	
	intolerance • business compliance relevant to work roles • child protection legislation and regulations • employment, education and training - relevant to onshore and offshore provision • environmental issues • ESOS Act, subsequent amendments and related legislation • ESOS Assurance Fund requirements • immigration related policies and procedures for example from commonwealth government departments such as DEST, DIAC, Department of Health and Ageing (DOHA), Department of Foreign Affairs and Trade (DFAT) • National Code of Practice for Registration Authorities and Providers of International Education and Training • occupational health and safety • privacy and confidentiality • Transnational Quality Strategy (2005) • workplace employment practices and industrial relations • quality assurance guidelines set by particular organisations e.g. cultural diversity, equity and access, critical incidents and workplace practices
Records may include:	• information relating to comparative education systems • internal organisational documents • marketing information • online databases • records of discussions with colleagues and prospective international students • reports, publications, conference papers, training sessions attended or presented • strategic planning documents • student records including records required under legislation and regulations
Professional development may include:	• conferences • lectures

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RANGE STATEMENT	
	• mentoring activities • seminars • staff exchanges • workshops

Unit Sector(s)

Unit sector	Educational Administration

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAEEDU504A Manage international education and training processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage educational and training processes and performance in an international education organisation in relation to compliance with legislation, regulations and standards. It covers managing information provision, resources and records to support delivery of education and training programs in one or more educational sectors. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals managing international education and training processes and performance. They will be working in the administration of education programs and projects in one or more international education sectors (schools, vocational education and training, English language training organisations, vocational training and education, higher education, postgraduate education). These organisations could be onshore or offshore and could be public or private.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Facilitate compliance with legislative and regulatory requirements	1.1. Manage compliance with ***legislative and regulatory requirements*** in relation to application and enrolment processes for international students 1.2. Manage compliance with legislative and regulatory requirements and ***standards*** that apply to the provision of international education and training 1.3. Review and develop organisational policies and procedures for education and training processes and delivery with reference to relevant legislative and regulatory requirements, codes and standards 1.4. Identify risk factors and controls, and manage risk in delivery of organisation's education and training programs
2. Manage provision of	2.1. Manage information provision in relation to

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ELEMENT	PERFORMANCE CRITERIA
education and training information and services for international students	education and training courses and services, and address consequent information needs of international students 2.2. Manage processes for updating education and training information through the organisation's processes 2.3. Manage strategies to ensure the adequacy and effectiveness of international student study support through organisation's processes
3. Manage provision of and access to education and training resources for international students	3.1. Monitor provision of student facilities to ensure they are in accordance with relevant standards 3.2. Monitor use of organisation's facilities that support learning and assessment in relation to their efficiency, availability, economy and maintenance 3.3. Manage and monitor provision of equipment, materials, learning and assessment ***resources*** for students in conjunction with ***relevant personnel*** to ensure currency, relevance and adequacy of resources and compliance with organisational policies and relevant standards 3.4. Develop forward estimates in relation to financing education and training programs, within work role parameters 3.5. Monitor, review and adjust budgets to ensure economic viability of education and training program delivery, within work role parameters 3.6. Disperse financial allocations in accordance with organisational policies, and rationalise and account for procedures and expenditure, within work role parameters
4. Review and develop teaching and training practices for international students	4.1. Review teaching and training practices in accordance with organisational policies and procedures 4.2. Assess periodically, the outcomes of teaching and training practices and evaluate against organisational client services objectives 4.3. Support consultation with staff and students regarding individual progress, and identify and address emerging needs 4.4. Review administrative support for organisation's education and training programs, and recommend improvements to higher level management 4.5. Monitor resourcing of education, training and

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ELEMENT	PERFORMANCE CRITERIA
	administration functions to facilitate best practice outcomes from organisation's education and training programs 4.6. Identify staff professional development needs against organisation's skill set to meet organisational education and training objectives 4.7. Undertake mentoring to guide and support staff, and to encourage and facilitate professional development or training
5. Review and manage education and training record keeping for international students	5.1. Establish or develop a compliant record management system for completion and storage of education and training records, and review to ensure its efficiency and compliance 5.2. Facilitate compliance in relation to developing and implementing ***student learning and assessment requirements*** 5.3. Monitor ***awards*** documentation and registers for accuracy and compliance with organisational policies and standards 5.4. Manage staff and student information and records for compliance with privacy and confidentiality, legislation and standards 5.5. Monitor administrator scheduling of learning and assessment related activities, including accurate and timely communication of schedules and changes 5.6. Monitor student fees processes to facilitate compliance with standards 5.7. Record, report and rectify non-compliance in relation to documents and records according to organisational policies and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to interact effectively in an intercultural context with clients, co-workers and stakeholders; to provide appropriate and accurate information to relevant people

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REQUIRED SKILLS AND KNOWLEDGE
• initiative and enterprise skills to access and consult relevant personnel; to establish organisational policies and procedures for education and training delivery • literacy skills to record information accurately and to prepare professional reports • management skills to: • manage work activities of others and review performance • lead a team, mentor, coach and train others or facilitate coaching or training • manage education and training resource development and provision, education and training records, student education and training services • ensure compliance with organisational policies and procedures, and external standards • manage risk, manage for quality and manage change • planning and organising skills to review and maintain records; to comply with legislation, regulations and standards • problem-solving skills to negotiate and resolve problems in the international education context; to review and adjust policy and procedures with others • self-management skills to reflect on and improve own work skills and performance; to respond appropriately in difficult situations • technology skills to maintain an accessible contact list.
Required knowledge
• application of policies and procedures, and observance of relevant legislation and regulatory requirements and organisational policies and procedures in an international education services environment • client services standards • education and training management principles and practices including applicable Australian Quality Training Framework (AQTF) Standards, use of nationally endorsed Training Packages and competencies, records and awards requirements, positions and work roles • leadership and mentoring approaches, and principles and practices of continuous improvement • limitation of responsibility regarding compliance (staff role parameters) • student education and training support services and resources management processes and roles e.g. learning support services, pastoral care services, budgeting, report writing.

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

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • managing faculty or section staff, resources, records to support delivery of education and training programs • facilitating compliance and rectifying non-compliance with relevant legislation, regulations and standards for delivery of education and training • knowledge of relevant legislation and regulatory requirements.
Context of and specific resources for assessment	Assessment must ensure: • access to opportunities to participate in a range of practical exercises and projects • access to relevant documents.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of supervisor's reports on how the candidate manages international education and training processes • analysis of projects, case studies, completed records and reports developed by the candidate • review of forward estimates developed in relation to financing organisational education and training programs • oral or written questioning to assess knowledge of education and training management principles and practices • evaluation of review of administrative support for organisation's education and training programs • review of documentation recording, reporting and rectifying non-compliance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

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EVIDENCE GUIDE	
	• other educational administration units.

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.	
Legislative and regulatory requirements may include:	• current relevant legislation, regulations, industry codes of practice and policy (commonwealth and state/territory) relating to: • anti-discrimination including equal opportunity and equal employment opportunity, disability discrimination, racial intolerance • business compliance relevant to work roles • child protection legislation and regulations • Education Services for Overseas Students (ESOS) Act 2000, and subsequent amendments and related legislation • employment, education and training - relevant to onshore and offshore provision • environmental issues • ESOS Act Assurance Fund requirements • immigration related policies and procedures for example from commonwealth government departments such as Department of Education, Science and Training (DEST), Department of Immigration and Citizenship (DIAC), Department of Health and Ageing (DOHA), Department of Foreign Affairs and Trade (DFAT) • National Code of Practice for Registration Authorities and Providers of International Education and Training • occupational health and safety

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RANGE STATEMENT	
	• privacy and confidentiality • Transnational Quality Strategy (2005) • workplace employment practices and industrial relations • quality assurance guidelines set by particular organisations e.g. cultural diversity, equity and access, critical incidents and workplace practices
Standards may include:	• Australian Standards relevant to industry training conducted by the international education organisation • AQTF Standards for Registered Training Organisations (quality assurance mechanism for vocational education and training sector) • competency standards in endorsed Training Packages being provided by international education organisation • standards for teaching English to international students such as those developed by the National ELT Accreditation Scheme (NEAS)
Resources may include:	• financial resources such as budget allocations to support education and training programs • human resources such as teaching and training staff, administration staff to support education and training program delivery • physical resources such as adequate physical space, learning and assessment materials, recreational facilities, resources related to religious and cultural observance and requirements
Relevant personnel may include:	• administrative support personnel • directors • external writers or learning/assessment materials developers • faculty managers • managers • supervisors • teachers, trainers, tutors
Student learning and assessment requirements may include:	• developing learning and assessment strategies and individual assessment plans • integrity of assessments and records of learning and assessment events

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RANGE STATEMENT	
	• sufficiency and authenticity of assessments including submitted work • validity of assessment tools and processes
Awards may include:	• Australian Qualifications Framework (AQF) qualifications • Statement of Attainment/s awarded on achievement of an individual unit/s of competency • qualifications awarded in accordance with relevant legislation and standards

Unit Sector(s)

Unit sector	Educational Administration

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAEEDU505A Manage international client accommodation services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage and support the provision of accommodation services for a range of international clients, ensuring compliance with relevant legislation and regulations in relation to accommodation services. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals managing client accommodation services for a range of international clients in an international education provider context. They could work in the administration of education programs and projects in organisations from one or more international education sectors (schools, English language training organisations, vocational education and training, higher education, postgraduate education). These organisations could be onshore or offshore and could be public or private.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Manage communication and information in relation to accommodation for international clients	1.1. Define and document roles and responsibilities in relation to accommodation services for ***international clients*** in an international education organisation 1.2. Identify ***appropriate accommodation options*** for international clients 1.3. Identify and communicate accommodation services policy and procedures to international clients and other stakeholders 1.4. Consult with international clients and other stakeholders about accommodation needs 1.5. Identify and record details of accommodation needs of individual international students 1.6. Make available current information on appropriate accommodation options including details of facilities

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ELEMENT	PERFORMANCE CRITERIA
	and services of accommodation providers 1.7. Establish and implement processes for dissemination, review and update of accommodation-related information 1.8. Evaluate changing needs and lifestyles of international clients and associated accommodation requirements, and provide appropriate advice
2. Implement organisational policies and procedures for managing accommodation for international clients	2.1. Examine and evaluate accommodation policies 2.2. Establish procedures for managing accommodation in view of trends in international client demand 2.3. Establish procedures for determining and reviewing suitability of appropriate accommodation options to meet the needs of a range of international clients 2.4. Identify and implement improvements for policies and procedures, as approved in line with organisational procedures
3. Manage accommodation placements for international clients	3.1. Establish and implement processes to compile and maintain accurate information about appropriate accommodation options to meet the needs of a range of international clients 3.2. Discuss options with clients and colleagues, and arrange visits to accommodation providers including pre-placement visits 3.3. Establish processes for feedback from international clients, providers and staff on suitability and quality of accommodation services and facilities 3.4. Implement procedures to monitor and supervise accommodation facilities as applicable 3.5. Receive and act on reports on accommodation services and facilities, and disseminate reports according to organisational policies and procedures
4. Facilitate legislative compliance by staff, providers and clients regarding accommodation for international clients	4.1. Make available ***relevant legislative documents*** to accommodation providers, international clients and staff as required 4.2. Prepare presentations to accommodation providers in relation to their obligations under relevant legislation 4.3. Establish processes for assessing accommodation provision for clients under 18 years of age 4.4. Ensure policy and grievance procedures are compliant with ***relevant legislative and regulatory compliance requirements***, and clearly

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ELEMENT	PERFORMANCE CRITERIA
	communicated to international clients, accommodation providers and staff 4.5. Establish strategies for the continuous improvement of accommodation services

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• communication skills to interact effectively in an intercultural context with clients, co-workers and stakeholders
• initiative and enterprise skills to:
  • contribute to improvement of organisational procedures and policies
  • work within relevant legislative and regulatory frameworks
  • make appropriate referral to external agencies and groups
  • follow complaints procedures, deal sensitively with clients and participate in complaint and conflict resolution processes, ensuring that the processes comply with legislation and organisational policies
  • effectively liaise with external and internal, clients and stakeholders
• learning skills to interpret relevant legislation, codes and regulations
• literacy skills to prepare reports and documents for relevant stakeholders
• negotiation and conflict management skills
• planning and organising skills to develop, review and disseminate accurate accommodation provider lists; to facilitate regular effective visits to providers
• problem-solving skills to resolve problems in managing and providing accommodation services
• self-management skills to manage own work and the work of others for accommodation services provision; to manage time and client appointments
• teamwork skills to lead a team and to review procedures in cooperation with other team members
• technology skills to manage accommodation information databases.

Required knowledge
• culturally appropriate requirements in accommodation options to meet cultural preferences in food preparation, hygiene and lifestyle • insurance needs appropriate to accommodation options • legislation governing welfare for students under 18 years of age

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REQUIRED SKILLS AND KNOWLEDGE
• management principles and practices and client services standards in an international education organisation context • processes for dealing with accommodation issues and conflict • range of accommodation options appropriate to particular international clients • responsibilities of supervisors of accommodation and institutional managers • sources of cultural or language-based assistance • tenancy legislation.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • informing clients about and providing appropriate accommodation options for international clients • ensuring culturally appropriate provision of accommodation • demonstrating protocols for client advocacy, privacy, confidentiality and dealing appropriately with grievances and conflicts • knowledge of legislation governing welfare for students under 18 years of age and tenancy legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to opportunities to participate in a range of practical exercises and projects • access to relevant documents.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of supervisor's reports on how the

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EVIDENCE GUIDE	
	candidate manages international client accommodation services • analysis of projects, case studies, completed records and reports developed by the candidate • review of documentation recording accommodation needs of individual international students • oral or written questioning to assess knowledge of culturally appropriate requirements in accommodation options to meet cultural preferences in food preparation, hygiene and lifestyle • review of procedures established for managing accommodation • review of documentation outlining action taken on reports received on accommodation services and facilities • evaluation of strategies established for the continuous improvement of accommodation services.
Guidance information for assessment	• Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other educational administration units.

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.	
International clients may include:	• accommodation providers • dependants of international students • international student recruitment agents • international students • visiting staff in colleges, schools and universities • visiting parents or significant others of international students

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RANGE STATEMENT	
Appropriate accommodation options may include:	• accommodation provided and managed by education providers • boarding house accommodation • homestay accommodation • hostel accommodation • independent rental accommodation • other options e.g. short-term volunteering by accommodation hosts • supervised accommodation for international students under 18 years of age
Relevant legislative documents may include:	• copies of, or documented hyperlinks to, relevant legislation, regulations and codes listed below • plain English summaries of requirements of legislation and regulations

Relevant legislative and regulatory compliance requirements may include:	• current relevant legislation, regulations, industry codes of practice and policy (commonwealth and state/territory) relating to:
	  • anti-discrimination including equal opportunity and equal employment opportunity, disability discrimination, racial intolerance
	  • business compliance relevant to work roles
	  • child protection legislation and regulations
	  • Education Services for Overseas Students (ESOS) Act 2000, and subsequent amendments and related legislation
	  • employment, education and training - relevant to onshore and offshore provision
	  • environmental issues
	  • ESOS Assurance Fund requirements
	  • immigration related policies and procedures for example from commonwealth government departments such as Department of Education, Science and Training (DEST), Department of Immigration and Citizenship (DIAC), Department of Health and Ageing (DOHA), Department of Foreign Affairs and Trade (DFAT)
	  • National Code of Practice for Registration Authorities and Providers of International

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RANGE STATEMENT	
	Education and Training • occupational health and safety • privacy and confidentiality • relevant state/territory tenancy Acts • relevant state/territory education legislation and regulations pertaining to overseas student accommodation for students under 18 years of age • Transnational Quality Strategy (2005) • workplace employment practices and industrial relations • quality assurance guidelines set by particular organisations e.g. cultural diversity, equity and access, critical incidents and workplace practices

Unit Sector(s)

Unit sector	Educational Administration

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAEEDU506A Facilitate international education events and programs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to facilitate, contribute to, support, and monitor events and programs in an international education environment. It includes making presentations at international education events and contributing to a range of related program activities. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who manage and facilitate a range of international education events and programs in an international education provider context. They could work in the administration of education programs and projects in organisations from one or more international education sectors (schools, English language training organisations, vocational education and training, higher education, postgraduate education). These organisations could be onshore or offshore and could be public or private.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Make event and program decisions	1.1. Research industry and organisational needs for ***events and programs*** 1.2. Consult ***clients and stakeholders*** for ideas and to establish priorities for events and programs 1.3. Make decisions on proposed event and program with ***relevant personnel*** based on identified requirements and financial viability 1.4. Establish and clarify with team, role of team members and ***work roles*** 1.5. Determine and schedule events and programs to be presented over an agreed period 1.6. Conduct risk assessment and apply risk management strategies in relation to specific events and programs
2. Develop a strategic	2.1. Refer to organisational policies and procedures for

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ELEMENT	PERFORMANCE CRITERIA
plan for international education events and programs	involvement in international education events and programs 2.2. Apply cross-cultural communication strategies in planning events and programs 2.3. Establish and confirm dates for specific events and programs 2.4. ***Plan*** for activities and include events planning within the strategic or other overarching organisational plan 2.5. Arrange required contracts and insurance with relevant personnel, monitoring progress and finalisation 2.6. Communicate to relevant personnel and ensure compliance with, ***relevant legislation***, ***regulations and codes*** applicable to events and programs, including in relation to occupational health and safety (OHS) and security
3. Allocate resources for specific events and programs	3.1. Identify or appoint coordinators and development and delivery teams to be involved in specific events and programs 3.2. Clarify and record coordinator and team roles in relation to specific event or program 3.3. Consult with relevant personnel and key stakeholders for input into plans for specific event or program 3.4. Ensure specific events and programs are planned by selected teams, under appropriate leadership as appointed 3.5. Identify required ***information***, check specific plans and ensure resource requests from teams are fulfilled 3.6. Ensure plans are approved and resources allocations made
4. Monitor preparations for events and programs	4.1. Identify and apply organisational approval processes for inclusion of, and contact with, key stakeholders in a range of roles for events and programs 4.2. Receive reports regarding contact and arrangements made with and for, relevant clients and other stakeholders 4.3. Provide assistance and support to coordinators and teams during the preparation phase 4.4. Provide assistance and support to marketing personnel in relation to promotional activities

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ELEMENT	PERFORMANCE CRITERIA
	4.5. Monitor resources provision and use by team for specific events and programs through meetings and organisational reporting processes
5. Facilitate and deliver presentations for events and programs	5.1. Prepare own and others' ***presentations*** for delivery at specific event or program 5.2. Approve others' presentations for delivery at events and programs 5.3. Deliver presentations at events and programs, in relation to international education 5.4. Receive feedback on presentations and review performance of self and others to improve delivery
6. Facilitate and monitor events and programs	6.1. Monitor on time provision of required materials and equipment to clients and other stakeholders at specified destinations 6.2. Monitor compliance with relevant legislation, regulations and codes in relation to the provision and distribution of goods and information 6.3. Manage communication and process flow to ensure on time supply and receipt of required resources to specified persons and destinations 6.4. Monitor activities to facilitate supply of information and smooth flow of presentations during events and programs 6.5. Monitor, and facilitate where necessary, assistance and support to clients and other stakeholders during events and programs 6.6. Make decisions and communicate to relevant personnel regarding departure from regular practices to meet contingencies arising during events and programs
7. Facilitate continuous improvement processes for events and programs	7.1. Monitor compliance with organisational policies and procedures for planning and conducting events and programs 7.2. Establish communication and reporting lines to inform relevant personnel regarding progress and outcomes 7.3. Facilitate evaluation of client and other stakeholder satisfaction regarding processes and outcomes 7.4. Use feedback from clients and stakeholders to promote continuous improvement in planning and conducting events and programs 7.5. Make adjustments to work practices and

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ELEMENT	PERFORMANCE CRITERIA
	organisational policies and procedures for planning and conducting events and programs, in line with organisational procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to interact effectively in an intercultural context with clients, co-workers and other stakeholders in relation to events and programs • information presentation strategies • initiative and enterprise skills to suggest improvements to event and planning processes • literacy skills to make information presentations at events and to write reports • management skills to implement contract management and administration; to manage risk associated with contracts; to manage for quality; to review and adjust policy and procedures • negotiation and conflict management skills to undertake negotiations; to deal with contract information; to follow-up consultation processes • numeracy skills to organise supply of adequate resources for events • planning and organising skills to plan, organise and evaluate events and programs • problem-solving skills to deal with contingencies before or during events; to liaise with relevant stakeholders about contracts; to resolve issues and grievances • self-management skills to work independently; to manage own work and the work of others • technology skills to use a computer and other office equipment to carry out event or program activities e.g. technological and electronic equipment, relevant software applications, telephones, e-communication media.
Required knowledge
• financial administration related to contract receipts and payments • internal and external clients, presenters and support persons involved in managing and participating in events and programs • international education industry environment • legislative and regulatory compliance issues in relation to facilitating international education events and programs e.g. developing contracts, supplying goods and services and consumer protection, OHS, Education Services for Overseas Students (ESOS) Act 2000 and associated codes

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REQUIRED SKILLS AND KNOWLEDGE
• resource requirements for international education events and programs, information provision and distribution strategies • risk management • stakeholders in international education events and programs • types of contracts applicable to an international education organisation, contractual and legal agreement documentation, parties to contracts • types, purposes and formats of international education events and programs.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applying appropriate cross-cultural communication skills and knowledge in facilitating international education events and programs • coordinating, planning, facilitating and managing international education events and programs • knowledge of legislative and regulatory compliance issues in relation to facilitating international education events and programs.
Context of and specific resources for assessment	Assessment must ensure: • access to opportunities to participate in a range of practical exercises and projects • access to relevant documents.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of supervisor's reports on how the candidate facilitates events • analysis of projects, case studies, completed records

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EVIDENCE GUIDE	
	and reports developed by the candidate • review of research into industry and organisational needs for events and programs • review of contracts and insurance arranged • observation of presentations delivered at events and programs • oral or written questioning to assess knowledge of resource requirements for international education events and programs • evaluation of assistance and support provided to coordinators and teams during the preparation phase • evaluation of decisions made and communicated to relevant personnel regarding departure from regular practices to meet contingencies arising during events and programs.
Guidance information for assessment	• Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other educational administration units.

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.	
Events and programs may include:	• briefings and social activities for student pre-departure • careers fairs, events and exhibitions • cultural festivals and religious celebrations e.g. Chinese New Year, Diwali • functions for welcoming agents and clients to the country • graduation and alumni events, dinners, award ceremonies • internal open days and information days • memorial services

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RANGE STATEMENT	
	• multicultural days and activities • orientation sessions • overseas exhibitions and agent briefings • professional development orientation sessions, workshops, seminars, conferences • professional network events • recreational, social and educational activities • religious observances • social events connected to specific groups such as postgraduate dinners • trips and tours • various forums for disseminating information • visits to other international education organisation's open days and information days
Clients and stakeholders may include:	• internal clients such as section, department or faculty staff • international students • other clients of the organisation such as parents of students, homestay providers, consular staff, overseas agents, government and private organisations, departments and agencies, other educational organisations
Relevant personnel may include:	• coordinators, managers • in some cases, the presentation audience • other stakeholders involved with facilitating events and programs • team members
Work roles may include:	• coordinating and managing the work of others • participation in a management team • participation in an event or program team
Planning for activities includes considering:	• contingencies • financial and resource allocations • marketing and operational strategies • resources
Relevant legislation, ***regulations and codes*** may include:	• current relevant legislation, regulations, industry codes of practice and policy (commonwealth and state/territory) relating to: • anti-discrimination including equal opportunity and equal employment opportunity, disability discrimination, racial intolerance

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RANGE STATEMENT	
	• business compliance relevant to work roles • child protection legislation and regulations • ESOS Act, subsequent amendments and related legislation • consumer legislation such as that relating to trade practices • employment, education and training - relevant to onshore and offshore provision • environmental issues • ESOS Assurance Fund requirements • immigration related policies and procedures for example from commonwealth government departments such as Department of Education, Science and Training (DEST), Department of Immigration and Citizenship (DIAC), Department of Health and Ageing (DOHA), Department of Foreign Affairs and Trade (DFAT) • National Code of Practice for Registration Authorities and Providers of International Education and Training • OHS • privacy and confidentiality • Transnational Quality Strategy (2005) • quality assurance guidelines set by particular organisations e.g. cultural diversity, equity and access, critical incidents and workplace practices
Information may include:	• information for students, staff, agents, presenters, support persons and other stakeholders covering: • contact lists and details of students, personnel, participants • organisational, educational, social, tourist and environmental information • program activities • programs, timetables, schedules and details for event presentations and delivery • relevant legislative, regulatory, standards information, including for OHS and security • travel information and advisories

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RANGE STATEMENT	

	• information specific to agents and other clients:
	  • course and campus information
	  • educational standards and qualifications
	  • English language requirements for prospective applicants
	  • fees, refunds and grievance procedures
	  • government guidelines and regulations relating to the ESOS Act
	  • marketing and recruitment information
	  • partner institution information
	  • student services information
	  • study tour schedules and agreements
	  • travel schedules
	  • updated agreements and renewals of contracts
	• information specific to conference, seminar or workshop facilitators, presenters, attendees and support personnel including:
	  • available resources
	  • contacts
	  • event and program details including times, dates and venue
	  • papers and presentation or facilitation requirements

Presentations may include:	• audio or video taped presentations • face-to-face delivery • information reports at team meetings • OHS workplace requirements • orientation information • presentation software or other presentation materials and electronic equipment • program information

Unit Sector(s)

Unit sector	Educational Administration

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Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAEEDU507A Manage transnational offshore education programs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage transnational offshore education programs including partnerships, twinning programs, and exchange and study abroad agreements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who manage transnational offshore education programs in an international education provider context. They could work in the administration of education programs and projects in organisations from one or more international education sectors (schools, English language training organisations, vocational education and training, higher education, postgraduate education). These organisations could be onshore or offshore and could be public or private.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Manage strategic plans to establish transnational offshore education programs	1.1. Develop and seek approval for strategic plans and protocols for working in ***transnational offshore education programs*** 1.2. Identify potential groups and partners with whom transnational offshore education programs could be developed, and analyse the suitability of a range of programs 1.3. Identify risk factors and entry and exit strategies, and incorporate these into strategic plans for transnational offshore education program promotion and delivery 1.4. Propose budgets and financial models for transnational offshore education program promotion and delivery, and agree with organisational stakeholders 1.5. Establish and review procedures for establishing,

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ELEMENT	PERFORMANCE CRITERIA
	managing and evaluating transnational offshore education programs
2. Establish and develop relationships with offshore clients and partners	2.1. Manage consultation and negotiation with potential ***international clients and partners*** 2.2. Monitor correspondence and follow-up action with international clients and partners 2.3. Arrange meetings and interviews with current and prospective international clients and partners 2.4. Manage records of discussions and correspondence with international clients and partners 2.5. Develop plans for ongoing relationship management with international clients and partners
3. Develop and review contracts and agreements for transnational offshore education program delivery	3.1. Apply risk management processes to ***contracts*** and agreements with regard to transnational offshore education programs 3.2. Review and manage contracts related to transnational offshore education programs, according to organisational policies and ***relevant legislation***, ***regulations and codes*** 3.3. Seek and use, advice in developing and managing contracts related to transnational offshore education programs 3.4. Adapt contracts and agreements to a range of transnational offshore education program delivery functions
4. Develop and promote transnational offshore education programs to clients and stakeholders	4.1. Provide information about transnational offshore education programs to clients and stakeholders 4.2. Adapt methods of promotion for transnational offshore education programs for a range of clients and stakeholders 4.3. Include relevant organisational staff in consultation and negotiation about delivery methods and arrangements for transnational offshore education programs 4.4. Review client services delivery for transnational offshore education programs and incorporate results in forward planning strategies 4.5. Develop improvement strategies for transnational offshore education programs and communicate to clients and stakeholders 4.6. Manage access to and use of, information and services with regard to transnational offshore

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ELEMENT	PERFORMANCE CRITERIA
	education programs 4.7. Identify and implement improvements to communication processes in transnational offshore education programs
5. Manage infrastructure and operations for transnational offshore education programs	5.1. Propose and develop models for service and transnational offshore education program delivery 5.2. Develop ***client services*** to meet client and stakeholder needs in transnational offshore education program delivery 5.3. Develop and manage operational procedures and protocols for transnational offshore education programs 5.4. Apply financial models to delivery of transnational offshore education programs 5.5. Survey client satisfaction on processes and outcomes of transnational offshore education programs and make recommendations for improvements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to interact effectively in an intercultural context with clients, co-workers and stakeholders; to consult with diverse international clients and to manage relationships; to negotiate and manage conflict in difficult and complex situations • initiative and enterprise skills to work effectively with others in offshore settings • learning skills to understand and comply with relevant legislation, regulations and standards • literacy skills to record and report information accurately • planning and organising skills to manage administrative functions and performance; to plan and deliver transnational offshore education program support within relevant organisational policies and procedures • problem-solving skills to solve problems with transnational offshore education; to review and manage contracts and agreements • self-management skills to manage own work and the work of others; to provide appropriate, adequate and timely information to relevant people • technology skills to use technology for transnational offshore education

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REQUIRED SKILLS AND KNOWLEDGE
communication in work role.
Required knowledge
• business planning and financial models relevant to transnational offshore education programs; international banking principles and practices, and methods for transfer of funds internationally • characteristics of transnational offshore education programs and educational trade practices • client services standards • impact and influence of culture on offshore education and training delivery • intellectual property rights and issues, and copyright legislation • legal liability in contracts and agreements • legislative and regulatory requirements • limitations of responsibility in dealing with offshore partners • methods for promoting programs to offshore partners • online delivery and communication methods • organisational policies and procedures relating to offshore partnerships • principles of transnational offshore education program development and delivery • protocols for dealing with incidents in offshore locations • responsibilities of working with staff in offshore settings • student and staff support services and systems e.g. learning support, counselling and interpreting services in offshore settings • support systems and procedures in receiving countries and institutions • technology relevant to promotion, delivery and management of transnational offshore education programs, and managing associated projects (including adjusted technology for people with a disability, where required) • technological requirements and support mechanisms in online delivery.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • developing and managing transnational offshore education contracts and agreements

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EVIDENCE GUIDE	
	• applying effective cross-cultural communication skills in relation to international education activities • managing administration of transnational offshore education programs in line with Australian and international legislation, and organisational policy guidelines • knowledge of business planning and financial models relevant to international education programs.
Context of and specific resources for assessment	Assessment must ensure: • access to opportunities to participate in a range of practical exercises and projects • access to relevant documents.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of supervisor's reports on how the candidate manages transnational offshore education programs • analysis of projects, case studies, completed records and reports developed by the candidate • oral or written questioning to assess knowledge of characteristics of international education programs and educational trade practices • review of analysis of the suitability of a range of international education programs • review of risk factors and entry and exit strategies incorporated into strategic plans for international education program promotion and delivery • review of information provided to clients and stakeholders about international education programs • evaluation of operational procedures and protocols developed for international education programs.
Guidance information for assessment	• Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other educational administration units.

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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.	
Transnational offshore education programs may include:	• associated projects • exchange and study abroad agreements • franchises • offshore or cross-border education and training programs conducted 'in a country other than Australia by an Australian-approved provider, where the delivery includes a face-to-face component' (Transnational Quality Strategy, 2005) • partnerships • twinning programs
International clients and partners may include:	• accredited providers • contractors • education and training organisations (all sectors) in countries other than Australia • franchisees • overseas corporations • overseas government agencies
Contracts may include:	• agreements for one-off or ongoing supply of goods or services • electronic or paper-based agreements • formal agreements with Australian or overseas individuals, contractors, corporations, individuals and government agencies

Relevant legislation, ***regulations and codes*** may include:	• applicable legislation in offshore settings
	• current relevant legislation, regulations, industry codes of practice and policy (commonwealth and state/territory) relating to:
	  • anti-discrimination including equal opportunity and equal employment opportunity, disability discrimination, racial intolerance
	  • business compliance relevant to work roles
	  • child protection legislation and regulations

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RANGE STATEMENT	
	• Education Services for Overseas Students (ESOS) Act 2000, subsequent amendments and related legislation • consumer legislation such as that relating to trade practices • employment, education and training - relevant to onshore and offshore provision • environmental issues • ESOS Assurance Fund requirements • immigration related policies and procedures for example from commonwealth government departments such as Department of Education, Science and Training (DEST), Department of Immigration and Citizenship (DIAC), Department of Health and Ageing (DOHA), Department of Foreign Affairs and Trade (DFAT) • National Code of Practice for Registration Authorities and Providers of International Education and Training • occupational health and safety • privacy and confidentiality • Transnational Quality Strategy (2005) • workplace employment practices and industrial relations • government policy on educational trade in countries where transnational offshore education programs are conducted such as Free Trade Agreements (FTAs) and General Agreement on Trade and Services (GATS) • quality assurance guidelines set by particular organisations e.g. cultural diversity, equity and access, critical incidents and workplace practices
Client services may include:	• cross-cultural training for staff and other clients • staff support for relocation and family services • support for development of program materials • support for students taking offshore programs • technological back-up for programs conducted internationally

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Unit Sector(s)

Unit sector	Educational Administration

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAEEDU508A Manage international education financial and administrative processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to provide sound financial and administration management across a range of functions in an international education organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who manage finances and administration for educational programs in an international education provider context. They could work in the administration of education programs and projects in organisations from one or more international education sectors (schools, English language training organisations, vocational training and education, higher education, postgraduate education). These organisations could be onshore or offshore and could be public or private.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Implement policies and procedures for managing finance and administration	1.1. Identify and contribute to the development of policies and procedures for managing finance and administration 1.2. Apply ***risk assessment and risk management strategies*** to managing finance and administration 1.3. Manage finance and administration compliance with organisation policy and procedures and ***relevant legislation***, ***regulations and codes*** 1.4. Establish and follow communication processes to give and receive information, including the production of finance and administration reports 1.5. Consult with work and management teams, and other ***relevant stakeholders*** in relation to decision making on finance and administration matters 1.6. Review, monitor and implement agreed changes to finance and administration management, in line with

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ELEMENT	PERFORMANCE CRITERIA
	organisational policies and procedures
2. Contribute to financial plan development and implementation	2.1. Interpret and apply organisational strategic plan to finance and administration planning and management, in a team environment 2.2. Consult with ***relevant personnel*** to gather information for input into financial plan 2.3. Develop financial plan with management team 2.4. Present financial plan for approval, in line with organisational policies and procedures 2.5. Implement approved financial plan 2.6. Periodically review financial plan's accord with organisational objectives and outcomes, and gain approval for adjustments, in line with organisational policies and procedures
3. Source and contribute to the management of financial and funding allocation	3.1. Identify sources of finances and funds 3.2. Identify organisational financial requirements with work and management teams 3.3. Monitor negotiation, financing and funding of contracts, and implement contract processes to finalisation 3.4. Manage finance of the organisation in a team environment, according to organisational procedures and relevant legislation, regulations and codes 3.5. Provide financial reports to relevant personnel, in line with organisational policies and procedures
4. Monitor administration of the accounting function	4.1. Contribute to the establishment of procedures for the financial transactions of an international education organisation, including employee remuneration and contract payments 4.2. Monitor implementation of finance and administration procedures 4.3. Consult with relevant stakeholders with respect to complying with legal requirements for accounting 4.4. Contribute to financial accounting reports produced and presented, in line with organisational procedures
5. Manage student admission processes and fee records	5.1. Monitor ***admissions processes*** to ensure compliance with relevant legislation, regulations and codes and organisational policies and procedures 5.2. Monitor accurate completion of admissions documents and database entries, tracking deficiencies and ensuring rectification where

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ELEMENT	PERFORMANCE CRITERIA
	required, to meet compliance requirements 5.3. Review admissions policies and procedures to identify ongoing improvements 5.4. Check clients' agreed fee instalments and payment schedules against receipt documents and dates, to facilitate on time collection of correct monies 5.5. Monitor student fee receipt procedures to facilitate correct processing and recording, and bank in correct account, in accordance with relevant legislation, regulations and codes 5.6. Draw down student fees to operational bank accounts according to organisational policies and procedures and relevant legislation, regulations and codes 5.7. Process and verify student fee refunds in accordance with relevant legislation, regulations and codes and organisational refund policy
6. Manage general administration functions	6.1. Manage administration of functions in accordance with ***work role*** in the management team and governance requirements 6.2. Consult organisation staff regarding own and work team performance in functional administration 6.3. Receive reports from work team on action taken on identified issues 6.4. Develop reports on administration matters to the management team and for governance related requirements, in line with organisational policy 6.5. Discuss and clearly communicate matters of administration, such as any adjustments to administration policies and procedures, to relevant personnel 6.6. Provide support to members of the management team, as required, with education and training systems and financial administration

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE
Required skills
• communication skills to interact effectively in an intercultural context with clients, co-workers and stakeholders; to manage information and communication processes; to consult and communicate with teams, board or committee of management, and other relevant stakeholders about financial management and administration matters • initiative and enterprise skills to make referrals to appropriate people or agencies; to manage for quality; to review and adjust policies and procedures • literacy skills to produce documents and finance-related reports • numeracy skills to manage financial processes and to actively contribute to financial planning • planning and organising skills to manage administrative processes; to facilitate implementation of policies and procedures • problem-solving skills to negotiate with people in issues resolution processes • self-management skills to prioritise own activities; to supervise the work of others; to schedule and arrange interviews and meetings • technology skills to use technological and electronic equipment, relevant software applications, telephones, e-communication media.
Required knowledge
• international education industry and the structure and functions of an international educational organisation • relevant legislative, regulatory and standards compliance requirements in relation to international education, contracts, consumer protection, trade practices, occupational health and safety (OHS), corporations and financial transactions, employment (particularly relating to remuneration) and taxation.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • establishing and implementing policies and procedures including risk management strategies, to manage finance and administration in an international

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EVIDENCE GUIDE	
	education organisation • resolving issues in relation to finance, funding, and administration through appropriate communication, consultation, reporting and, where necessary, referral to legal or accounting external professionals • knowledge of relevant legislative, regulatory and standards compliance requirements.
Context of and specific resources for assessment	Assessment must ensure: • access to opportunities to participate in a range of practical exercises and projects • access to relevant documents.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of supervisor's reports on how the candidate manages financial and administrative processes in an international education context • analysis of projects, case studies, completed records and reports developed by the candidate • review of financial plan developed with management team • oral or written questioning to assess knowledge of structure and functions of an international educational organisation • evaluation of any adjustments made to the financial plan • review of communication of administration matters to relevant personnel, such as adjustments to administration policies and procedures.
Guidance information for assessment	• Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other educational administration units • customer service units.

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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.	
Risk assessment and risk management strategies may include:	• ensuring adequate information provision, communication, coaching and training of staff • ensuring own and subordinate staff compliance with legislative and regulatory requirements, including those for OHS, and organisational policies and procedures • identifying potential areas of risk, assessing its likelihood and consequences, and identifying adequate controls and mitigation strategies

Relevant legislation, ***regulations and codes*** may include:	• Australian and/or international accounting standards
	• corporations legislation in relation to financial transactions
	• current relevant legislation, regulations, industry codes of practice and policy (commonwealth and state/territory) relating to:
	  • anti-discrimination including equal opportunity and equal employment opportunity, disability discrimination, racial intolerance
	  • business compliance relevant to work roles
	  • child protection legislation and regulations
	  • Education Services for Overseas Students (ESOS) Act 2000, subsequent amendments and related legislation
	  • employment, education and training - relevant to onshore and offshore provision
	  • environmental issues
	  • ESOS Assurance Fund requirements
	  • immigration related policies and procedures for example from commonwealth government departments such as Department of Education, Science and Training (DEST), Department of Immigration and Citizenship (DIAC),

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RANGE STATEMENT	
	Department of Health and Ageing (DOHA), Department of Foreign Affairs and Trade (DFAT) • National Code of Practice for Registration Authorities and Providers of International Education and Training • occupational health and safety • privacy and confidentiality • Transnational Quality Strategy (2005) • workplace employment practices and industrial relations • quality assurance guidelines set by particular organisations e.g. cultural diversity, equity and access, critical incidents and workplace practices • taxation and employment related legislation
Relevant stakeholders may include:	• accountants and financial auditors • board or committee of management • chief executive officer, managers, leaders, coordinators • consular staff, government or agency personnel • internal users of purchased goods and services • OHS specialists • overseas agents • owner • parents • personnel authorised to commit the organisation to purchases • specialist personnel involved in purchasing, asset maintenance and finance • students • supervisors
Relevant personnel may include:	• board or committee of management • chief executive officer • senior level managers • team leaders and managers • work team
Admissions processes may include:	• accurately providing services and advice including collection on arrival, accommodation, student orientation programs • administering records management including

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RANGE STATEMENT	
	maintaining current contact details • checking all documentation requirements and entry requirements are met (including visa requirements, payment of correct fees) • compliance with relevant industry codes of practice and national codes in relation to international education • determining and advising of application outcome • generating records manually and using databases such as Provider Registration and International Student Management System (PRISMS), in accordance with external requirements and organisational policies and procedures • receipt and tracking of student applications
Work role may include:	• performance of work tasks, mainly autonomously • participation in a management team, with responsibility to more senior managers, chief executive officer and/or board/committee

Unit Sector(s)

Unit sector	Educational Administration

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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Co-requisite units		

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TAEEDU509A Use information to enhance international education work role performance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify, locate, access, collect and apply information relevant to own and team performance in an international education services environment. Its focus is on applying industry knowledge to work tasks in a range of settings and professional domains. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in the international education industry providing administration services at a range of levels of responsibility. They could work in the administration of education programs and projects in organisations from one or more international education sectors (schools, English language training organisations, vocational education and training, higher education, postgraduate education). These organisations could be onshore or offshore and public or private.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA
1. Locate and record industry information relevant to work role	1.1. Establish and maintain ***contacts***, ***networks*** and ***sources of information***
	1.2. Access information on work role, skills and attributes in international education organisations from appropriate sources
	1.3. Apply information in work situations to assist effectiveness in ***work role***
	1.4. ***Record*** and securely store relevant information, reviewing and updating as necessary
	1.5. Collate and record contact details of ***relevant individuals***, ***groups and agencies*** in an accessible location
2. Enhance work quality	2.1. Source information on international education services and operations and use it effectively
	2.2. Identify employer and employee ***rights and responsibilities*** in international education services organisations under workplace relations legislation

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Identify role, responsibilities and criteria for performance review based on relevant work standards, key activities and own job description 2.4. Develop processes to improve work practices using collated and analysed information 2.5. Disseminate information to colleagues in similar work roles and to other appropriate stakeholders 2.6. Observe privacy and confidentiality requirements regarding personal or organisational information, in accordance with relevant legislation
3. Use information to improve own and team work practices	3.1. Review own performance in work role to identify gaps in work skills and future skill requirements 3.2. Source and act upon professional development and training opportunities for self and team 3.3. Develop and use ***systems of reporting and performance appraisal*** to assess own and team performance 3.4. Apply processes to improve own and team work practices by referring to research and best practice in international education services, in accordance with organisational policies 3.5. Evaluate effectiveness of processes and strategies

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical and research skills to critically assess information relevance, accuracy and completeness; to record information accurately; to integrate information into reports and presentations; to report information (oral and written) in a range of formats and for a range of individuals or groups • communication skills to interact effectively in an interculturalcontext with clients, co-workers, team members and other stakeholders; to negotiate in relation to performance agreements, professional development and training opportunities • initiative and enterprise skills to source information on work practice improvement opportunities such as client service standards, work standards, best practice examples, and professional development and training opportunities; to develop performance improvement plans; to refer to relevant legislative and regulatory

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REQUIRED SKILLS AND KNOWLEDGE
frameworks • learning skills to participate in formal and informal professional development • planning and organising skills to identify and address future skills requirements • self-management skills to manage time • technology skills to use a computer and other office equipment to access, process and research information from a range of sources including websites; to use electronic communication technology.
Required knowledge

• international education environment including specific organisational work environment and workplace practices such as:
  • best practice in international education services
  • quality principles and processes, client services and work standards
  • relevant professional associations, employer and employee associations
  • roles and responsibilities of workers in international education
• sources of information, contacts support networks and referral systems
  • sources of professional development opportunities
• cross-cultural communication principles and practices in relation to diverse countries and cultures including formal and informal communication channels
• overview of trends in Australian international education, statistics and analysis
• relevant current legislation for international education services such as the Education Services to Overseas Students Act 2000and associated regulations and codes, and employment related information and regulations.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifying issues and sources of information in relation to improving workplace performance in an international education environment • developing and applying strategies to improve international education work practices

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EVIDENCE GUIDE	
	• knowledge of relevant current legislation for international education services.
Context of and specific resources for assessment	Assessment must ensure: • access to opportunities to participate in a range of practical exercises and projects • access to current relevant reference materials, professional expertise, and assessment equipment and materials.
Method of assessment	A range of assessment methods should be used t assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of supervisor's reports • analysis of projects, case studies, completed records and reports developed by the candidate • review of recorded contact details for individuals, groups and agencies • review of processes developed to improve work practices • analysis of identified work skills gaps and identified future skills requirements • review of reporting and performance appraisal systems developed to assess own and team performance • oral or written questioning to assess knowledge of cross-cultural communication principles and practices.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other educational administration units.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

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RANGE STATEMENT	
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.	
Contacts, ***networks*** may include:	• clients • colleagues or team members • Department of Education, Science and Training (DEST) - including Australian Education International • Department of Health and Ageing (DOHA) • Department of Immigration and Citizenship (DIAC) • employee and employer organisations • educational institutions • international education professional associations • other international education organisations • state/territory education departments • supervisors or other organisation personnel
Sources of information may include:	• contacts and networks • education and training organisation websites - national and international • employer and employee associations • formal and informal communication channels • government departments and agencies • professional associations
Information may include:	• academic research relating to international education services • cultural information describing educational practice in source countries • employer and employee association publications • examples of programs and activities to support students • intelligence obtained through formal and informal communication channels • information describing cultural practices in source countries • job descriptions and position specifications for work roles

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RANGE STATEMENT	
	• market intelligence for source countries • organisational policies and procedures • overseas student health cover information • professional association publications and codes of practice • records of work practice in own and other organisations • relevant legislation and codes of practice • statistics and reports relating to international education • work standards
Work role may include:	• type and level of work being undertaken in international education organisation • typical roles and responsibilities

Recording information may include:	• documentation in:
	  • internal organisational documents
	  • job descriptions and position specifications
	  • performance review documents
	  • records of discussions with colleagues
	  • reports, publications, conference papers, training sessions (attended or presentations made at)
	  • staff development plans

Relevant individuals, groups and agencies may include:	• clients • colleagues and team members • DEST • DOHA • DIAC • educational institutions • employee and employer organisations • professional associations • state/territory education departments • supervisors and other organisation personnel
Rights and responsibilities may include:	• awards, enterprise agreements, contracts and industrial instruments (e.g. job specification, industry standards, performance agreements) relevant to the work role • workplace relations legislative requirements for employers and employees
Systems of reporting and	• data from tailored software

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RANGE STATEMENT	
performance appraisal may include:	• feedback from peers, customers or clients • qualitative or quantitative measurement of performance • perspective of manager • perspective of person being reviewed • range of systems for describing and evaluating what an individual or group achieves against a set of agreed criteria or key performance indicators

Unit Sector(s)

Unit sector	Educational Administration

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAEEDU701A Investigate current trends in internationalisation of education

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to apply an overview of current trends in the internationalisation of education and its implications within a specific international education practice and international education sector. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to administrators with managerial responsibility who are required to apply sound knowledge of current trends in international education to their business practice. They will be managing education programs and projects in organisations from one or more international education sectors (schools, English language training organisations, vocational training and education, higher education, postgraduate education). These organisations could be onshore or offshore and could be public or private.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Analyse the key features of an Australian education sector	1.1. Distinguish the representative characteristics of an Australian ***education sector*** 1.2. Determine the relationships between the private and public facets of the selected education sector 1.3. Identify and describe the role of the selected education sector in the Australian economy 1.4. Analyse the ***main influences*** on selected education sector activities 1.5. Analyse the business and economic rationale for programs in the selected education sector
2. Determine the implications of the internationalisation of education for an	2.1. Compare selected education sector, including its relationship with industry if appropriate, with the same sector in a range of other countries 2.2. Interpret and define ***internationalisation*** as it

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ELEMENT	PERFORMANCE CRITERIA
Australian education sector	applies to education generally and specifically to selected education sector 2.3. Discuss the significance of international operations for the selected education sector taking into account diverse stakeholders 2.4. Determine the impact of internationalisation on ***specific examples of Australian products and services*** in the selected education sector
3. Analyse strategic trends operating globally in relation to an Australian education sector	3.1. ***Summarise*** available information on the scale of Australian international education activity in the selected education sector 3.2. Analyse the relationship between socioeconomic development and requirements of the selected education sector globally 3.3. Discuss some of the ***funding models*** supporting the selected education sector's activity 3.4. Determine the impact of political and trading alliances on the selected education sector
4. Analyse the requirements of an Australian education sector operating as a business in an international environment	4.1. Discuss the commercial imperatives that underpin international education activities 4.2. Discuss the responsibilities of an educational entrepreneur operating internationally 4.3. Provide examples of the ***risks and challenges*** associated with international education activities from a business perspective 4.4. Assess the strengths and weaknesses of Australian educational entrepreneurial activity in relation to identified risks and challenges 4.5. Compare these strengths and weaknesses with those of a major international competitor or competitors
5. Critique innovative practice in international education	5.1. Identify examples and case studies of innovative practices in international education 5.2. Analyse innovative practices to determine success factors and challenges 5.3. Critique identified innovative practices to determine feasibility of broader application

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to analyse complex issues and to complete oral and written reports on findings in relation to international education
- initiative and enterprise skills to identify human resources and text resources to aid research
- learning skills to research and analyse information about international education strategic trends and implications for business requirements
- literacy skills to read and analyse academic texts and journals, to take notes and to use common genres of academic discourse, oral and written
- numeracy skills to read and understand statistics about international trade planning and organising skills to prepare for research
- problem-solving skills to research and analyse current situations and trends in international education
- self-management skills to conduct focussed research
- technology skills to use the internet to access literature and statistics about international education.

Required knowledge

- communication and technological developments
- comparison with education sectors in other countries and status of education sectors in other countries
- comparison with major international competitors
- competitiveness of selected education sector internationally
- implications for selected education sector
- internationalisation and its effects
- impact of internationalisation on educational management
- potential business opportunities
- professional development requirements for staff
- regional trends in selected education sector, including:
  - demand and supply
  - demographics, economic trends
  - funding priorities in region
  - partnerships with government
  - political and trading alliances
  - sector trends and priorities
  - statistics on sector international involvement
- risks and challenges

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REQUIRED SKILLS AND KNOWLEDGE

• selected education sector, including:
  • commercial imperatives
  • funding mechanisms and scope
  • impact of technologies
  • industry and business requirements and drivers
  • size, scope, target groups
  • pathways and links with other sectors
  • relevant national and local policies
  • strategic directions
• strengths and weaknesses of selected education sector.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • analysing an Australian education sector including its key features and the implications of internationalisation • analysing strategic international educational trends • investigating challenges and requirements of Australian education organisations operating in the international business environment • knowledge of risks and challenges.
Context of and specific resources for assessment	Assessment must ensure: • assessment relates to the education sector in which the candidate's international education activities are or are to be, conducted.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace

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EVIDENCE GUIDE	
	reports of on-the-job performance by the candidate • evaluation of supervisor's reports on how the candidate applies knowledge of the internationalisation of education • analysis of projects, case studies to which investigation findings are applied, completed records and reports developed by the candidate • review of analysis of the main influences on selected sector activities • evaluation of definition of internationalisation as it applies to education generally and specifically to selected education sector • review of documentation outlining risks and challenges associated with international education activities from a business perspective • evaluation of critique of identified innovative practices to determine feasibility of broader application • oral or written questioning to assess knowledge of selected education sector.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • with other units in the qualification in which this unit is packaged.

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.	
Education sector may include:	• English language training and preparatory education • higher education • postgraduate education

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RANGE STATEMENT	
	• school education (primary and secondary) • vocational education and training
Main influences on selected sector activities will include:	• industry requirements • government policies • strategic directions
Internationalisation may include:	• changes to curriculum content and pedagogies to address shifts towards globalisation of economies, work, communications and technologies, knowledge and culture • development of international education networks • educational provision for overseas students onshore and offshore • student and staff mobility
Specific examples of Australian products and services may include:	• customised products • offshore and onshore delivery • recognition initiatives • types of courses and programs
Summarising available information on the scale of Australian international education activity may include:	• country • dollar investment • kind of activity • major players
Funding models may include:	• government • overseas aid • private • public • scholarships and foundations
Risks and challenges may include:	• cultural • financial • political • reputational (for organisations, sectors and nations) • social

Unit Sector(s)

Unit sector	Educational Administration

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Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAEEDU702A Establish international onshore education initiatives

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop, implement and evaluate international onshore education initiatives in one or more education sectors and within relevant international, cultural, legal and political contexts. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to administrators with managerial responsibility who are required to establish and evaluate international onshore initiatives. They will be managing education programs and projects in organisations from one or more international education sectors (schools, English language training organisations, vocational training and education, higher education, postgraduate education). These organisations could be onshore or offshore and could be public or private.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Propose strategic directions for international onshore education initiatives	1.1. Analyse the diversity and economic significance of Australian ***international onshore education initiatives*** 1.2. Review the implications of the internationalisation of education for future onshore initiatives 1.3. Determine ***influences*** on the strategic directions of Australian international onshore education initiatives 1.4. Analyse the strengths and weaknesses of an international onshore education operator 1.5. Identify ***opportunities and threats*** likely to influence international onshore education initiatives
2. Develop strategies to deal with regulatory and financial issues relating to	2.1. Identify the responsibilities arising from ***relevant legislation***, ***regulations and codes*** in relation to the management of international onshore education initiatives

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ELEMENT	PERFORMANCE CRITERIA
international onshore education initiatives	2.2. Develop and implement approaches to communicate and manage regulatory responsibilities and bureaucratic requirements 2.3. Determine strategies to ensure that the business imperatives of international onshore education initiatives can be met
3. Develop appropriate marketing strategies for international onshore education initiatives	3.1. Investigate factors influencing international client selection of onshore education initiatives 3.2. Analyse available market information, including the impact of competitors, for international onshore education initiatives 3.3. Determine the appropriateness of international client qualifications for participation in onshore education initiatives 3.4. Determine effective communication protocols for use with potential clients and associated educational and diplomatic agencies 3.5. Determine marketing strategies that take into account cultural, marketing and business environments of relevant international client countries
4. Develop an implementation plan for international onshore education initiatives	4.1. Determine ***required resources*** for an international onshore education initiatives 4.2. Develop strategies to deal with possible conflict between educational, cultural, institutional and economic objectives that could affect the management of international onshore education initiatives 4.3. Determine ***procedures to deal with learning and cultural differences*** among clients of international onshore education 4.4. Determine professional development requirements of staff involved in international onshore education 4.5. Determine a process for costing international onshore education initiatives 4.6. Develop strategies to emphasise customer focus and to meet the ***pastoral care needs*** of clients of international onshore education
5. Develop evaluation procedures for international onshore education initiatives	5.1. Determine key areas of activity to be monitored and evaluated 5.2. Develop an appropriate evaluation methodology 5.3. Determine sources and type of information to be

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ELEMENT	PERFORMANCE CRITERIA
	used for making judgements 5.4. Develop appropriate tools and processes to gather and analyse information 5.5. Identify possible actions and strategies that effectively respond to evaluation outcomes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to work with people from a range of social, cultural and ethnic backgrounds • initiative and enterprise skills to develop effective business and educational practice in establishing international onshore education initiatives • learning skills to investigate and apply information to decision making in relation to establishing international onshore education initiatives • literacy skills to research strategic directions, legal requirements, marketing strategies, best practice systems and evaluation methodologies • numeracy skills to manage the financial and budgetary aspects of international onshore education initiatives • planning and organising skills to research and act upon opportunities • problem-solving skills to develop innovative strategies for identifying potential international onshore education initiatives • self-management skills to monitor own performance in relation to establishing new international onshore education initiatives • teamwork skills to work as part of an international onshore education management team • technology skills to use the internet to research relevant information.
Required knowledge
• best practice in international onshore education management • evaluation methodologies and tools • factors influencing strategic directions in international onshore education • marketing processes and strategies for international onshore education initiatives • relevant legislative and regulatory requirement, organisational policies, procedures and guidelines, standards, codes and industry codes of practice.

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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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifying, researching, reviewing and evaluating a specific international onshore education initiative including marketing and meeting, regulatory and financial requirements • knowledge of relevant legislative and regulatory requirements; organisational policies, procedures and guidelines; standards, codes and industry codes of practice.
Context of and specific resources for assessment	Assessment must ensure: • activities are related to an international onshore education context and a specific education sector • access to international education-related workplace information and data.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of supervisor's reports on how the candidate developed an onshore educational program • analysis of projects, response to a problem-based case study-related task, completed records and reports developed by the candidate • review of opportunities and threats identified as likely to influence international onshore education initiatives • oral or written questioning to assess knowledge of factors influencing strategic directions in international onshore education • review of marketing strategies and implementation plan developed for international onshore education

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EVIDENCE GUIDE	
	initiatives.
Guidance information for assessment	• Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • with other units in the qualification in which this unit is packaged.

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.	

International onshore education initiatives may include:	• exchanges and study abroad programs including postgraduate and other academic and work placements
	• onshore education programs and projects in:
	  • primary and secondary schools
	  • English language and preparatory schools
	  • higher education organisations
	  • vocational education and training organisations
	• onshore study tours

Influences may include:	• competitors • costs • cross credit arrangements • current stakeholders • demand for skills and knowledge • economic growth trends • international trade agreements and liberalisation • language • local capacity • local policies • political

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RANGE STATEMENT	
	• quality • social
Opportunities and threats may include:	• economic • educational • financial • political • public health • resourcing

Relevant legislation, ***regulations and codes*** may include:	• current relevant legislation, regulations, industry codes of practice and policy (commonwealth and state/territory) relating to:
	  • anti-discrimination including equal opportunity and equal employment opportunity, disability discrimination, racial intolerance
	  • business compliance relevant to work roles
	  • Education Services for Overseas Students (ESOS) Act 2000, and subsequent amendments and related legislation
	  • employment, education and training - relevant to onshore and offshore provision
	  • environmental issues
	  • immigration related policies and procedures for example from commonwealth government departments such as Department of Education, Science and Training (DEST), Department of Immigration and Citizenship (DIAC), Department of Health and Ageing (DOHA), Department of Foreign Affairs and Trade (DFAT)
	  • National Code of Practice for Registration Authorities and Providers of International Education and Training
	  • occupational health and safety
	  • privacy and confidentiality
	  • Transnational Quality Strategy (2005)
	  • workplace employment practices and industrial relations
	• National ELT Accreditation Scheme (NEAS) standards for young learners and for teaching English language to international students

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RANGE STATEMENT	
	• quality assurance guidelines set by particular organisations e.g. cultural diversity, equity and access, critical incidents and workplace practices
Required resources may include:	• communications and information technology
Procedures to deal with learning and cultural differences may include:	• clear guidance for staff about cross-cultural issues • cultural and academic induction programs • language support • mentoring and buddy systems • pre-departure information • social and cultural events • staff cross-cultural training, coaching and mentoring • study skills support
Pastoral care needs may include:	• academic • accommodation • cultural and religious • financial • health • language and learning • social

Unit Sector(s)

Unit sector	Educational Administration

Competency field

Competency field	

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Co-requisite units

Co-requisite units		

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TAEEDU703A Establish transnational offshore education initiatives

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop, implement and evaluate transnational offshore education initiatives in one or more education sectors and within relevant international, cultural, legal and political contexts. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit relates to administrators with managerial responsibility who are required to establish and evaluate transnational offshore education initiatives. They will be managing education programs and projects in organisations from one or more international education sectors (schools, English language training organisations, vocational education and training, higher education, postgraduate education). These organisations could be onshore or offshore and could be public or private.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Propose strategic directions for transnational offshore education initiatives	1.1. Review the diversity and economic significance of Australian ***transnational offshore education initiatives*** 1.2. Distinguish trends in the activities of competitors 1.3. Analyse ***factors impacting positively and negatively*** on transnational offshore education initiatives 1.4. Identify ***innovative possibilities*** in offshore education for Australian entrepreneurs
2. Develop marketing strategies appropriate for transnational offshore education initiatives	2.1. Determine roles and responsibilities of participants in international bidding processes 2.2. Develop protocols for effective communication with relevant agencies and bureaucracies 2.3. Investigate curriculum and qualification issues for potential clients 2.4. Review Australian education marketing strengths in

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ELEMENT	PERFORMANCE CRITERIA
	relation to specific customer focus 2.5. Determine ***appropriate product development and customisation*** to address specific transnational offshore education opportunities 2.6. Develop ***appropriate documentation*** relating to an offshore education initiative
3. Develop strategies to deal with legal and financial issues associated with transnational offshore education initiatives	3.1. Compare a range of funding models, networks and partnerships that support offshore education ventures 3.2. Determine the tax implications associated with transnational offshore education projects 3.3. Develop a process for costing offshore initiatives 3.4. Determine the ***impact*** of local infrastructures and bureaucratic practices on transnational offshore education initiatives 3.5. Develop procedures to comply with and take account of, ***Australian and local legal and regulatory requirements*** that could affect transnational offshore education projects
4. Develop an implementation plan for transnational offshore education initiatives	4.1. Identify business imperatives and best practice for transnational offshore education initiatives 4.2. Determine the resources and infrastructure required by transnational offshore education initiative 4.3. Develop ***communication guidelines*** for transnational offshore education personnel 4.4. Develop procedures to select and manage local and expatriate personnel 4.5. Determine appropriate implementation strategies, contingency plans, risk assessment strategies and quality management procedures for transnational offshore education initiatives
5. Develop evaluation procedures for transnational offshore education initiatives	5.1. Identify key areas of activity to be monitored and evaluated 5.2. Determine an ***appropriate evaluation methodology*** 5.3. Determine sources and type of information to be used in evaluating the initiative 5.4. Develop appropriate ***tools and processes to gather and analyse information*** 5.5. Identify possible actions that effectively respond to an evaluation process and implement within organisational guidelines

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to interact appropriately with students, co-workers, partners and other stakeholders
- initiative and enterprise skills to identify innovative approaches to transnational offshore education challenges
- learning skills to familiarise self and colleagues with needs of a range of country and cultural contexts
- literacy skills to record and report information accurately
- numeracy skills to understand and analyse financial and budgetary requirements of transnational offshore education programs and projects
- planning and organising skills to plan and deliver transnational offshore education program support
- problem-solving skills to resolve conflict and to negotiate outcomes
- self-management skills to mange own work and performance
- teamwork skills to work effectively with groups and teams in offshore settings
- technology skills to use the internet to research relevant information and to communicate internationally.

Required knowledge

- best practice in transnational offshore education management
- evaluation methodologies and tools
- factors influencing strategic directions in transnational offshore education
- marketing processes and strategies for transnational offshore education initiatives
- relevant requirements of Australian and offshore legislation and regulations; organisational policies, procedures and guidelines; standards, codes and industry codes of practice; duty of care and visa requirements.

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.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifying, researching, reviewing and evaluating transnational offshore education initiatives including marketing and meeting, regulatory and financial requirements • knowledge of relevant requirements of Australian and offshore legislation and regulations; organisational policies, procedures and guidelines; standards, codes and industry codes of practice; duty of care and visa requirements.
Context of and specific resources for assessment	Assessment must ensure: • activities are related to a transnational offshore education context • access to a range of practical exercises and other practical and knowledge assessments.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of supervisor's reports • analysis of projects, responses to a problem-based case study-related task, completed records and reports developed by the candidate • review of marketing strategies and implementation plan developed for transnational offshore education initiatives • oral or written questioning to assess knowledge of factors influencing strategic directions in transnational offshore education • review of evaluation methodology.
Guidance information for assessment	• Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • with other units in the qualification in which this unit is packaged.

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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.	
Transnational offshore education initiatives may include:	• AUSAID and Australian government department educational programs • industry placements • licensing arrangements with overseas institutions • offshore campuses • partnerships • program delivery • projects • study abroad programs • study tours • twinning arrangements
Factors impacting positively and negatively on transnational offshore education initiatives may include:	• competition • economic and financial factors • language • long-term outlook • political and social factors • stakeholders
Innovative possibilities may include:	• new arrangements • new clients • new pedagogical and curriculum-related concepts • new programs and projects
Appropriate product development and customisation may include addressing:	• cultural factors • language requirements • pedagogical and curriculum-related requirements • pricing requirements
Appropriate documentation may include:	• concept proposal • expression of interest • Memorandum of Agreement • Memorandum of Understanding • tender

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RANGE STATEMENT	
Impact of local infrastructures may include:	• communications and information technologies

Australian and local legal and regulatory requirements may include:	• current relevant legislation, regulations, industry codes of practice and policy (commonwealth and state/territory) relating to:
	  • anti-discrimination including equal opportunity and equal employment opportunity, disability discrimination, racial intolerance
	  • business compliance relevant to work roles
	  • Education Services for Overseas Students (ESOS) Act 2000, subsequent amendments and related legislation
	  • employment, education and training - relevant to onshore and offshore provision
	  • environmental issues
	  • immigration related policies and procedures for example from commonwealth government departments such as Department of Education, Science and Training (DEST), Department of Immigration and Citizenship (DIAC), Department of Health and Ageing (DOHA), Department of Foreign Affairs and Trade (DFAT)
	  • National Code of Practice for Registration Authorities and Providers of International Education and Training
	  • occupational health and safety
	  • privacy and confidentiality
	  • Transnational Quality Strategy (2005)
	  • workplace employment practices and industrial relations
	• legislation, regulations, codes, standards and protocols that apply in offshore location
	• National ELT Accreditation Scheme (NEAS) standards for young learners and for teaching English language to international students
	• quality assurance guidelines set by particular organisations e.g. cultural diversity, equity and access, critical incidents and workplace practices

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RANGE STATEMENT	
Communication guidelines may include:	• reference to local protocols and cross-cultural communication and issues
Appropriate evaluation methodology may include:	• custom-designed program-specific methodologies • standardised in-house evaluation methodologies
Tools and processes to gather and analyse information may include:	• interviews • online feedback forms • questionnaires • structured focus group tools • surveys

Unit Sector(s)

Unit sector	Educational Administration

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAEEDU704A Conduct applied international education research

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct applied research in the context of managing international education programs and activities in an international education organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit relates to administrators with managerial responsibility who are required to conduct applied research in relation to international education programs and activities. They will be managing education programs and projects in organisations from one or more international education sectors (schools, English language training organisations, vocational education and training, higher education, postgraduate education). These organisations could be onshore or offshore and could be public or private.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare a project brief relating to researching an aspect of international education	1.1. Identify purpose of ***applied research*** to be conducted 1.2. Prepare a rationale for research and put forward hypotheses to be tested 1.3. Identify and report on research background and ***research procedures and methodology*** to be used 1.4. Define activities to be undertaken in conducting the research, timeframe, resources required and expected business outcomes 1.5. Develop process and criteria to evaluate achievement of the outcomes
2. Undertake applied research	2.1. Outline methodology, procedure, research tools, variables and any ***legal or ethical considerations*** for the project 2.2. Manage and conduct research activities using effective techniques for project management, implementation and data collection

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Collect and analyse data, and record appropriate project activities
3. Prepare and present appropriate documentation on research outcomes	3.1. Prepare ***appropriate documentation*** on research outcomes that is original, thorough, well reasoned, clear and succinct 3.2. Present research outcomes and where relevant, recommendations for further research, action or implementation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to prepare reports; to conduct surveys; to explain research objectives, processes and outcomes clearly to others
- initiative and enterprise skills to identify innovative applications of research in an international education context
- learning skills to select appropriate research methodology for purpose
- literacy skills to prepare academic research reports in plain English
- numeracy skills to carry out statistical analysis as required by research activities
- planning and organising skills to plan and conduct research
- problem-solving skills to pose and solve research problem/s
- self-management skills to independently carry out research
- teamwork skills to collaborate with others as required in the research process
- technology skills to access resources using internet and library catalogues.

Required knowledge

- application of a range of relevant research methods
- correct use of academic referencing and citation protocols
- relevant legal, ethical and organisational research requirements.

Evidence Guide

EVIDENCE GUIDE

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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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • conducting original applied research in an international education organisation • knowledge of relevant legal, ethical and organisational research requirements.
Context of and specific resources for assessment	Assessment must ensure: • access to international education-related data • research activities are related to an international education context and a specific education sector.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate performance in researching issues in international education • evaluation of supervisor's reports on how the candidate conducted the research • observation and evaluation of work role-related oral research presentations • analysis of research records and reports developed by the candidate • review of rationale prepared for research and hypotheses put forward to be tested • review of data analysis and recorded project activities • evaluation of documentation prepared on research outcomes • oral or written questioning to assess knowledge of relevant research methods.
Guidance information for assessment	• Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • with other units in the qualification in which this unit is packaged.

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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.	
Applied research includes:	• research conducted for the primary purpose of solving an immediate, practical problem

Research procedures and methodology may include:	• action plan including time line
	• considering a range of possible methodologies and strategies such as:
	  • desk-based research
	  • ethnographic research
	  • interviews
	  • literature review
	  • questionnaires
	  • surveys

Legal or ethical considerations may include:	• awareness of power relationships • commercial confidentiality • intellectual property • organisational policies • privacy and confidentiality
Appropriate documentation may include:	• discussion of any limitations of methodology, data and analysis or process • presentation of the outcomes • relevant appendices • research report • support for the activity process or research hypothesis

Unit Sector(s)

Unit sector	Educational Administration

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Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAEICR501A Work in partnership with industry, enterprises and community groups

Modification History

Version	Comments
TAEICR501A	Released with *TAE10 Training and Education Training Package version 2.0*

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	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text*

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	*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	1.1 Determine ***RTO readiness*** for engagement with the ***organisation,*** in line with the RTO's strategic plan 1.2 Identify ***skills needed by RTO staff*** to work effectively with the organisation, as determined by the requirements of the organisation 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
2. Negotiate the partnership	2.1 Identify and set objectives for the partnership in line with the strategic direction and plan of both the RTO and the organisation 2.2 Determine and act on the likely strengths and weaknesses, opportunities and threats of the partnership arrangement 2.3 Come to a common agreement with the organisation about the services and responsibilities of the RTO and organisation 2.4 Analyse ***resources*** needed for the partnership arrangement and determine what resources both parties will be contributing to the partnership 2.5 Facilitate the drawing up and signing of a contract or agreement by appropriate personnel in both organisations
3. Implement the partnership	3.1 Design ***organisational processes*** in consultation with relevant RTO and partner organisation personnel 3.2 Establish ***reporting and recordkeeping processes*** in accordance with RTO and partner organisation requirements 3.3 Set the ***parameters for quality assurance*** of the service offered to the organisation 3.4 Develop a learning and development strategy in consultation with relevant RTO and organisation personnel 3.5 Contextualise the learning and development service as required by the organisation 3.6 Provide the learning and development service required by the organisation

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4. Maintain the partnership	4.1 Use appropriate communication and interpersonal skills to develop and maintain a professional relationship with the organisation 4.2 Provide ***support*** for own staff when providing the service to the organisation 4.3 Encourage organisation to provide support for their own staff when undergoing training, development and assessment
5. Evaluate and review the partnership	5.1 Evaluate the recipients' reaction to the learning and development service 5.2 Evaluate the development in terms of the application of new skills, knowledge and attitude to the workplace 5.3 Analyse the ***changes*** the learning and development service has made to the organisation 5.4 Set up ***review criteria*** and review the partnership arrangement, in consultation with the organisation 5.5 Use evaluation and review processes to make suggestions for improving existing and future partnership arrangements, and report to relevant personnel

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

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- 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.

Overview of assessment	
Critical aspects for assessment	Evidence of the ability to:

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and evidence required to demonstrate competency in this unit	• develop and maintain key aspects of a partnership between an RTO and at least one organisation through the stages outlined in this unit, including:
	  • preparing for a partnership with an organisation
	  • negotiating the partnership
	  • implementing the partnership
	  • maintaining the partnership
	  • evaluating and reviewing the partnership.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	

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.

RTO readiness may include:	• making decisions about:
	  • who will benefit from the partnership and why
	  • what services the RTO can provide
	  • flexibility of the RTO
	  • whether the RTO staff have the required skills
	  • whether there are structures in place as required by the Australian Quality Training Framework (AQTF).

Organisation may include:	• industry groups such as industry associations or peak bodies • enterprises such as small, medium or large commercial organisations • community groups such as not-for-profit organisations.
Skills needed by RTO staff may include:	• communication skills • creativity and innovation

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	• management • industry knowledge • knowledge of training and assessment methodologies and practices.
Services may include:	• learning and development services • human resources services.
Responsibilities may include:	• regular reporting and communication • provision of resources.
Resources may include:	• equipment • money • personnel for training, assessment, supervision or mentoring • space to provide learning and development services • time for staff to undertake training.
Organisational processes may include:	• confidentiality agreements • insurances • key contacts in each organisation • ownership of intellectual property • reporting arrangements.
Reporting and recordkeeping processes may include:	• expenditure and budget • personnel records of training completed • progress reports and updates • evaluations.
Parameters for quality assurance may include:	• Australian Quality Training Framework (AQTF) • organisational quality assurance policies and procedures of partner • industry, legal and ethical standards.
Review criteria may include:	• budget • challenges • commitment • communication processes • expectations • lessons learned • successes.

Unit Sector(s)

Industry and community relations

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Custom Content Section

Not applicable.

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TAELED703A Implement improved learning practice

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to initiate and implement advanced learning practice that supports the improvement of learning strategies in an organisational context. The unit also covers evaluating ways to improve learning practice, managing and monitoring means to improve learning, and analysing and advancing adoption of improved learning practice. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to leaders or managers using learning to build organisational capabilities. It focuses on using research, theoretical analysis and professional investigation to identify ways of improving learning practice and implementing appropriate pedagogy. Methods for improving learning practice include developing individual staff members from the perspective of the organisation's needs and imperatives, and enhancing outcomes for learners and candidates. The unit may relate to learning activities within a small to medium sized organisation, or to a significant unit of activity in a large organisation.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Evaluate ways to improve learning practice	1.1. Review advances in ***learning practice*** within a given vocational, training, educational or content area 1.2. Review and challenge existing learning practice to develop and test improved approaches 1.3. Analyse interests, abilities, relationships and contextual needs of ***relevant individuals*** when promoting improved learning practice 1.4. Research how a range of ***appropriate learning theories*** and ***instructional design principles*** can improve learning practice 1.5. Ensure learning practice reflects ***qualification requirements*** for nominated qualification/s

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ELEMENT	PERFORMANCE CRITERIA
2. Manage and monitor means to improve learning	2.1. Observe and assess ***learner styles*** with respect to appropriateness of current vocational, training and educational ***learning strategies*** 2.2. Evaluate the role and impact of new technologies on learners and ***training techniques*** 2.3. Plan improved learning practice based on how learners currently learn 2.4. Plan improved learning practice based on experience and personal interests of the learner
3. Analyse and advance adoption of improved learning practice	3.1. Develop improved vocational, training and educational learning practice appropriate to ***learner characteristics*** 3.2. Advocate for improved vocational, training and educational learning practice 3.3. Initiate ***research*** into improved learning practice 3.4. Design and test improved learning practice in real-world situations 3.5. Mentor colleagues to promote improved learning practice

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to:
  - demonstrate and model varied delivery and facilitation methods and techniques
  - give instruction, presentations and lectures
  - guide facilitation of individual and group learning activities, group work and case studies
  - initiate and facilitate group discussions
  - brainstorm activities
  - provide and guide practice opportunities
  - enable and support effective learner participation
  - tutor
  - conduct project-based activities
  - coach and mentor

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REQUIRED SKILLS AND KNOWLEDGE

- undertake blended delivery
- learning-related skills to monitor learner progress, difficulties and readiness for assessment or new areas of learning
- planning and organising skills to evaluate effectiveness of learning practice, and to analyse and identify suitable learning practice and learning strategies for groups and individual learners
- teamwork skills to monitor group and individual interactions
- technology skills to complete electronic research, and to review and discuss learning modes and practice that involves information and communication technology.

Required knowledge

- contemporary policy and approaches to vocational learning and assessment
- content and requirements of the relevant delivery and assessment strategies
- content of learning resources and learning materials
- design and management of learning objects and content
- different learning styles and how to encourage learners, for example:
  - theoretical learners
  - pragmatic learners
  - activist learners
  - reflective learners
  - kinaesthetic learners
  - audio learners
  - visual learners
  - tactile learners
  - left and right brain learners
- learners and context of learning
- learning principles, for example connections of learning and experience, and adult learning principles
- range of appropriate learning strategies, and teaching and assessment methods
- research skills relating to pedagogical theory and practice, learner interests and changing learning styles, and application of information and communication technology to learning and teaching
- sources and availability of relevant learning resources and learning materials
- theory and practice relating to adult learning
- training techniques which enhance learning and when to use them, for example using:
  - instruction and explanation
  - questioning
  - practice

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REQUIRED SKILLS AND KNOWLEDGE
• written information • group, pair and team activities • individual activities • demonstration.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • knowledge of adult learning practice • construction of pedagogically sound contextually relevant learning strategies and improved learning practice • research on theory and practice in relation to advanced learning practice, especially where these are enabled by new content solutions, vocational, training and educational approaches, or technologies.
Context of and specific resources for assessment	Assessment must ensure: • competence is consistently demonstrated over time, and over a range and variety of complex situations • access to required assessment facilities and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of applied projects or learning activities, relating to the research, construction and testing of advanced learning practice for a specific target audience and learning content in a given vocational, training and educational context • direct observation of contextual application of skills

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EVIDENCE GUIDE	
	• oral or written questioning to assess knowledge of constructing and implementing advanced vocational, training and educational learning practice.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBINN801A Lead innovative thinking and practice • BSBLED701A Lead personal and strategic transformation • BSBLED702A Lead learning strategy implementation.

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.	
Learning practice may be:	• applicable pedagogy or learning theories and their relationship to the vocational, training and educational strategies, techniques and approaches that can be used to improve learning
Relevant individuals may include:	• employers • employees, staff • government agencies and departments • industry associations, employer bodies • industry representatives • learners/students • national Industry Skills Councils • professional associations • regulatory, licensing, compliance authorities • research agencies • state and territory industry training advisory bodies • subject or technical specialists and experts

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RANGE STATEMENT	
	• unions • universities
Appropriate learning theories may include:	• action science • applied learning models • behavioural learning theory • cognitive learning theory • constructivist • discovery learning • humanistic • information processing theory • problem-based • situational • social learning
Instructional design principles may include:	• application of adult learning principles • inclusion of a variety of approaches and techniques for presenting information and activities and for encouraging participation by learning • need for learner activity and interactivity • opportunities for review of material and repetition • presenting material in a logical order and sequence • presenting material in order of increasing difficulty • structuring information effectively

Qualification requirements may include:	• relevant Training Package qualification packaging rules
	• Australian Qualifications Framework (AQF) guidelines for qualifications, including:
	  • key features of each qualification
	  • guidelines for each qualification title
	  • national guidelines on cross-sector linkages
	  • issuing a qualification
	• Australian Quality Training Framework (AQTF) Standards for State and Territory Registering/Course Accrediting Bodies
	• levels and aspects of communication as described in the National Reporting System (NRS)

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RANGE STATEMENT	
Learner styles may include:	• activist • auditory • global, analytical • kinaesthetic • left and right brain • pragmatist • theoretical • reflective • visual
Learning strategies would include:	• being logical, innovative and engaging to the learner group • establishing the learning context • identifying learner and client needs • identifying the delivery and assessment arrangements • identifying units of competency or other criteria which best reflect these needs • indicating pathways to, from and within the qualification; identifying the operational resources needed to deliver the strategy • outlining the learning framework which has been designed and sequenced to maximise learning • providing a review process both before and after implementation
Training techniques may include:	• demonstration • group, pair and team activities • individual activities • instruction and explanation • practice • questioning • written information
Learner characteristics may include:	• cultural background and needs • employment status • language, literacy and numeracy requirements • level of formal schooling in Australia or overseas • level of maturity • past learning experiences • preferred learning styles • specific needs, physical or psychological

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RANGE STATEMENT	
Research may be compiled through:	• evaluations of existing products • focus groups • informal discussions • internet • interviews • literature reviews • questionnaires • workshops

Unit Sector(s)

Unit sector	Learning and Development

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAELED704A Review enterprise e-learning systems and solutions implementation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design, review and implement advanced enterprise electronic learning (e learning) solutions as a member of a senior management team. The unit covers evaluating trends in e learning in relation to organisational plans, monitoring e learning resources, and ensuring any proposed solutions are tested and evaluated against organisational requirements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to leaders or managers working to ensure learning can enhance individual, team and organisational capabilities. Managing the introduction of information and communication technology (ICT) to positively affect learning related processes and procedures may involve a complex range of considerations and choices. Processes to oversee and guide the evaluation of e learning technologies and systems are often necessary to support the provision of quality training and assessment services. The unit may relate to learning activities within a small to medium sized organisation or to a significant unit of activity in a large organisation. Leaders in learning can be required to improve how an organisation adopts, modifies or integrates existing ICT learning and related processes.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Evaluate trends in e learning	1.1. Identify and differentiate ***forms of e-learning***
	1.2. Analyse trends in deployment of ICT in education and learning
	1.3. Analyse and evaluate integration of ICT for learning and ***business purposes***
	1.4. Explore how the convergence of different technologies can affect learning practice

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ELEMENT	PERFORMANCE CRITERIA
2. Monitor e learning resource alignment to organisational requirements	2.1. Research trends in teaching methods associated with different types of electronic learning resources 2.2. Determine organisation's strategic and learning requirements 2.3. Analyse and report risks associated with e-learning implementation 2.4. Devise policy and procedures to ensure ***brief***, focus and type of e-learning resources are designed appropriate to ***organisational requirements*** 2.5. Establish how ***international e-learning regimes***, ***human resources and learning policies and procedures*** will affect the design of e-learning resources
3. Test and evaluate e learning solutions	3.1. Set the parameters for testing e-learning solutions consistent with technical, user and organisational requirements 3.2. Review ***e-learning resources*** and ***e-learning systems or solutions*** against criteria tied to learner and organisational requirements 3.3. Adjust learning resource design or delivery methods where required to meet changing user and organisational requirements 3.4. Test and evaluate ***instructional design principles*** as appropriate for the given ***focus*** and context 3.5. Consult with learners, educators, designers and other personnel to evaluate ***constraints relating to organisation's e-learning systems and resources*** 3.6. Use ***research findings*** and reports on suggested improvements to e-learning resources or systems design to inform future practice

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to: • collaborate and work with vendors and consultants

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REQUIRED SKILLS AND KNOWLEDGE

- share ideas and information
- seek feedback on e-learning design
- research suitability of learning content for electronic development
- identify constraints, resources, standards and guidelines required to design and developing e-learning resources

- learning-related skills to represent e-learning design in a variety of ways such as:
  - describing learner's pathway through a program to a designer
  - writing e-learning pathways in a report
  - describing e-learning pathways in a sketch or drawing
  - referring to examples of other e-learning products with similar attributes to the desired online outcome
- planning and organising skills to:
  - develop a learning strategy for an organisation
  - anticipate or predict risks
  - plan for contingencies
  - generate options for e-learning resources
- problem-solving, initiative and enterprise skills to:
  - research and analyse learning theory and processes
  - design e-learning resources that meet Australian Quality Training Framework (AQTF) and other formal requirements, for example when designing resources to support endorsed Training Packages
- teamwork skills to collect and respond to user feedback to improve e-learning solutions and resources
- technology skills to:
  - use and understand electronic technology
  - identify international standards regimes and specifications that apply to the design of e-learning
  - confirm the technology to be used for different modes of teaching and learning.

Required knowledge

- assessment instrument and strategy design
- continuous improvement processes
- e-learning resource and systems testing and evaluation strategies
- information technology principles and terminology for example those related to using the internet, reviewing technology capabilities, describing e-learning methodologies and using related vocabulary
- how to create an effective learning experience using electronic technology, for example by using:
  - multiple perspectives
  - opportunities for reflection

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REQUIRED SKILLS AND KNOWLEDGE
• opportunities for collaborative learning • authentic assessment • incremental learning • variety • organisation • good practice design • instructional design for electronic materials, for example: • systematic instructional strategies • learning design principles • criterion-referenced assessment • order of increasing difficulty • opportunities for review of material and repetition • need for interactivity • inclusion of a variety of approaches and techniques for presenting information and activities • structure and sequencing of information • what happens if the learner makes a mistake • how to get help • techniques to hold user's attention • designing visual interface for improved learning, including graphics, use of fonts and white space, repetitive items • learning strategy design • organisational learning theory • organisational policies and procedures • quality management compliance requirements • relevant obligations under the AQTF Standards for Registered Training Organisations (if applicable) • range of e-learning environments and their application in designing e-learning resources • relevant policy, legislation, codes of practice and national standards including commonwealth and state/territory legislation.

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

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • analysis, design, implementation and evaluation of an e-learning solution to meet a business need or the needs of a specified user group • documented review and confirmation of appropriateness of e-learning resources and policies and procedures to meet organisational and individual learner needs • knowledge of e-learning resources and systems testing and evaluation strategies.
Context of and specific resources for assessment	Assessment must ensure: • competenceis consistentlydemonstrated over time, and over a range and variety of situations • access to required assessment facilities and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of applied projects or learning activities, for example covering e-learning system evaluations, research on trends in e-learning, review and confirmation of appropriateness of e-learning resources to organisational and individual learner needs, policies and procedures for e-learning resources, and selection of appropriate e-learning resources • direct observation of contextual application of skills • oral or written questioning to assess knowledge of range of e-learning environments and their application in designing e-learning resources.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBINN801A Lead innovative thinking and practice • BSBITB701A Implement advanced electronic

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EVIDENCE GUIDE	
	technologies • BSBLED702A Lead learning strategy implementation • BSBLED703A Implement improved learning practice • PSPHR616A Manage performance management system.

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.	
Forms of e-learning may vary with:	• assessment or qualification outcomes • blending with other modes of teaching (for instance blending classroom with online delivery) • instructional design • means of access • mode of teaching • standards compliance • technology involved
Business purposes may vary with factors and issues relating to:	• ability to gain and respond to customer feedback • available resources (in all their form) • business systems • changes to workflow and processes • competency, capability and skills of the workforce • culture and values • economic change • emerging technologies • executive support for innovation • external • globalisation

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RANGE STATEMENT	
	• government regulations, policy or funding initiatives • internal • labour market and industry changes and restructures • learning culture • management practices • new business models • new markets • research and development focus and support • shift to knowledge economy or new economy • structure and design of work in the organisation • technology change and convergence • vision, core purpose and capabilities
Brief may include:	• identified gap in learning product market • proposal developed for a client or supplier of products and services • tender for an organisational need
Organisational requirements may include:	• access and equity principles and practices • business and performance plans • collaborative or partnership arrangements • confidentiality requirements • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • occupational health and safety policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and procedures manuals • recording and reporting procedures
International e-learning regimes such as:	• Advanced Distributed Learning Co-Laboratory (ADL Co-Lab) (i.e. Sharable Content Object Reference Model - SCORM) • Aviation Industry Computer-based training Committee (AICC) • IMS Global Learning Consortium (i.e. IMS Learning design)

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RANGE STATEMENT	
	• Institute of Electrical and Electronics Engineers (IEEE) (i.e. Learning Object Metadata - LOM)
Human resources and learning policies and procedures may include:	• framework for consultation processes with industry for development of training and/or assessment services • framework under which the provision of training and assessment services is conducted • identification of roles and responsibilities of key personnel in an organisation • mechanism to facilitate continuous improvement within the training and assessment organisation • transparency of the training and assessment organisation's approach to training or assessment services
E-learning resources may include:	• assessment materials • generic skills materials • industry or enterprise specific materials • information about the audience for the learning resource • learning objects, activities • professional development materials • self-paced or instructor-led materials • trainer or facilitator materials • Training Package toolboxes
E-learning systems or solutions may include:	• ICT deployed as infrastructure, hardware, software, or applications to support the full range of learning activities (i.e. from design to reporting of outcomes)
Instructional design principles may include:	• ensuring learning is embedded in a realistic and relevant context • how to get help • inclusion of a variety of approaches and techniques for presenting information and activities and for encouraging participation by learning • need for authenticity in learning and assessment activities • need for collaborative learning opportunities • need for learner-centred activities and interactivity

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RANGE STATEMENT	
	• opportunities for review of material and repetition • presenting material in a logical order and sequence, and in order of increasing difficulty • structure of the information • techniques to engage the learner in learning • what happens if the learner makes a mistake (feedback)
Focus may include:	• accredited course • individual units of competency, modules of accredited courses • learning program • learning resource to support introduction or implementation of new technology or equipment • non-accredited course • traineeship or apprenticeship qualification • Training Package • Training Package qualification
Constraints relating to organisation's e-learning systems and resources may include:	• access to relevant technical or subject matter experts • anticipated difficulties due to language, literacy and numeracy skills of learners/end users • financial limitations to achieve proposed options • limited access of intended learners/end users to the necessary technology • limits of the technology and what types of things it can do • logistical issues • low levels of information technology skills of trainers or facilitators and intended learners/end users
Research findings may be compiled through:	• evaluation of existing products • focus groups • informal discussions • internet • interviews • literature reviews • questionnaires

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RANGE STATEMENT	
	• workshops

Unit Sector(s)

Unit sector	Learning and Development

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAELED801A Design pedagogy for e-learning

Modification History

Release	Comments
Release 1	This Unit first released with *TAE10 Training and Education Training Package version 3.0*.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to evaluate how current pedagogical practices can be transformed to capitalise on the increasing options for learning based on the immediacy, mobility and portability of technology.

The unit develops the advanced theoretical and technical knowledge required to respond to the implications associated with learning now occurring any time, any place, on a range of digital devices, from a variety of digital sources, and with anyone from around the globe.

It develops the skills required to examine highly effective pedagogies based on the increasing use and availability of a wide range of e-learning options.

Application of the Unit

This unit applies to teachers, trainers, educators and facilitators wanting to develop advanced pedagogical skills and knowledge based on the increasing range of learning options now available with technology.

They can use the skills and knowledge to analyse, evaluate and transform information in order to implement, manage and supervise the application of effective pedagogies using a range of e-learning options.

The unit may relate to learning activities in a small to medium sized organisation, or to a significant unit of activity in a large organisation.

Licensing/Regulatory Information

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

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
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

Element	Performance Criteria
1. Evaluate the pedagogical effects of e-learning	1.1 Analyse ***recent research*** into the results of a range of ***e-learning programs*** 1.2 Evaluate ***existing learning practices*** without technology and compare their effectiveness to e-learning 1.3 Use well-developed judgement to identify the most effective current e-learning options 1.4 Use independent judgement to develop ***learning criteria*** to apply to these approaches 1.5 Evaluate the effectiveness of these approaches based on these criteria
2. Generate e-learning options to cater for diversity	2.1 Assess and evaluate e-learning options to cater for the unique learning needs of each learner 2.2 Design an e-learning program that will enable leaners to effectively use technologies that suit their learning needs 2.3 Evaluate the effectiveness of a range of ***readily available technology devices*** 2.4 Evaluate the effectiveness of a range of readily

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Element	Performance Criteria
1. Evaluate the pedagogical effects of e-learning	1.1 Analyse ***recent research*** into the results of a range of ***e-learning programs***
	1.2 Evaluate ***existing learning practices*** without technology and compare their effectiveness to e-learning
	1.3 Use well-developed judgement to identify the most effective current e-learning options
	1.4 Use independent judgement to develop ***learning criteria*** to apply to these approaches
	1.5 Evaluate the effectiveness of these approaches based on these criteria
	available ***e-learning software options***
3. Initiate self-directed learning using technology	3.1 Plan learning programs that address different ***learning styles*** and increasingly enable learners to direct their own learning through the use of technology
	3.2 Implement learning that uses technology to take advantage of ***global access to like-minded learners***
	3.3 Design learning that will enable learners to be ***co-creators of their own learning***
	3.4 Use technologies and software that enable learners to get instant and accurate feedback on their learning
4. Use technology to personalise learning	4.1 Implement a program to allow learners to use a range of web services to create their own ***online learning environment***
	4.2 Use ***online analytical tools and data*** to understand and evaluate learning in an organisation
	4.3 Design constructive procedures for learners to access, interpret and effectively use their own analytical learning data

Required Skills and Knowledge

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

Required skills

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- communication skills to:
  - advocate for change processes to implement new learning options
  - conduct project-based activities
  - demonstrate effectiveness of new learning options
  - initiate and facilitate group discussions
  - present research findings on the impacts of e-learning strategies
  - seek feedback on e-learning designs
  - share ideas and information
- pedagogical skills related to effective learner progress, in order to:
  - develop differentiated learning programs
  - assess the effects of e-learning
  - initiate self-directed learning
- planning and organising skills to:
  - evaluate e-learning options to cater for the unique learning needs of each learner
  - develop learning strategies for individuals, groups and organisations
  - provide diverse and relevant e-learning options
- teamwork skills to:
  - collect and respond to feedback on e-learning initiatives
  - develop solutions and resources to support e-learning
  - monitor individual, group and organisation interactions
- technology skills to:
  - ensure technology infrastructure supports e-learning initiatives
  - identify and use appropriate e-learning designs and software
  - undertake web-based e-learning research
  - use online collaborative tools to support e-learning initiatives.

Required knowledge

- contemporary policy and approaches to learning and assessment
- content and requirements of the relevant delivery and assessment strategies
- content of learning resources and learning materials
- design and management of e-learning resources
- different learning styles and how to encourage learners
- pedagogical theory and practice, learner interests and changing learning styles, and application of ICT to learning and teaching
- range of individual learner needs and learning contexts
- learning principles relevant to e-learning
- range of appropriate learning strategies, and teaching and assessment methods
- range of individual learner needs and learning contexts
- sources and availability of relevant learning resources and learning materials

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- training techniques that enhance learning and when to use them.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • knowledge of effective learning principles • construction of pedagogically sound, contextually relevant e-learning strategies and improved learning practice • research on theory and practice in relation to advanced e-learning practice, especially where these are enabled by new content solutions; and vocational education and training approaches or technologies.
Context of and specific resources for assessment	Assessment must ensure: • competence is consistently demonstrated over time, and over a range and variety of complex situations • access to required assessment facilities and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • review of applied projects or learning activities, relating to the research, construction and testing of advanced learning practice for a specific target audience and learning content in a given vocational education and training context • direct observation of contextual application of skills • oral or written questioning to assess knowledge of constructing and implementing

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	advanced vocational education and training learning practice.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • TAEASS801A Analyse, implement and evaluate e-assessment • TAEDEL801A Evaluate, implement and use ICT-based educational platforms • TAEDEL802A Use e-learning with social media • TAELED703A Implement improved learning practice.

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.

Recent research may be compiled through:	• evaluation of existing products • focus groups • ICT reports • informal discussions • internet • interviews • literature reviews • questionnaires • workshops.
E-learning programs may include:	• all online – no face-to-face learning sessions • synchronous and asynchronous • blended learning – combination of online and face-to-face • cloud-based • computer-based • face-to-face programs • instructor-led group • self-directed study

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	• self-directed study with subject matter expert • web-based.
Existing learning practices may include:	• class-focussed instruction • classroom teaching • direct instruction • group learning • independent learning • summative assessment • teacher-controlled assessment • teacher-developed curriculum • teacher-directed learning.
Learning criteria may focus on:	• commitment to achievement • extending personal limits • high levels of motivation • learner engagement • learning essential skills • personal skill development • positive attitudes to self and others.
Readily available technology devices may include:	• games consoles • GPS devices • iPods • laptop computers • MP3/4 players • personal computers • personal digital assistants • smartphones • tablets • web-enabled televisions.
E-learning software options may include:	• blogging tools • cloud-based options • content authoring tools • dynamic learning objects and activities • online collaborative networks • online learning resources • organisational tools • proprietary learning software • survey tools.
Learning styles may include:	• activist learners • audio learners • kinaesthetic learners • pragmatic learners

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	• reflective learners • self-directed learners • tactile learners • theoretical learners • visual learners.
Global access to like-minded learners may be:	• blogs • collaborative online networks • online expert groups • online forum groups • social networks • wikis.
Co-creators of their own learning may involve:	• communication and collaboration • ICT-enabled research and content creation • use of content authoring tools • web publishing.
Online learning environment may mean:	• content management system • game-based learning • ICT-enabled access to knowledge • learning management system • simulated learning • virtual learning environments.
Online analytical tools and data may be:	• adaptive software • data mining tools • direct assessment tools • learning analysis software • software delivering instant feedback.

Unit Sector(s)

Learning and development

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TAELED802A Investigate the application of ICT content knowledge

Modification History

Release	Comments
Release 1	This Unit first released with *TAE10 Training and Education Training Package version 3.0*.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to analyse and apply effective ICT solutions and practices to meet the needs of various educational institutions.

Application of the Unit

This unit applies to practitioners working to develop and apply a wide range of ICT knowledge. It equips educators to knowledgeably analyse and apply various technologies in an educational setting.

Educators may need to seek the assistance of an ICT technical specialist, depending on the limitations of their own technical skills and knowledge.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
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

Element	Performance Criteria
1. Identify ICT standards and trends for an educational context	1.1 Identify ***hardware and software*** standards currently in use 1.2 Identify and analyse ***network technology*** standards currently in use 1.3 Analyse trends in deployment of ICT in education and learning
2. Analyse competing new technology solutions	2.1 Identify specific educational requirement that can be met by technology 2.2 Identify range of functions and capabilities supplied by ***benchmarking competing technologies*** 2.3 Select ***critical features*** of competing technologies for analysis 2.4 Conduct an analysis of technologies using various performance indicators 2.5 Select and report on appropriate new technology by considering the analysis of critical features
3. Develop a strategy to optimise current technology	3.1 Identify unused capacity in existing technology 3.2 Identify applications for unused capacity appropriate to educational outcomes 3.3 Develop, and present where required, a strategy for exploiting additional capacity 3.4 Assess the cost and efficiency of the strategy against available resources and budgets 3.5 Recommend a course of action in line with the assessment

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Required Skills and Knowledge

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

Required skills

- cognitive skills to:
  - review, analyse, consolidate and synthesise knowledge about current ICT-related technologies relating to education
  - think critically and generate and evaluate complex technical ideas
  - identify and provide complex solutions to ICT-related issues relating to education
- communication skills to:
  - collaborate and work with vendors, consultants and peers
  - conduct project-based activities
  - demonstrate and model varied delivery and facilitation methods and techniques
  - give presentations
  - initiate and facilitate group discussions in seeking feedback on applications for unused capacity
  - research suitability of learning content for electronic development
  - share ideas and information
- learning skills to:
  - analyse new areas of learning
  - evaluate effectiveness of learning practice, and analyse and identify suitable learning practice and learning strategies for groups and individual learners
- literacy skills to:
  - articulate ideas and information effectively
  - develop reports that deal with complex ideas and concepts
- numeracy skills to analyse, manipulate and validate data, specifications and reports
- planning and organising skills to:
  - anticipate or predict risks
  - develop a learning strategy for an organisation
  - plan for contingencies
- teamwork skills to:
  - monitor group and individual interactions when seeking feedback
  - respond to feedback to improve educational solutions
- research skills to ensure that all options are explored and recommendations are comprehensive and balanced
- technology skills to:

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- complete electronic research
- confirm the technology to be used for different modes of teaching and learning
- review and discuss learning styles and practice involving ICT
- understand current ICT standards.

Required knowledge

- benchmarking principles to assess technologies
- budgeting and cost-benefit analysis principles
- contemporary policy and approaches to learning and assessment
- content and requirements of the relevant delivery and assessment strategies
- how to create an effective learning experience using electronic technology
- information technology principles and terminology, particularly those related to:
  - using the internet
  - reviewing technology capabilities
  - describing e-learning methodologies and using related vocabulary.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • knowledge of contemporary ICT issues in an educational environment • documented review, analysis and recommendation of complex ICT solutions for an educational environment • research on theory and practice in relation to advanced learning practice, especially where these are enabled by new content solutions; and vocational education and training approaches or technologies.
Context of and specific resources for assessment	Assessment must ensure: • competence is consistently demonstrated over time, and over a range and variety of complex situations • access to required assessment facilities and

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	resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • review of applied projects or learning activities, relating to the research • direct observation of contextual application of skills • oral or written questioning to assess knowledge of constructing and implementing advanced vocational education and training learning practice.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • TAEDEL801A Evaluate, implement and use ICT-based educational platforms • TAELED704A Review enterprise e-learning systems and solutions implementation.

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.

Hardware and software may include:	• application:
	  • database
	  • internet browser
	  • spreadsheet
	  • word-processing
	• cloud-based solution
	• commercial
	• content management systems

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	• customised
	• development tools
	• in-house
	• laptop
	• learning management systems
	• notebook
	• other mobile devices
	• peripheral devices
	• personal computer (Mac or PC)
	• personal digital assistant (PDA)
	• server
	• smartphone
	• student management systems
	• system:
	  • computer security
	  • device drivers
	  • operating system
	• tablet (iPad or similar)
	• workstation.

Network technology may include:	• cabling infrastructure • internet • internet access • modems, routers and other connectivity devices • networks • remote sites • servers • virtual private network (VPN) • voice network • wide area network (WAN) • wireless networks.
Benchmarking competing technologies may include:	• assessment based on specifications and information presented by potential vendors • identifying organisations using different brands or versions of technology and comparing performance and functionality of other options • using operating data and direct testing to compare the performance of two or more competing technology products.
Critical features may include:	• capacity • compatibility with existing systems

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	• cost of implementation • ease of implementation • end user friendliness • future expansion of the connection • speed of operation • training and support requirements.

Unit Sector(s)

Learning and development

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TAELLN401A Address adult language, literacy and numeracy skills

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to recognise the core language, literacy and numeracy (LLN) demands of training and assessment, and to tailor training and assessment to suit individual skill levels, including accessing relevant support resources.

Application of the Unit

Application of the unit	This unit introduces trainers and assessors to core language, literacy and numeracy issues in training and assessment practice. Competence in this unit does not indicate that a person is a qualified specialist adult language, literacy or numeracy practitioner.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA
1. Determine the core LLN requirements of the training	1.1. Determine ***core LLN skill*** requirements of the ***training specification*** 1.2. Determine core LLN requirements of the ***training context*** 1.3. Use ***validated tools*** and other sources of information to determine existing core LLN skills of learners
2. Access specialist learning support	2.1. Determine the need for ***specialist core LLN assistance*** for the learner, based on evidence collected 2.2. Apply appropriate strategies for collaboration with specialist language, literacy and numeracy practitioners
3. Customise program to develop core LLN skills	3.1. Select and customise or develop learning and assessment materials that are appropriate to core LLN skills of training specification, training context and learners 3.2. Apply ***learning support strategies*** to assist learners to develop required core LLN skills 3.3. Continuously monitor and evaluate approaches to determine areas for improvement

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- language, literacy and numeracy skills to:
  - deliver effective training and assessment
  - analyse and apply the Australian Core Skills Framework (ACSF) at a level appropriate to the outcomes of the unit
  - make judgements about the LLN requirements of learner skill levels and training
  - communicate with other professionals about LLN requirements
  - liaise with personnel, including managers or supervisors, from the training and/or assessment organisation
  - liaise with appropriate external authorities
  - interpret a wide range of documents
- self-management and organisational skills to meet the LLN requirements of learners
- interpersonal skills to:
  - encourage learner development
  - demonstrate sensitivity to cultural issues

Required knowledge

- definitions of core LLN skills, according to the ACSF
- methodology for determining skill levels using the ACSF
- national policy on the integration of LLN into training package competencies
- legislation and codes of practice, for example:
  - equal opportunity legislation
  - privacy legislation
  - organisational requirements
- OHS relating to the work role, including:
  - reporting requirements for hazards
  - emergency procedures
  - safe use and maintenance of equipment
  - sources of OHS information
  - OHS obligations of employers and employees, including supervisors

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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	Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. 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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• address core LLN issues in training and assessment practice on at least two different occasions
	• provide evidence that includes:
	  • documentation setting out activities, resources and individual learning plans for a particular learner
	  • third-party observations of the candidate with a range of learners
	  • documentation of the use of the ACSF to determine LLN level.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Assessment must ensure access to: • specialist LLN practitioners for consultation and verification of approaches • tools based on the ACSF levels • training package support materials.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

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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.	
Core LLN skills include:	• core skills, as described by the ACSF • range of learning, reading, writing, oral communication and numeracy skills required to participate in work and the wider community.
Training specification may include:	• training package units of competency • learning outcomes from accredited courses with a vocational outcome • non-accredited industry specific learning programs.

Training context describes:	• environment in which the training takes place, which may include:
	  • work setting
	  • community setting
	  • training organisation.

Validated tools to ascertain LLN levels include:	• tools based on the ACSF • information gained from an LLN specialist, including results from prior assessment.
Specialist core LLN assistance can include:	• specialist in-house support services • Workplace English Language and Literacy (WELL) program support • specialist consultants • team teaching approaches • mentoring • government and community support services.
Learning support strategies can include:	• demonstrating LLN practices to be learned in a workplace context • using plain English appropriate for the learner • using audio recording of texts • using video and/or audio material to support the training • providing simplified explanations of underpinning principles and concepts • providing explanations and examples of text types • ensuring that decision-making responsibilities are shared

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RANGE STATEMENT	
	with learners • encouraging use of learners' personal word lists and dictionaries • mentoring in a learning situation • acknowledging and building on strengths of learners • providing opportunities to discuss, attach importance to, and build on different culturally-based behaviours and values.

Unit Sector(s)

Unit sector	Language, literacy and numeracy practice

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAELLN501B Support the development of adult language, literacy and numeracy skills

Modification History

Version	Comments
TAELLN501B	Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use strategies to support adults to extend their language, literacy and numeracy skills. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit typically applies to those in the vocational education and training sector who support adult learners to develop language, literacy and numeracy skills as part of their role. These VET practitioners require some knowledge of adult language, literacy and numeracy, a sound knowledge of the Australian Core Skills Framework, as well as strategies to support learners enrolled in VET programs. They may be supported by a coordinator or other colleagues more experienced in adult literacy and numeracy provision.

This unit also applies to those working in community programs or the workplace.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
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

1. Analyse the purpose and context for language, literacy and numeracy development	1.1 Analyse the language, literacy and numeracy requirements of the ***training specification*** or learning situation 1.2 Analyse the language, literacy and numeracy requirements of the ***training context***
2. Determine learners' language, literacy and numeracy skill level	2.1 Identify each learner's language, literacy and numeracy background 2.2 Identify ***factors*** or ***potential barriers*** that may affect the learner's development of language, literacy and numeracy skills 2.3 Determine learner's existing language, literacy and numeracy skill level using relevant ***validated tools*** and ***other approaches***
3. Design and apply strategies to develop literacy and numeracy skills	3.1 Examine limited range of ***strategies to develop reading, writing, speaking, listening and numeracy skills*** 3.2 Analyse strengths, needs and learning strategies of learners in relation to ***goals*** 3.3 Confirm areas for skill development with learner 3.4 Select and implement strategies 3.5 Access relevant language, literacy and numeracy learning resources 3.6 Modify resources to meet language, literacy and numeracy learning needs, and in relation to context
4. Review strategies	4.1 Monitor learner progress 4.2 Seek support and feedback from ***colleagues*** whenever required

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	4.3 Review strategies in terms of their effectiveness and feedback received

Required Skills and Knowledge

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

Required skills

- communication skills to communicate with a range of people for varying purposes to:
  - clarify meaning
  - give and respond to feedback
  - provide instruction
  - teach technical terms and language
- computer skills to teach digital literacy skills
- literacy skills to:
  - customise learning materials to suit reading levels of learner
  - design and produce materials
  - locate and evaluate information within texts
  - write fluently, accurately and legibly using appropriate text types
- numeracy skills to:
  - explain terminology, processes and calculations
  - use a combination of formal and informal oral mathematical and general language
- planning and organising skills to plan learning opportunities for learners
- problem-solving skills to:
  - analyse, identify and develop strategies to meet identified challenges
  - identify difficulties of those participating in provision
  - select and use a variety of problem-solving strategies
- self-management and learning skills to:
  - develop and adjust own teaching practice
  - reflect on and improve own professional practice
  - use advice from colleagues and others to adjust strategies
- teamwork skills to cultivate collaborative and participative work relationships.

Required knowledge

- current function of language, literacy and numeracy skills in Australian society, including how LLN skills impact an individual's participation in work, education and community
- the profile of language, literacy and numeracy competence in Australia,

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according to recent research, such as surveys conducted by Australian Bureau of Statistics
- the Australian Core Skills Framework (ACSF)
- how context affects language use, including:
  - how choice of linguistic style is affected by roles and relationships
  - how levels of formality are affected by factors such as age, role and ethnicity
  - how meaning making relies on linking to context
  - how people may be more proficient in some contexts and less in others
- variety of ways texts can be approached, depending on purpose of reader, for example skimming, scanning and critical analysis
- numeracy and language knowledge to the level of the numeracy and language being taught.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • determine language, literacy and numeracy levels using tools based on the ACSF, for at least ten (10) learners • select and apply language, literacy and numeracy support strategies relevant to each learner's context and purpose, for at least ten (10) learners • review strategies.
Context of and specific resources for assessment	Assessment must ensure access to: • learners wishing to develop language, literacy and numeracy skills • appropriate adult literacy and numeracy teaching resources • support from colleagues. Assessment must also ensure the use of culturally appropriate processes, and techniques appropriate to the language, literacy and numeracy capacity of the candidate and the work being performed.
Method of assessment	

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Guidance information for assessment	

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.

Language, literacy and numeracy skills include:	• core skills, as described by the Australian Core Skills Framework • the range of learning, reading, writing, oral communication and numeracy skills required to participate in work and the wider community.
Training specification may include:	• training package units of competency • learning outcomes from accredited courses • non-accredited industry programs

Training context describes:	• the environment in which the learning takes place, which may include:
	  • work setting
	  • community setting
	  • training organisation
	• may also include situational or sociocultural contexts.

Language, literacy and numeracy background may include:	• past experiences in the education system • country or location in which language was learned • the style by which language was learned • identity as a learner • age • culture • ethnicity • socioeconomic background.
Factors that affect development of language, literacy and numeracy skills may include:	• disability • emotional factors • ethnicity • learning difficulties • personal factors • physical factors, such as eyesight and hearing • socioeconomic status.

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Potential barriers that affect development of language, literacy and numeracy skills may include:	• cultural barriers relating to, for example:
	  • identity
	  • language
	• personal barriers relating to, for example:
	  • family circumstances
	  • physical factors
	  • previous formal schooling experiences
	  • social circumstances
	• language barriers relating to, for example:
	  • influence of the first language on later language learning
	  • use of standard English or non-standard English
	• learning difficulties.

Validated tools include:	• tools based on the ACSF • tools validated by LLN specialists.
Other approaches for identifying learners with language, literacy and numeracy needs may include:	• learner cues, such as reluctance to complete work in class time, and distracting or avoidance activities • feedback from other practitioners • information from pre-training enrolment forms • limited exposure to English language.
Strategies to develop reading skills may include:	• critical literacy strategies • skimming, scanning and reading for detail • those that focus on sociolinguistic factors • those that focus on syntax, semantics and grapho-phonic cues.
Strategies to develop writing skills may include:	• graphology for Roman script and word processing • features and use of grammar, punctuation and spelling and role of these in meaning making • working from models of texts • writing process of planning, drafting and editing.
Strategies to develop speaking skills may include:	• conversation • modelling and repetition • pair or group work • simulated work activities.
Strategies to develop listening skills may include:	• listening for key information in longer spoken text • modelling and repetition.
Strategies to develop numeracy skills may include:	• communicating number concepts, skills and information • discussing range of possible responses to problems • drawing on range of knowledge to solve problems

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	• drawing on real-life problems • identifying and using appropriate strategies and processes to solve problems.
Goals may include:	• to work more effectively • those related to VET learning programs • employment • community participation • personal goals.
Colleagues may include:	• colleagues more experienced and familiar with working with learners with language, literacy and numeracy needs • colleagues working in other language, literacy and numeracy programs • coordinators of adult literacy and numeracy professional development programs.

Unit Sector(s)

Language, literacy and numeracy practice

Custom Content Section

Not applicable.

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TAELLN701A Analyse and apply adult literacy teaching practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to analyse and apply effective adult literacy teaching practices to meet the needs of those participating in literacy provision in vocational education and training (VET) contexts. The unit also addresses the analysis and application of literacy theories and teaching strategies. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to practitioners working to develop literacy skills and knowledge. Adult literacy is offered in stand-alone courses or integrated into programs with an adult English language, numeracy or general education focus. Adult literacy is also delivered to individuals or groups in vocational training and in the workplace. An adult literacy practitioner requires skills and knowledge to deliver literacy at Australian Core Skills Framework (ACSF) levels 1 to 5. The client profile of those wishing to participate in adult literacy and numeracy provision is typically culturally and

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	linguistically diverse. The classroom, the workplace and the community may include those for whom English is their second, third or more language, who wish to improve their English language skills. The performance outcomes, skills and knowledge required to develop English language skills are described in TAELLN703A Develop English language skills of learners. The skills and knowledge needed to deliver and assess adult literacy skills are covered in TAELLN704A Implement and evaluate delivery of adult language, literacy and numeracy skills.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA

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ELEMENT	PERFORMANCE CRITERIA
1. Analyse and apply conceptual frameworks and theories underpinning literacy teaching	1.1. Examine theories that inform adult literacy teaching and their application 1.2. Identify relevant frameworks and structures 1.3. ***Apply adult learning principles*** to teaching literacy 1.4. Review ***range of provision*** for learning literacy in VET contexts
2. Research literacy requirements of those participating in literacy provision	2.1. Identify ***diversity*** of skills and backgrounds of those participating in literacy provision 2.2. Identify range of ***learning goals*** of those participating in adult literacy provision 2.3. ***Identify*** literacy embedded in everyday life, training and workplace tasks 2.4. Review own literacy skills and knowledge in relation to the required skills and knowledge
3. Select from a range of teaching approaches to develop participants' literacy skills and knowledge	3.1. Evaluate ***teaching approaches*** that support the development of participants' literacy skills and knowledge in authentic and relevant contexts 3.2. Evaluate suitability of ***strategies to teach awareness of how language works*** 3.3. Determine applicability of teaching approaches to specific needs, levels of literacy, learning styles, and context of those participating in literacy provision 3.4. Refer any issues arising from numeracy teaching role to appropriate person(s)
4. Select from a range of learning resources to develop participants' literacy skills and knowledge	4.1. Examine learning resources from traditional and new and emerging technologies, that link to literacy learning outcomes and promote learner engagement with tasks and activities 4.2. Evaluate materials relevant to social and cultural needs of those participating in literacy provision
5. Apply and evaluate strategies for teaching literacy skills and knowledge	5.1. Devise activities that integrate literacy skills appropriate to specific needs, levels of literacy, learning styles, and context of those participating in literacy provision 5.2. Devise and apply activities that integrate numeracy skills appropriate to specific needs and context of those participating in literacy provision 5.3. Apply strategies to teach reading and writing skills at text, sentence and word levels 5.4. Apply strategies to teach oral communication skills with a range of audiences

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ELEMENT	PERFORMANCE CRITERIA
	5.5. Apply strategies to develop learning skills 5.6. Use formal and informal monitoring to evaluate effectiveness of teaching strategies

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analysis and interpretation skills to:
  - evaluate relevant theories and teaching approaches in relation to those participating in literacy provision
  - identify and analyse literacy embedded in selected contexts
  - interpret information from pre-training assessments to identify and respond to learner needs, goals, skills and learning styles
- communication skills to:
  - facilitate discussions to encourage sharing of strategies and exploration of different solutions to problems
  - give clear explanations, present concepts clearly and respond to questions effectively
  - vary teacher talk to adjust to the English language level of others, including code-shifting activities where relevant to learners
- computer skills to:
  - evaluate literacy development software
  - teach skills needed to use email, SMS messaging and the internet
  - teach software packages, including educational software
- initiative, enterprise and creativity to:
  - devise, select and vary teaching strategies
  - interpret literacy theories in light of current practices
  - seek appropriate resources and materials
- learning skills to maintain currency and relevance of knowledge
- literacy skills to:
  - analyse texts for teaching and learning purposes
  - customise texts to suit reading levels of audience
  - design and produce materials to facilitate learning
  - model written genres

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REQUIRED SKILLS AND KNOWLEDGE

- read and interpret complex texts, analyse theoretical viewpoints and form judgements
- research current approaches to literacy teaching
- write complex texts that meet audience needs

- numeracy skills to:
  - communicate using formal and informal language, symbolic and diagrammatic representations and conventions of mathematics
  - identify mathematical information and meaning in activities and texts
  - solve a range of numeracy problems within adult contexts
- planning and organising skills to:
  - identify relevant resources
  - monitor and evaluate participant progress
  - plan a sequence of learning activities consistent with a conceptual framework
- problem-solving skills to:
  - analyse, identify and develop strategies to meet identified challenges
  - identify specific difficulties of those participating in literacy provision
- self-management skills to:
  - comply with requirements, codes of practice and organisational policies and procedures
  - maintain evidence of performance for a portfolio

Required knowledge

- adult learning principles and practices as they apply to teaching literacy
- applied linguistics for teaching purposes, for example:
  - code switching and use of non-standard Australian English
  - conventions of formal English in a range of genres and registers
  - text analysis, including how to analyse the linguistic structure and features of a text
  - understanding learner needs in a multilingual and multicultural learning environment
- cognitive processes involved in reading, writing, speaking and listening
- diverse needs of those participating in literacy provision and learning resources to support them
- English language systems and structures, including basic features of English grammar, phonology and lexis development
- knowledge of generic features of texts
- national standards, such as:
  - accredited course documentation
  - ACSF
  - Australian Qualifications Framework (AQF)

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REQUIRED SKILLS AND KNOWLEDGE

• Australian Quality Training Framework (AQTF)
• Training Packages
• range of literacy provision in VET, the workplace and the community
• relationship of teaching practice to adult literacy teaching theories, such as:
  • applied linguistics
  • applied social theory and sociolinguistics
  • cognitive and metacognitive theories
  • critical literacy
  • humanistic and progressivist pedagogy
  • psycholinguistics
• variables that interact to determine the level of difficulty of literacy tasks, for example:
  • application of language in variety of settings, including personal communication, social communication or workplace communication
  • familiarity of context
  • length and complexity of text language and structure
  • degree of inference the reader is required to make or how explicit a text is
  • kind of information in a text, for example concrete compared to abstract
  • extent of support required to respond to a text

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.	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • analyse frameworks, theories and teaching approaches that underpin the teaching of adult literacy, demonstrating a significant depth of knowledge, which has been applied to analyse the literacy needs of those participating in literacy provision • select appropriate learning resources • devise, select and apply adult literacy teaching strategies appropriate to learner needs and delivery context, and demonstrate the rationale for the selection • evaluate effectiveness of teaching strategies.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment must ensure access to: • a suitable workplace environment • research about profiles of those participating in literacy provision • wide range of resources about adult literacy theories and approaches • resources to support adult literacy teaching. Assessment must also ensure the use of culturally appropriate processes, and techniques appropriate to the language, literacy and numeracy capacity of the candidate and the work being performed.

Method of assessment	A range of appropriate assessment methods should be used to determine competency. The following examples are appropriate for this unit:
	• direct observation or video recording of candidate's adult language, literacy and numeracy practice
	• evaluation of a portfolio of evidence comprising:
	  • learner responses and feedback
	  • personal reflections
	  • planning notes
	  • preparation, such as detailed session plans, learning activities and assessment tools
	  • samples of resources
	• review of work samples, which may include session plans, units of work, resources, assessment tasks, evaluations and other work documents
	• questioning to establish required knowledge
	• review of third-party reports.

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • TAELLN702A Analyse and apply adult numeracy teaching practices • TAELLN704A Implement and evaluate delivery of adult language, literacy and numeracy skills.

Range Statement

RANGE STATEMENT

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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.	
Applying adult learning principles may include:	• acknowledging learners' non-standard English as valid communication and a resource for learning • acknowledging that literacy learners have an implicit knowledge of the grammar of spoken and written English, possibly including non-standard varieties • acknowledging the impact on learning of sociocultural differences and attitudes to schooling • assisting learners to assume increasing responsibility for defining their learning objectives, planning their own learning and evaluating their progress • assisting learners to use learning resources, including new technology • creating a supportive environment to encourage efforts to change and to take risks with new literacy learning • emphasising experiential, participative and project-based instructional methods and appropriate use of modelling • encouraging learners to draw on own life experience and world knowledge to make meaning from texts • encouraging learners to reflect on ways literacy skills can empower them • reinforcing learners' view of themselves as learners and doers, by providing for progressive mastery • selecting tasks and content in learning resources appropriate to adult learners in a multicultural context • supporting learners to make links between the development of their literacy skills and areas of current or future employment and other areas of importance to them.
Provision for learning literacy in VET contexts may include:	• community programs integrating literacy into activities • literacy integrated into other VET programs • literacy integrated into workplace activities, for example in Workplace English Language and Literacy (WELL) programs • stand-alone adult literacy classes.
Diversity may include:	• individual characteristics that limit skills in literacy or

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RANGE STATEMENT	
	ability to achieve goals, such as: • culturally and linguistically diverse backgrounds • effects of socioeconomic factors • low levels of formal schooling • low or limited meta-cognition skills, including adults with a learning or mild intellectual disability • physical or socio-emotional disabilities that impact on learning • 'spiky profiles' where oral communication, reading and writing skills vary • range in individual's literacy skills in relation to established frameworks such as ACSF, Training Package requirements and accredited course levels • range of motivation that leads adults to seek literacy provision.
Learning goals may include:	• completing equivalent to compulsory schooling in Australia • completing VET course • gaining employment • improving own education • interacting with bureaucracy • interacting with family and community • maintaining current job or managing promotion to next level • pursuing own interests.
Identifying may include:	• analysing features of language at the level of: • discourse or text • sentence and phrase • analysing language of texts for teaching and learning purposes to establish the required literacy skills • analysing tasks to identify their level of difficulty • identifying vocabulary and grammar appropriate to genre and register in a particular context • interpreting requirements of training products and texts in wider use.
Teaching approaches may include:	• bilingual approaches or peer support where individuals have low levels of English language • developing lexical and grammatical choices appropriate to genre and register • drawing on range of supports to learning, such as assistive technology

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RANGE STATEMENT	

	• encouraging learners to use own life experiences to illustrate and clarify learning
	• exploring learners' previous experiences of literacy learning so that learners' perceptions become more positive
	• multi-sensory approaches, and activities and resources that build on learners' strengths
	• sequencing activities to reflect increasing level of skill development
	• using a variety of learning modalities, including:
	  • visual
	  • kinaesthetic
	  • sensory
	• using a variety of learning resources, including:
	  • games
	  • hands-on activities
	  • real-life materials
	  • visual materials
	• using strategies that teach learners dominant literacy practices.

Strategies to teach awareness of how language works may include:	• acknowledging the relationship between language and social, cultural, political and religious identity • analysing how language varies and changes to suit needs of different groups and how this influences language use • developing meta-language skills and including activities to support learners in their own use of meta-language • discussing language and power relations in order to encourage recognition of dominant language / standard English if appropriate • discussing the role language plays in the formation, maintenance and transformation of power relations • discussing the role language plays in meeting work requirements effectively in a workplace setting • teaching differences between spoken and written forms.
Learning resources may include:	• bilingual and multicultural resources • computer-based delivery, software applications, educational software and CDs • documentation drawn from a workplace or vocational environment • everyday texts used by adults, including newspapers,

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RANGE STATEMENT	
	magazines, newsletters, and fiction or non-fiction texts • online resources, including browsers, websites and social networking sites • resources drawn from a workplace or vocational environment • technology used in everyday life, such as automated teller machines (ATMs) and ticket machines.
Devising ***activities at a range of levels of difficulty*** may include:	• analysing variables that underpin level of difficulty of literacy tasks • drawing on sample activities from levels 1 to 5 of the ACSF.

Strategies to teach reading skills may include:	• analysing texts as reflection of writer's culture, experiences and values
	• analysing features of a range of text types, including:
	  • electronic and printed texts
	  • multi-modal texts
	  • texts containing visual elements
	• building decoding skills
	• building meaning-making strategies
	• developing vocabulary
	• discussing effectiveness of the text
	• discussing audience and purpose
	• using phonological strategies, such as:
	  • letter-sound relationships
	  • blending activities.

Strategies to teach writing skills may include:	• building skills through discussion, modelling, scribing, copying and group writing
	• building text level skills by:
	  • sequencing, paragraphing and using cohesive devices
	  • using layout features
	• developing sub-skills, such as:
	  • graphology, including handwriting / word processing and punctuation
	  • grammatical structures
	  • vocabulary
	  • spelling patterns of English
	• evaluating the effectiveness of writing
	• providing opportunities to draft and edit
	• selecting relevant texts as models

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RANGE STATEMENT	
	• using, providing and constructing meaningful contexts and purposes for writing activities as they relate to specific requirements, such as workplace recording and reporting requirements.

Strategies to teach oral communication skills may include:	• analysing audience and purpose of communication, such as conveying informational requirements in the workplace
	• developing skills to use a range of registers and styles
	• interactional strategies, such as:
	  • varying language to reflect changes in social relations or contexts
	  • using voice tone, volume and content to suit different social contexts
	  • using appropriate introductions and greetings
	  • turn taking.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Language, literacy and numeracy practice

co-requisite skills

Co-requisite skills	

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TAELLN702A Analyse and apply adult numeracy teaching practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to analyse and apply effective adult numeracy teaching practices to meet the needs of those participating in numeracy provision in vocational education and training (VET) contexts. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to practitioners working to develop or support the development of numeracy skills and knowledge. Adult numeracy is offered in stand-alone courses, or integrated into programs with an adult English language, literacy or general education focus. Adult numeracy is also delivered to individuals or groups in vocational training, and in the workplace. While most adult literacy and language course delivery will be at Australian Core Skills Framework (ACSF) levels 1 to 3, applications of numeracy in vocational contexts and within the community can often require ACSF level 4 or level 5 skills. An adult numeracy practitioner therefore requires skills and knowledge to deliver numeracy at a minimum of ACSF level 3.

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	This unit aims to equip practitioners to analyse and apply numeracy teaching practices to a minimum of ACSF level 3. Numeracy teachers need to be aware of the limitations of their own mathematical skills and knowledge and may need to seek the assistance of a mathematics or technical specialist. They may also need to undertake professional development to increase their own skill levels for teaching contexts requiring numeracy beyond ACSF level 3. The skills and knowledge needed to provide adult numeracy skills are covered in TAELLN704A Implement and evaluate delivery of adult language, literacy and numeracy skills.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	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.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse and apply conceptual frameworks underpinning numeracy teaching	1.1. Examine theories that inform adult numeracy teaching and their application 1.2. Identify relevant frameworks and structures 1.3. Apply ***adult learning principles*** to teaching numeracy 1.4. Identify and review ***range of provision*** for learning numeracy in VET contexts
2. Research numeracy requirements of those participating in numeracy provision	2.1. Identify ***diversity*** of skills and backgrounds of those participating in numeracy provision 2.2. Identify range of ***learning goals*** of those participating in numeracy provision 2.3. Identify numeracy embedded in everyday life, training and workplace tasks 2.4. ***Research the mathematical knowledge*** required to meet the needs of the numeracy provision 2.5. Review own ***mathematical skills and knowledge*** in relation to required skills and knowledge and seek assistance of mathematics or technical specialist where required
3. Select from a range of teaching approaches to develop participants' numeracy skills and knowledge	3.1. Evaluate ***teaching approaches*** that identify mathematical information and meaning in authentic and relevant contexts and teach mathematical terminology and language 3.2. Evaluate teaching approaches that incorporate reasoning, problem-solving and estimation activities 3.3. Determine the applicability of different teaching approaches to specific needs, levels of numeracy, learning styles, and context of those participating in numeracy provision 3.4. Refer any ***issues arising from numeracy teaching role*** to ***appropriate person(s)***
4. Select from a range of learning resources to develop participants' numeracy skills and knowledge	4.1. Examine ***learning resources*** from traditional and new and emerging technologies, that link to numeracy learning outcomes and promote learner engagement with tasks and activities 4.2. Evaluate materials relevant to social and cultural needs of those participating in numeracy provision
5. Apply and evaluate strategies for teaching	5.1. Devise activities that integrate literacy skills appropriate to specific needs and context of those participating in numeracy provision

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ELEMENT	PERFORMANCE CRITERIA
mathematical skills and knowledge	5.2. Review and apply strategies to teach number, measurement, space and location, and data and statistics, appropriate to identified knowledge and ***level of difficulty*** 5.3. Examine and apply strategies to develop learning skills 5.4. Use formal and informal monitoring to evaluate effectiveness of teaching strategies

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analysis and interpretation skills to:
  - evaluate a number of theories and teaching approaches in relation to those participating in numeracy provision
  - identify and analyse numeracy embedded in selected contexts
  - interpret information from pre-training assessments to identify and respond to learner needs, goals, skills and learning styles
- communication skills to:
  - facilitate discussions to encourage sharing of strategies and exploration of different solutions to problems
  - give clear explanations, present concepts clearly and respond to questions effectively
  - vary teacher talk to adjust to the English language level of others
- computer skills to teach:
  - software packages, such as numeracy-specific educational programs and spreadsheets
  - skills needed to use email, SMS messaging and the internet
- initiative, enterprise and creativity to:
  - devise, select and vary teaching strategies
  - interpret numeracy theories in light of current practices
  - seek appropriate resources and materials
- learning skills to maintain currency and relevance of knowledge
- literacy skills to:
  - analyse texts for teaching and learning purposes

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REQUIRED SKILLS AND KNOWLEDGE

- read and interpret complex texts, analyse theoretical viewpoints and form judgements
- research current approaches to numeracy teaching
- write complex texts that meet audience needs

- numeracy skills to:
  - communicate using formal and informal language, symbolic and diagrammatic representations, and conventions of mathematics
  - identify mathematical information and meaning in activities and texts
  - solve a range of numeracy problems within adult contexts
- planning and organising skills to:
  - identify relevant resources
  - monitor and evaluate participant progress
  - plan a sequence of learning activities consistent with a conceptual framework
- problem-solving skills to:
  - analyse, identify and develop strategies to meet identified challenges
  - identify specific difficulties of those participating in numeracy provision
- self-management skills to maintain evidence of performance for a portfolio

Required knowledge

- adult learning principles and practices as they apply to teaching numeracy
- diverse needs of those participating in numeracy provision and learning resources to support them
- formal and informal mathematical and general language, including some specialised mathematical language and terminology
- national standards, such as:
  - accredited course documentation
  - ACSF
  - Australian Qualifications Framework (AQF)
  - Australian Quality Training Framework (AQTF)
  - Training Packages
- mathematical knowledge as required for teaching purposes (minimum ACSF level 3):
  - data and statistics
  - measurement
  - quantity and number
  - space and location
- mathematical knowledge to analyse and articulate a problem at ACSF levels 4 and 5, including to:
  - identify which operations are necessary
  - give possible approaches without necessarily being able to successfully solve

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REQUIRED SKILLS AND KNOWLEDGE

the problem
• range of numeracy provision in VET, including higher level mathematics provision
• role that mathematics plays in conveying information, for example:
  • critical appreciation of the place of mathematics in society
  • interplay between mathematics, language, context and the political, social and cultural contexts within which the mathematics arises
• relationship of teaching practice to theories that inform adult numeracy teaching, such as:
  • applied social theory, for example mathematics and culture, mathematics and gender
  • constructivism
  • critical literacy and numeracy
  • cultural use of specific mathematics
  • functionalism
• variables that interact to determine the level of difficulty of numeracy tasks:
  • complexity of mathematical information or data
  • type of operation or skill
  • expected number of operations
  • kind of information included, for example how relevant it is to the task
  • type of match / problem transparency

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.	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • analyse frameworks, theories and teaching approaches that underpin the teaching of adult numeracy, demonstrating a significant depth of knowledge, which has been applied to analyse the numeracy needs of those participating in numeracy provision • select appropriate learning resources • select and apply adult numeracy teaching strategies appropriate to learner needs and delivery context • evaluate effectiveness of teaching strategies.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment must ensure access to: • a suitable workplace environment • research about profiles of those participating in numeracy provision • wide range of resources about adult numeracy theories and approaches • resources to support numeracy teaching. Assessment must also ensure the use of culturally appropriate processes, and techniques appropriate to the language, literacy and numeracy capacity of the candidate and the work being performed.

Method of assessment	A range of appropriate assessment methods should be used to determine competency. The following examples are appropriate for this unit:
	• direct observation or video recording of candidate's language, literacy and numeracy practice
	• evaluation of a portfolio of evidence comprising:
	  • learner responses and feedback
	  • personal reflections
	  • planning notes
	  • preparation, such as detailed session plans, learning activities and assessment tools
	  • samples of resources
	• review of work samples, which may include session plans, units of work, resources, assessment tasks, evaluations, and other work documents
	• questioning to establish required knowledge
	• review of third-party reports.

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • TAELLN701A Analyse and apply adult literacy teaching practices • TAELLN704A Implement and evaluate delivery of adult language, literacy and numeracy skills.

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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.	
Adult learning principles may include:	• acknowledging impact of cultural differences and attitudes on learner autonomy • assisting learners with a fear of mathematics or numeracy to overcome that anxiety • assisting learners to assume increasing responsibility for defining their learning objectives, planning their learning and evaluating their progress • assisting learners to use learning resources, including new technologies • creating a supportive environment to encourage efforts to change and to take risks with new numeracy learning • encouraging learners to draw on their life experience and world knowledge to make meaning from numbers • encouraging learners to reflect on ways numeracy skills can empower • explaining mathematical theories and concepts by linking to learners' existing knowledge • reinforcing learners' view of themselves as learners and doers, by providing for progressive mastery • selecting tasks and content in learning resources appropriate to adult learners • supporting learners to make links between the development of their numeracy skills and other areas of importance to them • using experiential, participative and project-based instructional methods.
Range of provision may include:	• community programs integrating numeracy into activities • numeracy integrated into financial literacy or money management programs • numeracy integrated into other VET programs • numeracy integrated into workplace activities, for example in Workplace English Language and Literacy (WELL) programs • stand-alone adult numeracy classes, or those integrated

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RANGE STATEMENT	
	into literacy classes • tuition from teachers of higher level mathematics.

Diversity may include:	• individual characteristics, for example:
	  • culturally and linguistically diverse backgrounds with differing experiences of learning mathematics
	  • low levels of formal schooling
	  • physical, intellectual, learning or socio-emotional disabilities that impact on learning
	  • 'spiky profiles', where numeracy skill levels are different from literacy or oral communication skill levels
	  • effects of socioeconomic factors
	  • where skills in numeracy limit ability to achieve goals
	• range in individual's numeracy skills in relation to established frameworks such as ACSF, Training Package requirements and accredited course levels
	• range of motivation that leads adults to seek numeracy provision.

Learning goals may include:	• completing equivalent to compulsory schooling in Australia • completing VET course • gaining employment • improving ability to make informed financial decisions and interact with financial institutions • interacting with family and community • maintaining current job or managing promotion to next level • pursuing own interests.
Researching the required mathematical knowledge may include:	• analysing tasks and texts for teaching and learning purposes to establish the required numeracy skills • analysing tasks and texts to identify their level of difficulty • examining mathematical terminology • interpreting requirements of training products and texts in wider use.

Mathematical skills and knowledge may include:	• data and statistics:
	  • gathering and organising data
	  • interpreting and presenting data
	  • understanding everyday probability and chance events and terminology

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RANGE STATEMENT	

	• measurement:
	  • length, mass (weight), volume, temperature and time
	  • estimating, measuring and comparing objects using formal and informal methods
	  • recognising and identifying relationships between attributes
	  • selecting and using appropriate units of metric measurement
	• number:
	  • counting and numeration, including place value
	  • whole numbers, fractions, decimals and percentages
	  • computation and applying number
	  • computation and estimation
	  • identifying number patterns and relationships
	  • simple ratio and scale
	• space and location:
	  • recognising and identifying shapes and objects
	  • symmetry relevant to common shapes
	  • reading and interpreting location in relation to maps and street directories
	  • calculating simple area, perimeter and simple angles of different shapes.

Teaching approaches may include:	• a range of classroom activities delivered:
	  • to individuals
	  • in small groups
	  • to a whole group
	• bilingual approaches or peer support where individuals have low levels of English language
	• drawing on range of supports to learning, such as assistive technology
	• encouraging use of own life experiences to illustrate and clarify learning
	• modelling numeracy operations
	• projects and investigations
	• referring to other educational and community services for support, including for higher level mathematics
	• sequencing activities to reflect increasing level of skill development
	• using a variety of learning modalities, including:
	  • visual

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RANGE STATEMENT	
	• kinaesthetic • sensory • using a variety of learning resources, including: • games • hands-on activities • real-life materials • visual materials • using strategies to overcome the effects of numeracy and number anxiety • verbal-based approaches, such as discussions and 'questions and answers' to explore, plan, generalise, hypothesise, test ideas and form conclusions • verbalising processes to establish linkages between language of mathematics and operations, symbols and key words.
Issues arising from numeracy teaching role may include:	• areas that involve higher level mathematical skills and knowledge (at or above ACSF level 4) • knowledge of application of numeracy in particular contexts, such as a particular workplace or vocational application.
Appropriate persons may include:	• those with higher level mathematical knowledge • those with knowledge of specific applications • those who use numerical information for other purposes, such as workplace supervisor managing and reporting on outputs.
Learning resources may include:	• bilingual and multicultural resources • calculators, graphic calculators and abacus • computer-based delivery, software applications, educational software and CDs • everyday household and realia / authentic materials, for example: • newspapers and magazines • utility bills, bank statements and information leaflets • shopping and advertising materials • goods and materials, including foodstuff, packaging and containers • domestic measuring equipment, such as scales, cups, builder and dressmaker tapes, clocks, watches and calendars • local maps, plans and street directories • online resources, including websites

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RANGE STATEMENT	

	• resources drawn from a workplace or vocational environment
	• technology used in everyday life, such as:
	  • automated teller machines (ATMs) and EFTPOS
	  • ticket machines
	  • internet and telephone banking.

Levels of difficulty include:	• analysing variables that underpin numeracy tasks, such as:
	  • complexity of mathematical information
	  • type of operation or skill
	  • expected number of operations
	  • kind of information included, for example how relevant it is to the task
	  • type of match / problem transparency
	• drawing on sample activities from levels 1 to 3 of the ACSF.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Language, literacy and numeracy practice

co-requisite skills

Co-requisite skills	

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TAELLN703A Develop English language skills of adult learners

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop English language teaching strategies to meet the literacy and numeracy needs of adult learners in vocational education and training (VET) contexts. It includes analysing the English language requirements of VET contexts, applying teaching approaches and strategies for teaching English language skills, and selecting English language learning resources that meet learner requirements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to adult literacy and numeracy practitioners working in the VET sector. The classroom, the workplace and the community may include those who wish to develop their English language skills. Teaching groups of diverse learners in diverse delivery contexts requires adult literacy and numeracy practitioners to draw on a wide range of teaching pedagogies and practices, including those related to English language teaching. Specialist adult English language provision is offered: • in stand-alone courses for settlement purposes, such as the Adult Migrant Education Program (AMEP) • in curricula designed specifically for English as a second language (ESL) learners

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	• as specialist support for learners. The qualifications required by teachers in these programs are described in human resource statements in ESL-accredited course documentation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA
1. Analyse English language skills required in the delivery context	1.1. ***Identify*** and ***analyse English language skills required by learners*** 1.2. Establish profile of the ***language skills*** of learner group

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ELEMENT	PERFORMANCE CRITERIA
	1.3. ***Analyse English language skills of learner group***
2. Select teaching approaches	2.1. Review ***strategies*** to address ***barriers and impediments to language development*** 2.2. Examine ***English language teaching approaches*** 2.3. Determine ***applicability*** of teaching approaches for specific learners
3. Select range of learning resources to develop English language skills	3.1. Identify and review realia / authentic materials 3.2. Review ***learning resources*** from traditional and new and emerging technologies 3.3. Evaluate ***ICT and e-learning resources*** that link appropriately to language learning outcomes and promote learner engagement 3.4. Contextualise identified resources 3.5. Select and use appropriate resources, drawing on knowledge of English language and knowledge of learner needs and goals
4. Apply and evaluate activities to develop learners' English language skills	4.1. Create an ***environment conducive to language learning*** using interpersonal skills 4.2. Apply ***adult learning principles*** to teaching English language skills 4.3. Apply ***strategies to develop English language speaking and listening skills*** 4.4. Apply ***strategies to develop reading and writing skills in English*** 4.5. Develop activities that integrate listening, speaking, reading and writing skills appropriate to purposes, contexts and learners' level of English language skills 4.6. Use formal and informal monitoring to evaluate effectiveness of teaching strategies

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analysis and interpretation skills to: • interpret information from pre-training assessments to identify and respond to

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REQUIRED SKILLS AND KNOWLEDGE
learner needs, goals, skills and learning styles • select and interpret underpinning skills in training specifications and particular workplace contexts • communication skills to: • adjust intonation and stress in order to convey meaning • give clear instructions and explanations and respond to learner questions effectively • interact appropriately with learners from culturally and linguistically diverse backgrounds • paraphrase as part of effective listening techniques • teach technical terms and language • use appropriate language • vary teacher talk to adjust to the English language level of others • initiative, enterprise and creativity to: • devise, select and vary teaching strategies • seek appropriate resources and materials • interpersonal skills to establish productive relationships with learners • literacy skills to: • identify and analyse English language requirements embedded in selected contexts • select, read and interpret VET documents • planning and organising skills to plan: • effective programs that reflect understanding of range of learner group needs • learning opportunities for learners • problem-solving skills to: • evaluate language skills required by learning software • identify specific English language difficulties of learners • select strategies to address barriers to English language learning • self-management and learning skills to: • develop and adjust own teaching practice • use advice from colleagues and others to adjust teaching practice • technology skills to: • use a range of educational technology tools to support language learning • teach software packages and educational software
Required knowledge
• adult learning principles and practices as they apply to working with culturally and linguistically diverse adults • conventions of English language in a range of genres and registers

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REQUIRED SKILLS AND KNOWLEDGE

• English language needs of learners in a multilingual and multicultural learning environment
• English language systems and structures, including basic features of English grammar, phonology and lexis development
• English language teaching and learning approaches applicable to learners with English language needs in different contexts
• national standards, such as:
  • accredited course documentation
  • Australian Core Skills Framework (ACSF)
  • International Second Language Proficiency Rating (ISLPR) scale
  • Training Packages
• social, cognitive and affective factors that may influence language development
• text analysis, including how to analyse the linguistic structure and features of a text

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.	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • analyse the English language demands of delivery contexts • identify English language skills of learners • apply teaching approaches and strategies to develop the English language skills of a learner group in a specific delivery context • evaluate effectiveness of teaching strategies • review and use a range of learning resources to develop English language skills.
Context of and specific resources for assessment	Assessment must ensure access to: • a suitable workplace environment relevant to the context in which the candidate intends to work • learners who need to develop their English language skills • research about profiles of learners with English language needs • wide range of resources on teaching approaches and strategies that develop English language skills • resources to use with learners to support English language skill development.

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EVIDENCE GUIDE	
	Assessment must also ensure the use of culturally appropriate processes, and techniques appropriate to the language, literacy and numeracy capacity of the candidate and the work being performed.

Method of assessment	A range of appropriate assessment methods should be used to determine competency. The following examples are appropriate for this unit:
	• direct observation or video recording of candidate's adult language, literacy and numeracy practice
	• evaluation of a portfolio of evidence comprising:
	  • learner responses and feedback
	  • personal reflections
	  • planning notes
	  • preparation, such as detailed session plans, learning activities and assessment tools
	  • samples of resources
	• review of work samples, which may include session plans, units of work, resources, assessment tasks, evaluations, and other work documents
	• questioning to establish required knowledge
	• review of third-party reports.

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • TAELLN704A Implement and evaluate delivery of adult language, literacy and numeracy skills.

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.	
Identifying may require	• academic writing • accredited course documentation

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RANGE STATEMENT	
analysis of:	• formal and informal workplace communication systems • language and cultural demands of texts, tasks and instructions commonly used in literacy and numeracy lessons • reports using English language scales • text features and performance strategies at the required ACSF level • underpinning language requirements of specific Training Packages.

Analysing English language skills required by learners relevant to the delivery context may include:	• establishing level of complexity of English language features in a wide range of texts by aligning them to a framework, such as the ACSF
	• investigating basic features of language at the level of:
	  • discourse or text
	  • sentence and phrase level.

Language skills of the learner group may include learners:	• from Australian Aboriginal and Torres Strait Islander backgrounds who speak Indigenous language(s) as their first, second, third or more language • whose first language is not English, but who have been resident in Australia for long periods and have developed differing levels of spoken and written skills • who have experienced trauma and dislocation • who speak Aboriginal English • with disrupted education or limited formal education for a range of reasons.

Analysing English language skills of learner group may require:	• aligning language use to frameworks, such as ACSF
	• drawing on existing information, for example from:
	  • pre-training assessment
	  • previous language assessments, such as ISLPR.

Strategies may include:	• advice and support from specialist English as a second language (ESL) teachers • approaches and multi-sensory activities and resources that build on learners' strengths • bilingual approaches or peer support where learners have low levels of English • designing tasks and contexts that provide opportunities for learners to internalise and practise new skills • developing meta-language skills by teaching grammatical terms and structures: • to provide a language for learners to discuss their learning

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RANGE STATEMENT	
	• including activities to support learners in their own use of meta-language, if appropriate for the level of the group • referring learners to specialist ESL provision where necessary • strategies, like scaffolding activities, that build on learners' existing skills and knowledge in English and other languages • support from teachers with specialist skills and knowledge in working with learners with physical or mental health issues.
Barriers and impediments to language development may include:	• effects of trauma • extent and type of exposure to English speakers • factors resulting from current socioeconomic circumstances • influence of first language • limited education in first language • sensory disabilities • specific learning difficulties.
English language teaching approaches may include:	• task-based • topic-based.
Applicability of teaching approaches may include:	• learners' different skill profiles • previous experiences of language learning • range of linguistic backgrounds • requirements of particular learning context.

Learning resources may include:	• bilingual materials, including:
	  • lists of useful words and phrases
	  • published dictionaries and personal dictionaries
	  • reference materials
	• bilingual support workers
	• group members' experiences of other cultures
	• guest speakers
	• materials that are adult in orientation and relevant to learner needs
	• technology, such as mobile telephones and computers.

ICT and e-learning resources may include:	• audio recording technology, such as podcasts and digital tracks • CDs and DVDs • digital cameras and video capture

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RANGE STATEMENT	

	• educational software, such as dictionaries, word games and other commercial products
	• online resources, including downloadable learning resources
	• software applications, including:
	  • digital stories
	  • word-processing and multimedia packages, such as PowerPoint
	• technology used in everyday life, such as:
	  • automated teller machines (ATMs) and EFTPOS
	  • mobile telephones
	  • internet
	  • DVDs, television and film.

Environment conducive to language learning may include:	• demonstrating empathy for students from diverse backgrounds
	• for Indigenous learners:
	  • being prepared to allow time to develop a relationship of mutual respect with learners as individuals
	  • demonstrating an understanding of the history of Indigenous people, and how cultural history can impact on the learning process
	  • recognising how the backgrounds of individual students and the communities in which they live impact on the learning process.

Applying ***adult learning principles*** to teaching English language skills may include:	• acknowledging learners' life experience and world knowledge • acknowledging that implicit and explicit knowledge of the grammar of English and other languages is a resource for learning English • applying awareness of differences in cultural attitudes to learner autonomy • selecting tasks and content in learning resources appropriate to adult learners in a multicultural context.

Strategies to develop English language speaking and listening skills may include those that:	• develop accuracy and fluency in spoken English, including pronunciation, such as:
	  • drills, chants, pair work and small group work
	  • formulaic expressions
	  • role plays and simulations
	• develop active listening strategies, such as:
	  • awareness of different accents

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RANGE STATEMENT	
	• listening for detail • listening for gist • develop knowledge of, and skill in using, English grammar and lexis, such as: • choosing appropriate grammatical structures • introduction and practice of new lexical items, grammatical structures and text types • strategies that equip learners to make lexical and grammatical choices appropriate to genre and register • develop phonological skills, such as: • pronunciation of individual sounds • stress, rhythm and intonation • with the sounds of English • develop skills in interaction, such as: • joining and leaving discussions • structured dialogues • turn taking • identify discourse structure, such as basic language features of particular form of interaction depending on context.
Strategies to develop reading and writing skills in English may include:	• analysing features of a range of text types, including: • electronic and printed texts • texts containing visual elements • multi-modal texts • building sociocultural knowledge to assist learners to make meaning of texts • developing graphological skills, such as: • awareness of different scripts • handwriting • Roman script • spelling patterns in English • punctuation in English texts • developing letter formation, scribing, group editing and writing collective texts • developing vocabulary • locating the text in context, including purpose and audience • meaning-making strategies, such as building on existing knowledge and evaluating information in light of

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RANGE STATEMENT	
	previous knowledge • modelling and constructing texts • process writing • reading for meaning, reading for gist and reading for details • using structured exercises, such as cloze exercises and matching.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Language, literacy and numeracy practice

co-requisite skills

Co-requisite skills	

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TAELLN704A Implement and evaluate delivery of adult language, literacy and numeracy skills

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, develop, monitor, and assess adult language, literacy and numeracy skills at different levels and in vocational education and training (VET) contexts. It also includes the performance outcomes, skills and knowledge required to evaluate delivery. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to those who deliver adult language, literacy and numeracy skills provision, including: • stand-alone courses, such as are required for the Language Literacy and Numeracy Program (LLNP) • workplace courses, such as the Workplace English Language and Literacy (WELL) program • those delivering in vocational and community-based settings. Delivery and assessment of adult literacy and numeracy skills require a broad skills and knowledge base in adult literacy and numeracy theory and practice. These skills and knowledge are covered in TAELLN701A Analyse and apply adult literacy teaching practices, and TAELLN702A Analyse and apply adult numeracy teaching practices. The profile of those wishing to participate in adult literacy and numeracy learning is typically culturally and

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	linguistically diverse. The performance outcomes, skills and knowledge required for working with culturally and linguistically diverse adults in a range of contexts are described in TAELLN703A Develop English language skills of learners. This unit aims to develop expertise in planning, delivering and assessing programs that address adult language, literacy and numeracy skills and knowledge.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA
1. Plan to develop adult	1.1. Analyse ***training specifications***

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ELEMENT	PERFORMANCE CRITERIA
language, literacy and numeracy skills	1.2. Analyse initial assessments to establish ***learner profiles*** 1.3. Ensure ***legal***, ***organisational and ethical requirements*** of delivery and assessment are met 1.4. ***Plan delivery program*** with ***others*** if relevant 1.5. Plan evaluation strategy with others if relevant
2. Plan delivery within relevant frameworks	2.1. Prepare session plans to ensure coverage of skills and knowledge outcomes of training specification according to ***relevant frameworks*** 2.2. Select content appropriate to ***learners' needs***, interests and goals, and reflecting learning context 2.3. Confirm content of activities with others to ensure learning goals are addressed 2.4. ***Choose and sequence teaching activities*** to reflect ***theoretical understandings of skill development*** 2.5. Construct frequent and varied opportunities for learners to demonstrate achievement of skills 2.6. Select ***wide range of print***, ***media and electronic text*** appropriate to learner purposes
3. Select and apply adult language, literacy and numeracy teaching strategies appropriate to context	3.1. Evaluate teaching strategies to determine those most appropriate for the specific learners, learning styles, groups and learning context 3.2. Contextualise strategies to teach adult literacy and numeracy skills to meet learner needs 3.3. Contextualise strategies to teach learning skills to meet learner needs 3.4. Use knowledge of language, literacy and numeracy skill development to ***facilitate learning*** 3.5. Establish productive relationships with learners using interpersonal skills
4. Monitor adult language, literacy and numeracy skill development	4.1. Use formative assessment to monitor learner progress and modify course design 4.2. Identify perceived barriers to skill development and address them where possible 4.3. Provide guidance to learners about ***other options*** and relevant services when appropriate 4.4. Maintain records of individual learners' progress as the basis of reporting
5. Design and implement assessment processes	5.1. Ensure assessment processes are consistent with training specification requirements 5.2. Develop assessment tools consistent with training

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ELEMENT	PERFORMANCE CRITERIA
	specification requirements 5.3. Conduct assessment, making ***reasonable adjustments*** appropriate to learner needs 5.4. Provide feedback to learners to facilitate continuous improvement 5.5. Maintain records of assessment decisions 5.6. Map learner outcomes to ***reporting instruments*** and complete ***reports***
6. Evaluate program	6.1. Collect feedback on assessment process from ***relevant parties*** 6.2. Review program in light of evidence and make changes as necessary

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analysis and interpretation skills to:
  - interpret information from pre-training assessments to identify and respond to learner needs, goals, skills and learning styles
  - select and interpret underpinning skills in training specifications and particular workplace contexts
- communication skills to:
  - adjust stress and intonation in order to convey meaning
  - ask open-ended questions providing learners with opportunities to explain strategies
  - facilitate discussions to encourage sharing of strategies and exploration of different solutions to problems
  - give clear instructions and explanations, present concepts clearly and respond to learner questions effectively
  - paraphrase as part of effective listening techniques
  - teach technical terms and language
  - use spoken language to plan and to influence others
  - vary teacher talk to adjust to the English language level of others, including code-shifting activities where relevant to learners
- computer skills to teach skills needed to use:

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REQUIRED SKILLS AND KNOWLEDGE

- email, SMS messaging and the internet
- software packages, such as word processing and presentation
- data entry programs, including spreadsheets

- initiative, enterprise and creativity to:
  - demonstrate innovative approaches to teaching practice
  - facilitate learning of language, literacy and numeracy skills in diverse contexts
- interpersonal skills to:
  - establish a supportive environment, encouraging risk-taking and bringing together different points of view
  - liaise effectively with staff at all levels in an organisation
- literacy skills to:
  - complete documentation required to conduct the course, such as reports and evaluations
  - critically organise, evaluate and apply content from a range of structurally complex texts
  - customise texts to suit reading levels of learners
  - design and produce materials, such as training and assessment materials and instruments
  - model written genres
  - select appropriate conventions and stylistic devices to express precise meaning
- numeracy skills to:
  - extract and evaluate mathematical meaning from activities or tasks that include some formal mathematical symbols, abbreviations and language that is embedded in relevant texts or stimuli
  - select and use a variety of developing mathematical and problem-solving strategies in a range of familiar and less familiar contexts
  - transfer own knowledge of numeracy to teaching role to explain terminology, processes and calculations required in a training context
  - use a combination of formal and informal oral mathematical and general language, including some specialised mathematical language and terminology
- planning and organising skills to plan:
  - effective programs that reflect understanding of range of learner group needs
  - learning opportunities for learners
- problem-solving skills to:
  - analyse, identify and develop strategies to meet identified challenges
  - identify specific difficulties of those participating in provision
  - select and use a variety of problem-solving strategies in a range of familiar and less familiar contexts
- self-management and learning skills to:
  - develop and adjust own teaching practice

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REQUIRED SKILLS AND KNOWLEDGE

• maintain evidence of performance for a portfolio
• reflect on and improve own professional practice
• use advice from colleagues and others to adjust teaching practice
• teamwork skills to:
  • cultivate collaborative and participative work relationships
  • share ideas and resources with others
  • work effectively as a team member

Required knowledge

• adult language, literacy and numeracy teaching approaches applicable to learners at different levels of the Australian Core Skills Framework (ACSF), and in different contexts
• broad repertoire of teaching strategies and learning activities incorporating various types of learning to meet specific language, literacy or numeracy need
• current influential teaching theories that underpin teaching of adult literacy and adult numeracy
• relevant national standards, codes of practice and legislation, such as:
  • ACSF
  • Australian Quality Training Framework (AQTF)
  • equal opportunity legislation
  • training specifications, such as:
  • accredited course documentation
  • non-accredited course documentation
  • Training Packages
• VET sector, including the structure, purpose and delivery of Training Packages and accredited courses

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.	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • identify and analyse training specifications and learner profiles • design a program to develop language, literacy and numeracy skills, including preparing session plans appropriate to delivery

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EVIDENCE GUIDE	
	context • apply adult language, literacy and numeracy teaching strategies appropriate to learner needs and delivery context • monitor learning and provide feedback to learners • develop assessment tools consistent with training specification and appropriate to learner needs • prepare records and reports developed to meet needs of stakeholders • evaluate own practice.
Context of and specific resources for assessment	Assessment must ensure access to: • a suitable workplace environment • adult language, literacy and numeracy learners • training specifications appropriate to context • appropriate adult literacy and numeracy teaching resources. Assessment must also ensure the use of culturally appropriate processes, and techniques appropriate to the language, literacy and numeracy capacity of the candidate and the work being performed.

Method of assessment	A range of appropriate assessment methods should be used to determine competency. The following examples are appropriate for this unit:
	• direct observation or video recording of candidate's adult language, literacy and numeracy practice
	• evaluation of a portfolio of evidence comprising:
	  • learner responses and feedback
	  • personal reflections
	  • planning notes
	  • preparation, such as detailed session plans, learning activities and assessment tools
	  • samples of resources
	• review of work samples, which may include session plans, units of work, resources, assessment tasks, evaluations, and other work documents
	• questioning to establish required knowledge
	• review of third-party reports.

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • TAELLN701A Analyse and apply adult literacy teaching practices

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EVIDENCE GUIDE	
	• TAELLN702A Analyse and apply adult numeracy teaching practices • TAELLN703A Develop English language skills of learners.

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.	
Training specifications may include:	• agreements with stakeholders that specify training requirements • ACSF • course outline • relevant section of accredited course documentation • training organisation's delivery and assessment plan • unit from relevant Training Package • workplace adult literacy and numeracy skill development plan, as agreed with employers and workforce representatives.

Learner profiles may include:	• current level of skill when compared with level of skill required for work or training outcome
	• factors that influence learning, such as:
	  • illness
	  • attendance
	  • income
	  • role as carer
	• identified language, literacy and numeracy needs, linked to initial assessment
	• learners' perceptions of their learning needs
	• learners' previous education and training experience
	• level of formal education in first language
	• if of a language background other than English, language and cultural background
	• level of skills, described using the ACSF

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RANGE STATEMENT	
	• preferred learning strategies • short-term and long-term training goals • third-party reports from supervisors and other training colleagues.

Legal, organisational and ethical requirements may include:	• assessment reporting and subsequent procedures, such as:
	  • complaints
	  • grievances
	  • appeals
	• audit requirements
	• enrolment and assessment records and other data and information management
	• equity issues and needs
	• intellectual property
	• potential legal consequences of false, misleading or incorrect information
	• privacy legislation
	• regulatory requirements, including occupational health and safety (OHS).

Planning delivery program may include:	• pre-training assessment • team teaching • use of training materials • small group or one-to-one support.
Others may include:	• colleagues involved in delivery and assessment of learner group or similar groups • external stakeholders, such as Centrelink • in a workplace, all parties involved in the program, such as supervisors, workforce organisations, employers and other trainers • support persons, such as bilingual aides and counsellors • those with knowledge relevant to context in which working, such as vocational or workplace trainers • those with specialist teaching expertise, such as higher level mathematics or English as a second language (ESL) teachers.
Planning delivery within ***relevant frameworks*** includes consideration of:	• application of adult learning principles • integration of language, literacy and numeracy delivery with vocational training • pathways to other qualifications • requirements of the AQTF • training specifications as set out in Training Packages

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RANGE STATEMENT	
	and accredited courses.
Learners' needs may include development of skills, such as:	• reading • writing • speaking • listening • critical thinking • employability skills • learning strategies • non-verbal communication and body language • use of new technologies • visual literacy.
Ways in which theoretical understandings of skill development may be reflected in the ***choice and sequence of teaching activities*** include:	• judgements about focus of the program and particular sessions to facilitate development of skills • decisions about content and use of resources depending on level of difficulty of reading materials, numeracy tasks or writing tasks • decisions about the suitability of particular delivery options to meet learner group needs • extent of support a particular learner might need to succeed with course materials • order in which new material, such as language structures, may be introduced.

Theoretical understandings of skill development may include:	• theories that inform adult literacy teaching, such as:
	  • applied linguistics
	  • applied social theory and sociolinguistics
	  • critical literacy
	  • humanistic and progressivist pedagogy
	  • psycholinguistics
	• theories that inform adult numeracy teaching, such as:
	  • applied social theory, for example mathematics and culture, mathematics and gender
	  • constructivism
	  • critical numeracy
	  • cultural use of specific mathematics
	  • functionalism.

Wide range of print, media and electronic text may include:	• authentic texts, such as written texts commonly found in the home, at workplaces and in the public domain • documents, such as those relating to government services and requirements • numeracy materials, such as:

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RANGE STATEMENT	
	• calendars • money • number • ratio • shapes • street directories and maps • weights and measures • technology, such as: • automated teller machines (ATMs) and EFTPOS • CDs • e-learning activities • m-learning activities • mobile telephones • visual materials, such as: • graffiti • illustrations • photographs • posters, signs and charts • telephone displays • television shows, movies and animations • videos and DVDs • workplace documentation, such as: • manufacturer specifications • OHS notices • personnel forms • rosters • standard operating procedures.
Facilitating learning may include:	• active questioning • correcting learner errors • developing resources to meet specific learner needs • explaining concepts and processes • making judgements about individual's skill development • using peer learning and group work.
Other options may include:	• ESL course • other adult literacy and numeracy program • other community-based option • peer support

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RANGE STATEMENT	
	• shift to a vocational course • support service, such as counselling or welfare service.
Reasonable adjustments may take into account:	• communication styles, preferences and levels of confidence • learners' differing linguistic and cultural backgrounds • learners' previous experiences of assessment • specific learning difficulties or disabilities.
Reporting instruments may include:	• ACSF • training organisation's own reporting systems.

Reports may include:	• individual and aggregated reports about improved adult literacy and numeracy outcomes, described using the ACSF
	• reports written for the workplace using particular formats and styles, covering:
	  • benefits to the company
	  • improvements in workplace skills
	  • individuals taking further training of their own
	  • participation in teams and meetings
	  • job flexibility and promotional opportunities
	  • morale and attendance
	• those required by funding bodies
	• those required by training organisations.

Relevant parties may include:	• employers and supervisors • learners • vocational colleagues.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Language, literacy and numeracy practice

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Co-requisite units

Co-requisite units	

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TAELLN705A Design and conduct pre-training assessment of adult language, literacy and numeracy skills

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design and implement a process to assess the language, literacy and numeracy skills of prospective adult learners. The purpose of this pre-training assessment is to determine the most appropriate provision, given the person's current language, literacy and numeracy skills, knowledge and goals, the learning context, and the varying eligibility requirements of adult literacy and numeracy programs. The unit prepares a practitioner to carry out initial assessments in workplace, training organisation and community contexts, and to maintain knowledge of current provision and requirements in the vocational education and training (VET) sector. The unit also addresses skills and knowledge required to evaluate the assessment process. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to adult literacy and numeracy practitioners who design processes to assess the skills of a prospective learner for adult language, literacy and numeracy provision, and who carry out, record and report pre-training assessments.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA
1. Design a pre-training assessment process to analyse adult language, literacy and numeracy skills	1.1. Design assessment process within an ***assessment framework*** 1.2. Contextualise assessment process within organisational, ***policy and legislative framework*** and ***program funding profile*** 1.3. Create ***pre-training assessment kit*** that provides opportunity for candidates to demonstrate their range of language, literacy and numeracy skills 1.4. Select ***location*** for the assessment that meets the needs of candidate and assessor
2. Conduct the assessment	2.1. Clarify ***assessment process*** with candidate, including context and purpose 2.2. Note and record conditions of assessment

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ELEMENT	PERFORMANCE CRITERIA
	2.3. ***Tailor assessment process*** to meet ***individual needs of candidate***, particular context and requirements of assessment 2.4. Select and use questioning and self-assessment strategies to assess oral communication and learning 2.5. Select and use range of reading and writing tasks for assessment purposes 2.6. Select and use range of numeracy tasks for assessment purposes
3. Analyse data to establish candidate's language, literacy and numeracy skills	3.1. Compare responses to interview questions with ***benchmarks in relevant frameworks*** to analyse oral communication and learning 3.2. Compare responses to reading material with text features and performance strategies to analyse reading skills 3.3. Compare samples of candidate's writing with text features and performance strategies to analyse writing skills 3.4. Compare responses to numeracy tasks with numeracy features and performance strategies to analyse numeracy skills
4. Provide effective advice on suitable program options	4.1. ***Provide feedback*** to candidate on assessment outcomes emphasising strengths and positive strategies 4.2. Apply current knowledge of VET provision in discussions with candidate 4.3. Apply current knowledge of ***options*** suiting specific needs of candidate when discussing future options for skill development
5. Report outcome of assessment	5.1. Maintain records of assessment process, evidence collected and outcome according to policies and procedures of the training organisation and/or funding body 5.2. ***Report*** outcome of assessment process to ***relevant parties*** in required format and manner and in line with confidentiality requirements
6. Evaluate the assessment process	6.1. Collect feedback on the pre-training assessment process from relevant parties 6.2. Improve assessment processes in response to evaluation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to:
  - negotiate complex spoken exchanges by establishing a supportive environment
  - ask a mix of open-ended and closed questions to give candidates opportunity to demonstrate competence
  - paraphrase to clarify meaning and encourage further discussion
  - display depth of understanding of complex oral texts, which may include multiple and unstated meanings
- initiative, enterprise and creativity to:
  - assist candidates to perform in unfamiliar contexts
  - design a range of assessment tasks which cover all levels of the Australian Core Skills Framework (ACSF), and relevant personal, social and employment-related contexts of learners
  - identify changing dynamics of interview situation and vary assessment processes accordingly
- interpersonal skills to:
  - provide feedback on assessment outcome in a constructive and sensitive manner
  - interact with a diverse range of candidates
  - negotiate successful assessment processes
- planning and organising skills to:
  - plan and maintain collection of assessment resources of relevance to assessment context and to the range of client interests and needs
  - plan and maintain system to record and report assessments
- reading and writing skills to:
  - design assessment activities and resources which:
    - allow for fair, valid and reliable assessment of candidates' adult language, literacy and numeracy skills
    - provide the basis for judgements about the best outcome from the assessment process for individuals
  - identify, analyse and interpret information from a wide variety of sources, such as:
    - course accreditation documentation
    - funding arrangements and eligibility requirements for program
    - units of competency
  - interpret results from assessment

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REQUIRED SKILLS AND KNOWLEDGE

- take notes on information presented orally
- document the assessment process to meet the requirements of a number of interested parties
- research skills to access and evaluate research into factors that effect language, literacy and numeracy development

Required knowledge

- adult language, literacy and numeracy research, for example:
  - range of social, psychological, physical, economic and cultural factors that influence language, literacy and numeracy development in learners
  - levels of adult literacy and numeracy in the Australian community
- issues and challenges that typically arise in the context of assessing language, literacy and numeracy skills
- knowledge of non-standard Australian English to be considered when assessing oral communication, such as local dialects and creoles
- legislation, codes of practice and national standards, such as:
  - ACSF
  - Assessment Guidelines of TAE10 Training and Education Training Package
  - equal opportunity legislation
  - policies of government departments that affect placement of learners into programs
  - Australian Quality Training Framework (AQTF) requirements, including understanding assessment theory and principles
- organisational philosophy and guidelines, for example:
  - own role and responsibilities
  - risk management strategies
- range of factors that impact on adult language, literacy and numeracy development, such as:
  - physical and sensory factors
  - specific learning difficulties
  - changes in cultural and linguistic contexts
  - socioeconomic factors
  - social and mental health issues
- range of provision in the VET sector available to meet candidate learning needs
- variables that interact to determine the level of difficulty of literacy and numeracy tasks, such as:
  - familiarity of context
  - length and complexity of text language and structure
  - degree of inference the reader is required to make or how explicit a text is
  - kind of information in a text, for example concrete compared to abstract

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REQUIRED SKILLS AND KNOWLEDGE
• extent of support required to respond to a text

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.	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• outline the assessment process, including own role
	• develop a pre-training assessment kit that:
	  • is consistent with AQTF requirements
	  • is customised to meet needs of particular learner group, funding body, industry or workplace
	  • demonstrates significant depth of knowledge of:
	  • range of social, psychological, physical and cultural factors that influence language, literacy and numeracy development in learners
	  • how these issues have been considered in the design of the assessment process
	• provide records of assessments (confidentiality protected)
	• provide current information about the range of adult literacy and numeracy options available to learners
	• provide records of evaluations of the process and the assessment kit
	• provide evidence of changes made to the assessment process as a result of feedback.

Context of and specific resources for assessment	Assessment must ensure access to: • candidates to be assessed • standards to be assessed against, such as ACSF or Training Package unit • suitable assessment venue • standard recording and reporting forms. Assessment must also ensure the use of culturally appropriate processes, and techniques appropriate to the language, literacy and numeracy capacity of the candidate and the work being performed.

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EVIDENCE GUIDE	

Method of assessment	A range of appropriate assessment methods should be used to determine competency. The following examples are appropriate for this unit:
	• direct observation or video recording of candidate's adult language, literacy and numeracy practice
	• evaluation of a portfolio of evidence comprising:
	  • samples from a pre-training assessment kit developed by the candidate
	  • records of interviews and assessments
	  • current information about options and outcomes of the process
	• questioning to establish required knowledge.

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • TAELLN701A Analyse and apply adult literacy teaching practices • TAELLN702A Analyse and apply adult numeracy teaching practices.

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.	
Assessment frameworks may include:	• ACSF • Assessment Guidelines in Training Packages • International Second Language Proficiency Rating (ISLPR) scale • those tied to accredited curricula.
Policy and legislative framework may include:	• access and equity principles • AQTF standards • confidentiality requirements of government agencies • Disability Discrimination Act • program eligibility rules of commonwealth and state

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RANGE STATEMENT	
	departments, such as Department of Immigration and Citizenship (DIAC) visa categories.

Program funding profile may include:	• funding sources that determine specific eligibility of candidates for programs based on immigration, employment or social status, such as eligibility requirements of the:
	  • Language Literacy and Numeracy Program (LLNP)
	  • Workplace English Language and Literacy (WELL) program
	• eligibility requirements of state training authorities.

Pre-training assessment kit may comprise:	• questions to elicit information on learner's educational history and issues that may have affected learning
	• resources and materials to assess a wide range of language, literacy and numeracy skills, such as:
	  • numeracy materials drawn from genres familiar to candidate, and drawn from candidate's immediate social or training environment
	  • reading samples, drawn from genres familiar to candidate, and drawn from candidate's immediate social or training environment
	  • sample questions to:
	  • assess oral communication skills
	  • identify learning strategies or styles
	  • identify candidate's purposes in attending assessment
	  • writing tasks and associated materials
	• tasks and materials that are aligned to levels in the assessment framework.

Location may include:	• space where confidential information can be provided • space where the assessment can be the main focus of attention • environment with a wide range of resources within close proximity • environment where personal risk factors have been mitigated.

Features of ***assessment process*** may include:	• confidentiality conventions about the nature and extent of information which may be disclosed to third parties, such as:
	  • employers
	  • government or other officials
	• feedback on the assessment provided with various

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RANGE STATEMENT	
	options for candidate consideration • extent to which communication supports, such as interlocutors, translators and calculators, may be used by candidate during assessment process.

Ways in which ***assessment process may be tailored*** may include:	• allowing for differences in communication styles, preferences and levels of confidence, by:
	  • allowing sufficient time for the assessment process to proceed at the pace required by candidates
	  • encouraging questions
	  • explaining unfamiliar concepts
	• providing a support person of candidate's choice where appropriate
	• selecting materials at an appropriate level, while keeping the range sufficiently broad to allow candidate to demonstrate full range of skills
	• selecting materials of relevance to the candidate
	• using culturally appropriate processes when assessing Indigenous students, such as:
	  • including community members as part of the process whenever possible and practicable
	  • using appropriately qualified Indigenous assessors
	• varying the process if necessary to accommodate such things as confidentiality considerations.

Individual needs of candidate may include:	• physical and sensory factors • specific learning difficulties • changes in cultural and linguistic contexts • socioeconomic factors • social and mental health issues.

Benchmarks in relevant frameworks may include:	• information from each level of the ACSF, including:
	  • context
	  • level of support required
	  • text type
	  • text complexity
	• text features and strategies from ISLPR
	• information about text features and strategies contained in units of accredited courses.

Providing feedback may include:	• allowing plenty of time so that the session is not rushed • ensuring candidate is confident to ask questions • focusing on positives • using feedback as a learning opportunity.

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RANGE STATEMENT	
Options may include:	• program at appropriate level and focus within accredited or non-accredited adult literacy and numeracy course • program involving an adult literacy and numeracy mentor • vocational program with a literacy and numeracy component • referral to other agencies or services, such as Refugee Support Services, Community Health Services, and youth networks • referral to other training organisations offering more appropriate adult English language, literacy and numeracy courses or courses with a different focus • workplace-based support.
Reporting may include:	• hard copy or electronic written reports using commonwealth government proformas • internal reporting procedures • verbal reports to officers of other government and non-government agencies.
Relevant parties may include:	• government officials, such as Centrelink staff • counsellors • other training organisation staff • practitioners not involved in the assessment process • youth workers.

Unit Sector(s)

Not applicable.

Competency field

Competency field	Language, literacy and numeracy practice

Co-requisite units

Co-requisite units	

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TAELLN706A Lead the delivery of adult language, literacy and numeracy support services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to devise and provide adult language, literacy and numeracy support services within a training organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to those who devise a range of strategies to develop adult language, literacy and numeracy skills in learners enrolled in vocational education and training (VET) within a training organisation, where the vocational course is the major focus. Individuals in this role work collaboratively with a team of VET colleagues and contribute educational leadership in developing adult language, literacy and numeracy skills within the context of vocational courses. They may work alongside VET colleagues by directly teaching individuals and small groups, developing resources and support materials, and designing and delivering self-access materials. This requires that they can apply knowledge of the terminology, language styles, writing conventions, and underpinning skill and knowledge requirements of the technical areas in which the support services are offered, as well as the wider VET environment. Typically, those working in this concurrent support role require wide-ranging skills in formally and informally

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	assessing language, literacy and numeracy skills, and analysing and responding to learner needs. Formal reporting of literacy and numeracy outcomes may not be required. However, those working in this role may work with other VET colleagues on assessment activities through partnerships, assessment panels and other arrangements. Teaching of programs where adult literacy and numeracy is the major focus is covered in TAELLN704A Implement and evaluate delivery of adult language, literacy and numeracy skills.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	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.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Research language, literacy and numeracy demands of vocational training context	1.1. Identify ***broad issues for involvement*** in training through consultation with ***relevant parties*** 1.2. Analyse ***training specification*** outcomes to identify language, literacy and numeracy skills required for successful performance 1.3. Analyse learner and assessment materials to identify language, literacy and numeracy required for successful performance 1.4. Analyse training and assessment processes in terms of language, literacy and numeracy demands on learners 1.5. Analyse ***workplace practices*** to determine language, literacy and numeracy skills required 1.6. Develop a profile of language, literacy and numeracy requirements of vocational context
2. Analyse individual's language, literacy and numeracy skills	2.1. Develop ***profile of potential participants*** 2.2. ***Identify*** language, literacy and numeracy skills of potential participants 2.3. Make ***diagnostic judgements*** about individual's language, literacy and numeracy skills in relation to vocational requirements
3. Develop a language, literacy and numeracy support strategy for vocational training	3.1. Plan ***most appropriate mode(s) of training*** 3.2. Plan instructional sequence that links to identified language, literacy and numeracy training needs 3.3. Plan ***training arrangements*** 3.4. Undertake joint planning when working with content experts to integrate language, literacy and numeracy with teaching and assessment activities 3.5. Seek advice on technical matters from others in the VET environment when required 3.6. Confirm ***own role and responsibilities*** in training and assessment context with relevant parties 3.7. Confirm stages and processes for gathering evidence for assessment, and monitoring and evaluating training with relevant parties
4. Select and apply a range of teaching strategies to develop language, literacy and numeracy skills	4.1. Evaluate ***teaching strategies*** to determine those most appropriate for individual learners in particular vocational context 4.2. Apply strategies to interpret, explain and produce features of spoken and written English texts used

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ELEMENT	PERFORMANCE CRITERIA
relevant to vocational context	within vocational context 4.3. Teach terminology and language of the industry and workplace 4.4. Apply strategies to interpret and teach mathematical features 4.5. Incorporate ***adult learning practices*** 4.6. ***Work with VET colleagues*** to develop their approach to addressing language, literacy and numeracy issues within their training
5. Participate in assessment processes	5.1. Make assessment arrangements consistent with quality compliance processes 5.2. Provide advice to vocational trainers and assessors about appropriate reasonable adjustment in conducting assessments 5.3. Complete reports as required by relevant bodies
6. Evaluate support services	6.1. Review the support services in collaboration with others 6.2. Modify the support services in line with recommendations from the review

Required Skills and Knowledge

Required knowledge

• adult learning principles and practices as they relate to teaching practice
• experiential, participative and projective instructional methods
• language, literacy and numeracy skill development
• national standards, such as:
  • Australian Core Skills Framework (ACSF)
  • International Second Language Proficiency Rating (ISLPR) scale
  • policies and procedures of the training organisation based on the requirements of the Australian Quality Training Framework (AQTF)
  • training specifications of the VET sector
• sufficient knowledge of relevant industry or technical area in which working, including language, reading and writing, and calculation requirements to enable the:
  • identifying and teaching of underpinning skills
  • customising of learning materials, methods and strategies
  • teaching of vocationally relevant terminology

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Required knowledge
• theoretical approaches to adult language, literacy and numeracy teaching

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.	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • undertake research resulting in a profile of language, literacy and numeracy requirements of vocational context • develop sample of learner profiles with analyses of individual's literacy and numeracy skills, and teaching notes developed by the candidate, including activities and resources • collaborate with others in the VET context • develop an outline of strategies for language, literacy and numeracy support implemented in vocational training • evaluate support strategies and resulting outcomes.
Context of and specific resources for assessment	Assessment must ensure access to: • learners in vocational programs • wide range of resources appropriate for language, literacy and numeracy delivery in vocational contexts • access to vocational teaching colleagues. Assessment must also ensure the use of culturally appropriate processes, and techniques appropriate to the language, literacy and numeracy capacity of the candidate and the work being performed.
Method of assessment	A range of appropriate assessment methods should be used to determine competency. The following examples are appropriate for this unit: • evaluation of a report or case study • questioning to establish required knowledge • review of third-party reports • review of work samples.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

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EVIDENCE GUIDE	
	• TAELLN701A Analyse and apply adult literacy teaching practices • TAELLN702A Analyse and apply adult numeracy teaching practices.

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.	
Broad issues for involvement may include:	• developing capacity of vocational trainers to support learners with language, literacy and numeracy needs • developing language, literacy and numeracy skills of learners to allow them to complete training or further training successfully • meeting quality compliance requirements, such as AQTF standards • meeting the language, literacy and numeracy or communication skill requirements of a relevant industry Training Package or accredited vocational course.
Relevant parties may include:	• enterprise personnel where there is an on-the-job component of training • school personnel responsible for VET in schools arrangements • those responsible for managing quality compliance within the training organisation • those responsible for vocational training.
Training specifications may include:	• accredited courses • manufacturer specifications • standard operating procedures • Training Packages.
Workplace practices may include:	• enterprise-specific language, literacy and numeracy demands where known • industry expectations of language, literacy and numeracy skills

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RANGE STATEMENT	
	• practices around core and incidental work activities.

Profile of potential participants may include:	• accounts of learners' previous formal education and training experience
	• background information, such as age or gender
	• existing skills of learners in relation to work context
	• learners' attitudes to assessment
	• learners' perceptions of their learning needs
	• learners with identified language, literacy and numeracy needs, such as:
	  • those with a low level of formal education
	  • first language, if from a language background other then English.

Identifying language, literacy and numeracy skills may be:	• a formal or informal process as required by particular context • consistent with requirements of assessment frameworks, such as the ACSF or ISLPR.
Diagnostic judgements may include:	• areas of strengths • specifics of areas in need of improvement • those based on sound knowledge of English phonological, grammatical and lexical systems.
Most appropriate mode*(*s*) *of training may include:	• delivering course focusing on language, literacy and numeracy underpinning skills of specific units of competency of a Training Package • developing and customising self-access resources for an independent learning centre • developing assessment tools and training support materials for language, literacy and numeracy across a qualification or a range of qualifications • providing specialist course for selected participants, including one-to-one, small group, classroom, face-to-face, distance and on-the-job support • referring to bridging programs with focus on developing language, literacy and numeracy skills • teaching workplace communication and numeracy skills contextualised into relevant industry area • working alongside vocational practitioners to provide language, literacy and numeracy support to learners.
Training arrangements may include:	• scheduling of training, including classes, team teaching, one-to-one, self-access, online, and combinations of these • time arrangements, including during class, in learners' own time, and self-access

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RANGE STATEMENT	
	• suitable training venues • teaching equipment • program promotion strategies.
Own role and responsibilities may include:	• area of specialisation • arrangements about assessments of technical areas • relationships with other training organisation personnel • reporting arrangements.

Teaching strategies may include:	• influential theories in adult literacy pedagogy, including:
	  • psycholinguistics
	  • sociolinguistics
	  • humanistic and progressivist pedagogy
	  • critical pedagogy
	• influential theories in adult numeracy pedagogy, including:
	  • transmission
	  • constructivism
	  • cultural use of specific mathematics
	  • critical numeracy
	• language teaching methodologies, including communicative language teaching.

Adult learning practices may include:	• assisting learners to assume increasing responsibility for:
	  • defining their learning objectives
	  • planning their language, literacy and numeracy learning in relation to vocational objectives
	  • evaluating their own progress.

Working with VET colleagues may include:	• exchanging information about specific individual learner or group needs • sharing ways to identify learners with language, literacy and numeracy needs • suggesting ways to design materials to make them more reader-friendly • supporting them in implementing training customised to meet learners' language, literacy and numeracy needs • using inclusive teaching strategies.

to develop their language, literacy and numeracy teaching capacity to develop their language, literacy and numeracy teaching capacity to develop their language, literacy and numeracy teaching capacity

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Language, literacy and numeracy practice

Co-requisite units

Co-requisite units	

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TAELLN801A Analyse policy and formulate strategic language, literacy and numeracy response

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify and analyse policy that has adult language, literacy and numeracy implications, and to formulate, implement and evaluate strategic responses within a training organisation. Knowledge of adult language, literacy and numeracy theory and teaching approaches is also important in the development of the strategic response to policy. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Provision of adult language, literacy and numeracy is impacted by social, economic, community and education policy decisions. This unit applies to those in a training organisation who have a leadership role in accessing, analysing and responding to policy.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA
1. Analyse policy and its relationship to adult language, literacy and numeracy provision	1.1. Identify new opportunities in ***policy environments*** in response to internal and external factors and government priorities 1.2. ***Access*** policy that may impact on adult language, literacy and numeracy provision 1.3. ***Analyse policy*** to establish changes that may impact on current adult language, literacy and numeracy provision 1.4. Identify ***potential impact of policy*** on the training organisation 1.5. Propose ***actions to be taken*** in response
2. Lead the implementation of adult language, literacy and numeracy strategic response	2.1. Provide information and advice on the relevant policy according to ***organisational procedures*** 2.2. Formulate ***strategy*** for adult language, literacy and numeracy provision in response to policy 2.3. ***Implement strategy*** in collaboration with ***stakeholders***

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ELEMENT	PERFORMANCE CRITERIA
3. Review the response to policy	3.1. Develop a ***plan for evaluation and review of policy*** implementation in consultation with stakeholders 3.2. Gather, collate and analyse feedback on implementation process and related issues according to organisational requirements 3.3. ***Evaluate implementation of policy*** against initial criteria in implementation plan 3.4. Document and report on outcomes of review according to organisational requirements 3.5. Provide feedback to policy body on implementation issues or consequences of policy shift, if relevant

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and presentation skills to:
  - collaborate and negotiate with others
  - interpret language that is highly nuanced
  - use language to influence others
- computer skills to access policies and report
- initiative and enterprise skills to:
  - identify opportunities through policy analysis
  - think broadly about a range of program options
- literacy skills to:
  - read and evaluate complex and formal documents, such as policy and legislation
  - prepare written advice requiring precision of expression and language and structures suited to intended audience
- planning and organising skills to:
  - collect, analyse and organise information
  - devise a strategy to respond to policy changes
  - take initiative and make decisions
- problem-solving skills to propose solutions to policy changes
- research skills to identify, access and analyse policy documents

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REQUIRED SKILLS AND KNOWLEDGE
• teamwork skills to plan collaborative activity
Required knowledge

• continuous improvement processes, systems and strategies
• impact of policy changes on training organisations' operations
• policy areas likely to impact on adult language, literacy and numeracy provision
• range of ways adult language, literacy and numeracy provision can be implemented
• relationship between adult language, literacy and numeracy skill development and program planning, including:
  • theories and models of adult language, literacy and numeracy skill development and how to apply them
  • how to analyse the English language, literacy and numeracy requirements of a range of education programs
  • how to plan, alone or with colleagues, programs that embed English language, literacy and numeracy skills
  • how to plan effective programs that incorporate opportunities to:
  • develop a range of appropriate transferable skills
  • meet the aims and learning needs of learners
• relationship between international, federal, state and local policy related to adult language, literacy and numeracy provision
• reporting frameworks, such as the Australian Core Skills Framework (ACSF)
• roles of stakeholders in the implementation of policy
• theoretical frameworks of adult language, literacy and numeracy
• trends in education and training policy

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.	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • access and analyse a broad range of policies that may impact on adult language, literacy and numeracy provision • identify impact that policy may have on the training organisation • implement response to the policy within the training organisation lead by the candidate

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EVIDENCE GUIDE	
	• analyse and report on the effectiveness of the response to policy implementation within the training organisation • provide evidence of reflection on own practice.
Context of and specific resources for assessment	Assessment must ensure access to: • broad range of policies • opportunities to lead the strategy development and implementation of a response to policy within a training organisation. Assessment must also ensure the use of culturally appropriate processes, and techniques appropriate to the language, literacy and numeracy capacity of the candidate and the work being performed.
Method of assessment	A range of appropriate assessment methods should be used to determine competency. The following examples are appropriate for this unit: • evaluation of documented evidence of a policy response by the candidate • review of applied projects • questioning to establish required knowledge • review of third-party report.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBRES801A Initiate and lead applied research.

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.	
Policy environments may include:	• community services • economic reform • education

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RANGE STATEMENT	
	• employment • Indigenous affairs • industry • manufacturing.
Policies may be ***accessed*** through:	• advice in Training Packages • Industry Skills Councils and state Industry Training Boards • international, federal and state or territory government departments, regulatory and/or licensing bodies • networks from a range of training providers • policy directives from state training authorities • senior management.

Policy may include consideration of:	• commonwealth and state government policies and initiatives in a wide range of areas, including community development, economic policy, capacity building, and social welfare, such as:
	  • capacity building programs for Aboriginal and Torres Strait Islander peoples
	  • certification requirements in specified industry areas, for example child care and aged care
	  • commonwealth, state or territory legislation relating to occupational health and safety (OHS)
	  • entitlement to English language provision based on immigration status
	  • guidelines for labour market and employment initiatives
	  • immigration regulations affecting categories of visa holders
	  • National Quality Council (NQC) guidelines and vocational education and training (VET) policy, including the Australian Quality Training Framework (AQTF)
	  • policy on levels of school (or equivalent) completion.

Analysis of policy may include:	• confirming relevance for implementation within the training organisation • determining application to the training organisation • determining effectiveness of current policy in light of new policy objectives • determining intent of policy • identifying areas where policy has not been applied

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RANGE STATEMENT	
	appropriately • identifying implications for adult language, literacy and numeracy provision • identifying relationships at the international, national, state and local levels between potential key stakeholders in VET policy development and implementation • identifying stakeholders.
Relevant ***policies*** may be expressed in:	• Acts • codes of practice • guidelines • procedures • regulations • standards.
Potential impacts of policy on training organisations may include:	• administrative and reporting systems • alternative funding sources • cross-sectoral relationships • current and emerging markets • impacts on provision resulting from changes in funding arrangements • industrial relations • pedagogy • quality systems and processes • relationships with industry • roles and competency requirements of staff • technologies.
Actions to be taken may include:	• applying for funding or responding to tender • changing administrative and reporting arrangements • changing adult language, literacy and numeracy provision • changing organisation's provision in regard to adult language, literacy and numeracy • changing pedagogy • identifying and accessing resources • identifying possible funding sources • providing professional development to staff • responding to policy bodies on possible consequences of policy shift, and suggestions for revision if necessary • revising organisation's policies.
Organisational	• who needs to be consulted • format of the advice, including level of detail

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RANGE STATEMENT	
procedures may include:	• timeframe for decision making.

Strategies may include:	• adult language, literacy and numeracy integrated into community programs
	• adult language, literacy and numeracy integrated into other VET programs
	• adult language, literacy and numeracy integrated into workplace activities
	• adult language, literacy and numeracy stand-alone programs, including:
	  • full-time or part-time
	  • accredited or non-accredited
	• distance delivery
	• on-site or off-site face-to-face delivery
	• resource development
	• recognition of prior learning (RPL) and assessment-only services.

Implementing strategy may include:	• analysing guidelines to establish level and focus of provision • developing eligibility criteria consistent with policy • developing training and assessment plans sequenced to reflect the adult language, literacy and numeracy development of participants • identifying and accessing resources and materials • implementing administrative and reporting schedules • selecting accredited courses or developing non-accredited programs to meet participant needs • selecting participants for provision consistent with policy • working with other VET colleagues to implement adult language, literacy and numeracy strategy.
Stakeholders could be internal and external and may include:	• administrative staff • enterprises • funding bodies • government departments • industry and community bodies • teaching staff • training organisation management • unions.
Plan for evaluation and review of policy may	• criteria for policy implementation • outline of the intended use and consequences of policy implementation

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RANGE STATEMENT	
include:	• personnel and their responsibilities • policy implementation review process • process to collect feedback on implementation issues • strategy for consultation with relevant personnel • timelines.
Evaluation of policy implementation may address:	• cost of implementation • implementation processes and procedures • interpretation of intent of policy • outcomes for learners • scope of implementation • staff knowledge of and adherence to policy.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Language, literacy and numeracy practice

Co-requisite units

Co-requisite units	

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TAELLN802A Research and implement new adult language, literacy and numeracy practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to research new adult language, literacy and numeracy practices and implement them to meet the needs of adults seeking to develop their language, literacy and numeracy skills. New adult language, literacy and numeracy practices may be theories, approaches or strategies that are new to education, new to the adult literacy field, new to Australia, new to particular delivery contexts or provider organisations, or simply new to the practitioner. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to adult language, literacy and numeracy practitioners who need to critically reflect on their own practice in order to research and identify new, innovative or alternative approaches to practice, and adapt and apply these to their own work context as appropriate. An advanced application of adult literacy and numeracy practice is required at this level. It is recommended that those who have previously completed education theory and practice units, and/or have established skills and experience as a teacher or practitioner undertake this unit.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA
1. Review effectiveness of current adult language, literacy and numeracy practices	1.1. Identify current adult language, literacy and numeracy ***teaching practices*** 1.2. Review ***criteria to evaluate effectiveness of current practices*** 1.3. Assess and evaluate current practice in relation to ***requirements of learning context***
2. Research advances in practice	2.1. Identify areas of research relevant to own professional practice 2.2. Use ***appropriate sources of information*** to identify new practices
3. Analyse new adult language, literacy and numeracy practices	3.1. Evaluate new practices in relation to requirements of learning context 3.2. Evaluate new practices in relation to ***specific***

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ELEMENT	PERFORMANCE CRITERIA
	requirements of learners enrolled in adult language, literacy and numeracy programs 3.3. Review new practices in relation to adult language, literacy and numeracy teaching theory 3.4. Identify ***potential issues*** arising from new practices
4. Apply new adult language, literacy and numeracy practices	4.1. Plan introduction of new learning practices into program 4.2. Undertake joint planning with others as relevant, to introduce new practices into teaching and assessment activities 4.3. Make changes to existing practices
5. Evaluate new adult language, literacy and numeracy practices	5.1. Establish criteria to monitor and evaluate new practices 5.2. Monitor and evaluate learning outcomes 5.3. Disseminate findings of evaluation to other colleagues 5.4. Review changes to practices based on feedback and evaluation findings

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analysis and interpretation skills to evaluate teaching practices in relation to the needs of those participating in adult language, literacy and numeracy provision
- communication skills to:
  - facilitate discussions to encourage sharing of strategies and exploration of different solutions to problems
  - give clear explanations, present concepts clearly and respond to questions effectively
- computer skills to locate sources of information for research purposes
- initiative, enterprise and creativity to:
  - seek appropriate new resources and materials
  - think critically about teaching practices
- learning skills to:
  - maintain currency and relevance of knowledge

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REQUIRED SKILLS AND KNOWLEDGE

- reflect on and improve own professional practice
- literacy skills to:
  - analyse texts for teaching and learning purposes
  - read and interpret complex texts, analyse theoretical viewpoints and form judgements
  - research current approaches to adult language, literacy and numeracy teaching
- numeracy skills to analyse statistical information
- planning and organising skills to:
  - identify relevant resources
  - monitor and evaluate progress of learners
  - plan a sequence of learning activities consistent with teaching practices
- problem-solving skills to introduce new learning practices into language, literacy and numeracy programs in vocational education and training (VET)
- self-management skills to comply with requirements, codes of practice and organisational policies and procedures
- teamwork skills to plan collaboratively with colleagues changes to teaching and assessment activities

Required knowledge

- adult learning principles and practices as they apply to teaching language, literacy and numeracy
- adult language and literacy teaching theories, such as:
  - applied linguistics
  - applied social theory and sociolinguistics
  - critical literacy
  - humanistic and progressivist pedagogy
  - psycholinguistics
- adult numeracy teaching theories, such as:
  - applied social theory, for example mathematics and culture, and mathematics and gender
  - constructivism
  - critical literacy and numeracy
  - cultural use of specific mathematics
  - functionalism
- diverse needs of those participating in adult language, literacy and numeracy provision
- national standards, such as:
  - Australian Core Skills Framework (ACSF)
  - Australian Qualifications Framework (AQF)
  - Australian Quality Training Framework (AQTF)

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REQUIRED SKILLS AND KNOWLEDGE
• curriculum documents • Training Packages • sources of research into adult language, literacy and numeracy practice • teaching practices that: • meet learner needs in a multilingual and multicultural learning environment • reflect cognitive processes involved in reading, writing, speaking, listening and numeracy

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.	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • review current practice • undertake research into English language, literacy and numeracy teaching practices, and evaluate their relevance to current context • implement new practices • evaluate the effectiveness of new practices.
Context of and specific resources for assessment	Assessment must ensure: • access to program evaluation information • access to sources of information about new teaching practices in adult language, literacy and numeracy • opportunity to implement and evaluate new practices. Assessment must also ensure the use of culturally appropriate processes, and techniques appropriate to the language, literacy and numeracy capacity of the candidate and the work being performed.
Method of assessment	A range of appropriate assessment methods should be used to determine competency. The following examples are appropriate for this unit: • review of applied project or case study • evaluation of documented evidence • questioning to establish required knowledge

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EVIDENCE GUIDE	
	• review of third-party report.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBRES801A Initiate and lead applied research • TAELLN807A Design, implement and evaluate an adult language, literacy and numeracy professional development program.

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.	
Teaching practices may include:	• pedagogy or teaching theories • teaching approaches and strategies.

Criteria to evaluate effectiveness of current practices may include:	• feedback from:
	  • community organisations regarding positive impacts
	  • learners regarding positive impacts on language, literacy and numeracy skills
	  • other adult language, literacy and numeracy colleagues
	  • other VET colleagues regarding contribution to successful outcomes from VET courses
	  • workplace personnel regarding positive impacts on workers and workplace
	• learner persistence
	• quantitative indicators, such as:
	  • ongoing attendance
	  • satisfactory completion of qualifications or units
	  • non-completion.

Requirements of learning context may include:	• funding body guidelines • specific learning needs of adults participating in provision

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RANGE STATEMENT	

	• specific needs of employer or workplace organisation
	• VET national standards, such as:
	  • accredited course documentation
	  • ACSF
	  • AQF
	  • AQTF
	  • Training Packages.

Appropriate sources of information may include:	• adult language, literacy and numeracy journals • communities of practice • conferences • international research organisations, such as the National Research and Development Centre for Adult Literacy and Numeracy (NRDC) • adult language, literacy and numeracy journals • professional workshops • VET research organisations, such as the National Centre for Vocational Education Research (NCVER).

Specific requirements of learners may include:	• improving English language skills
	• improving literacy skills
	• improving numeracy skills
	• individual requirements of learners:
	  • from culturally and linguistically diverse backgrounds
	  • with low levels of formal schooling
	  • with physical, intellectual, learning or socio-emotional disabilities that impact on learning
	  • with 'spiky profiles', where oral communication, reading and writing skills vary
	  • who are or have been affected by socioeconomic factors
	  • whose skills in English language, literacy and numeracy limit their ability to achieve their goals
	• preferred learning styles
	• range in English language, literacy and numeracy skills in relation to established frameworks such as ACSF, Training Package requirements and curriculum levels
	• range of motivations that lead adults to seek English language, literacy and numeracy provision.

Potential issues may include:	• cultural distance • financial costs

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RANGE STATEMENT	
	• resourcing.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Language, literacy and numeracy practice

Co-requisite units

Co-requisite units	

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TAELLN803A Formulate workplace strategy for adult language, literacy and numeracy skill development

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to formulate a strategy to deliver language, literacy and numeracy skill development in a workplace. The unit addresses the analysis of industry factors that impact on the English language, literacy and numeracy required of employees. It enables practitioners to design programs that meet the requirements of the Workplace English Language and Literacy (WELL) program. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to those who design strategies for adult language, literacy and numeracy skill development in a workplace. The performance outcomes, skills and knowledge required for delivering adult language, literacy and numeracy programs in the workplace is covered in unit TAELLN704A Implement and evaluate delivery of adult language, literacy and numeracy skills. Individuals undertaking this unit may also be required to manage a team of people implementing the workplace adult literacy and numeracy strategy, including monitoring, evaluating and improving performance as required. The performance outcomes, skills and knowledge for mentoring others are covered in

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	TAELLN807A Design, implement and evaluate an adult language, literacy and numeracy professional development program. The profile of those in the workplace is typically culturally and linguistically diverse. The performance outcomes, skills and knowledge required to work with culturally and linguistically diverse adults in a range of contexts are described in TAELLN703A Develop English language skills of learners.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA

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ELEMENT	PERFORMANCE CRITERIA
1. Analyse company profile	1.1. Identify ***broad issues for training*** through consultation with enterprise personnel and workforce representatives 1.2. Analyse ***company background information*** 1.3. Identify ***changes*** impacting on the organisation 1.4. Develop ***profile of the industry workforce*** 1.5. Identify ***potential risks*** that could impact on the effectiveness of the organisation 1.6. Analyse company and workforce profile for ***language***, ***literacy and numeracy training implications***
2. Analyse English language, literacy and numeracy demands of the workplace	2.1. Analyse relevant ***training specification*** to identify the ***levels of language***, ***literacy and numeracy*** required 2.2. Examine workplace's ***formal*** and ***informal communication systems and practices*** to identify the level of language, literacy and numeracy required 2.3. Identify ***funding source*** for training and note parameters of program focus and reporting
3. Provide leadership in developing language, literacy and numeracy skill development plan	3.1. Design ***most appropriate mode(s) of training and assessment***, given participant profile and workplace operations 3.2. Design most appropriate program, based on ***application of conceptual frameworks*** underpinning adult language, literacy and numeracy teaching in vocational education and training (VET) 3.3. Develop a ***language***, ***literacy and numeracy skill development plan*** for approval by representatives of the training organisation, company or workplace, and the workforce 3.4. Develop an ***evaluation strategy*** to enable ongoing monitoring of the language, literacy and numeracy skill development plan 3.5. Develop a ***communication strategy*** to ensure stakeholders are informed of process, programs, changes and outcomes
4. Identify program participants	4.1. Design criteria and processes for selection of participants 4.2. Ensure processes comply with the industrial arrangements of the workplace and funding body requirements

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ELEMENT	PERFORMANCE CRITERIA
	4.3. Develop a ***pre-training assessment kit***
	4.4. Assess the literacy and numeracy skills of potential program participants
	4.5. Develop a ***profile of potential participants*** for training purposes
	4.6. Refine ***training delivery plan*** to enable maximum participation
	4.7. Liaise with ***others in the workplace*** impacted by the training
5. Implement and review the language, literacy and numeracy skill development plan	5.1. Undertake skill development that meets learner and workplace requirements
	5.2. Implement the evaluation strategy of skill development plan
	5.3. Review the implementation of the language, literacy and numeracy skill development plan periodically and make modifications when required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analysis and interpretation skills to:
  - identify and analyse the English language, literacy and numeracy demands embedded in enterprises and particular workplace contexts, including policies and procedural documents, legislation, memos, notices and forms
  - interpret information from the pre-training assessment process to identify possible participants
  - select and interpret underpinning skills in Training Package and accredited course documentation
- communication skills to:
  - facilitate discussions to encourage sharing of strategies and exploration of different solutions to problems
  - give presentations to promote the skill development program
  - keep training partners informed about the progress while maintaining confidentiality about individual participant's skills
  - negotiate a commitment to the training from all players in an enterprise, including employer, union, workforce, workforce representatives and

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REQUIRED SKILLS AND KNOWLEDGE

management
  - negotiate opportunities for learners to apply skills to perform workplace tasks and to practise English language, literacy and numeracy skills
  - paraphrase as part of effective listening techniques
  - present concepts clearly and respond to questions effectively
- computer skills to use software packages, such as:
  - presentations
  - project management
  - word processing
- initiative, enterprise and creativity to develop a strategy that meets the complex requirements of a workplace
- literacy skills to:
  - develop a skill development plan that is understood and agreed upon by stakeholders
  - meet written requirements of funding bodies
- numeracy skills to:
  - cost projects and manage finances, monitor timelines and expenditure
  - use spreadsheets to monitor budgets
- planning and organising skills to identify and consult effectively with a range of stakeholders
- research skills to locate general knowledge required to develop company profiles and industry knowledge
- teamwork skills to:
  - consult with relevant parties to get support for the implementation of the plan
  - work effectively as a team member
  - work with people at all levels of an organisation to develop a plan

Required knowledge

- adult learning principles applied to a workplace context
- adult language, literacy and numeracy issues in a workplace context, such as:
  - attitudinal barriers
  - confidentiality issues relating to language, literacy and numeracy identification procedures
  - cross-cultural awareness and sensitivity
  - need to adapt training strategies to meet multiple learner needs
- adult language and literacy teaching theories, such as:
  - applied linguistics
  - applied social theory and sociolinguistics
  - critical literacy

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REQUIRED SKILLS AND KNOWLEDGE
• humanistic and progressivist pedagogy • psycholinguistics • adult numeracy teaching theories, such as: • applied social theory, for example mathematics and culture, and mathematics and gender • constructivism • critical literacy and numeracy • cultural use of specific mathematics • functionalism • national frameworks, such as: • Australian Core Skills Framework (ACSF) • VET frameworks and structures • changes in the Australian economic and industrial context that can impact on language, literacy and numeracy skills requirements at the workplace level, such as: • changes in legislation • changes in technology • compliance requirements • impact of globalisation • introduction of new management techniques, such as team-based management practices • workplace quality requirements • levels of English language, literacy and numeracy in Australia and the effect these have on the capacity of industry and the workforce to deal effectively with specific areas of workplace change • own role and responsibilities in a workplace environment • workplace agreements and structures

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.	
Critical aspects for assessment and evidence required to demonstrate	Evidence of the ability to: • analyse a company profile and consult with stakeholders at all levels within the workplace

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EVIDENCE GUIDE	
competency in this unit	• identify the English language, literacy and numeracy needs of a workplace aligned to national frameworks • develop a language, literacy and numeracy skill development plan for a specific workplace, including undertaking the research that underpins the plan, detailing the rationale for the particular forms of training recommended • use pre-training assessment processes contextualised into the workplace environment • implement a communication strategy and an evaluation strategy.
Context of and specific resources for assessment	Assessment must ensure access to: • real or simulated workplace context • broad range of workplace and training documentation • senior management within a workplace • opportunities to design workplace language, literacy and numeracy strategies. Assessment must also ensure the use of culturally appropriate processes, and techniques appropriate to the language, literacy and numeracy capacity of the candidate and the work being performed.
Method of assessment	A range of appropriate assessment methods should be used to determine competency. The following examples are appropriate for this unit: • evaluation of a report or case study • review of authenticated evidence from the workplace, including verified work samples • questioning to establish required knowledge.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • TAELLN704A Implement and evaluate delivery of adult language, literacy and numeracy skills • TAELLN807A Design, implement and evaluate an adult language, literacy and numeracy professional development program.

Range Statement

RANGE STATEMENT

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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.	

Broad issues for training may include:	• implementing a relevant industry Training Package that meets company expectations
	• implementing general training policies for the whole company or one section of the company
	• improving language, literacy and numeracy skills of the workforce to participate in further training
	• meeting a specific objective or set of objectives, such as:
	  • introduction of new machinery or process
	  • legal requirements
	  • occupational health and safety (OHS) requirements
	  • quality indicators
	  • reporting processes
	  • workforce restructure
	• meeting training goals outlined in the company's profile, and business and strategic plans.

Company background information may include:	• category of Australian Bureau of Statistics (ABS) industry groups into which the business fits • company's core business • company's learning culture and training history • company's recruitment strategy • company's vision and mission statements, business and strategic plans and organisational learning plan • products the company produces • training requirements.
Changes may include:	• changes in work organisation in response to changes in market trends • company or enterprise embarking on capital and technical improvements • industrial relations issues • new management systems being introduced • projected product or process diversification.
Profile of the industry workforce may include:	• size of overall workforce • composition of workforce, including:

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RANGE STATEMENT	
	• full time and part time • casual and permanent • gender and age ratios • education and training backgrounds • language and cultural backgrounds • occupational groups.
Potential risks may include:	• compliance issues • OHS issues • performance issues • quality issues.
Language, ***literacy and numeracy training implications*** may include the need to develop:	• language skills of the workforce to implement changes or meet compliance issues • literacy and numeracy skills of the workforce to implement changes or meet compliance issues.
Training specification may include:	• accredited courses • Training Packages • work outcomes • workplace-specific training goals.
Level of language, ***literacy and numeracy*** may include:	• levels 1 to 5 of the ACSF.
Formal communication systems and practices may include:	• company communication systems, such as emails, memos, newsletters and information sessions • forms of communication within and between sites and departments • internal and external modes of communication • language, literacy and numeracy practices • those related to communications technology employed by the enterprise, such as intranet and internet • workplace documentation, schedules, plans, personnel forms and pay or time sheets.
Informal communication networks and practices may include:	• communication within and between individuals • social and other informal occasions.
Funding sources may include:	• commonwealth funded programs, such as WELL program • company funding training directly • funding for specific groups • profile funding

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RANGE STATEMENT	
	• specific initiative arrangements for specific states.
Most appropriate mode*(*s*) *of training and assessment may include:	• delivering training focusing on language, literacy and numeracy underpinning skills of specific units of competency of a Training Package • developing a training program with an emphasis on language, literacy and/or numeracy • developing and customising self-access resources for an independent learning centre • developing assessment tools and training to integrate language, literacy and numeracy assessment with vocational competency • providing adult literacy and numeracy programs for selected participants, including one-to-one, small group, classroom, face-to-face, distance and on-the-job support • providing expert advice to technical trainers • working alongside workplace trainers and assessors to identify language, literacy and numeracy and support for selected employees with one-to-one or gap training • writing enterprise documentation and training resources to match the language, literacy and numeracy levels of employees.
Application of conceptual frameworks may include:	• adult learning principles • theories that inform adult language and literacy • theories that inform literacy teaching • theories that inform numeracy teaching • VET frameworks and structures.

Language*, *literacy and numeracy skill development plan may include:	• barriers that may exist to the workplace training and strategies to overcome them
	• funding and reporting arrangements
	• language, literacy and numeracy skills to be developed described in broad terms, such as:
	  • those of the ACSF
	  • those required to deal with the company communication system or documentation
	  • skills related to other training being conducted at the workplace, such as particular Training Package outcomes or introduction of new technology
	• mode(s) of instruction and the agreed training arrangements
	• program outline
	• qualifications and experience of staff

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RANGE STATEMENT	
	• resourcing available • responsibilities of relevant parties • workforce profile.

Evaluation strategy may include:	• evaluation instruments, such as:
	  • surveys
	  • structured interviews
	  • questionnaires
	  • observations
	• feedback or debriefing from group discussions or meetings of stakeholders
	• meetings with relevant parties such as the training manager, line managers, workforce representatives and/or training committee
	• processes, such as:
	  • defining the purpose and audience
	  • planning the evaluation
	  • gathering the data
	  • analysing and interpreting the data
	  • using the findings to improve the processes, practices, systems or outcomes
	• gathering qualitative and quantitative data to review and monitor training outcomes and to initiate corrective action when required.

Communication strategy may include:	• email • formal meetings of organisation stakeholders • informal strategies • newsletters • posters.
Pre-training assessment kit may:	• link to the ACSF • meet the requirements of selected units of competency from Training Packages • reflect actual workplace practice with embedded language, literacy and numeracy skills required for a particular work role • require formal or informal processes.

Profile of potential participants may include:	• background factors, such as:
	  • age ratio
	  • education and training backgrounds
	  • gender ratio
	  • language and cultural backgrounds

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RANGE STATEMENT	
	• level of formal education in first language • previous experience of training • employees' perception of their learning needs and attitudes to training and assessment • occupational groups and existing qualifications and skills of employees in relation to work context • those with self-identified language, literacy and numeracy needs.
Training delivery plan may include:	• human and physical resources • location • mode of training • participants and groupings • timing.
Others in the workplace may include:	• other trainers and assessors • relevant supervisors.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Language, literacy and numeracy practice

co-requisite skills

Co-requisite skills	

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TAELLN804A Design programs to develop adult language, literacy and numeracy skills

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design and review programs that develop adult language, literacy and numeracy skills. The unit requires analysis of factors that impact on the design of programs where adult language, literacy and numeracy are the major focus, such as the Language, Literacy and Numeracy Program (LLNP). No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to practitioners who design programs for the delivery of adult language, literacy and numeracy skills and knowledge. Practitioners design programs to meet specific requirements of funding bodies and learners accessing adult language, literacy and numeracy provision. Programs are based on delivery of accredited courses in states and territories. The accredited course when contextualised to meet a particular purpose is here described as 'a program'. Designing adult language, literacy and numeracy programs requires a broad skills and knowledge base in adult language, literacy and numeracy pedagogy and teaching approaches. These skills and knowledge are covered in: • TAELLN701A Analyse and apply adult literacy

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	teaching practices • TAELLN702A Analyse and apply adult numeracy teaching practices • TAELLN703A Develop English language skills of learners. The skills and knowledge needed for delivering and assessing adult language, literacy and numeracy skills in a range of delivery contexts are covered in TAELLN704A Implement and evaluate delivery of adult language, literacy and numeracy skills. The design and delivery of specific language-based courses may require additional qualifications as set out in accredited course documentation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	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.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Examine parameters of adult language, literacy and numeracy program design	1.1. Analyse ***program funding guidelines*** to establish ***program parameters*** 1.2. Use knowledge of pedagogies of adult language, literacy and numeracy to clarify ***program focus*** 1.3. Clarify ***eligibility requirements*** 1.4. Research range of ***course options***
2. Select course level and units	2.1. Analyse courses to identify ***underpinning theoretical frameworks*** 2.2. Examine ***qualification packaging rules*** of courses 2.3. Select course with qualification packaging rules that meet the program focus 2.4. Analyse outcome statements of course at a range of levels, to select suitable level for the program 2.5. Review ***units of competency*** and ***Assessment Guidelines from Training Packages*** 2.6. Select units relevant to level and program focus, consistent with qualification packaging rules
3. Tailor program to meet needs of learner group	3.1. Access pre-training assessment records to establish ***learner needs***, goals, skills and learning styles 3.2. Establish ***profile of the learner group*** 3.3. Select learning resources and program content consistent with learner profiles and program focus
4. Design program structure	4.1. Use knowledge of language, literacy and numeracy learning needs of culturally and linguistically diverse adults to plan program structure 4.2. Use knowledge of language, literacy and numeracy skill development to sequence learning 4.3. Select ***delivery options*** 4.4. Prepare ***delivery and assessment plan*** consistent with course content and learner needs, goals, skills and learning styles 4.5. Plan ***collaborative arrangements*** for teaching and learning activities when more than one practitioner is working with a group of learners 4.6. Note reporting requirements of funding body and build in at appropriate points in the program

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ELEMENT	PERFORMANCE CRITERIA
5. Review the program design	5.1. Devise criteria by which the program is reviewed 5.2. Review the program design in collaboration with others 5.3. Modify the program design according to recommendations from the review

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analysis and interpretation skills to:
  - identify and analyse the language, literacy and numeracy practices used in the context of the program being designed
  - identify opportunities for learners to develop skills
  - interpret information about program specifications from commonwealth government, state training authorities and other funding bodies
  - locate and integrate employment, family and community resources in program design
- communication skills to listen perceptively to colleagues
- computer skills to:
  - record and report
  - support planning
- initiative and enterprise skills to:
  - identify opportunities through program design
  - think broadly about a range of program options
- literacy skills to:
  - complete complex reports for a range of bodies
  - interpret information from the learner placement process to identify and respond to learner needs, goals, skills and learning styles
  - pursue new knowledge through reading of professional journals and participation in conferences
  - select, read and interpret accredited course documentation
  - select, read and interpret Training Packages
  - synthesise information from complex and, at times, conflicting interpretations
  - write a training program

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REQUIRED SKILLS AND KNOWLEDGE

• planning and organising skills to:
  • collect, analyse and organise information
  • devise a delivery and assessment plan
  • participate in a continuous improvement process
  • plan the use of resources
  • take initiatives and make decisions
• problem-solving skills to develop programs according to program guidelines
• self-management skills to take responsibility for planning
• teamwork skills to plan collaborative activity

Required knowledge

• adult learning principles as applied to program design
• legislation, codes of practice and national standards appropriate to program being designed, for example:
  • Australian Core Skills Framework (ACSF)
  • Australian Qualifications Framework (AQF)
  • Australian Quality Training Framework (AQTF)
  • guidelines for course developers
  • guidelines for labour market and employment initiatives
  • immigration regulations affecting program eligibility
  • International Second Language Proficiency Rating (ISLPR) scale
  • privacy legislation affecting confidentiality issues relating to adult literacy and numeracy identification procedures
  • training organisation's policies and procedures
• pedagogies of adult language, literacy and numeracy
• relationship of language, literacy and numeracy to the Australian vocational education and training (VET) context

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.	
Critical aspects for assessment and evidence required to demonstrate	Evidence of the ability to: • analyse factors influencing program design • analyse packaging rules and Assessment Guidelines of courses

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EVIDENCE GUIDE	
competency in this unit	and Training Packages • tailor a course to meet program requirements • design a program delivery and assessment plan that is consistent with program requirements, and demonstrate how the required skills and knowledge were used to inform the design • review a delivery program.
Context of and specific resources for assessment	Assessment must ensure access to: • course documentation • Training Packages • opportunities to design a plan for program delivery and assessment. Assessment must also ensure the use of culturally appropriate processes, and techniques appropriate to the language, literacy and numeracy capacity of the candidate and the work being performed.
Method of assessment	A range of appropriate assessment methods should be used to determine competency. The following examples are appropriate for this unit: • evaluation of an example of program design that reflects the program guidelines and needs of particular target groups of learners, and the delivery and learning context • evaluation of a report or case study • questioning to establish required knowledge.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • TAELLN801A Analyse policy and formulate strategic language, literacy and numeracy response.

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.

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RANGE STATEMENT	
Program funding guidelines may include:	• those from commonwealth and state government departments that fund adult literacy and numeracy programs • those of the training organisation.
Program parameters may include:	• eligibility for the program • entry literacy and numeracy skills of participants measured against frameworks, such as the ACSF • length of time of the training to be provided • outcomes to be achieved through the program described in competencies or employment outcomes, or linked to frameworks, such as ACSF levels • qualifications of teaching staff • specific priority groups.
Program focus may include:	• employment outcomes • equity initiatives • community integration • general education • labour market • pre-vocational.

Eligibility requirements may include:	• people who are employed and wish to improve their literacy and numeracy skills
	• people who have been unemployed for a defined period
	• people with a specified level of formal schooling, such as those who haven't completed a Year 12 equivalent level of schooling
	• those at a particular level of the ACSF
	• those in a particular age group, such as:
	  • 15-19 years
	  • over 55 years
	• those in Australia with a particular class of visa
	• those with a language background other than English
	• those with English as a first language.

Course options may include:	• course focussing on cultural or vocational knowledge, but with a major component of literacy and numeracy skill development
	• those accredited by states and territories, such as:
	  • literacy or numeracy-focused course at relevant AQF level
	  • literacy or numeracy course with vocational skills and knowledge included
	  • literacy or numeracy course with work placement

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RANGE STATEMENT	
	included • literacy or numeracy course with English language skills support included • those designed by a training organisation to meet a specific need • those of the required number of hours to meet program guidelines.
Underpinning theoretical frameworks may include:	• adult learning principles • ACSF • those related to pedagogy of adult literacy and numeracy • VET constructs, such as the AQF and AQTF.
Qualification packaging rules may include:	• core units of literacy and numeracy only • core and elective units of literacy and numeracy • qualification that addresses 'spiky profiles' • qualification that allows for inclusion of units from Training Packages and other accredited courses • qualification that allows for inclusion of work placement • qualification that encourages use of recognition of prior learning (RPL).
Suitable ***units of competency from Training Packages*** may include:	• communication • customer service • numeracy • occupational health and safety (OHS) • operating an item of machinery or a process • planning for work or work induction • quality indicators • working in teams.
Assessment Guidelines from Training Packages may include:	• qualifications required to assess units from the Training Package • qualifications required to deliver units from the Training Package • restrictions on use of units, such as: • prerequisite units • use at specific AQF level.
Learner needs may include:	• development of specific English language, literacy, numeracy and communication skills: • reading • writing

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RANGE STATEMENT	
	• speaking • listening • visual literacy • non-verbal communication and body language • learning strategies • use of new technologies • critical thinking.
Profile of the learner group may include:	• age • gender ratio • identified language, literacy and numeracy needs, linked to pre-training assessment and qualification level • learners' perception of their learning needs • learners' previous education and training experience • learners' short-term and long-term goals • learners' level of formal education in first language • if of a language background other then English, language and cultural background • specific needs, such as those linked to disability.
Delivery options may include:	• classroom-based • delivery of discrete units • flexible delivery options using e-learning technologies • integration of units for delivery and assessment purposes • mix of classroom and project-based activities.
Delivery and assessment plan may include:	• adult literacy and numeracy skills to be developed • English language skills to be developed • competencies to be achieved • human and physical resources • needs of individual learners or grouping arrangements, where possible • places of training • program outline and sequencing of training • qualifications and experience of teachers • suitable assessment methods • timetable and length of course.
Collaborative arrangements may include:	• activities to integrate learning • division of program into coherent 'chunks', with different practitioners taking responsibility for different areas • timetabling.

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Language, literacy and numeracy practice

Co-requisite units

Co-requisite units	

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TAELLN805A Formulate strategy for adult language, literacy and numeracy skill development in a community program

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to formulate and lead a strategy for adult language, literacy and numeracy skill development in a community program. The unit addresses the research, analysis and application of practice that supports language, literacy and numeracy development in community programs. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to adult language, literacy and numeracy practitioners who draw on their skills and knowledge to formulate and implement strategies to support programs that meet community needs. Community organisations may seek to create awareness of a community or personal issue, such as health literacy or financial literacy, and to change behaviour in relation to it. Support from adult language, literacy and numeracy practitioners may be required to ensure the program reaches the widest possible audience by identifying and addressing language, literacy and numeracy barriers to participation, and developing strategies to assist individuals to achieve their personal goals by developing underpinning language, literacy and numeracy skills. Community programs may also teach skill development in non-vocational areas, such as basic computing, personal

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	budgeting or cooking. An adult language, literacy and numeracy practitioner may identify underpinning skills needed for successful completion of these courses and develop strategies to support delivery.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA
1. Clarify purpose for involvement	1.1. Identify ***goals for community program*** through consultation with relevant personnel 1.2. Clarify and define ***role*** of adult language, literacy and numeracy practitioner with community program personnel 1.3. Identify funding source and note parameters of

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ELEMENT	PERFORMANCE CRITERIA
	program focus 1.4. Identify evaluation and reporting requirements
2. Analyse language, literacy and numeracy requirements of community program	2.1. Analyse English ***language***, ***literacy and numeracy implications of program goals*** 2.2. Examine ***potential risks*** relating to language, literacy and numeracy impacting on effectiveness of community program 2.3. Identify ***intended target group*** in consultation with program managers 2.4. Investigate possible issues for the target group in meeting program goals
3. Provide leadership in designing language, literacy and numeracy support for the program	3.1. Design the most appropriate strategy, based on ***theoretical understandings*** of adult language, literacy and numeracy 3.2. Recommend the most ***appropriate strategy*** given the profile of the target group and the program goals 3.3. Confirm the language, literacy and numeracy component of the overall project plan with community program personnel 3.4. Develop an ***evaluation strategy*** to enable ongoing monitoring of the language, literacy and numeracy component
4. Implement support for the program	4.1. Establish project support systems with community program personnel 4.2. Design and develop resources that address the language, literacy and numeracy components of the program
5. Devise a communications strategy	5.1. Analyse possible barriers to communication with the target group 5.2. Draft ***guidelines*** to support the development of communication with the target group at an appropriate language and literacy level 5.3. Analyse communications to ensure compliance with guidelines
6. Review the language, literacy and numeracy component of the project plan	6.1. Implement the evaluation strategy 6.2. Review the implementation of the language, literacy and numeracy component periodically and make modifications when required 6.3. Review project outcomes for target group 6.4. Meet reporting requirements of stakeholder groups

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analysis and interpretation skills to:
  - identify and analyse the language, literacy and numeracy embedded in community issues and activities
  - interpret information from a range of sources to identify and respond to project goals, skills of the target group and learning styles
  - make judgements about project activities based on analysis and interpretation
  - synthesise information from complex and, at times, conflicting interpretations
- communication skills to:
  - ask open-ended questions to provide others with opportunities to explain strategies
  - facilitate discussions to encourage sharing of strategies and exploration of different solutions to problems
  - give clear explanations, present concepts clearly and respond to questions effectively
  - give presentations to promote the program
  - liaise effectively with all members of the project team
  - listen in order to make notes from spoken texts across a range of contexts
  - make hypotheses, plan and influence others
  - paraphrase as part of effective listening techniques
  - vary talk to adjust to the English language level of others, including code-shifting activities where relevant
- computer skills to use software packages, such as word processing and presentation software
- initiative, enterprise and creativity to:
  - develop resources and materials to meet needs of community projects
  - formulate strategies in response to community needs
- literacy skills to:
  - complete documentation required
  - design communications at an appropriate level
  - design resources at an appropriate level to meet goals of project
  - examine materials developed by the project team, and analyse the language, literacy and numeracy demands
  - generate complex texts, demonstrating control over a broad range of styles and

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REQUIRED SKILLS AND KNOWLEDGE
purpose • use and experiment with a broad range of structures and features when writing • write complex texts that meet audience needs and purpose of text • numeracy skills to design strategies to embed mathematical processes in routine tasks • research skills to: • analyse data about the literacy and numeracy levels of the Australian community • locate and evaluate successful solutions in other environments • locate general information to inform the project • teamwork skills to work collaboratively with stakeholders and members of the project team
Required knowledge
• adult learning principles and practices as they relate to community education • Australian Core Skills Framework (ACSF) • features of texts that contribute to reading difficulty • issues in the Australian community where English language, literacy and numeracy skills may have a role • language, literacy and numeracy demands of community and personal activities, and the way low levels of language, literacy and numeracy skills can act as a barrier for many in dealing effectively with them • own role and responsibilities to work strategically in a community environment • research indicating levels of English language, literacy and numeracy in Australia, both in terms of the population as a whole and sections within it • theoretical understanding of adult language, literacy and numeracy teaching practices

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.	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • describe the role of a language, literacy and numeracy practitioner within the project • analyse English language, literacy and numeracy demands of the

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EVIDENCE GUIDE	
	community program and how this analysis has been used to design strategies and resources to meet needs of a community project • develop products for the project • develop a communication strategy • review and evaluate language, literacy and numeracy practitioner role and contribution to project.
Context of and specific resources for assessment	Assessment must ensure: • that the context is a real or simulated community project • access to team members • access to opportunities to design language, literacy and numeracy strategies for a community project. Assessment must also ensure the use of culturally appropriate processes, and techniques appropriate to the language, literacy and numeracy capacity of the candidate and the work being performed.
Method of assessment	A range of appropriate assessment methods should be used to determine competency. The following examples are appropriate for this unit: • evaluation of authenticated evidence from a community project, including work samples verified by supervisor • evaluation of a report, case study or presentation examining strategies and resources developed to meet the goals of a community project and rationale for these • questioning to establish required knowledge.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • TAELLN804A Design programs to develop adult language, literacy and numeracy skills • TAELLN807A Design, implement and evaluate an adult language, literacy and numeracy professional development program.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

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RANGE STATEMENT	
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.	
Goals for community program may include:	• developing an awareness campaign addressing personal issues that have implications for the community as a whole, for example health management programs such as diabetes awareness and management • developing programs that address areas of community need, such as using the internet and social networking sites for older citizens • meeting a specific objective, such as classes to inform the community about introduction of new fire safety support systems.

Role may include:	• alerting project team members to potential language, literacy and numeracy issues that may affect project outcomes in a community context, such as:
	  • attitudinal barriers
	  • confidentiality issues relating to language, literacy and numeracy identification procedures
	  • cross-cultural awareness and sensitivity
	  • learners with multiple needs
	• analysing material developed by the project team to ensure language style does not create barriers for potential readers
	• developing resources to support particular aspects of the program
	• mentoring other project team members in language, literacy and numeracy issues.

Language, ***literacy and numeracy implications of program goals*** may include:	• identifying requirements for a communication strategy • language, literacy and numeracy skills required to be able to perform target behaviours.
Potential risks may include:	• high levels of English language, literacy and numeracy skills required for certain activities acting as a barrier to shifts in target behaviour • complex explanations not easily understood by target group, leading to advice being ignored or mistaken.
Intended target group may include:	• specific gender • specific groups

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RANGE STATEMENT	
	• specific language and cultural backgrounds • overall population • those wanting to develop specific skills.

Theoretical understandings may include:	• how language is structured to:
	  • achieve a range of social purposes
	  • establish and maintain social relationships
	  • construct texts
	• features of written and spoken English across a diverse range of genres
	• social practices involved in reading, writing, visual literacy, talking and listening.

Appropriate strategies may include:	• delivering training focusing on identified language, literacy and numeracy underpinning skills • developing a communication strategy • developing resources designed for those with low levels of English language, literacy and numeracy • mentoring others in the community organisation in language, literacy and numeracy • strategies for specific groups or individuals.

Evaluation strategy may include:	• evaluation instruments, such as:
	  • surveys
	  • structured interviews
	  • questionnaires
	  • observations
	  • feedback or debriefing from group discussions or meetings of stakeholders
	• evaluation processes that include:
	  • defining the purpose and audience
	  • planning the evaluation
	  • gathering the data
	  • analysing and interpreting the data
	  • using the findings to improve processes, practices, systems or outcomes
	• gathering qualitative and quantitative data to review and monitor project outcomes and to initiate corrective action when required.

Guidelines may include:	• taking account of factors that contribute to difficult communication, such as:
	  • complexity of sentence structure
	  • layout, including:

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RANGE STATEMENT	
	• dense text • text not supported by visual cues • length, including: • overall length • length of sentences • unclear sequencing of information • vocabulary, including: • jargon • not-widely recognised technical terms • idioms.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Language, literacy and numeracy practice

Co-requisite units

Co-requisite units	

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TAELLN806A Initiate, develop and evaluate adult language, literacy and numeracy resources

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to initiate, research, design and develop resources to support adult language, literacy and numeracy learning. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to adult language, literacy and numeracy practitioners initiating, developing and evaluating teaching and learning resources with broad applicability to the vocational education and training (VET) sector. These include: • national Workplace English Language and Literacy (WELL) program resources • resources to support implementation of adult language, literacy and numeracy courses or policies • resources to facilitate development of adult language, literacy and numeracy skills by priority learner groups. Adult language, literacy and numeracy resources may take a variety of forms, such as materials for practitioners; learner guides; participant resources; and assessment materials, including RPL. They may include e-learning resources, such as computer-based learning resources, simulations, interactive CDs and DVDs, and m-learning using mobile

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	telephone communication. This unit does not include the technical skills required to develop e-learning and m-learning resources. Practitioners developing materials to support learning at the local level are also advised to consider TAADES502B Design and develop learning resources.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA
1. Confirm need for	1.1. Identify possible ***need*** for language, literacy and

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ELEMENT	PERFORMANCE CRITERIA
language, literacy and numeracy resource	numeracy resource 1.2. Research the language, literacy and numeracy skills and learning strategies to be developed in the resource 1.3. ***Evaluate*** existing resources for language, literacy and numeracy skills 1.4. Evaluate whether existing resources reflect ***current language***, ***literacy and numeracy research and theoretical understandings of good practice*** 1.5. Evaluate existing resources for ***accessibility*** 1.6. Identify opportunities for contextualising existing resources
2. Establish support for resource development	2.1. Design ***broad format*** of resource 2.2. Locate and access ***funding sources*** 2.3. Identify suitable stakeholders for a ***representative consultative group*** 2.4. Develop effective relationships with ***relevant experts*** 2.5. ***Refine project brief*** in consultation with stakeholders and relevant experts 2.6. Prepare ***project plan*** for sign-off by the representative consultative group
3. Design the adult language, literacy and numeracy resource	3.1. Produce summary of desirable features of resource 3.2. Consider range of ***design features*** appropriate to audience 3.3. Agree on best design options with key stakeholders 3.4. Ensure processes comply with relevant policy, legislation, codes of practice and national standards
4. Develop the adult language, literacy and numeracy resource	4.1. Select content appropriate to project brief 4.2. Develop activities to ensure coverage of skills and knowledge 4.3. Reflect ***theoretical understandings*** of adult language, literacy and numeracy skill development in the choice and sequencing of content 4.4. Align language, literacy and numeracy content to recognised frameworks to ensure consistent interpretation and delivery 4.5. Seek and review feedback on the resource from a wide range of sources and incorporate feedback as appropriate

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ELEMENT	PERFORMANCE CRITERIA
5. Evaluate the resource	5.1. Review design and development process against appropriate ***evaluation criteria*** 5.2. Review final product against the brief to ensure it meets all requirements 5.3. Identify a mechanism for ongoing monitoring and responses to feedback

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to:
  - facilitate discussions to encourage sharing of strategies and exploration of different solutions to problems
  - listen for detail
  - maintain professional networks
  - negotiate project brief and resource content
  - seek, give and respond to feedback and suggestions
- initiative, enterprise and creativity to:
  - develop appropriate resources and materials
  - think critically about teaching resources
- learning skills to:
  - maintain currency and relevance of knowledge
  - reflect on and improve own professional practice
- literacy skills to:
  - adjust writing styles for different audiences and audience levels
  - sequence material logically and transparently
  - structure and weight content appropriately
  - use an appropriate style
- numeracy skills to integrate numeracy into resource development
- planning and organising skills to:
  - identify appropriate members of representative consultative group
  - monitor and evaluate progress of resource development
  - plan a sequence of activities consistent with learning resource development
- problem-solving skills to identify and address specific difficulties in resource

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REQUIRED SKILLS AND KNOWLEDGE

development
• research and analysis skills to:
  • ask questions
  • determine appropriateness of feedback
  • find content and relevant information
  • identify areas for resource development
• self-management skills to comply with requirements, codes of practice and organisational policies and procedures
• teamwork skills to work collaboratively with colleagues and other experts
• technology skills to:
  • use software packages to support design
  • use software to facilitate consultations

Required knowledge

• adult learning principles and practices as they apply to resource development
• adult language, literacy and numeracy skill development
• instructional design for adult language, literacy and numeracy learners, such as:
  • adjusting language, layout, design features to suit appropriate level for learners
  • demonstrating cultural awareness in relation to content
  • using genres
  • appealing to a range of learning styles and strategies
  • planning, analysing, developing, synthesising and evaluating content of planned resources
• relevant policy, legislation, codes of practice and national standards, including commonwealth and state or territory legislation, for example:
  • anti-discrimination, including equal opportunity, racial vilification and disability discrimination
  • copyright and privacy laws relating to electronic technology
  • duty of care under common law
  • industry and workplace requirements
  • plagiarism
  • workplace relations
• theoretical models and teaching approaches to adult language, literacy and numeracy skills
• VET system, including:
  • Australian Core Skills Framework (ACSF)
  • Australian Qualifications Framework (AQF)
  • Australian Quality Training Framework (AQTF)
  • key bodies

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REQUIRED SKILLS AND KNOWLEDGE
• relationship of adult language, literacy and numeracy to the Australian VET context • training and assessment processes • Training Packages and accredited courses

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.	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • design a project brief and plan agreed by stakeholders, including rationale for the project and research undertaken • develop a draft of the resource, including rationale for choice of content and design features • evaluate and use feedback from consultations • produce a final version of the resource • evaluate the process and product.
Context of and specific resources for assessment	Assessment must ensure: • the opportunity to initiate, develop and evaluate resource • access to colleagues to support development • access to resources to support development. Assessment must also ensure the use of culturally appropriate processes, and techniques appropriate to the language, literacy and numeracy capacity of the candidate and the work being performed.
Method of assessment	A range of appropriate assessment methods should be used to determine competency. The following examples are appropriate for this unit: • evaluation of a portfolio of evidence • questioning to establish required knowledge • third-party reports.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

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EVIDENCE GUIDE	
	• TAELLN801A Analyse policy and formulate strategic language, literacy and numeracy response.

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.	
Identifying ***need*** for resource may include consideration of:	• consequences of implementation of new language, literacy and numeracy policies or programs • implications of language, literacy and numeracy policy shifts • need for support to implement social or economic policy with language, literacy and numeracy implications • intended learner group, including learner profiles and characteristics • level of language, literacy and numeracy skill described using national frameworks • relationship with VET frameworks.
Evaluating may include:	• analysing language, literacy and numeracy skills developed in the resource • analysing extent to which language, literacy and numeracy underpinning skills are identified in a vocationally-oriented resource • identifying gaps in available resources related to language, literacy and numeracy skill development • examining the suitability of existing resources for culturally and linguistically diverse learners.

Evaluating resources for reflection of ***current language***, ***literacy and numeracy research and theoretical understandings of good***	• current language, literacy and numeracy research into good practice to:
	  • improve access to training for culturally and linguistically diverse adults
	  • improve outcomes from language, literacy and numeracy training

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RANGE STATEMENT	
practice may include:	• support and extend existing vocational training • support community need for language, literacy and numeracy support • support and extend language, literacy and numeracy training in workplaces • accessing research available from National Centre for Vocational Education Research (NCVER) or National Research and Development Centre for Adult Literacy and Numeracy (NRDC).
Evaluating resources for ***accessibility*** may include:	• analysing language, literacy and numeracy skill levels required to access the resource, aligned to national frameworks, such as the ACSF • evaluating: • text type • structure • language • format.
Broad format may include:	• audiovisual • electronic • print-based.
Access to ***funding sources*** may include consideration of:	• consultation requirements • costs involved in process of securing funding, such as researching and writing a competitive tender proposal • guidelines from potential funding bodies • level of funding in relation to estimated resource costs • parameters of funding • reporting requirements • timelines • type of resource.
Representative consultative group may include:	• wide representation of stakeholders, such as: • associated industry or community organisations • professional associations • representatives from states and territories • representatives of the funding body • subject matter experts • training organisations.
Relevant experts may include:	• e-learning designers • web developers • audio designers.

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RANGE STATEMENT	
Refining the project brief may include:	• definition of audience in relation to language, literacy and numeracy goals • definition of purpose, outcome and impact in terms of language, literacy and numeracy skills to be developed aligned to recognised language, literacy and numeracy frameworks • detailed costing • information on project personnel and capacity to deliver project • timeline.
Project plan may include:	• consultation strategy • evaluation strategy to ensure product meets the needs of intended users • potential risks and strategies to avert risk • staged timeline with activities defined at each stage of development, including meetings and responsibilities of project consultative group • strategy to communicate information about the project to the adult literacy and numeracy community.

Design features may include:	• by what means the learner is engaged by the resource
	• features of layout, including font, white space and colour
	• if electronic text: ease of navigation, inclusion of audio, inclusion of video, signposting and internal links
	• if for independent access: level of instructions, ease of accessing materials, sequencing, layout features and links
	• mix of text-based information and visual information
	• opportunities for collaborative learning
	• practical activity-based content
	• reading level of text, including:
	  • genre
	  • grammatical structures
	  • verb tenses
	  • active or passive voice;
	  • use of abbreviation, idiom and jargon
	• sequencing of material to reflect adult literacy and numeracy skill development
	• sources of further information and further reading.

Ways in which ***theoretical***	• decisions about the suitability of particular delivery options to meet learner group needs, such as the

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RANGE STATEMENT	

understandings of skill development may be reflected in the content include:	suitability of materials for a particular group of learners
	• inclusion of a 'how to' guide to assist practitioners in using the resource
	• extent of support a particular learner might need to succeed with materials
	• level of difficulty of:
	  • reading materials
	  • particular writing tasks
	  • particular numeracy tasks
	• adult language, literacy and numeracy strategies and activities
	• order in which new material may be introduced.

Evaluation criteria may include:	• extent to which finished resource met the language, literacy and numeracy needs of the learner group • progress of the project.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Language, literacy and numeracy practice

Co-requisite units

Co-requisite units	

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TAELLN807A Design, implement and evaluate an adult language, literacy and numeracy professional development program

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design, implement and evaluate an adult language, literacy and numeracy professional development program. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to those involved in the educational leadership of adult language, literacy and numeracy professional development programs. Adult language, literacy and numeracy professional development programs include those within training organisations or workplace settings, where an experienced adult language, literacy and numeracy practitioner, provides professional development to other practitioners to develop their skills and knowledge in providing language, literacy and numeracy to adult learners. Professional development programs also occur in community settings, such as in volunteer adult literacy programs. Professional development programs may be formal or informal. Examples of formal programs include delivery of: • TAELLN401A Address adult language, literacy and

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	numeracy skills • TAELLN501A Support the development of adult language, literacy and numeracy skills • TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA
1. Design an adult language, literacy and numeracy professional development program	1.1. Identify skills and skill development requirements of individuals and teams 1.2. Formulate an ***adult language***, ***literacy and numeracy professional development program plan*** in consultation with ***stakeholders***

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ELEMENT	PERFORMANCE CRITERIA
	1.3. Design program to reflect ***social and educational context*** in which it operates 1.4. Determine ***mode and methods for professional development program*** 1.5. Design ***participantselection criteria*** 1.6. ***Design*** adult language, literacy and numeracy professional development training sessions 1.7. Design processes for monitoring and evaluating professional development program
2. Implement and deliver program plan	2.1. Clarify ***responsibilities of parties*** involved in adult language, literacy and numeracy professional development program 2.2. Design ***professional development activities*** as required 2.3. Locate and develop ***resources*** to support program 2.4. Choose, sequence and conduct professional development activities 2.5. Use formal and informal monitoring to support the professional development, and provide ***feedback*** 2.6. Undertake assessment of participants and provide ***support*** as required 2.7. Maintain records as required by the training organisation
3. Evaluate professional development program outcomes	3.1. Implement ***program evaluation*** 3.2. Complete ***program evaluation report*** for stakeholders 3.3. Introduce changes to program in response to strategic analysis and participant feedback

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• analysis and interpretation skills to collect, analyse and interpret data using a range of methods • communication skills to:

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REQUIRED SKILLS AND KNOWLEDGE

- adjust teacher talk to the English language level of the participants
- advocate on behalf of others
- explain concepts clearly
- model collaborative communication and learning
- provide corrective feedback
- promote the program in the community, training organisation or workplace
- seek opinions and elicit feedback from a range of stakeholders

- computer skills to use:
  - email, internet and telephone messaging
  - software packages, such as educational software
- interpersonal skills to:
  - maintain relationships with participants
  - relate to people from a range of backgrounds and with a range of skills
  - use active listening skills
- literacy skills to:
  - complete documentation required to conduct the course
  - design and produce teaching and learning materials
  - model written genres
- planning and organising skills to design, plan and implement a professional development program
- research and learning skills to:
  - maintain relevant data about language, literacy and numeracy issues in Australia and globally
  - pursue new knowledge through reading of professional journals and participation in conferences
  - research current issues in adult language, literacy and numeracy teaching
- teamwork skills to:
  - consult with relevant parties to get support for the implementation of the plan
  - network with others

Required knowledge

- adult learning principles, as they relate to professional development programs
- adult language, literacy and numeracy issues as they apply in workplace, community and training contexts
- adult language, literacy and numeracy teaching approaches
- changes in the Australian economic and industrial context, community context and training context that can impact on literacy and numeracy skills requirements
- data collection methods
- legislation, codes of practice and national standards, such as:

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REQUIRED SKILLS AND KNOWLEDGE
• training organisation quality compliance policies and procedures • equal opportunity legislation • English language, literacy and numeracy frameworks, such as the Australian Core Skills Framework (ACSF) • range of circumstances and special requirements of the adult learner group likely to access a literacy and numeracy program • range of teaching and learning resources • social and educational context in which the program operates • theories that inform literacy and numeracy teaching

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.	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • develop an adult language, literacy and numeracy professional development plan, with stakeholder support • develop an adult language, literacy and numeracy professional development training program, which demonstrates significant depth of knowledge of strategies to support adults wanting to develop language, literacy and numeracy skills • plan and deliver activities to support professional development program • provide a program evaluation report • demonstrate changes made to the program as a result of feedback.
Context of and specific resources for assessment	Assessment must ensure access to: • an actual or simulated environment • appropriate adult literacy and numeracy professional development facilities • media equipment • research materials. Assessment must also ensure the use of culturally appropriate processes, and techniques appropriate to the language, literacy and

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EVIDENCE GUIDE	
	numeracy capacity of the candidate and the work being performed.
Method of assessment	A range of appropriate assessment methods should be used to determine competency. The following examples are appropriate for this unit: • evaluation of a portfolio of evidence • review of applied projects and learning activities, such as reports and case studies • questioning to establish required knowledge • review of work samples verified by supervisor.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • TAELLN801A Analyse policy and formulate strategic language, literacy and numeracy response • TAELLN803A Formulate workplace strategy for adult language, literacy and numeracy skill development.

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.	
Adult language, literacy and numeracy professional development program may include:	• community-based volunteer tutor training programs, where volunteer tutors work with adults to improve skills and knowledge • programs in training organisations where an experienced adult language, literacy and numeracy practitioner develops the skills of other colleagues so that they can work with learners enrolled in VET programs, or adult language, literacy and numeracy programs • programs in the workplace where an experienced adult language, literacy and numeracy practitioner works with other training colleagues to develop their skills in training in adult literacy and numeracy.

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RANGE STATEMENT	
Program plan may include:	• goals and principles of program • participants • possible risks and strategies to avert them • program content • projected outcomes • resources required • responsibilities of parties involved in the program.
Stakeholders may include:	• language, literacy and numeracy colleagues • managers of community programs • other vocational education and training (VET) colleagues • policy makers • program managers within VET environment • workplace personnel.
Social and educational context may include:	• community context • training organisation context • workplace context.
Mode and methods for professional development program may include:	• classroom delivery • flexible delivery methods • individual or small group mentoring • providing expert advice to technical trainers, as required.
Participants may include:	• adults who wish to assist a learner with reading, writing, oral communication and numeracy skills • those enrolled in TAELLN401A Address adult language, literacy and numeracy skills • those enrolled in TAELLN501A Support the development of adult language, literacy and numeracy skills • those enrolled in TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice • those working within a training organisation, a workplace or in a voluntary role in the community.
Selection criteria may include:	• ability to meet legal and regulatory requirements • availability to participate in training and ongoing professional development • meeting a range of criteria which may affect relationship-building with an adult in a community program, such as particular skills, interests and availability

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RANGE STATEMENT	

	• meeting the entry requirements of relevant qualifications
	• self-audit of training needs, including:
	  • developing strategies for evaluating and reflecting on own learning strengths and weaknesses
	  • with assistance, developing or revising individualised plans and strategies to achieve goals.

Design may include:	• adult learning theories and learning styles
	• analysis of language, literacy and numeracy:
	  • integrated into training specifications, such as Training Packages or accredited curriculum
	  • involved in community participation
	  • underpinning workplace activity
	• examination of adult language, literacy and numeracy learner profiles, including:
	  • background information or case studies, which include factors that typically affect language, literacy and numeracy skill development
	  • goals and needs of adult learners consistent with the program's context
	  • impetus for adult learners to participate in language, literacy and numeracy programs, including developing literacy and numeracy skills for a variety of purposes, such as:
	  • community participation
	  • coping better with bureaucratic demands of Australian society
	  • dealing with technology
	  • employment-related reasons
	  • improved outcomes from training
	  • personal needs
	  • learning strategies
	  • language, literacy and numeracy skills aligned to frameworks, such as the ACSF
	  • third-party reports from interested others
	  • statistical information, such as levels of adult language, literacy and numeracy in the Australian community
	• program guidelines, such as those relating to confidentiality
	• teaching strategies and learning resources

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RANGE STATEMENT	
	• TAELLN401A Address adult language, literacy and numeracy skills • TAELLN501A Support the development of adult language, literacy and numeracy skills • TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice.

Responsibilities of parties may include:	• responsibilities of the program leader, such as:
	  • educational quality of program
	  • maintaining knowledge of current research
	  • program management
	  • risk management
	  • support for program participants
	• responsibilities of program participants, such as:
	  • working in accordance with program's guidelines
	  • working in accordance with training organisation's policies and procedures
	• joint responsibility to develop a program for adult learners wishing to develop literacy and numeracy skills, including:
	  • learning activities and resources to develop language, literacy and numeracy skills
	  • sequencing of activities guided by theoretical understandings of skill development
	  • teaching activities to develop language, literacy and numeracy skills relevant to the goals, learning styles and strategies of learners.

Professional development activities may include:	• activities to support adult learning • activities to support literacy and numeracy learning • adult language, literacy and numeracy teaching strategies • activities to cover legislation, codes of practice and national standards.

Resources may include:	• human resources, such as:
	  • content experts
	  • representatives of support agencies
	  • technical experts
	• learning resources, such as:
	  • teaching strategies
	  • those supporting long-term goals of adults
	  • those that develop language, literacy and numeracy

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RANGE STATEMENT	
	skills.
Feedback may include:	• advice in relation to personal, social and educational matters that may affect learning • advice regarding theoretical understandings of adult language, literacy and numeracy, learning theories and suitable resources • adult learning principles, such as collaborative communication and learning approaches • technical aspects of training requirements.

Program evaluation may include:	• evaluation instruments, such as:
	  • surveys
	  • structured interviews
	  • questionnaires
	  • observations
	  • feedback or debriefing from group discussions or meetings of stakeholders
	• reflection on own professional practice
	• gathering qualitative and quantitative data to review and monitor training outcomes and to initiate corrective action when required.

Program evaluation report may include:	• data gained through monitoring and evaluation • outcomes from program, possibly in relation to participants' original goals and learning objectives • outcomes in relation to skills and knowledge in delivering literacy and numeracy • student contact hours provided.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Language, literacy and numeracy practice

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Co-requisite units

Co-requisite units	

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TAEPDD501A Maintain and enhance professional practice

Modification History

Version	Comments
TAEPDD501A	Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage personal professional performance and to take responsibility for professional development in relation to the provision of training and/or assessment services.

Application of the Unit

The competency specified in this unit is typically required by a person involved directly or indirectly in the provision of training and assessment services in a registered training organisation (RTO).

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
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

1. Model high standards of performance	1.1 Incorporate individual responsibilities and accountabilities into personal work plans in accordance with organisational and legal requirements 1.2 Model appropriate professional techniques and strategies 1.3 Apply ethical and inclusive practices in professional practice
2. Determine personal development needs	2.1 Assess own knowledge and skills against relevant benchmarks to determine development needs and priorities 2.2 Seek input from other relevant personnel about own development needs and priorities 2.3 Identify ways to update and maintain currency of vocational competency and prepare a ***vocational currency plan*** 2.4 Identify ways to update and maintain Vocational Education and Training (VET) knowledge and skills as well as trainer and assessor competence and prepare a ***VET currency plan*** 2.5 Combine vocational currency plan and VET currency plan into an overall ***professional development plan***
3. Collaborate with peers in professional development	3.1 Observe facilitators in facilitation practice and provide them constructive feedback 3.2 Invite peers to observe and provide constructive feedback on own facilitation practices 3.3 Interview assessors in relation to the judgements they make in their assessment practices and provide them constructive feedback 3.4 Invite peers to question own judgements in assessment practices and provide constructive feedback
4. Participate in professional development activities	4.1 Select and implement development opportunities to support continuous learning and maintain currency of professional practice 4.2 Participate in professional networks to support continuous learning and maintain currency of professional practice 4.3 Engage in processes which include observing peers in training and assessment practices and providing them feedback 4.4 Invite peers and others to observe and provide feedback on own training and assessment practices 4.5 Use technology to maintain regular communication with relevant networks, organisations and individuals

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5. Reflect on and evaluate professional practice	5.1 Research developments and trends impacting on professional practice and integrate information into work performance 5.2 Use feedback from colleagues and clients to identify and introduce improvements in work performance 5.3 Document professional development activities, learning and planned changes in behaviours in accordance with the organisation's systems and processes

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - obtain feedback from colleagues and clients
  - participate in professional networks
  - consult with colleagues and clients
- interpersonal skills to:
  - participate in industry events and activities
  - build professional relationships and networks
  - engage with peers professionally to give and receive feedback constructively
- leadership skills to:
  - influence and motivate others
  - guide and support others
  - make informed decisions and recommendations
- literacy skills to:
  - read and interpret vocational education and training information such as legal and organisational policy documents
  - complete and maintain records related to professional development
- reflection skills to systematically evaluate personal work practices to improve performance or understanding
- research skills to:
  - keep up with trends in vocational education and training
  - identify relevant industry affiliations
  - keep up with trends, changes and developments in own vocational area of competency
- self-evaluation skills to:
  - identify gaps in skills or knowledge
  - obtain competencies to meet current and future organisational objectives
  - analyse and identify opportunities to improve training and assessment practices

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• time management skills to: • organise professional development activities.
Required knowledge

• organisational goals and objectives
• organisational processes, procedures and opportunities relating to professional development
• continuous improvement techniques and processes and their application
• social and education trends and changes impacting on the vocational education and training environment, such as:
  • policy changes
  • technological changes
  • cultural changes
  • economic changes
• networks relevant to professional practice
• ethical and inclusive principles and practices associated with assessment of competence
• types and availability of development activities and opportunities.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • model appropriate professional techniques and strategies • contribute to own professional development plan • network and use technology to gain information and other support • participate in professional development activities and maintain currency of skills and knowledge in VET sector as well as vocational area • document, reflect and discuss with peers evidence of feedback from at least 10 hours of facilitation practice and interviews with assessors covering at least the assessment of 10 candidates.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated

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	workplace must be provided which will enable all the critical aspects for evidence outlined above to be assessed in a manner equivalent to a workplace.
Method of assessment	Critical aspects of evidence for the 3 units: • TAEDEL502A Provide advanced facilitation practice, • TAEASS501A Provide advanced assessment practice, and • TAEPDD501A Maintain and enhance professional practice are intended to be assessed in the context of a 'practicum'. A holistic assessment covering these three units can be accessed on the IBSA website to support such assessment.
Guidance information for assessment	

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.

Vocational currency plan may include:	• self assessment of current skills and knowledge
	• identified areas requiring development
	• identified opportunities for development
	• procedures for development including:
	  • work-team meetings
	  • professional practice groups
	  • industry contact
	  • training
	  • job rotation
	  • conferences
	  • research
	  • return to industry

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	• industry visits.

VET currency plan may include:	• professional goals
	• organisation's requirements
	• identified current standards and regulatory requirements
	• identified opportunities for development including:
	  • updated VET qualifications
	  • VET sector engagement.

Professional development plan may include:	• both vocational currency plan and training and assessment currency plan plus work and personal career objectives
	• the organisation's professional development plan for each individual staff member, outlining:
	  • work and personal career objectives
	  • identified areas requiring development
	  • learning opportunities and activities
	  • relevant work activities and projects
	  • links to organisational training needs profile
	• link to organisation's strategic plan.

Unit Sector(s)

Professional development

Custom Content Section

Not applicable.

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TAERES501A Apply research to training and assessment practice

Modification History

Version	Comments
TAERES501A	Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to undertake research into educational theory and apply this research to improve current training and assessment practice.

Application of the Unit

This unit typically applies to those who need to develop skills in research in order to apply educational theory to improve current and future training and assessment practice.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
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

1. Prepare research brief relating to training and assessment practice	1.1 Identify purpose of research to be conducted according to the current and future needs of the organisation around training and assessment practice 1.2 Identify and report on rationale for research and proposed research procedures and methodology to be used 1.3 Define activities to be undertaken in conducting the research, timeframe, resource required and expected outcomes in line with ***organisational*** practice 1.4 Develop process and criteria to evaluate achievement of the outcomes 1.5 Prepare budget and timelines for the research in line with organisational requirements and constraints 1.6 Present ***research proposal*** to relevant personnel for approval, in line with organisational procedures
2. Conduct research in training and assessment practice	2.1 Manage and conduct research activities using effective techniques for project management, implementation and data collection 2.2 Collect data and record appropriate project activities in line with the research proposal 2.3 Analyse data from research in relation to its application to improving current and future training and assessment practice
3. Investigate and apply educational theory to the research	3.1 Identify appropriate sources of information to identify relevant ***educational theory*** 3.2 Apply appropriate educational theories to the outcomes of the training and assessment research 3.3 Make recommendations for training and assessment development and improvement in line with the identified current and future needs of the organisation
4. Report on application of educational theory to training and assessment practice	4.1 Prepare relevant ***documentation*** on research findings using academic referencing and citation protocols, for presentation to key personnel 4.2 Make recommendations for action to improve current and future training and assessment practice based on the research findings and present to relevant personnel for approval 4.3 Establish criteria to monitor and evaluate new practices based on the research recommendations and recommend monitoring and

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	evaluation processes
5. Review entire process	5.1 Design a process to review the research procedures, methodologies, data collection, analysis and reporting 5.2 Conduct the review in consultation with key personnel 5.3 Make recommendations for further research based on the review

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - prepare reports
  - explain research objectives, processes and outcomes clearly to others
  - ask relevant research questions
- critical thinking skills to:
  - think critically about learning and assessment processes
  - identify innovative applications of research to training and assessment practices
- learning skills to select appropriate research methodology
- literacy skills to:
  - prepare research briefs
  - locate and evaluate information
  - write fluently, accurately and legibly using appropriate text types
- numeracy skills to:
  - prepare and monitor budgets
- planning and organising skills to plan and conduct research
- problem solving skills to review processes and make recommendations
- teamwork skills to collaborate with others as required in the research process
- technology skills to locate sources of information for research purposes.

Required knowledge

- academic referencing and citation protocols
- Australian Code for the Responsible Conduct of Research
- ethical principles and guidelines for Indigenous research
- intellectual property protocols
- range of relevant research methods
- sources of information relevant to research.

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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	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• complete at least one research project which includes:
	  • a research brief including purpose of research, rationale, methodology, research activities, timeframe, resources required and expected outcomes
	  • wide research into educational theory
	  • analysis of data in relation to its application to improving current and future training and assessment practice
	  • recommendations for action to improve current and future training and assessment practice
	  • criteria to monitor and evaluate new practices based on research
	• conduct a review of the research process with recommendations for future research.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	

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.

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Organisation may include:	• an enterprise • industry body • government department or agency • non-government or community organisation.
Research proposal may include:	• methodology • procedure • research tools • variables • legal or ethical considerations for the research including timeline • proposed budget.
Documentation may include:	• discussion of any limitations of methodology, data and analysis or process • presentation of the outcomes and recommendations • relevant appendices • research report • support for the activity, process or research hypothesis.

Unit Sector(s)

Research

Custom Content Section

Not applicable.

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TAESUS501A Analyse and apply sustainability skills to learning programs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify explicit and embedded sustainability skills within training packages and accredited courses, and apply requirements to learning programs associated with the development of competence.

Application of the Unit

Application of the unit	This unit typically applies to trainers, facilitators, assessors, instructional designers, and training and assessment consultants.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA
1. Research sustainability skill requirements of an industry area	1.1. Identify sustainability issues and practices in relation to a ***specific industry*** area 1.2. Investigate current and emerging practices in relation to sustainability in the specific industry area 1.3. Evaluate various approaches to building these into training practice and processes 1.4. Identify specialist sustainability practitioners and seek advice as required
2. Determine sustainability skills relevant to training	2.1. Analyse and document relevant ***sustainability skills*** in the ***training specification*** 2.2. Identify ***potential or implicit sustainability skills*** in the training specification 2.3. Document these skills as part of the learning and assessment strategy
3. Customise program to incorporate sustainability skills	3.1. Select and customise or develop learning and assessment materials linked to the required sustainability skills and appropriate for the training specification and training context 3.2. Document customised program

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to:
  - make judgements about the sustainability skill requirements of training
  - communicate with other professionals about sustainability skill requirements
  - liaise with personnel, including managers and supervisors, from the training and assessment organisation
  - analyse a wide range of documents
- self-management and organisational skills to analyse and apply sustainability skills to learning programs
- research skills to analyse training specifications and determine embedded, explicit and implicit sustainability skills

Required knowledge

- definitions of sustainability and different contexts in which a variety of definitions can be used
- training package contents, including industry-specific approaches to identifying sustainability skills within them
- national policy on sustainability, including specific policy in relation to the development of sustainability skills in the vocational education and training sector
- legislation, codes of practice and associated requirements, such as:
  - environmental legislation
  - equal employment opportunity legislation
  - privacy legislation
  - organisational requirements
- OHS relating to the work role, including:
  - reporting requirements for hazards
  - sources of OHS information
  - OHS obligations of employers and employees, including supervisors

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

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. 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.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • identify sustainability skill issues in at least two different training products • provide documentation setting out training products and learning strategies that incorporate sustainability skills • provide outlines of how those sustainability skills are to be incorporated into training and assessment approaches.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

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.	
Specific industry means:	• a specific industry area or sector area in which the candidate usually trains or assesses.
Sustainability skills include:	• technical skills, knowledge, values and attitudes needed in the workforce to develop and support sustainable

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RANGE STATEMENT	
	social, economic and environmental outcomes in business, industry and the community, as defined in the National Green Skills Agreement December 2009.
Training specification may include:	• training package units of competency • learning outcomes from accredited courses with a vocational outcome • non-accredited industry specific learning programs.
Potential or implicit sustainability skills may include:	• areas of the training specification where the achievement of the performance criteria has an implied sustainable or green skills context (e.g. increasing fuel efficiency in a performance criteria related to effective use of powered equipment).

Unit Sector(s)

Unit sector	Sustainability practice

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAESUS502A Identify and apply current sustainability education principles and practice to learning programs

Modification History

Version	Comments
TAESUS502A	Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify and apply current sustainability education principles and practice to learning and teaching programs.

Application of the Unit

This unit typically applies to those involved in sustainability education.

This unit is intended to provide a bridge into graduate VET programs in teaching practices for sustainability. Refer to accompanying documentation to TAE10 for currently available programs that recognise this unit of competence.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	*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*

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	*knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Identify effective learning and teaching principles and practices	1.1 ***Explore effective learning and teaching pedagogies in education and training*** 1.2 Identify and critique the criteria for effective learning 1.3 Analyse and document the relationship between effective learning and teaching and learner centred change 1.4 Explore the place of values and worldviews in VET 1.5 Document the nexus between effective learning and teaching and institutional policies and programs
2. Research development of current sustainability education principles and practice	2.1 Investigate historical development of ***education about sustainability and education for sustainability*** 2.2 Identify current and emerging ***sustainability education principles and practices*** 2.3 Evaluate current and emerging national and international sustainability education strategies for best practice 2.4 Investigate the relationship between effective learning and teaching and sustainability education and training 2.5 Articulate stages of embedding sustainability education into all learning and teaching programs
3. Apply current sustainability education principles and practice to learning program	3.1 Select and apply or develop learning and assessment materials utilising current best practice sustainability education principles and practice appropriate for the ***training specification*** and training context 3.2 Investigate synergies and challenges of ***embedding sustainability education*** into learning and teaching programs 3.3 Document customised program

Required Skills and Knowledge

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

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Required skills

- analytical skills to:
  - analyse training specifications and determine appropriate application of sustainability education principles and practice
  - make judgements about the sustainability education application to training
- communication skills to:
  - communicate with other professionals about sustainability education requirements
  - liaise with personnel, including managers and supervisors, from the training and assessment organisation
  - analyse a wide range of documents
- research skills to explore, identify, critique and evaluate teaching and learning and sustainability education
- self-management and organisational skills to analyse and apply best practice sustainability education principles and practice to learning programs.

Required knowledge

- characteristics of EfS including:
  - systems thinking
  - critical and reflective thinking
  - interdisciplinarity and transdisciplinarity approaches
  - experiential learning and real life issues
  - reconnecting to sense of place
  - developing dialogue
  - space for emergence
  - learning for action
  - reflection on learning (reflexivity)
  - campus as curriculum
- definitions of sustainability education, including:
  - environmental education
  - education about sustainability
  - education for sustainability (EfS)
  - education for sustainable development (ESD)
- definitions of sustainability and different contexts in which a variety of definitions can be used
- international codes of practice for Education for Sustainability including:
  - UN Decade of Education for Sustainable Development (2005-2014)
  - Talloires Declaration
- principles and practices for effective learning and teaching, including:
  - adult learning theory
  - constructivism

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  - systems thinking
  - critical thinking and practice
  - participatory learning
  - experiential learning
  - student / learner centred learning
  - multiple learning and teaching styles
  - empowerment of the learner
  - teacher as mentor and facilitator
  - action research
  - transformative and translational learning
  - appreciative inquiry
  - collaborative learning and co-inquiry
  - problem based learning
  - values education
- legislation, codes of practice and associated requirements including:
  - environmental legislation
  - equal employment opportunity legislation
  - privacy legislation
  - organisational requirements
- national policy on sustainability, including specific policy in relation to the development of sustainability skills in the vocational education and training sector including:
  - National Green Skills Agreement 2009
  - National Action Plan for Education for Sustainability 2009 (Living Sustainably: the Australian Government's National Action Plan for Education for Sustainability)
  - Victorian Tertiary Education for Sustainability Strategy 2011
- training package contents, including industry-specific approaches to identifying sustainability skills within them
- ways of viewing EfS including:
  - the education we need to make the transition to a sustainable society
  - building people’s capacity to innovate and implement solutions
  - what skills, knowledge, values and ethics we need for the transition ahead
  - what we need to know to live responsibly and within the means of nature
  - the learning processes and institutional processes we need to support transformative living
  - transformative learning that integrates learning for being, knowing and doing
  - transforming teaching practice to support change for sustainability and challenging and changing curriculum, pedagogy and assessment
  - empowering people of all ages to assume responsibility for creating a sustainable future.

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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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • identify, analyse and document effective learning and teaching principles and practices from a wide range of sources • identify and evaluate best practice sustainability education principles, practices strategies from a wide range of sources (nationally and internationally) and document link with effective learning and teaching • document the relationship between effective learning and teaching and sustainability education • provide outlines of how best practice sustainability education principles and practice are to be incorporated into training and assessment approaches
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	

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.

Effective learning and teaching pedagogies in education and training refers to:	• strategies, frameworks and tools that promote teaching and learning for transformational learning.
Education about sustainability refers to:	• the scientific and technical knowledge about the biosphere and technologies that will support a

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	sustainable future for the planet.
Education for sustainability (EFS) focuses on:	• how to provide all learners with the knowledge and skills to assume responsibility for creating a sustainable future. EFS supports a shift in people's values and behaviours.
Sustainability education principles and practice refers to:	• skills, knowledge and values that promote behaviour in support of a sustainable environment, society and economy.
Training specification may include:	• training package units of competency • learning outcomes from accredited courses with a vocational outcome • non-accredited industry specific learning programs.
Embedding sustainability education refers to:	• integrating (as opposed to adding on) principles and practices of education for sustainability into learning and teaching pedagogy.

Unit Sector(s)

Sustainability

Custom Content Section

Not applicable.

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TAETAS401A Maintain training and assessment information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain the training and assessment information requirements of the organisation and other relevant bodies, including the timely dissemination of accurate information to learners on training and assessment services and the recording and reporting of training and assessment service data.

Application of the Unit

Application of the unit	In smaller training and/or assessment organisations, this unit will typically be used by trainers, facilitators, assessors, and training and assessment consultants. In larger training and/or assessment organisations, this unit will typically be used by personnel where this function is a major part of their work.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA
1. Provide initial and ongoing information and advice on training and assessment services	1.1. Provide potential learners with relevant information about the range of training and assessment services provided by the training and/or assessment organisation 1.2. Explain specific program content and assessment requirements to learners in a clear and concise manner 1.3. Confirm ***training schedule*** with ***relevant personnel*** and disseminate to learners 1.4. Access, provide and explain relevant organisational policies and procedures relating to training and/or assessment services to learners according to ***organisational and legal requirements***
2. Complete training and assessment records	2.1. Collect, verify and record personal learner information on learner ***records management system*** 2.2. Collect, verify and record ***details of the specific learning strategy and learning program*** on the learner records management system 2.3. Confirm and record relevant ***additional requirements*** 2.4. Confirm and record learner progress and assessment outcomes in a timely manner

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ELEMENT	PERFORMANCE CRITERIA
	2.5. Organise ***certification processes*** according to national reporting requirements, where appropriate 2.6. Address ***custody and management requirements*** of training and/or assessment information and records
3. Complete reporting requirements	3.1. Complete and forward final results to appropriate personnel for signature, using ***systems to support reporting*** 3.2. Finalise, check and provide data for national reporting purposes to appropriate personnel for signature 3.3. Identify, document and address ***issues and irregularities*** in recording and reporting activities in a timely and effective manner 3.4. Refer issues and irregularities outside area of responsibility or expertise to appropriate personnel for resolution, if relevant 3.5. Finalise certification arrangements, send to learners and store copies according to organisational and legal requirements, where appropriate

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- language and literacy skills to:
  - elicit appropriate and critical information from learners in order to complete recording requirements
  - prepare national and state or territory reporting information
  - liaise with personnel, including managers and supervisors, from the training and/or assessment organisation
  - liaise with appropriate external authorities
  - analyse a wide range of documents
- self-management and organisational skills relating to planning, and meeting deadlines and organisational and regulatory requirements

Required knowledge

- organisational policies and procedures relating to records and reporting procedures,

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REQUIRED SKILLS AND KNOWLEDGE

and disseminating information to learners
• established training and assessment information systems
• training and assessment services provided by the organisation
• requirements for collecting, recording and reporting vocational education and training information
• Australian Quality Training Framework and AVETMISS requirements, covering:
  • records management
  • reporting requirements
• relevant policy, legislation, codes of practice and national standards, including commonwealth and state or territory legislation, for example:
  • copyright and privacy laws in terms of electronic technology
  • security of information
  • recording information and confidentiality requirements
• OHS responsibilities associated with maintaining training and/or assessment information requirements

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	Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. 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.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • provide initial and ongoing advice on training and/or assessment services, programs and specific information requirements to a range of learners • manage records relating to a range of learners • organise certification processes for a range of learners • complete AVETMISS and in-house reporting documentation for a learning program, covering a range of learners.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Assessment must ensure access to: • range of electronic equipment and/or resources for recording and reporting requirements • supervisors or appropriate personnel.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

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.	
Training schedule may include:	• program start dates and end dates • what areas training will address • dates and times when training is scheduled • venue where training will take place • trainers, facilitators and assessors responsible for delivery and assessment.
Relevant personnel may include:	• trainers, facilitators and assessors • program coordinators • supervisors and managers • personnel responsible for analysing statistics and data to ensure the training and/or assessment organisation complies with relevant standards across all operations and training and/or assessment activities • users of training information, such as finance personnel, human resource personnel, and employers • contract managers

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RANGE STATEMENT	
	• union and employee representatives.

Organisational and legal requirements may include:	• registration requirements, as defined in the AQTF Standards for Registered Training Organisations
	• state or territory legislation and regulations governing registration and accreditation
	• requirements of endorsed training packages
	• requirements set by commonwealth and state or territory legislation relating to:
	  • OHS
	  • anti-discrimination
	  • workplace and industrial relations
	  • workers' compensation.

Records management system provides:	• administrative tool to manage learner progress from enrolment to completion.
Details of specific learning strategy and learning program may include:	• training and/or assessment organisation details and training and assessment location • program of training, unit of competency or module • learner information, such as enrolment form details • enrolment, including start date, end date and outcome/results • qualification completed • internal or local learning program coding.
Additional requirements may include:	• fees to be paid • payment scheduling • legal and contractual agreements • training contract information.

Certification processes may include:	• using correct certification form
	• entering critical details, for example:
	  • name of learner
	  • name of learning program successfully completed
	  • assessment result
	• processes relating to qualification, Statement of Attainment or internal organisational award, such as:
	  • dating and signing
	  • forwarding to learner
	  • sending copy to relevant authority
	  • storing copy according to organisational and legal requirements.

Custody and	• secure physical and electronic storage of training and

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RANGE STATEMENT	
management requirements may include:	assessment records and information • authorised access to training and assessment records and information • secure disposal or return of training and assessment records and information.
Systems to support reporting may include:	• electronic student management system that complies with Student Statistical Collection Guidelines • internal organisational recording and reporting systems • arrangements for issuing qualifications or Statements of Attainment • arrangements for recognising and recording current competencies • record-keeping policies and procedures.
Issues and irregularities may include:	• inaccuracies or inconsistencies • lost information and records • not meeting timelines for reporting • OHS issues.

Unit Sector(s)

Unit sector	Training advisory services

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAETAS501B Undertake organisational training needs analysis

Modification History

Version	Comments
TAETAS501B	Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to undertake a training needs analysis (TNA) to identify the training and assessment needs of an organisation.

Application of the Unit

This unit typically applies to those working in roles that require them to work with organisations to identify training needs.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
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

1. Identify the organisation's needs	1.1 Discuss with relevant staff from the organisation their ***objectives,*** expectations and organisational requirements 1.2 Use appropriate communication and interpersonal skills to develop a professional relationship with the organisation. 1.3 Identify, analyse and address any existing or potential issues that may impact on the organisation's objectives and requirements 1.4 Identify and access resources in accordance with organisational requirements 1.5 Develop a project plan with relevant persons to be negotiated and agreed by the organisation
2. Conduct training needs analysis	2.1 Use reliable, appropriate and efficient methods for collecting information and data on current, emerging and future training needs 2.2 Analyse the organisation's work roles to determine skills and competencies needed for effective performance 2.3 Follow legal, organisational and ethical requirements to gather information and data to assess the current skills and competencies of staff 2.4 Use reliable and valid data analysis methods to determine current and emerging organisational training needs
3. Provide advice to the organisation	3.1 Provide the organisation with clear advice and recommendations on training and assessment needs 3.2 Provide the organisation with ***options*** for meeting identified training needs 3.3 Obtain feedback and comments from the organisation on the suitability and sufficiency of advice and recommendations 3.4 Use legal requirements to process, complete and present final report to the organisation

Required Skills and Knowledge

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

Required skills

- cognitive skills to analyse and interpret research and conceptualise and synthesise issues

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around training needs
- communication and interpersonal skills to consult with client and relevant people, to discuss client needs and provide observations and recommendations for training development
- literacy skills to critically evaluate information and prepare reports providing advice and recommendations
- negotiation and facilitation skills for research, presenting and discussing recommendations and obtaining feedback
- numeracy skills to analyse data and present statistical information
- problem solving skills to apply effective approaches to training needs
- research skills to collect information around training needs, including observation and consultation.

Required knowledge

- competency standards and Training Packages/accredited courses
- Australian Quality Training Framework (AQTF) requirements and standards
- risk identification and management strategies
- industry and enterprise knowledge
- evaluation and research methodologies
- relevant social, political, economic and technological developments
- principles of intellectual property
- training and development strategies
- change management concepts/strategies
- occupational health and safety (OHS) relating to undertaking an organisational training needs analysis.

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	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• research, conduct and provide advice through a training needs analysis
	• prepare at least two training needs analyses for one or more organisations
	• collect evidence that demonstrates:
	  • processes that were used to determine the organisation's needs
	  • details of research methods undertaken to identify

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	suitable training and/or assessment • planning for the training needs analysis • presentations that outline advice and recommendations.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	

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.

Objectives may include:	• improved individual learning outcomes for new or existing staff • access to government training incentives and funding • productivity improvement • developing administration and records management systems • compliance with, or knowledge of, legislative or government regulatory requirements • individualised organisational training and skill requirements.
Options may include:	• developing in-house capacity to meet identified needs • identifying training and/or assessment organisations to meet needs • identifying specific units of competency, qualifications/courses to meet needs • consultancy services.

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Unit Sector(s)

Training advisory services

Custom Content Section

Not applicable.

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BSBAUD402B Participate in a quality audit

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare for and participate in a quality audit as a member of a quality audit team. The process includes reviewing designated documentation; identifying and developing checklists and audit related documentation; preparing audit schedules; gathering, analysing and evaluating information; and reporting findings to the lead auditor. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in a team audit environment who analyse and evaluate information from a variety of sources to provide solutions to auditing issues, including unpredictable quality auditing problems. The types of audit may include an external or internal systems audit or process or product/service audit. A broad knowledge of quality auditing is required for this unit. Leading an audit team is addressed by BSBAUD503B Lead a quality audit.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Review auditee documentation	1.1. Where applicable, review auditee's previous quality audits to establish possible impact on the conduct of the current audit 1.2. Request relevant organisational documents from auditee, and review and check the adequacy of these documents 1.3. Amend reviewed documents, and determine and source any further documentation required 1.4. Resolve issues which arise with auditee and relevant parties
2. Participate in developing audit schedules	2.1. Access or prepare appropriate checklists/tools and audit related documentation 2.2. Confirm schedules and required resources with auditee before beginning auditing activities

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Anticipate possible issues and outline strategies to address these issues, should they arise 2.4. Ensure preparation activities and documentation correspond to the ***audit plan*** 2.5. In consultation with auditing team, determine appropriate ***methods and techniques*** 2.6. Assist lead auditor in creating entry and exit meeting agendas
3. Gather and analyse information	3.1. Access a range of potential ***sources of information*** 3.2. Collect and make an initial assessment of ***sample documentation*** 3.3. Interview ***appropriate persons*** in relation to ***relevant documentation*** 3.4. Identify and report patterns, trends, interrelationships and areas of risk 3.5. Identify aspects of the audit that require the use of specialists and request appropriate assistance
4. Evaluate information	4.1. Evaluate information against prescribed benchmarks 4.2. Form a defensible opinion as to the meeting of these benchmarks by the auditee 4.3. Ensure opinions are formed from and supported by available information
5. Report findings	5.1. Formulate findings and prepare a corrective action report if discrepancies or non-compliances are detected 5.2. Examine results/findings against audit objectives and present to lead auditor 5.3. Report recommendations for improvements as applicable
6. Participate in exit meeting	6.1. Prepare for exit meeting 6.2. Ensure reporting arrangements are agreed upon and documented during the meeting 6.3. Ensure context and consequences of audit are explained, and follow-up is discussed

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to listen to clients and other audit team members and to clarify points with them as necessary
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- interpersonal skills to establish rapport with clients and to liaise with other audit team members
- literacy skills to read, write, edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- organisational and time management skills to sequence tasks, meet timelines and arrange meetings
- problem-solving skills to identify any issues that have the potential to impact on the auditing process or outcome and to develop options to resolve these issues when they arise
- teamwork skills
- technology skills to use a range of equipment required to conduct quality auditing activities.

Required knowledge

- auditing codes of practice or ethics
- auditing methods and techniques
- auditing regulations and standards including:
  - AS/NZS ISO 9000:2006 Quality management systems - Fundamentals and vocabulary
  - AS/NZS ISO 19011:2003 Guidelines for quality and/or environmental management systems auditing
- current audit practices
- industry products and/or services
- quality auditing principles and techniques
- relevant legislation affecting business operation, including appropriate occupational health and safety, environmental, and privacy legislation
- terminology relating to quality auditing.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • preparation of multiple audit plans for a range of quality audits containing information on the audit schedule, proposed activities, methods, and techniques; risk analysis and proposed treatment of identified risks; entry and exit meeting agendas • participation in audits as a member of an audit team • gathering of data and information by a variety of methods • knowledge of relevant legislation and national standards • developing a comprehensive report for the exit meeting, which analyses findings and information gathered to arrive at the findings.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace undertaking a quality audit or a simulated workplace environment • access to workplace documentation including previous quality audit reports, checklists, risk management plans and audit plans.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence by third party workplace reports of on-the-job performance by the candidate • demonstration of quality auditing techniques • observations of participation in exit meetings • oral or written questioning to assess knowledge of audit preparation activities • assessment of organisational documentation reviewed for the audit • analysis of reports developed - with clear, comprehensive findings • observation of performance in role plays.
Guidance information for	Holistic assessment with other units relevant to the

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EVIDENCE GUIDE	
assessment	industry sector, workplace and job role is recommended, for example: • other quality auditing units.

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.	
Audit plan may include:	• audit requirements and/or identification of relevant quality system documentation • auditee provision of personnel for audit • confidentiality requirements • contingency actions • distribution of reports • entry meeting • exit meeting • follow-up procedures • measurement criteria • reporting procedures • resource requirements • safety of auditors • sampling techniques • scope and objectives of audit • time lines and schedules
Methods and techniques may include:	• advanced management information systems • analysis • determining information flows • evaluating the effectiveness of system controls • questioning • sampling • scanning • tracing • trend analysis

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RANGE STATEMENT	
Sources of information may include:	• activities • internal documentation • interview results • records, such as meeting minutes, reports or log books • reports from external sources, such as external laboratory reports and vendor ratings
Appropriate persons may include:	• persons from different levels within the auditee's organisation such as management, administrative personnel and work floor personnel • persons performing activities or tasks under consideration in the audit process
Sample documentation may include:	• documented procedures • log books • meeting minutes • previous audit reports • reports • reports from external sources • systems specifications • test results • user requirements definitions • work instructions
Relevant documentation may include:	• audit procedures • checklists • forms for documenting conformance and non-conformance evidence • forms for recording information • organisational charts • previous audit reports • quality standards • records of meetings • sampling plans defined in documented procedures or in audit plan • schedules

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, Licensing and Risk - Quality Auditing

Co-requisite units

Co-requisite units		

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BSBCMM401A Make a presentation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the performance outcomes, skills and knowledge required to prepare, deliver and review a presentation to a target audience. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who may be expected to make presentations for a range of purposes, such as marketing, training, promotions, etc. They contribute well developed communication skills in presenting a range of concepts and ideas.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA
1. Prepare a presentation	1.1. Plan and document presentation approach and intended outcomes 1.2. Choose ***presentation strategies***, ***format and delivery methods*** that match the ***characteristics*** of the target audience, location, resources and personnel needed 1.3. Select ***presentation aids***, ***materials*** and ***techniques*** that suit the format and purpose of the presentation, and will enhance audience understanding of key concepts and central ideas 1.4. Brief others involved in the presentation on their roles/responsibilities within the presentation 1.5. Select ***techniques to evaluate presentation effectiveness***
2. Deliver a presentation	2.1. Explain and discuss desired outcomes of the presentation with the target audience 2.2. Use presentation aids, materials and examples to support target audience understanding of key concepts and central ideas 2.3. Monitor non-verbal and verbal communication of participants to promote attainment of presentation outcomes 2.4. Use persuasive communication techniques to secure audience interest 2.5. Provide opportunities for participants to seek

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ELEMENT	PERFORMANCE CRITERIA
	clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences 2.6. Summarise key concepts and ideas at strategic points to facilitate participant understanding
3. Review the presentation	3.1. Implement ***techniques to review the effectiveness*** of the presentation 3.2. Seek and discuss reactions to the presentation from participants or from key personnel involved in the presentation 3.3. Utilise feedback from the audience or from key personnel involved in the presentation to make changes to central ideas presented

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- facilitation and presentation skills to communicate central ideas of a message in an informative and engaging manner, and to utilise verbal and non-verbal techniques to sustain participant engagement
- literacy skills to prepare presentation information and to write in a range of styles for different target audiences.

Required knowledge

- data collection methods that will support review of presentations
- industry, product/service
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - environmental issues
  - occupational health and safety

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REQUIRED SKILLS AND KNOWLEDGE
• principles of effective communication • range of presentation aids and materials available to support presentations.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • preparation, delivery and evaluation of the effectiveness of at least two presentations related to the candidate's occupation or area of interest • knowledge of the principles of effective communication.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment, documentation and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • demonstration of preparation, delivery and evaluation of a presentation • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • review of selected presentation aids, materials and techniques • review of briefing provided for others involved in the presentation • evaluation of techniques implemented to review the effectiveness of the presentation.

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EVIDENCE GUIDE	
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other general administration units.

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.	
Presentation strategies may involve:	• case studies • demonstration • discussion • group and/or pair work • oral presentations • questioning • simulations and role-play
Presentation format and delivery methods may include:	• advertising copy • audio • direct marketing copy • individual presentation • public relations copy • scripts • storyboards • team presentation • verbal presentation • video • visuals
Characteristics may include:	• age • cultural and language background • educational background or general knowledge • gender • language, literacy and numeracy needs

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RANGE STATEMENT	
	• physical ability • previous experience with the topic
Presentation aids and materials may include:	• computer simulations and presentations • diagrams, charts and posters • models • overhead projector • paper-based materials • video and audio recordings • whiteboard

Presentation techniques may include:	• animation
	• comparative advertising
	• live action
	• music
	• signature elements such as:
	  • slogans
	  • logotypes
	  • packaging
	• sound effects
	• use of a guest speaker
	• use of black and white
	• use of colour
	• use of humour

Techniques to evaluate presentation effectiveness may include:	• action research • critical friends • focus group interviews • one-on-one interviews with participants and other personnel involve in the presentation • written feedback provided by participants

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Communication - Interpersonal Communication

Co-requisite units

Co-requisite units		

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BSBCOM501B Identify and interpret compliance requirements

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify and interpret the range of internal and external compliance requirements and obligations that must be fulfilled by an organisation. A range of legislation, rules, regulations and codes of practice may apply to this unit at the time of endorsement, depending on job roles and jurisdictions.

Application of the Unit

Application of the unit	This unit applies to individuals working as a chief executive or manager in a small organisation (where it would be part of their broad role) or as a member of a compliance management team within a larger organisation. These individuals require a sound theoretical knowledge of compliance and well established skills in identifying and interpreting compliance requirements relevant to the operations and sphere of business of the organisation and/or industry sector concerned. The unit also applies to internal or external consultants as part of a broader advisory role to the chief executive or management team of a large or small organisation on compliance management policies and systems. As the activities are focused primarily on identifying and interpreting specific legislative requirements, codes of practice, and internal standards and procedures as they relate to a particular organisation, this unit differs from BSBCOM601B Research compliance requirements and issues. Researching compliance issues is a higher order competence aimed at carrying out research into a wider range of compliance-related issues, such as the costs of compliance, the potential impact of compliance on an

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	organisation or industry, and the risks and consequences of non-compliance.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Clarify the scope of operations	1.1. Identify and review the relevant ***range of operations*** and the sphere of business arrangements of the organisation 1.2. Conduct an analysis of the operations and business arrangements of the organisation and identify the functions, products and services that may be subject

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ELEMENT	PERFORMANCE CRITERIA
	to ***compliance requirements***
	1.3. Develop and document work activity plans for determining relevant compliance requirements
	1.4. Obtain approval of plans from relevant organisational personnel
2. Identify compliance requirements	2.1. Conduct a search of ***information on internal and external compliance requirements*** using appropriate ***search resources***, including ***relevant Australian and international standards***
	2.2. Ensure the search of compliance requirements scans across all relevant ***jurisdictions of laws***, ***regulations***, ***and industry and organisational codes and standards*** and identify pertinent compliance requirements
	2.3. Progressively review information collected in terms of its relevance to the organisation's operations, services and products
	2.4. Organise and store gathered ***information on relevant compliance requirements*** in an appropriate format for further analysis
3. Interpret, analyse and prioritise identified compliance requirements	3.1. Review and interpret collected information in terms of its relevance to the organisation's functions, services and products
	3.2. Discuss and clarify with ***relevant internal or external personnel*** ambiguities, uncertainties and problems experienced in interpreting identified compliance information
	3.3. Identify, analyse and prioritise relevant compliance requirements in terms of critical implications for the organisation and risks and consequence of possible breaches
	3.4. Group pertinent compliance requirements into those that are critical and central to the organisation's operations, those that are important in some circumstances but are not central to the organisation's operations, and those that are pertinent but are incidental to the organisation's operations
4. Document compliance requirements	4.1. Organise and document outcomes of the identification and interpretation activities
	4.2. Prepare and communicate reports of relevant compliance requirements and assessment of implications to ***relevant personnel performing***

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ELEMENT	PERFORMANCE CRITERIA
	specific compliance management functions

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• interpersonal skills to:
  • contribute to the development of a positive culture of compliance within an organisation
  • work with internal and external personnel with an interest in an organisation's compliance program and management system
• interpersonal and communication skills to relate to internal and external personnel, including those representing relevant regulatory authorities, professional institutes and organisations, including standards' organisations
• literacy skills to read and interpret various types of documents and to write reports containing complex concepts
• organisational and time-management skills to conduct compliance management activities
• project management skills to:
  • scope and plan the conduct of compliance requirement identification activities
  • manage other personnel involved in the identification and interpretation of compliance management activities
• research and analytical skills to identify and interpret compliance requirements
• technical skills to use communications technology effectively

Required knowledge

• elements of compliance programs and related management systems, including:
  • documentation of compliance requirements relevant to the organisation
  • specification of compliance management functions, accountabilities and responsibilities within the organisation
  • compliance-related management information systems
  • record-keeping systems required for compliance management
  • liaison procedures with relevant internal and external personnel on compliance-related matters
  • breach management policies and processes, including the identification, classification, investigation, rectification and reporting of breaches in

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REQUIRED SKILLS AND KNOWLEDGE
compliance requirements • compliance reporting procedures • corporate induction and training processes related to compliance management • processes for the internal and external distribution and promotion of information on compliance requirements, and compliance programs and management systems • complaints handling systems • continuous improvement processes for compliance, including monitoring, evaluation and review • strategies for developing a positive compliance culture within the organisation • techniques and performance indicators for monitoring the operation of a compliance program or management system • reporting processes on compliance management, including reports on breaches and rectification action • relevant organisational policies and procedures, including: • compliance plans and policies in various compliance areas • organisational standards for operations and ethics • relevant Australian and international standards, including: • AS 3806:2006 Compliance programs • AS ISO 10002:2006 Customer satisfaction - Guidelines for complaints handling in organizations • AS ISO 15489:2004 Records management • AS/NZS 4360:2004 Risk management • relevant organisational policies and procedures, including: • plans and policies in various compliance areas • organisational standards for operations and ethics

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	
Critical aspects for assessment and evidence required to demonstrate	Evidence of the ability to: • document processes used to identify, analyse and interpret

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EVIDENCE GUIDE	
competency in this unit	organisational compliance requirements • apply knowledge of elements of compliance programs and related management systems.
Context of and specific resources for assessment	Assessment must ensure access to: • organisational policies and procedures, standard operating procedures, and plans • relevant published material on legislation, regulations, licensing requirements, codes of practice, standards, etc. • appropriate computer resources for online searching and review of relevant compliance requirements.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of activities undertaken to identify compliance requirements • assessment of reports identifying compliance requirements and containing analysis of the implications of those requirements on organisational objectives, processes and systems • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • observation of interactions with internal and external stakeholders while identifying compliance requirements • oral or written questioning to assess knowledge of compliance requirements and their impact on organisational objectives, processes and systems • review of authenticated compliance promotional documents or computer files from the workplace or training environment.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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

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RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Range of operations may include:	• full range of operations of an organisation at a particular site • full range of operations of an organisation distributed across multiple sites • full range of operations of an organisation, including mobile units such as vehicles, railway trains, maritime vessels and aircraft • operations of a particular section or organisational unit.

Compliance requirements may include:	• cross-industry, industry-specific and internal organisational compliance requirements in such areas as (examples in alphabetical groupings):
	  • anti-discrimination, including discrimination by race, sex, disability, religion, etc.; alcohol licensing, including licensing regulations covering clubs, pubs, licensed premises, etc.; aviation
	  • bankruptcy
	  • chemical use, child protection, construction, conveyancing/real estate, copyright, corporate governance, customs, credit
	  • education, electricity, environmental protection, equal opportunity
	  • financial services, including banking; fire; food hygiene; freedom of information; freight forwarding
	  • gambling, gene technology
	  • health, human rights
	  • insurance, immigration, intellectual property
	  • land management
	  • maritime, mining
	  • pharmaceuticals, patents, privacy
	  • quarantine
	  • racing, rail transport, road transport
	  • safety, including cross-industry generic regulations as well as industry, equipment or product-specific subcategories, e.g. marine safety, rail safety, food safety, aviation safety, road safety, dangerous goods, construction safety, mine safety, etc.; security; sewage; superannuation
	  • taxation, telecommunications, tobacco, trade practices and consumer protection

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	• water supply, workers compensation, workers rehabilitation
	• different types of internal and external compliance requirements, including:
	  • accreditation requirements of an institute, professional organisation or registration body
	  • internal policies, procedures, standards or codes of practice of an organisation
	  • regulations of a state or territory, national or international regulatory authority
	  • requirements for certification under statutory licensing systems
	  • statutory standards or codes of practice.

Information on internal and external compliance requirements may include:	• internal policies, standard operating procedures, standards, and codes of practice • published material relevant to compliance held in either internal or external libraries • relevant legislation, regulations and licensing requirements pertinent to the organisation's operations and sphere of business.
Search resources may include:	• computer terminals linked to data sources either via the internet, internal networks, or CDs • library resources and materials, including compliance-related books, journals, manuals, standards, CDs and other multimedia resources • published information on such things as relevant legislation, regulations, licensing requirements, codes of practice and Australian standards.
Relevant Australian and international standards may include:	• AS 3806:2006 Compliance programs • AS ISO 10002:2006 Customer satisfaction - Guidelines for complaints handling in organizations • AS ISO 15489:2004 Records management • AS/NZS 4360:2004 Risk management.
Jurisdictions of laws, ***regulations***, ***industry and organisational codes and standards*** may include:	• global • industry • local • national • organisational • state or territory.
Information on relevant compliance	• correspondence, emails and other written information provided by internal and external personnel contacted

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RANGE STATEMENT	
requirements may include:	during search activities • information downloadable from relevant websites • newsletters, bulletins and information sheets and other similar periodic documentation distributed by relevant regulatory authorities and standards bodies • published information on legislation, regulations, codes of practice, standards, licensing requirements, standard operating procedures, etc. • records of conversations and meetings with relevant internal and external personnel.
Relevant internal personnel may include:	• board of directors • chief executive officer • compliance management team • compliance specialists at the operational level • frontline managers • senior management team.
Relevant external personnel may include:	• legal and business advisors and consultants with expertise in compliance management • representatives of professional associations and institutes relevant to the organisation's operations and sphere of business • representatives of relevant authorities in pertinent compliance areas.
Relevant personnel performing specific compliance management functions may include:	• compliance management consultants • compliance management officers • compliance managers • legal personnel specialising in compliance management • line managers with specific compliance functions.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, licensing and risk - compliance

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Co-requisite units

Co-requisite units		

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BSBCUS501B Manage quality customer service

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop strategies to manage organisational systems that ensure products and services are delivered and maintained to standards agreed by the organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Many managers are involved in ensuring that products and services are delivered and maintained to standards agreed by the organisation. These managers may have staff involved in delivering customer service and are responsible for the quality of their work. In many instances the work will occur within the organisation's policies and procedures framework At this level, the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies, will be required.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Plan to meet internal and external customer requirements	1.1. Investigate, identify, assess, and include the needs of ***customers*** in planning processes 1.2. Ensure plans achieve the ***quality***, time and cost specifications agreed with customers
2. Ensure delivery of quality products and/or services	2.1. Deliver products and/or services to customer specifications within organisation's business plan 2.2. Monitor team performance to consistently meet the organisation's quality and delivery standards 2.3. Assist colleagues to overcome difficulty in meeting customer service standards
3. Monitor, adjust and review customer service	3.1. Develop and use ***strategies*** to monitor progress in achieving product and/or service targets and standards

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ELEMENT	PERFORMANCE CRITERIA
	3.2. Develop and use strategies to obtain customer feedback to improve the provision of products and/or services 3.3. Develop, procure and use ***resources*** effectively to provide quality products and/or services to customers 3.4. Make decisions to overcome problems and to adapt customer services, products and/or service delivery in consultation with appropriate individuals and groups 3.5. Manage records, reports and recommendations within the organisation's systems and processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, coaching and mentoring skills to provide support to colleagues
- problem-solving skills to deal with complex and non-routine difficulties.

Required knowledge

- techniques for solving complaints including the principles and techniques involved in the management and organisation of:
  - customer behaviour
  - customer needs research
  - customer relations
  - ongoing product and/or service quality
  - problem identification and resolution
  - quality customer service delivery
  - record keeping and management methods
  - strategies for monitoring, managing and introducing ways to improve customer service relationships
  - strategies to obtain customer feedback.

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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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans, policies or procedures for delivering quality customer service • demonstrated techniques in solving complex customer complaints and system problems that lead to poor customer service • knowledge of techniques for solving complaints.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • evaluation of leadership, supervision, coaching and mentoring used to assist colleagues to overcome difficulty in meeting customer service standards • review of strategies developed and usedto monitor progress in achieving product and/or service targets and standards • review of records, reports and recommendations about managing customer service.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

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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.	
Customers may be:	• Board members • clients, purchasers of services • co-workers, peers and fellow frontline managers • members of the general public who make contact with the organisation, such as prospective purchasers of services • potential funding bodies • supervisors • suppliers of goods and services and contractors providing goods and services
Quality may refer to:	• characteristics of a product, system, service or process that meet the requirements of customers and interested parties
Strategies may refer to:	• databases and other controls to record and compare data over time • electronic feedback mechanisms using intranet, internet and email • feedback forms and other devices to enable communication from customers • long-term or short-term plans for monitoring achievement and evaluating effectiveness • policies and procedures • questionnaires, survey and interviews • training and development activities
Resources may include:	• buildings/facilities • equipment • finance • information • people • power/energy • technology • time

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Stakeholder Relations - Customer Service

Co-requisite units

Co-requisite units		

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BSBDIV701A Develop cross cultural communication and negotiation strategies

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to apply effective cross cultural communication and negotiation skills, and to develop these skills in others, in international education business contexts. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to administrators with managerial responsibility who need to apply sound cross cultural communication and negotiation strategies in their business practice and to develop these skills in others. They will be managing education programs and projects in organisations from one or more international education sectors (schools, English language training organisations, vocational education and training, higher education, postgraduate education). These organisations could be onshore or offshore and could be public or private.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Analyse own organisation's international education practices using theoretical models of culture	1.1. Define the key elements of ***culture*** and ***cultural diversity*** from a range of perspectives 1.2. Investigate and analyse interaction between these key elements 1.3. Apply theoretical models of culture and cultural diversity to an international education provider context and own organisational practices
2. Evaluate cultural features of selected countries relevant to the business of education	2.1. Describe ***significant events*** that have shaped the identity of selected countries 2.2. Research and profile ***key characteristics of education and training systems*** in selected countries 2.3. Analyse and describe broad ***cultural differences in learning behaviour*** in selected countries 2.4. Research and evaluate teaching styles, educational

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ELEMENT	PERFORMANCE CRITERIA
	practices, and delivery and assessment methods, in selected countries 2.5. Compare and contrast distinguishing features of ***business practices*** in selected countries
3. Develop cross cultural awareness strategies, and communication and negotiation skills in an international education setting	3.1. Identify and communicate ways in which ***cultural norms in the workplace*** operate to regulate, repress, tolerate and celebrate diversity 3.2. Evaluate potential impact of improved cross-cultural awareness on personal, educational and commercial interactions 3.3. Apply formal and informal coaching and training strategies to improve organisational cross-cultural communication practices and strategies 3.4. Determine appropriate criteria and strategies to evaluate effectiveness of communication and negotiation in an international education setting

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to interact and negotiate in a range of cross-cultural contexts in relation to the business of international education; to interact appropriately with students, co-workers, partners and other stakeholders
- initiative and enterprise skills to take account of cultural contexts, similarities and differences in cross-cultural communication
- learning skills to identify and apply multiple perspectives and interpretations, and appropriate protocols and language
- literacy skills to research academic theories of culture and to present them in plain English
- problem-solving skills to negotiate in difficult and complex situations
- teamwork skills to work effectively with groups and teams
- technology skills to research online and to use libraries for gaining knowledge and information about culture.

Required knowledge

- communication styles and methods, and cultural protocols for use with people from

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REQUIRED SKILLS AND KNOWLEDGE
a range of countries • definitions of culture and cultural diversity based on a number of theoretical models • identification of cultural bias inherent in any conceptual model of culture • implicit and explicit similarities and differences within and between countries and cultures • important cultural features of selected countries • occupational health and safety protocols for interactions with people at work, particularly duty of care requirements • personal cultural assumptions shaping expectations and outcomes • sources of assistance for international students and visitors, including location of and access to interpreters • special types of communications for the international education environment.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applying cross-cultural knowledge and protocols • effectively communicating with diverse groups and individuals in the work-related environment • knowledge of communication styles and methods, and cultural protocols for use with people from a range of countries.
Context of and specific resources for assessment	Assessment must ensure: • activities are related to an international education context • access to education-related workplace context in which cross-cultural communication and negotiation are required.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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EVIDENCE GUIDE	
	• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate performance in researching issues in international education • evaluation of supervisor's reports on how the candidate applies knowledge of culture and cultural diversity • analysis of projects, responses to problem-based case studies/related task, completed records and reports developed by the candidate • review of analysis of interaction between the key elements of culture and cultural diversity • review of evaluation of teaching styles, educational practices, and delivery and assessment methods in selected countries • evaluation of formal and informal coaching and training strategies applied to improve organisational cross-cultural communication practices and strategies • oral or written questioning to assess knowledge of personal cultural assumptions shaping expectations and outcomes.
Guidance information for assessment	• Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • with other units in the qualification in which this unit is packaged.

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.	
Culture is:	• '...the set of distinctive spiritual, material, intellectual and emotional features of society or a social group ... it encompasses, in addition to art and literature, lifestyles, ways of living

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	together, value systems, traditions and beliefs ... culture is at the heart of contemporary debates about identity, social cohesion, and the development of a knowledge-based economy.' (UNESCO Universal Declaration on Cultural Diversity 2002)
Cultural diversity is:	• '...the uniqueness and plurality of the identities of the groups and societies making up humankind.' (UNESCO Universal Declaration on Cultural Diversity 2002)
Significant events may include:	• cultural • economic • historical • physical and geographic • political • religious

Key characteristics of education and training systems may include:	• changes and trends
	• cultural, religious and secular influences
	• participation profile and levels
	• statistics on:
	  • enrolments
	  • numbers of years in education (primary, secondary, vocational education and training, higher education)
	  • private and public sector educational expenditure

Cultural differences in learning behaviour may include:	• academic communication:
	  • differences in tentativeness and politeness, confidence and assertiveness
	  • gender differences and acceptance
	  • value given to, and conventions for, questioning of knowledge
	  • ways of arguing (linear and direct, non-linear and indirect)
	• learning styles:
	  • autonomous and self directed learning
	  • collaborative and individual
	  • cooperation and competition
	• concepts of learning and knowledge
	• pedagogical models and practices

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	• peer roles and relationships
	• student-teacher roles and power relationships
	• what is valued in learning process:
	  • acceptance of original contributions and concepts of plagiarism
	  • attitudes to critical analysis
	  • extending or conserving knowledge
	• transforming and creating new knowledge

Business practices may include:	• acceptability of conflict and mechanisms for conflict resolution • communication channels and modes • industrial relations • legal and ethical practices • maintaining 'face' • negotiations • protocols • relationships
Cultural norms in the workplace may include:	• communication practices • levels of formality • pedagogical practices • roles and relationships

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Diversity

Co-requisite units

Co-requisite units	

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Co-requisite units		

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BSBFIM501A Manage budgets and financial plans

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake financial management within a work team in an organisation. This includes planning and implementing financial management approaches, supporting team members whose role involves aspects of financial operations, monitoring and controlling finances, and reviewing and evaluating effectiveness of financial management processes in line with the financial objectives of the work team and the organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit addresses the requirement for managers to ensure that financial resources are used effectively. This is done by ensuring access to budget/s and ongoing monitoring expenditure against the budget/s. The unit applies to managers working in small and large business environments and not for profit organisations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Plan financial management approaches	1.1. Access ***budget/financial plans*** for the work team 1.2. Clarify budget/financial plans with ***relevant personnel*** within the organisation to ensure that documented outcomes are achievable, accurate and comprehensible 1.3. Negotiate any changes required to be made to budget/financial plans with relevant personnel within the organisation 1.4. Prepare ***contingency plans*** in the event that initial plans need to be varied
2. Implement financial management approaches	2.1. Disseminate relevant details of the agreed budget/financial plans to team members 2.2. Provide ***support*** to ensure that team members can competently perform ***required roles*** associated with the management of finances 2.3. Determine and access ***resources and systems*** to manage financial management processes within the

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ELEMENT	PERFORMANCE CRITERIA
	work team
3. Monitor and control finances	3.1. Implement ***processes*** to monitor actual expenditure and to control costs across the work team 3.2. Monitor expenditure and costs on an agreed cyclical basis to identify cost variations and expenditure overruns 3.3. Implement, monitor and modify contingency plans as required to maintain financial objectives 3.4. ***Report*** on budget and expenditure in accordance with organisational protocols
4. Review and evaluate financial management processes	4.1. Collect and collate for analysis, ***data and information on the effectiveness of financial management processes*** within the work team 4.2. Analyse data and information on the effectiveness of financial management processes within the work team and identify, document and recommend any improvements to existing processes 4.3. Implement and monitor agreed improvements in line with financial objectives of the work team and the organisation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• numeracy skills to read and understand a budget and to update a budget • technology skills to use software associated with financial record keeping.
Required knowledge
• basic accounting principles • organisational requirements related to financial management • relevant legislation and current requirements of the Australian Taxation Office, including GST • requirements for organisational record keeping and auditing • principles and techniques involved in: • budgeting

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REQUIRED SKILLS AND KNOWLEDGE
• cash flows • electronic spreadsheets • GST • ledgers and financial statements • profit and loss statements.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • financial skills required to work with and interpret budgets, ageing summaries, cash flow, petty cash, GST, and profit and loss statements • knowledge of the record keeping requirements for the ATO and for auditing purposes.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports indicating broad knowledge of managing budgets and managing financial resources in the organisation • demonstration of techniques using financial record keeping software • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of requirements for organisational record keeping and auditing

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EVIDENCE GUIDE	
	• review of contingency plans • review of identification of cost variations and expenditure overruns • evaluation of documentation reportingon budget and expenditure • review of documentation identifying and recommending improvements to financial management processes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

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.	
Budget/financial plans may include:	• cash flow projections • long-term budgets/plans • operational plans • short-term budgets/plans • spreadsheet-based financial projections • targets or key performance indicators for production, productivity, wastage, sales, income and expenditure
Relevant personnel may include:	• financial managers, accountants or financial controllers • supervisors, other frontline managers
Contingency plans may include:	• contracting out or outsourcing human resources and other functions or tasks • diversification of outcomes • finding cheaper or lower quality raw materials and consumables

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RANGE STATEMENT	
	• increasing sales or production • recycling and re-using • rental, hire purchase or alternative means of procurement of required materials, equipment and stock • restructuring of organisation to reduce labour costs • risk identification, assessment and management processes • seeking further funding • strategies for reducing costs, wastage, stock or consumables • succession planning
Support may include:	• access to specialist advice • documentation of procedures • help desk or identified experts within the organisation • information briefings or sessions • intranet-based information • training including mentoring, coaching and shadowing
Required roles may include:	• arranging for use of corporate credit cards • banking • debt collection • ensuring security, accuracy and currency of financial operations • invoicing clients, customers and consumers • maintaining journals, ledgers and other record keeping systems • maintaining petty cash system • purchasing and procurement • wages and salaries payments and record keeping
Resources and systems may include:	• hardware and software • human, physical or financial resources • record keeping systems (electronic and paper-based) • specialist advice or support

Processes to monitor actual expenditure and to control costs across the work team include:	• reporting of:
	  • assets
	  • consumables

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RANGE STATEMENT	
	• equipment • expenditure • income • stock • wastage
Reporting may include data from:	• bank statements • credit card statements • financial reports • invoices and receipts • ledgers and journals • logs • petty cash records • spreadsheet-based records
Data and information on the effectiveness of financial management processes may include records (paper-based and electronic) related to:	• bank account records • cash flow data • contracts • credit card receipts • employee timesheets • files of paid purchase and service invoices • income and expenditure • insurance reports • invoices • job costings • petty cash receipts • quotations • taxation records • wages/salaries books

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

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Co-requisite units

Co-requisite units		

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BSBFIM701A Manage financial resources

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage financial resources in a complex environment for a substantial business unit or organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Leaders in learning operations are typically required to forecast future financial resource needs, analyse current asset performance and capacity to a standard expected in a commercial environment, and to set business targets. There will be a requirement to manage compliance mechanisms, to mange financial risk within agreed plans and mechanisms, and to monitor compliance with financial projections. This unit will have specific relevance for leaders or managers working to leverage how learning can enhance individual, team and organisational capabilities. Management of financial resources relating to complex and diverse training operations or projects is an important aspect of work for managers in training and/or assessment organisations or leaders seeking to implement organisational learning. The unit may relate equally to small scale learning activities within a small to medium sized organisation or a significant activity in a large organisation.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Forecast future financial resource needs	1.1. Establish and report on the capacity of existing financial ***systems*** 1.2. Forecast ***financial data*** and business system requirements 1.3. Analyse forecasted requirements 1.4. Prepare and plan budget forecasts according to organisational and ***statutory requirements*** 1.5. Prepare and present recommendations for budget expenditure or for modification of existing

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ELEMENT	PERFORMANCE CRITERIA
	projections
2. Analyse current asset performance and capacity	2.1. Analyse the costs of, and returns from, assets and liabilities using ***standard accounting techniques*** to identify extent of debt and equity financing 2.2. Establish ***management responsibilities*** and ***legal requirements*** for reporting, in consultation with relevant organisational staff 2.3. Analyse and interpret financial reports and ***key information*** 2.4. Analyse and evaluate the effects of financial decisions on the ability of the organisation to meet planned outcomes
3. Set business targets and compliance mechanisms	3.1. Collect ***comparative and trend information*** and confirm needs for future budget and associated resources 3.2. Complete negotiations to secure resources in accordance with relevant short-term and long-term needs 3.3. Allocate resources against the budget to maximise organisation's performance 3.4. Maintain accurate and up-to-date records of resource allocation and usage according to ***organisational requirements*** 3.5. Develop and review management systems which enable timely collection, management and processing of information 3.6. Complete and accurately report records of budget performance and expenditure according to organisational procedures and statutory requirements 3.7. Evaluate and improve budget audit mechanisms and compliance requirements as required
4. Manage financial risk	4.1. Identify and analyse financial ***risk*** factors 4.2. Document and manage financial risks according to organisational policies and procedures 4.3. Implement procedures to review financial ***risk management*** activities regularly
5. Monitor compliance with financial projections	5.1. Identify deviations from budgets that generate an adverse affect on budget objectives 5.2. Promptly develop action plans to remedy significant deviations from budget objectives and projections 5.3. Monitor and review ***financial documentation***

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ELEMENT	PERFORMANCE CRITERIA
	against organisational objectives 5.4. Revise and renew budget priorities to meet operational contingencies and risk management 5.5. Manage costs to targets set in the budget

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• analytical skills to identify potential risks of any type
• communication skills to identify financial information and to follow Australian Accounting and Auditing Standards, and the organisation's accounting procedures
• decision making skills
• interpersonal skills to:
  • maintain appropriate relationships with colleagues
  • establish trust
  • value and be open to, the opinions of others
  • work as part of a team
  • listening actively
• negotiation skills
• planning and organisation skills to timetable and schedule reports and lodgements
• problem-solving, initiative and enterprise skills to prepare budgets and to monitor their implementation
• research skills to identify valuations and applicable professional standards
• risk management skills.

Required knowledge
• accounting, financial statements and cash flow • communication processes and methods • compliance requirements • cost of capital, capital structure and working capital • finance and investment decisions • goal of financial resource management • legislation, codes and by-laws relevant to the organisation's operations • principles of finance • relevant legislation from all levels of government that affect business operation,

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REQUIRED SKILLS AND KNOWLEDGE
especially occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination • risk and return .

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • preparing a financial resource plan/budget • monitoring and managing financial resources over a full planning cycle • effectively communicating financial reports and operational execution • transferring competence to changing circumstances and responding to unusual situations • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace contractual and procurement documentation • competence is consistently demonstrated over time, and over a range and variety of situations • access to appropriate documentation and resources normally used in the workplace • access to an appropriate operating environment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • completion of applied projects or learning activities, such as budget preparation, analysis and reporting, preparation of financial forecasts, and review and

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EVIDENCE GUIDE	
	analysis of costs • direct observation of contextual application of skills • oral or written questioning to assess knowledge of risk and return • review of documentation displaying compliance with professional and regulatory standards for financial management.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBLED710A Develop human capital.

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.	
Systems are defined as:	• a detailed description/depiction of how organisations relate to their environments and how they process information through strategic and tactical management to develop actual operating procedures
Financial data may include:	• Australian Bureau of Statistics (ABS) economic data • balance sheet • benchmarks or trend analysis • budget variances • budgets and forecasts • cash flow/profit reports • financial/operational statements and reports (such as expenditures and receipts, profit and loss statements) • financial markets monitoring services (such as Reuters) • income statements

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RANGE STATEMENT	
	• market valuations
Statutory requirements may include:	• delegated authorities • internal control procedures • reporting periods • taxation payment timings
Standard accounting techniques relating to the management of financial resources for an organisation may include:	• deprival asset valuations • direct and indirect allocation • discounted cash flows • impact statements • internal rate of return • net present value • pay back break even periods • pro-rata and percentage apportionment • rates of return
Management responsibilities may include:	• organisational policies, procedures, guidelines, ethical and/or professional standards

Legal requirements may include:	• private sector requirements such as:
	  • Australian Accounting Standards (SAC 1, 2, Framework AASB1001)
	  • Corporations Act 2001
	  • GST and income tax reporting
	• public sector requirements such as:
	  • Financial Administration and Audit Act 1977
	  • Financial Management Standard 1997

Key information may include:	• gross profit • net profit • return on investment • Or for public or not-for-profit organisations: • best use of resources • surplus/deficit against budget • value for money
Comparative and trend information includes:	• availability of external funding sources • benchmarks as agreed • business activity • brand value • expenses • leverage • liquidity

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RANGE STATEMENT	
	• profitability • return on equity • sales • wages
Organisational requirements may include:	• financial analysis assessments • financial management manuals • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • price and exchange parameters • quality assurance and/or procedures manuals • recording and filing systems • reporting requirements • standard financial analysis techniques
Risks may include:	• damage to property/equipment • environmental • equipment/system failures • financial/economic loss/failure • industrial disputation • market changes • natural disasters • OHS including disease • political events • product failure • professional incompetence • security failure (including criminal or terrorist activities)
Risk management is:	• the process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood of the negative event occurring and/or the consequences in the event it does occur
Financial documentation relating to the management of financial resources for an organisation may include:	• balance sheets • budgetary analysis • electronic forms • financial year reports • forecasts and estimates • operating statements • order and supplier documentation • returns on investments

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RANGE STATEMENT	
	• spreadsheets • taxation and statutory returns

Unit Sector(s)

Unit sector	

Competency field

Competency field	Finance - Financial Management

Co-requisite units

Co-requisite units		

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BSBHRM505B Manage remuneration and employee benefits

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement an organisation's remuneration and benefit plans. It incorporates all functions associated with remuneration, including packaging, salary benchmarking, market rate reviews, bonuses and the legislative aspects of remuneration and employee benefits. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to human resources managers responsible for overseeing an organisation's remuneration process.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA
1. Develop organisation's remuneration strategy	1.1. Analyse strategic and operational plans to determine the scope of ***remuneration and benefits*** plans 1.2. Undertake research on current practice, recent developments and legislative parameters for the remuneration strategy 1.3. Develop options for consideration by relevant managers 1.4. Present options showing the link to organisational strategic objectives 1.5. Ensure remuneration policies and incentive plans are agreed and recorded 1.6. Ensure that organisation is positioned as an ***employer of choice*** and regarded as a desirable workplace
2. Implement remuneration strategy	2.1. Research occupational groups to determine those which are industrial agreement based 2.2. Access or undertake ***market rates surveys*** regularly to ensure the organisation's required level of competitiveness for particular occupational groups is maintained 2.3. Align remuneration and benefits plans with performance management system 2.4. Ensure that employees receive at least their minimum entitlements according to organisational

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ELEMENT	PERFORMANCE CRITERIA
	policies and legal requirements 2.5. Ensure ***salary packages*** comply with organisational policies and legal requirements, including fringe benefits tax (FBT) and superannuation 2.6. Ensure ***incentive arrangements***, if included, comply with the organisation's remuneration strategy
3. Review and update remuneration strategy	3.1. Consult managers and employees about the effectiveness of the remuneration strategy 3.2. Amend strategy and plans as necessary to meet organisational policies and legal requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- interpersonal skills to:
  - communicate sensitively about remuneration
  - observe confidentiality
- numeracy and technology skills to:
  - calculate costs to the organisation
  - graph salary costs
  - link salaries to budgets
- research skills to determine appropriate models of remuneration and benefits for particular occupational groups and individuals

Required knowledge

- award structures for industrial agreements
- ethical practices relating to remuneration and benefits strategies
- leasing arrangements, including novated leases
- models for bonus and incentive schemes, including gain sharing or profit sharing
- relevant legislation, for example equal employment opportunity, diversity and anti-discrimination legislation
- remuneration principles or models and strategies
- requirements of the Australian Taxation Office in relation to income tax, superannuation reporting, FBT and bonus payments.

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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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • compliance with the legal aspects of managing remuneration and benefits • application of remuneration strategies for different occupational groups and circumstances • application of awards and agreements to structure remuneration processes • application of the requirements of the Australian Taxation Office in relation to income tax, superannuation reporting, FBT and bonus payments.
Context of and specific resources for assessment	Assessment must ensure access to appropriate documentation and resources normally used in the workplace.
Method of assessment	The following assessment methods are appropriate for this unit: • assessment of reports on remuneration models and approaches • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • review of research undertaken on current practice, recent developments and legislative parameters for the remuneration strategy • review of remuneration options developed for consideration by relevant managers • oral or written questioning to assess knowledge of legislation and the taxation system.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT

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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.	
Remuneration and benefits may include:	• allowances • annual leave • bonuses or incentives • competency-based progression • employee share plans • ex gratia payments • expense reimbursement • family and carer's leave • flexible work arrangements • fringe benefits • leave without pay • long service leave • motor vehicle • salaries and wages • share options • sick leave • special leave • study leave • superannuation.
Employer of choice may include:	• ability to attract and retain high performing staff • flexible and inclusive work environment supported by the chief executive officer and managers • policies and practices that discourage harassment or discrimination • reputation for good workplace relationships, a culture of trust and good pay and conditions • reputation for being fair, flexible, innovative and engendering employee engagement • training and development programs that encourage people to plan and follow a career pathway.
Market rate surveys may include:	• data from remuneration specialists • general community surveys • industry salary benchmarking • surveys conducted by the organisation.

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RANGE STATEMENT	

Salary packages:	• may include payment arrangement where the total remuneration and benefits payable to an employee are calculated as total cost of employment, including:
	  • salary
	  • allowances
	  • motor vehicle
	  • superannuation
	  • fringe benefits
	• do not include payroll tax or workers compensation insurance.

Incentive arrangements may include:	• commission • bonuses • share plans • share options • gain sharing • profit sharing.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce development - human resource management

Co-requisite units

Co-requisite units		

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BSBIND302A Work effectively in the international education services industry

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to provide administration services in an international education organisation. Particular emphasis is on workplace practices such as the application of intercultural protocols, cross cultural communication, identification of job role requirements and career planning. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals providing administration services at various levels of responsibility in the international education services industry. They apply broad background industry knowledge to their business practice and could be involved with education programs and projects in organisations from one or more international education sectors (schools, English language training organisations, vocational education and training, higher education, postgraduate education). These organisations could be onshore or offshore and could be public or private.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Access information on work roles and career planning	1.1. Identify information on career prospects in the international education industry from ***appropriate sources*** 1.2. Identify the range of ***work roles*** in international education organisations from appropriate sources 1.3. Identify a ***professional career pathway plan***
2. Interact effectively with clients	2.1. Identify and respect cultural and intercultural protocols of the industry and organisation 2.2. Identify and comply with organisational client services policies and guidelines 2.3. Apply appropriate cross-cultural communication skills in interactions with international clients 2.4. Interact effectively with internal and external clients,

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ELEMENT	PERFORMANCE CRITERIA
	co-workers and the public 2.5. Work effectively in a team
3. Perform work tasks effectively	3.1. Manage time and prioritise work role tasks efficiently and effectively 3.2. Follow organisational work procedures and work behaviour guidelines 3.3. Seek feedback on personal performance in work role from others including ***appropriate organisation officer*** 3.4. Review own performance and identify any areas for improvement
4. Comply with legislative and regulatory requirements	4.1. Identify ***legislative and regulatory compliance requirements and codes*** relevant to work role 4.2. Comply with legislative and regulatory requirements relevant to work role 4.3. Comply with industry codes of practice 4.4. Check validity of work task processes and outcomes in relation to legislative and regulatory compliance and in accordance with organisational procedures
5. Participate in learning to promote career development	5.1. Undertake an audit of relevant work skills, knowledge and attributes 5.2. Determine appropriate ways of bridging gaps in own work skills related to international education work role requirements 5.3. Identify future skills requirements 5.4. Identify and participate in ***professional development*** learning opportunities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to interact effectively in an intercultural context with clients, potential clients and their significant others, co-workers and other stakeholders • initiative and enterprise skills to clarify instructions through discussion and feedback, and to access and follow organisational policies and procedures

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REQUIRED SKILLS AND KNOWLEDGE
• learning skills to participate in relevant formal and informal professional development • literacy skills to read and interpret documentation relating to job role, career planning, compliance requirements, professional development and to produce documents required by work role • planning and organising skills to identify and address future skills requirements • problem-solving skills to distinguish between issues that can be resolved within own delegated work role authority and those that must be passed on to a higher level • self-management skills to perform tasks efficiently and on time in work role; to identify areas for improvement in own work performance; to adjust work practices to the satisfaction of supervisor or manager • technology skills to use a computer and other office equipment to access information, to produce documents and to communicate in work role.
Required knowledge
• career pathways and roles in the international education services industry • cross-cultural communication and intercultural protocols for dealing with international clients and co-workers relevant to the level of work role • industry codes of practice, in particular the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students • legislative and regulatory requirements relating to international education services provision, work role and responsibilities (e.g. occupational health and safety (OHS), industrial relations and anti-discrimination legislation) • organisational policies, procedures and protocols relevant to work role • range of services offered to clients (internal and external) of an international education organisation • responsibilities, duties and tasks of work role.

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	
Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential: • performing work tasks related to the international

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EVIDENCE GUIDE	
competency in this unit	education services environment efficiently and effectively according to organisational requirements and values • applying interpersonal and cross-cultural communication skills effectively to international education services work roles • transferring skills and knowledge to a range of work environments and contexts - including a range of work role scenarios in relation to clients from diverse cultures and countries • knowledge of legislative and regulatory requirements relating to international education services provision, work role and responsibilities.
Context of and specific resources for assessment	Assessment must ensure: • access to current relevant reference materials and relevant professional expertise.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of supervisor's reports • analysis of projects, case studies, records and reports developed by the candidate • review of professional career pathway plan • review of audit of relevant work skills, knowledge and attributes • oral or written questioning to assess knowledge of career pathways and roles in the international education services industry.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • educational administration units.

Range Statement

RANGE STATEMENT

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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.	
Appropriate sources may include:	• government and private organisations and agencies, professional associations • internet • personnel in international education services organisations e.g. schools, colleges, institutes, universities • relevant publications such as government papers and reports, newspapers, magazines, journals
Work roles may include:	• type and level of jobs being undertaken in international education organisations • typical roles and responsibilities
Professional career pathway plan may include:	• mechanisms for entry to the industry • short-, medium- and long-term goals for progression in the industry
Co-workers may include:	• peers • supervisors or managers • any other person working in the organisation
Appropriate organisation officer may include:	• designated work supervisor • line manager with responsibility for overseeing staff in the work role

Legislative and regulatory compliance requirements and codes may include:	• current relevant legislation, regulations, industry codes of practice and policy (commonwealth and state/territory) relating to:
	  • anti-discrimination including equal opportunity and equal employment opportunity, disability discrimination, racial intolerance
	  • business compliance relevant to work roles
	  • Education Services for Overseas Students (ESOS) Act 2000, subsequent amendments and related legislation
	  • employment, education and training - relevant to onshore and offshore provision
	  • environmental issues

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RANGE STATEMENT	
	• immigration related policies and procedures for example from commonwealth government departments such as Department of Education, Science and Training (DEST), Department of Immigration and Citizenship (DIAC), Department of Health and Ageing (DOHA), Department of Foreign Affairs and Trade (DFAT) • National Code of Practice for Registration Authorities and Providers of International Education and Training • OHS • privacy and confidentiality • Transnational Quality Strategy (2005) • workplace employment practices and industrial relations • National ELT Accreditation Scheme (NEAS) standards for young learners and for teaching English language to international students • quality assurance guidelines set by particular organisations e.g. cultural diversity, equity and access, critical incidents and workplace practices
Professional development may include:	• conferences • learning through any medium • lectures • mentoring activities • seminars • short-, medium- or long-term courses • staff exchange learning that enhances work skills and career progress • workshops

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Industry Capability - Industry Context

Co-requisite units

Co-requisite units		

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BSBINM501A Manage an information or knowledge management system

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to organise learning to use an information or knowledge management system and to manage the use of the system. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers who have responsibility for seeing that key information and corporate knowledge are retained, accessible to others and improve business outcomes. The unit does not address the requirement to select the technical system (software or hardware), which is seen as the role of an information technology specialist, although in some smaller organisations this may be a part of the manager's role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Organise learning to use information or knowledge management system	1.1. Identify learning needs of ***relevant personnel*** and ***stakeholders*** for input into, and use of, ***an information or knowledge management system*** 1.2. Identify and secure human, financial and physical resources required for ***learning activities*** to use an information or knowledge management system 1.3. Organise and facilitate learning activities 1.4. Promote and support use of the system throughout the organisation 1.5. Monitor and document effectiveness of learning activities
2. Manage use of information or knowledge management system	2.1. Ensure implementation of ***policies and procedures for the information or knowledge management system*** are monitored for compliance, effectiveness and efficiency 2.2. Address implementation issues and problems as they arise

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Monitor integration and alignment with data and information systems 2.4. Collect information on achievement of ***performance measures*** 2.5. Manage contingencies such as system failure or technical difficulties by accessing technical specialist help as required
3. Review use of information or knowledge management system	3.1. Analyse effectiveness of system and report on strengths and limitations of the system 3.2. Review business and operational plan and determine how effectively the system is contributing to intended outcomes 3.3. Make recommendations for improvement to system, policy or work practices

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analytical and problem-solving skills to ensure the system is working in accordance with organisational expectations and to deal with contingencies
- technology skills to work with and manage the use of the information or knowledge management system.

Required knowledge

- legislation, codes of practice and national standards, for example:
  - privacy and confidentiality legislation
  - freedom of information legislation
  - AS 5037:2005 Knowledge management - A guide
- organisational policies and procedures, for example:
  - records management
  - information management
  - customer service
  - commercial confidentiality
- organisational operations, and existing data and information systems.

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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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • analysis of the strengths and weaknesses of information or knowledge management system/s and evaluation of suitability for a particular work or organisational context • knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: • access to system • access to system user feedback.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports reviewing and evaluating information or knowledge management systems • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of relevant organisational policies and procedures • review of identified learning needs personnel and stakeholders regarding the information or knowledge management system • evaluation of monitoring and documentation about the effectiveness of learning activities • analysis documentation reporting on the strengths and limitations of the system • review of recommendations made for improvements to the system, policy or work practices.
Guidance information for	Holistic assessment with other units relevant to the

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EVIDENCE GUIDE	
assessment	industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

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.	
Relevant personnel include:	• managers, leaders, supervisors and coordinators • owners • staff, team members and colleagues
Stakeholders include:	• clients and customers • employee representatives • funding bodies • industry, professional and trade associations • regulatory bodies and authorities • sponsors • tenderers, suppliers and contractors
Information or knowledge management is defined as:	• equipment, strategies, methods, activities and techniques used formally and informally by individuals and the organisation to identify, collect, organise, store, retrieve, analyse, share and draw on information and knowledge valuable to the work of the organisation
An information or knowledge management system:	• comprises policies, protocols, procedures and practices to manage information or knowledge within the organisation and among relevant stakeholders
Learning activities include:	• coaching and mentoring programs • help desks • information sessions, briefings, workshops and training programs • paper-based or electronic (including intranet)

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RANGE STATEMENT	
	learning opportunities • use of expert workers such as coaches and mentors to help other personnel use the system
Policies and procedures for the information or knowledge management system cover:	• complying with legislative requirements (such as privacy, confidentiality and defamation requirements) and other policies and procedures • content guidelines • ensuring accuracy and relevance of knowledge input into the system • mechanisms, formats and styles of input to system, including appropriate alternative formats for people with a disability • permissions for input • removing out-of-date, inaccurate and content that is no longer relevant • selecting, maintaining and disposing of knowledge in the system • sharing knowledge in the system
Performance measures include:	• key performance indicators • other systems and measures to enable assessment of how, when, where and why outcomes are being achieved • performance objectives • performance standards (including codes of conduct) • qualitative or quantitative mechanisms to measure individual performance

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

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Co-requisite units

Co-requisite units		

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BSBINN501A Establish systems that support innovation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conceptualise and establish new systems that support and encourage innovation in the workplace. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit may apply to individuals working in any community or industry context, in small or large organisations. While managers are often responsible for the development of new systems, depending on the organisation size and the nature of the system being developed, senior operational personnel or internal/external specialists may also undertake this role. Systems are varied in nature and might apply to human resources management, team management, organisational structures, product development, information technology, marketing or training and assessment. The critical focus is on systems conceived and developed with innovation as the key driver.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Research context for new system development	1.1. Explore and analyse the ***impact*** of ***systems*** in the overall context of innovation 1.2. Explore and gain clarity around ***system objectives***, particularly in relation to innovation 1.3. Analyse current organisational systems to identify ***gaps or barriers*** to innovation 1.4. Research and analyse current and emerging information about systems in ***other organisations and contexts*** 1.5. Evaluate the ***resources and other commitment*** required to foster innovation 1.6. Identify ***key stakeholders*** who can play a role in conceptualising or supporting new system ideas
2. Generate system	2.1. Create system concepts that will foster innovation

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ELEMENT	PERFORMANCE CRITERIA
concepts and options	using ***individual and group techniques*** 2.2. Evaluate and discuss a range of ideas with relevant stakeholders 2.3. Clearly articulate the ways in which innovation is better supported by system ideas and options 2.4. Clearly articulate how the system itself is innovative 2.5. Expose ideas and options to ***ongoing testing***, ***exploration and challenge*** 2.6. Select and refine system ideas that meet the workplace requirements and which are both feasible and innovative
3. Develop a plan for the system	3.1. Determine the need for ***specialised assistance*** and integrate into system planning 3.2. Analyse the potential impact of the new system on people, resources and other organisational practices 3.3. Consult with all stakeholders who will be involved with, or affected by, the new system 3.4. Develop an operational plan for the system, with budget, time lines and responsibilities 3.5. Develop a communication strategy to support the introduction of the new system 3.6. Evaluate the coaching and training needs of those who will use the system and plan a learning and development strategy
4. Trial the system	4.1. Present and consult on system proposals with relevant stakeholders 4.2. Analyse and integrate feedback into the system development process 4.3. Determine appropriate context and parameters for the trialling process 4.4. Initiate the trial, taking account of all required consultative, coaching and technical issues 4.5. Monitor and review the trial in relation to its goals for fostering innovation 4.6. Open the improvement process to ongoing collaborative input and challenge 4.7. Adjust system to reflect evaluation feedback

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to conduct potentially complex and challenging negotiations and consultations on new systems development and implementation • creative thinking skills to explore and generate innovative concepts • learning skills to stretch boundaries of own knowledge and skills, and to foster similar approaches in others • literacy skills to analyse and develop potentially complex organisational requirements and documentation for work systems • numeracy skills to develop and interpret financial estimates • planning and organisational skills to plan the implementation of new systems and to organise and implement training and learning activities • research skills to investigate the broader context for system development • self-management skills to take responsibility for driving system development with a focus on innovation
Required knowledge
• concepts and theories of change management, including ways of introducing change in different organisational contexts and change management communication strategies • concepts and theories of innovation and how these link to innovation in practice • in-depth understanding of the ways in which workplace systems can contribute to innovation in the workplace • project planning and management techniques • technical context in which the system is being developed • typical ways in which systems may present barriers to innovation

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	
Critical aspects for assessment and	Evidence of the following is essential:

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EVIDENCE GUIDE	
evidence required to demonstrate competency in this unit	• designing, trialling and reviewing more than one work system that is planned and structured to maximise opportunities for innovation by workers and managers in the workplace • clearly articulating and understanding how and why the work system fosters workplace innovation among workers and managers • knowledge of concepts and theories of innovation.
Context of and specific resources for assessment	Assessment must ensure: • interaction with others to reflect the collaborative nature of systems development and of innovation more broadly • use of current industry technology in the development of systems.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of systems developed by the candidate for a particular workplace context, with a focus on innovation (both in terms of process and outcome) • oral or written questioning to assess knowledge of links between systems and innovation, wider innovation concepts and change management processes • review of analysis of current organisational systems to identify gaps or barriers to innovation • review of operational plan developed for the system • review of communication strategy developed to support the introduction of the new system • evaluation of learning and development strategy for users of the system.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is strongly recommended, for example: • BSBHRM506A Manage recruitment, selection and induction processes • BSBINM601A Manage knowledge and information • BSBINN601B Manage organisational change

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EVIDENCE GUIDE	
	• BSBLED705A Plan and implement a mentoring program.

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.	
Impact of systems may be positive or negative and relate to:	• administrative processes • degree of freedom or restriction for individuals, workers and teams • extent of collaboration and cooperation within the organisation • operational procedures • quality of communication channels and processes • quality of the physical environment • responsiveness of the organisation to customer needs.
Systems might relate to:	• human resources • innovation reward systems • learning and development systems • product or service review processes • project management • quality management • team management.
System objectives may include:	• addressing operational or service problems • changing the culture of the organisation • developing workforce skills • diversifying the business • enhancing customer service quality • generating more income • improving competitiveness • reducing operating costs

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RANGE STATEMENT	
	• winning more projects.
Gaps or barriers might relate to:	• differences between management rhetoric and reality • hierarchical system of management • inadequate reporting or recording • managers who do not accept new ideas • overly bureaucratic processes • people not communicating with each other or sharing information • staff not being involved in decisions • teams who work in rigid and inflexible ways.
Other organisations and contexts may be:	• competitor organisations • local, national or international • organisations of similar size or structure • totally different organisations who have developed interesting or successful systems • wider community or business contexts in which innovation occurs.
Resources and other commitment may include:	• financial • human • management commitment • physical • preparedness to change at all levels of the organisation.
Key stakeholders may include:	• boards or committees • customers • government departments or other statutory authorities • management • specialist advisors • work colleagues.
Individual and group techniques may include:	• brainstorming • cost-benefit analysis • flow charts • jotting down words • mind maps • process analysis • review of approaches/procedures used by competitors • strengths, weaknesses, opportunities and

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RANGE STATEMENT	
	threats (SWOT) analysis • value analysis • visual imagining • other creative thinking strategies.
Ongoing testing, ***exploration and challenge*** may include:	• comparing • contrasting • gaining input from those who do not support the concept • playing 'devil's advocate' • seeking objective internal or external review.
Specialised assistance may include:	• external consultants or advisers • internal colleagues with specialist or technical knowledge relevant to the system.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Creativity and Innovation - Innovation

Co-requisite units

Co-requisite units		

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BSBINN502A Build and sustain an innovative work environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to create an environment that enables and supports the application of innovative practice. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in leadership or management roles in any industry or community context. The individual could be employed by the organisation, but may also be an external contractor, the leader of a cross organisation team or of a self formed team of individuals. The work group could be permanent or temporary in nature. The unit focuses on the skills and knowledge required to develop and implement a holistic approach to the integration of innovation across all areas of work practice. It also acknowledges the importance of wider contextual evaluation for potential innovations to ensure their value and benefit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA
1. Lead innovation by example	1.1. Make innovation an integral part of ***leadership and management activities*** 1.2. Demonstrate positive reception of ideas from others and provide constructive advice 1.3. Establish and maintain relationships based on mutual respect and trust 1.4. Take considered ***risks*** to open up opportunities for innovation 1.5. Regularly evaluate own approaches for consistency with the wider organisational or project context
2. Establish work practices that support innovation	2.1. Consult on and establish ***working conditions*** that reflect and encourage innovative practice 2.2. Introduce and maintain ***workplace procedures*** that foster innovation and allow for rigorous ***evaluation of innovative ideas*** 2.3. Facilitate and participate in ***collaborative work arrangements*** to foster innovation

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ELEMENT	PERFORMANCE CRITERIA
	2.4. Build and lead teams to work in ***ways that maximise opportunities for innovation***
3. Promote innovation	3.1. Acknowledge suggestions, improvements and innovations from all colleagues 3.2. Find appropriate ***ways of celebrating and promoting innovation*** 3.3. Promote and reinforce the value of innovation according to the vision and objectives of the organisation or project 3.4. Promote and support the evaluation of innovative ideas within the wider organisational or project context
4. Create a physical environment which supports innovation	4.1. Evaluate the ***impact of the physical environment*** in relation to innovation 4.2. Collaborate with colleagues about ideas for enhancing the physical work environment before taking action 4.3. Consider potential for supporting innovation when selecting physical resources and equipment 4.4. Design, fit-out and decorate workspaces to encourage creative mindsets, collaborative working and the development of positive workplace relationships
5. Provide learning opportunities	5.1. Pro-actively share relevant information, knowledge and skills with colleagues 5.2. Provide or encourage ***formal and informal learning opportunities*** to help develop the skills needed for innovation 5.3. Create opportunities in which individuals can learn from the experience of others

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication, consultation and negotiation skills to model and lead, open and collaborative relationships

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REQUIRED SKILLS AND KNOWLEDGE
• comprehension skills to interpret and develop information that may deal with complex ideas and relate to issues both within and outside a given workplace context • planning and organisational skills to implement wide-ranging practical processes and procedures that support innovation • problem-solving skills to assess and respond to challenges and risks around innovation at an operational management level • self-management and learning skills to evaluate and enhance personal effectiveness, and to promote a culture of ongoing learning and development.
Required knowledge
• benefits of providing coaching and learning opportunities in relation to innovation • concept of innovation, what it is and what it means for different people either working independently or within an organisation • context for innovation in the relevant workplace context including core business values, overall objectives, broader environmental context and the need to ensure the value and benefit of innovative ideas and projects • different ways of rewarding performance • factors and tools that can motivate individuals to use creative thinking and apply innovative work practices • legislative framework that impacts on operations in the relevant workplace context • management principles and leadership styles, including the impact of different approaches on innovation • typical challenges and barriers to innovation within teams and organisations, and ways of overcoming these • ways in which workplace climate can affect individual attitudes and performance.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • establishment of procedures and practices (for a project or a workplace) which support and foster innovative work practice and include sound

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EVIDENCE GUIDE	
	evaluation processes • modelling of behaviour that supports innovative work practice • knowledge and understanding of the role of leaders and managers in encouraging innovation, and the issues and challenges associated with building and sustaining an innovative work environment.
Context of and specific resources for assessment	Assessment must ensure: • involvement of a team for which the candidate provides leadership and guidance.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of outcomes and processes from activities managed by the candidate, particularly in relation to how innovation and innovative practice was encouraged and supported • oral or written questioning to assess knowledge of ways that innovation can be fostered and the typical challenges and barriers to innovation.
Guidance information for assessment	Innovation does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is highly recommended.

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.	
Leadership and management activities may include:	• people management practices • planning processes

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RANGE STATEMENT	
	• regular management meetings • review processes
Risks may include:	• budgetary issues • challenging changes in relationships, work practices and general workplace climate • unforseen impacts of innovative ideas
Working conditions may include:	• family-friendly leave entitlements • flexible working hours • social leave • study leave • time provided for coming up with ideas
Workplace procedures may relate to:	• briefing processes • client relations • performance management • project management • staff meetings • training
Evaluation of innovative ideas may relate to:	• analysing consistency with overall goals, values or vision • assessing resource requirements and practicalities • assessing the potential to find 'champions' or supporters • evaluating the external factors that may impact on the idea • exploring the implications of ideas that may stretch or change existing ways of doing things
Collaborative work arrangements might be:	• cross section • vertical teams • within a section • working with supplier organisations or partner organisations
Ways that maximise opportunities for innovation may relate to:	• collaborating • collecting data • creative thinking • future scanning • getting feedback • making suggestions • networking
Ways of celebrating and	• congratulating the project team

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RANGE STATEMENT	
promoting innovation may include:	• ensuring management acknowledgment • providing a newsletter story about the idea • using the idea to help foster other ideas • well-planned group incentive schemes
Impact of the physical environment may relate to:	• eating areas • extent to which design or style links with declared philosophies or objectives • external areas • general ambience of the work environment • location of different people • presence and ambience of relaxation areas • style of dÃ©cor • use of creative messages or images in the workplace • workspace design and dÃ©cor • workstation arrangements and opportunities for interaction
Formal and informal learning opportunities may include:	• coaching • conferences • formal training courses/programs • information seminars • job rotation • mentoring • online learning

Unit Sector(s)

Unit sector	

Competency field

Competency field	Creativity and Innovation - Innovation

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Co-requisite units

Co-requisite units		

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BSBINN601B Manage organisational change

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to determine strategic change requirements and opportunities; and to develop, implement and evaluate change management strategies. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers with responsibilities that extend across the organisation or across significant parts of a large organisation. They may have a dedicated role in human resources management, human resources development, or work in a strategic policy or planning area. The unit takes a structured approach to change management and applies to people with considerable work experience and organisational knowledge.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA
1. Identify change requirements and opportunities	1.1. Identify ***strategic change needs*** through an analysis of organisational objectives 1.2. Review existing policies and practices against strategic objectives to identify change requirements 1.3. Monitor trends in the ***external environment*** to identify events or trends that impact on the achievement of organisation's objectives 1.4. Identify major operational change requirements due to performance gaps, business opportunities or threats, or management decisions 1.5. Review and prioritise change requirements or opportunities with ***relevant managers*** 1.6. Consult specialists and experts to assist in the identification of major change requirements and opportunities
2. Develop change management strategy	2.1. Undertake cost-benefit analysis for high priority change requirements and opportunities 2.2. Undertake risk analysis, identify ***barriers to change***, and agree and record mitigation strategies 2.3. Develop change management project plan 2.4. Obtain approvals from relevant authorities to

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ELEMENT	PERFORMANCE CRITERIA
	confirm the change management process 2.5. Assign ***resources*** to the project and agree reporting protocols with relevant managers
3. Implement change management strategy	3.1. In consultation with relevant groups and individuals, develop communication or education plan to promote the benefits of the change to the organisation and to minimise loss 3.2. Arrange and manage activities to deliver the communication or education plans to relevant groups and individuals 3.3. Consult with relevant groups and individuals for input into the change process 3.4. Identify and respond to barriers to the change according to risk management plans 3.5. Action ***interventions and activities*** set out in project plan according to project timetable 3.6. Activate strategies for embedding the change 3.7. Conduct regular evaluation and review, and modify project plan where appropriate to achieve change program objectives

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- high level interpersonal and leadership skills to obtain acceptance of change processes and to inspire trust
- innovation skills to think laterally and to develop creative means to enable people to accept change positively
- learning skills to enable openness to new ideas and techniques which could contribute to ongoing organisational improvement
- planning and organising skills to sequence events and to enable staff to be clear in times of change or turbulence
- problem-solving skills to identify and respond to barriers to the change and analyse risks
- project management skills to implement the change management strategy
- teamwork skills to consult with relevant groups and individuals for input to the

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REQUIRED SKILLS AND KNOWLEDGE
change process • verbal communication skills to consult with relevant stakeholders and promote the change management plan
Required knowledge
• change management process or cycle • components of a change management project plan • impact of the external environment on change strategies • organisational behaviour • potential barriers to change • range of strategies for embedding change

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of a change process that detailsrationale for the change and its objectives • implementation of a change process • critical evaluation of how the change process was managed • demonstration of techniques for responding to resistance to change.
Context of and specific resources for assessment	Assessment must ensure access to appropriate documentation and resources normally used in the workplace.
Method of assessment	The following assessment methods are appropriate for this unit: • analysis of responses to case studies and scenarios around change management • assessment of reports on change management • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • review of change management project plan and communication

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EVIDENCE GUIDE	
	or education plans • review of records outlining consultation with relevant groups and individuals for input to the change process • oral or written questioning to assess knowledge of change management strategies.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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.	
Strategic change needs may include:	• actions arising from strategic planning activities to bring about major change in the organisation, which may relate to: • people • processes • technology • structure.
External environment may refer to factors that are:	• consumer-driven • ecological • economic • ethical • global • legal • political • social • technological • the drive to corporate sustainability • the move to a knowledge economy • workforce-driven.
Relevant managers may	• affected by the change

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RANGE STATEMENT	
include those:	• holding a leadership position in the organisation • participating in the change project.
Barriers to change may include:	• challenges to group norms or established roles • existing organisational culture • existing reward systems • fear of loss of status, security, power or friends • interdepartmental rivalry or conflict • lack of involvement in the change • low morale • vested interests.
Resources may include:	• contractors • employees and managers • external and internal consultants • financial and budget allocation • hardware and software • physical assets.
Interventions and activities may include:	• action research • career planning • job redesign • sensitivity training • succession planning • surveys (with feedback) • team building • termination or redeployment • training • transition analysis.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Creativity and innovation - innovation

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Co-requisite units

Co-requisite units		

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BSBINN801A Lead innovative thinking and practice

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to generate, lead and sustain innovative organisational thinking and practice. The unit also covers generating innovative thinking and creativity to lead sustainable innovative practices; supporting a culture of innovation; and maintaining a sustained approach to innovative thinking and practice. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who initiate and lead innovation in any industry or community context. Each organisation's thinking and practice will be different depending on its core business, purpose, size, complexity and broader operating context. Leaders encourage innovative thinking and practice in relation to drivers shaping the particular work environment. Managers may use innovative thinking and practice to advance learning and business processes that contribute to organisational strategies, business plans and goals.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Generate innovative thinking and creativity	1.1. Research and use a ***range of techniques and tools*** to generate new ideas and thinking 1.2. Research and analyse trends shaping organisation's current and future thinking and practice 1.3. Introduce and promote creative thinking techniques to foster personal and team innovation 1.4. Evaluate ***overall context*** for individual and collective innovative thinking and creativity 1.5. Research and analyse specific ***conditions for innovation*** and issues that impact on individual and collective innovative thinking and creativity 1.6. Research and review innovation ***drivers*** and ***enablers***
2. Lead innovative	2.1. Develop personal ***leadership style*** to model positive

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ELEMENT	PERFORMANCE CRITERIA
practices	innovative thinking and practice 2.2. Review, challenge and refine own style and practice in relation to modelling and supporting innovation 2.3. Assess and determine the requirements to promote sustainable innovative activity for the operational context and people involved 2.4. Devise and implement most appropriate means to promote knowledge transfer 2.5. Identify, evaluate and manage ***risks*** associated with innovation within an organisation
3. Generate and support a culture of innovation	3.1. Introduce and promote innovative practices, processes, products or services appropriate to audience and organisational requirements 3.2. Establish ways to capture, communicate and share innovative ideas and practices 3.3. Initiate and foster communication, consultation and team development approaches that support innovation 3.4. Identify, assess and provide adequate resources for innovation to occur 3.5. Develop and apply strategies to foster a workplace culture capable of encouraging innovation 3.6. Establish ***mechanisms at system and process*** level that can support innovation
4. Sustain innovative thinking and practice	4.1. Develop strategies to make innovation an integral part of organisational activity 4.2. Develop and monitor processes to ensure ongoing awareness of individual and collective contributions to innovative thinking and practice 4.3. Analyse potential barriers and risks to innovation and devise strategies to respond 4.4. Analyse and reflect on innovation performance as a basis for developing strategies for improvement

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE

Required skills

- communication, consultation and negotiation skills to model and lead open and collaborative relationships
- planning and organisational skills to develop, implement and sustain practical strategies for innovation
- problem-solving skills to assess challenges and risks at a strategic level and to develop appropriate responses
- research and analytical skills to work with structurally intricate and conceptually complex innovation texts and broader industry contexts; and to develop materials which deal with complex ideas and concepts
- self-management and learning skills to evaluate and enhance personal effectiveness, and to promote a culture of ongoing learning and development
- team and leadership skills to generate, promote and sustain innovation in an organisational or community setting
- technology skills to use computers for document production and research of innovative practices and theories

Required knowledge

- current and past theories and thinking about innovation and creativity
- leadership styles including the way that different approaches impact on innovation in organisations, and specific approaches that foster innovation
- legislative framework that affects business operations in a given context, including particular legislation with a direct impact on innovation, for example concerning copyright, trademarks, intellectual property, occupational health and safety (OHS)
- management techniques and tools for the encouragement of creative thinking and for turning good ideas and creative thinking into innovation
- organisational and industry context for innovation including overarching mission, objectives and strategies
- relationship between theory and thinking on innovation and creativity, and applied practice
- risk assessment and management strategies in the context of innovation
- social, political, economic and technological developments that determine the broad context for innovation in the relevant workplace context
- theories, processes and practice of organisational transformation and the management of the stages of change
- typical strategic challenges and barriers to innovation within organisations and ways of overcoming these challenges and barriers

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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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • comprehensive understanding and application of key concepts, current theories and processes for promoting innovative thinking and practices in an organisational context • critical examination of trends in thinking and emerging practices as they relate to an organisation's current thinking and practices • knowledge of social, political, economic and technological developments that determine the broad context for innovation in the relevant workplace context.
Context of and specific resources for assessment	Assessment must ensure: • assessment over a sufficient timeframe to allow holistic assessment of the candidate's capacity to lead and sustain innovative thinking and practice • opportunities for interaction with others to reflect the collaborative nature of the innovation process • access to current organisational documentation and support materials.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of reports prepared by the candidate to propose strategies and techniques for building innovative thinking and practice within a given organisational context • oral or written questioning to assess knowledge of innovation theory and practice, context for innovation, and factors that affect innovation in a particular organisation.

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EVIDENCE GUIDE	
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBINN601B Manage organisational change • BSBLED701A Lead personal and strategic transformation • BSBLED702A Lead learning strategy implementation • PSPMNGT614A Facilitate knowledge management.

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.	
Range of techniques and tools for creative thinking may include:	• brainstorming • concept maps • creative thinking matrix • DeBono tools (e.g. six hats) • foresight tools • Kirton Adaptation Innovation Inventory • mindmapping (Buzan) • nominal group technique • scenario analysis.
Overall context may include the environment relating to:	• culture • electronic and non-physical context • global • local or regional • national • work group or community.
Conditions for innovation may span causal factors and issues relating to:	• ability to gain and respond to customer feedback • available resources (in all their forms) • business systems

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RANGE STATEMENT	
	• changes to workflow and processes • competency, capability and skills of the workforce • culture and values • economic change • emerging technologies • executive support for innovation • external • globalisation • government regulations, policy or funding initiatives • internal • labour market and industry changes and restructures • learning culture • management practices • new business models • new markets • organisational sociocultural circumstances and issues (for example, within Indigenous organisations) • research and development focus and support • shift to knowledge economy or new economy • structure and design of work in the organisation • technology change and convergence • vision, core purpose and capabilities.
Drivers are factors or changes that impel innovative practice and may include:	• customer expectations • globalisation • market shifts • new legislation (such as compliance) • policies (such as environmental protection) • price and profitability • technology change.
Enablers are factors that help innovation overcome barriers and may include:	• breakthroughs • collaboration • culture • development • intellectual property • inventions • management support

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RANGE STATEMENT	
	• profitability • research • resources • responsiveness • skilled workforce • technology.
Leadership style will usually be differentiated by five classical approaches:	• autocratic (non-participative) • charismatic flexibility • democratic (participative) • laissez faire (free reign) • paternalistic.
Risks may include:	• damage to property/equipment • environmental • market changes • OHS (including disease) • product failure • professional incompetence • resource deficiencies • systems and process failures.
Mechanisms at system and process level may be physical or electronic and relate to:	• customer management • human resources • information technology • learning • market • OHS • operations • planning (strategic and corporate) • quality • research and development • risk • resource management • supply chain management • structural and performance hierarchies (strata).

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Creativity and Innovation - Innovation

Co-requisite units

Co-requisite units		

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BSBITB701A Implement advanced electronic technologies

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to improve business, learning and knowledge outcomes through implementing advanced electronic technologies, as a member of a senior management team. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to leaders or managers working to ensure learning advances individual and organisational capabilities. Leaders in learning should be able to implement advanced electronic technologies such as those associated with electronic business (e business) models; electronic retail (e retail) sales, service and payment solutions; mobile and wireless technologies; and technologies relating to the management of the supply chain. Operational management in relation to introducing technologies to enhance business processes may involve complex judgements. This unit may relate to learning activities within a small to medium sized organisation or to a significant unit of activity in a large organisation.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Implement electronic technologies to advance business models	1.1. Determine and ***communicate to stakeholders*** the ***commercial set up*** of the business to supply electronic commerce (e-commerce) products or services 1.2. Analyse and evaluate ***e-business models*** appropriate to a specific operational context 1.3. Implement ***arrangements for conducting e-commerce*** appropriate to ***data*** management, and ***business and organisational requirements*** 1.4. Ensure e-business models interoperate technically and operationally with organisation's management of customer service, performance, learning and decision support

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ELEMENT	PERFORMANCE CRITERIA
	1.5. Implement ***customer authentication and transaction systems*** appropriate to business and organisational requirements 1.6. Review and report opportunities to improve e-commerce infrastructure, systems and solutions
2. Implement electronic technologies to advance retail sales operations	2.1. Determine and communicate to stakeholders the commercial set up of the business to supply e-retail services 2.2. Analyse and evaluate appropriate e-retail tools and processes 2.3. Align e-retail strategy with business strategies, and business and organisational requirements 2.4. Implement arrangements for conducting e-retailing appropriate to business and organisational requirements 2.5. Review and report opportunities to improve e-retail infrastructure, systems and solutions
3. Implement electronic technologies to advance mobile operations	3.1. Identify and communicate to stakeholders, range of options available in ***mobile computing devices*** and ***mobile technologies*** appropriate to business unit and organisational requirements 3.2. Confirm trends in ***mobile commerce*** and related systems 3.3. Research trends in mobile internet and other communication networks 3.4. Implement arrangements for mobile commerce and related systems appropriate to business and organisational requirements 3.5. Review and report opportunities to improve mobile electronic infrastructure, systems and solutions
4. Implement electronic technologies to advance supply chain management	4.1. Determine and communicate to stakeholders the commercial set up of the business to electronically manage a ***supply chain*** 4.2. Research and report strengths and weaknesses of options relating to electronic enhancement of supply chain management 4.3. Develop electronic supply chain model and strategy 4.4. Align supply chain management with e-business strategies and model 4.5. Implement electronic supply chain model 4.6. Review and evaluate electronic supply chain model

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ELEMENT	PERFORMANCE CRITERIA
	against business and organisational requirements 4.7. Determine and report enhancements to electronic enablement of supply chain

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• communication and teamwork skills to consult with stakeholders and system users
• problem-solving, initiative and enterprise skills to:
  • assess vulnerabilities in e-commerce systems and infrastructure set up
  • manage risks and implications of electronic payment systems
  • monitor business customer satisfaction
  • map business customer needs and expectations
  • evaluate competitive technologies for implementing electronic payments
• teamwork skills to provide leadership in occupational health and safety (OHS) practice and observance of ethical standards, legislative requirements and good corporate governance requirements
• technology skills to:
  • use appropriate technology to achieve system and business outcomes
  • use appropriate terminology
  • use high levels of accounting (mathematical), technological and e-commerce systems
  • assess suitability and reliability of hardware and software
  • compare and recommend new technology solutions that have potential to improve organisational outcomes.

Required knowledge
• business policies and procedures impacting on job role or function • capabilities and limitations of infrastructure • customer needs • electronic payment and processing • facilities and infrastructural management • information sources on product and supply arrangements for customers • manufacturers' specifications for use and maintenance of equipment and systems • methods for assuring safe and secure payment using electronic medium

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REQUIRED SKILLS AND KNOWLEDGE
• planning techniques • principles of supply chain management • quality measures and principles • relevant legislation, codes and regulations that affect business operations, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant obligations under the Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations • resource investment and maintenance solutions • resource requirements and limitations • secure electronic system for merchant transactions • technology underlying secure transmission and verification of information • trends in business to business e-commerce and e-business systems • written policies and internal procedures on trading, e-trading and associated contractual documents.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • research and evaluation of appropriate electronic technology for a given business system • capacity to analyse, develop and implement plans for an effective e-business solution, e-retail solution, mobile business solution and electronic supply chain management solution to meet specific organisational needs • knowledge of methods for assuring safe and secure payment using electronic medium.
Context of and specific resources for assessment	Assessment must ensure: • competence is consistently demonstrated over time, and over a range and variety of situations • access to required assessment facilities and resources.

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EVIDENCE GUIDE	
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of applied projects or learning activities, for instance related to implementing effective electronic solutions across e-commerce, mobile, e-retail and electronic supply chain management for a specific business requirement • direct observation of contextual application of skills • oral or written questioning to assess knowledge of capabilities and limitations of infrastructure • review of research and evaluation of the appropriate electronic technology for a given business system.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBLED704A Review enterprise e-learning systems and solutions implementation.

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.	

Communication to stakeholders includes:	• electronic or physical means to inform:
	  • business partners
	  • customers
	  • executive management
	  • other employees
	  • public
	  • public agencies, especially regulators

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RANGE STATEMENT	
	• shareholders • suppliers
Commercial set up may include:	• business to business (B2B) • business to customer (B2C) • business to government (B2G) • customer to customer (C2C)
E-business models may include such typologies as:	• advertising model • affiliate model • auction model • barter model • catalogue model • channel model • exchange model
Arrangements for conducting e-commerce may vary with:	• access • commercial set up of trading company • content (product, data and information) • payment methods • services • software • supply arrangements
Data may include:	• electronic catalogues • electronic data interchange (EDI) • inventory data • logistics databases • product shipment data • real-time warehouse inventory status
Business and organisational requirements may include:	• access and equity principles and practices • business and performance plans • collaborative or partnership arrangements • confidentiality requirements • defined resource parameters • ethical standards • existing technology, systems and processes such as electronic resource planning (ERP) and electronic performance or decision support systems (EPS) • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs

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RANGE STATEMENT	
	• quality and continuous improvement processes and standards • quality assurance or procedures manuals • recording and reporting procedures • team and business unit structures and focus
Customer authentication and transaction systems may include:	• clearance systems • credit card transactions • customer authentication • customer service team structure and orientation • dishonour systems • electronic bill payment • electronic presentment • fulfilment requirements • payment gateways • privacy compliance
Mobile computing devices may include devices with a data processor such as:	• handheld computing devices • mobile cellular telephones • mobile computers • personal digital assistants (PDAs)
Mobile technologies may include:	• location and telemetry devices (such as global positioning system) • network connection typology (such as wireless, cellular, satellite) • RFID (Radio Frequency Identification), barÂ coding and scanning technology • WAP (wireless application protocol) to allow personnel to access logistics databases via handheld or palm-sized devices
Mobile commerce includes:	• all activities related to the use of mobile or wireless information and communication technologies (ICTs) to communicate, interact, entertain and transact any time, anywhere, any place across public or private networks
Supply chain includes:	• entire cycle from raw materials to producers, component suppliers, manufacturers, wholesalers, third party service providers, retailers, customers and recyclers, freight, distribution and cash flow

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Building and Implementation

Co-requisite units

Co-requisite units		

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BSBLED401A Develop teams and individuals

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to determine individual and team development needs and to facilitate the development of the workgroup. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of learning and development who apply their skills in addressing development needs to meet team objectives. They may have responsibility to provide guidance or to delegate aspects of tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA
1. Determine development needs	1.1. Systematically identify and implement ***learning and development needs*** in line with ***organisational requirements*** 1.2. Ensure that a learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented 1.3. Encourage individuals to self-evaluate performance and identify areas for improvement 1.4. Collect ***feedback on performance*** of team members from relevant sources and compare with established team learning needs
2. Develop individuals and teams	2.1. Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of competency standards relevant to the industry 2.2. Ensure that ***learning delivery methods*** are appropriate to the learning goals, the learning style of participants, and availability of ***equipment and resources*** 2.3. Provide workplace learning opportunities, and ***coaching and mentoring assistance*** to facilitate individual and team achievement of competencies 2.4. Create development opportunities that incorporates a

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ELEMENT	PERFORMANCE CRITERIA
	range of activities and support materials appropriate to the achievement of identified competencies 2.5. Identify and approve resources and time lines required for learning activities in accordance with organisational requirements
3. Monitor and evaluate workplace learning	3.1. Use feedback from individuals or teams to identify and implement improvements in future learning arrangements 3.2. Assess and record outcomes and performance of individuals/teams to determine the effectiveness of development programs and the extent of additional development support 3.3. Negotiate modifications to learning plans to improve the efficiency and effectiveness of learning 3.4. Document and maintain records and reports of competency according to organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to receive and report on feedback, to maintain effective relationships and to manage conflict
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- leadership skills to gain trust and confidence of clients and colleagues
- literacy skills to read, write and understand a variety of texts; and to edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- negotiation skills to achieve mutually acceptable outcomes
- technology skills to support effective communication and presentation.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles

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REQUIRED SKILLS AND KNOWLEDGE
• codes of practice • privacy laws • occupational health and safety (OHS) • facilitation techniques to encourage team development and improvement • organisational policies, plans and procedures • career paths and competency standards relevant to the industry.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifying and implementing learning opportunities for others • giving and receiving feedback from team members to encourage participation in and effectiveness of team • creating learning plans to match skill needs • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of learning and development plans, policies and procedures • examples of documents relating to diversity policies and procedures.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios

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EVIDENCE GUIDE	
	• oral or written questioning to assess knowledge of career paths and competency standards relevant to the industry • review of records and reports of competency.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • management units • other learning and development units.

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.	
Learning and development needs may include:	• career planning/development • coaching, mentoring and/or supervision • formal/informal learning programs • internal/external training provision • performance appraisals • personal study • recognition of current competence/skills recognition • work experience/exchange/opportunities • workplace skills assessment
Organisational requirements may include:	• access and equity principles and practices • anti-discrimination and related policy • business and performance plans • confidentiality and security requirements • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements

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RANGE STATEMENT	
	• OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals
Feedback on performance may include:	• formal/informal performance appraisals • obtaining feedback from clients • obtaining feedback from supervisors and colleagues • personal, reflective behaviour strategies • routine organisational methods for monitoring service delivery
Learning delivery methods may include:	• conference and seminar attendance • formal course participation • induction • involvement in professional networks • on-the-job coaching or mentoring • presentations/demonstrations • problem-solving • work experience
Equipment and resources may include:	• facilities • funding • guest speakers • technological tools and equipment • time • training equipment such as whiteboards and audio-visual equipment
Coaching and mentoring assistance may include:	• fair and ethical practice • non-discriminatory processes and activities • presenting and promoting a positive image of the collective group • problem-solving • providing encouragement • providing feedback to another team member • respecting the contribution of all participants and giving credit for achievements

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Learning and Development

Co-requisite units

Co-requisite units		

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BSBLED501A Develop a workplace learning environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to encourage and support the development of a learning environment in which work and learning come together. Particular emphasis is on the development of strategies to facilitate and promote learning, and to monitor and improve learning performance. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers. All managers have a prominent role in encouraging, supporting and facilitating the development of a learning environment in which work and learning come together. At this level work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Create learning opportunities	1.1. Identify potential formal and informal ***learning opportunities*** 1.2. Identify ***learning needs*** of individuals in relation to the needs of the team and/or enterprise, and available learning opportunities 1.3. Develop and implement ***learning plans*** as an integral part of individual and team performance plans 1.4. Develop strategies to ensure that learning plans reflect the ***diversity of needs*** 1.5. Ensure organisational procedures maximise individual and team access to, and participation in, learning opportunities 1.6. Ensure effective liaison occurs with ***training and development specialists*** and contributes to learning opportunities which enhance individual, team and organisational performance

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ELEMENT	PERFORMANCE CRITERIA
2. Facilitate and promote learning	2.1. Develop strategies to ensure that workplace learning opportunities are used and that team members are encouraged to share their skills and knowledge to ***encourage a learning culture*** within the team 2.2. Implement organisational procedures to ensure workplace learning opportunities contribute to the development of appropriate workplace knowledge, skills and attitudes 2.3. Implement policies and procedures to encourage team members to assess their own competencies, and to identify their own learning and development needs 2.4. Share the benefits of learning with others in the team and organisation 2.5. Recognise workplace achievement by timely and appropriate recognition, feedback and rewards
3. Monitor and improve learning effectiveness	3.1. Use strategies to ensure that team and individual learning performance is monitored to determine the type and extent of any additional work-based support required, and any occupational health and safety (OHS) issues 3.2. Use feedback from individuals and teams to identify and introduce improvements in future learning arrangements 3.3. Make adjustments, negotiated with training and development specialists, for improvements to the efficiency and effectiveness of learning 3.4. Use processes to ensure that records and reports of competency are documented and maintained within the organisation's systems and procedures to inform future planning

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to: • deal with people openly and fairly

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REQUIRED SKILLS AND KNOWLEDGE
• encourage colleagues to share their knowledge and skills • gain the trust and confidence of colleagues • use consultation skills effectively • literacy skills to access and use workplace information • planning and organisational skills to facilitate, promote and monitor learning by: • developing learning plans • establishing a workplace which is conducive to learning • evaluating the effectiveness of learning • identifying learning needs • negotiating learning arrangements with training and development specialists • selecting and using work activities to create learning opportunities • using coaching and mentoring to support learning.
Required knowledge
• management of relationships to achieve a learning environment • principles and techniques involved in the management and organisation of: • adult learning • coaching and mentoring • consultation and communication • improvement strategies • leadership • learning environment and learning culture • monitoring and reviewing workplace learning • problem identification and resolution • record keeping and management methods • structured learning • work-based learning.

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	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • methods for reviewing performance development needs and techniques for providing feedback on those needs • models for planning professional development • options available for professional development • knowledge of relationship management required to achieve a learning environment.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • observation of presentations • oral or written questioning to assess knowledge of the principles and techniques involved in the management and organisation of adult learning • review of the development and implementation of learning plans • evaluation of how workplace achievement is recognised • review of processes used to record and report competency.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

Range Statement

RANGE STATEMENT

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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.	

Learning opportunities may include:	• structured learning activities conducted outside and within the workplace such as:
	  • accredited training through an independent organisation such as a state/territory OHS authority
	  • action learning
	  • short courses
	  • training through a Registered Training Organisation (RTO) leading to a nationally recognised Australian Qualifications Framework (AQF) qualification or Statement of Attainment
	  • workshops
	• workplace learning activities, that may also contribute to a recognised credential, such as:
	  • coaching
	  • exchange/rotation
	  • induction
	  • mentoring
	  • shadowing

Learning needs may include:	• developmental learning, for example the learning required to progress through an organisation and take on new tasks and roles • gaps between the competencies held by the employee, and the skills and knowledge required to effectively undertake workplace tasks
Learning plans may include:	• codes of conduct • key performance indicators • negotiated agreement with individual/s • OHS requirements • performance standards • team competencies • team roles and responsibilities • work outputs and processes

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RANGE STATEMENT	
Diversity of needs may include:	• learning needs that relate to social, cultural and other types of workplace diversity, such as the need for varied communication styles and approaches
Training and development specialists may be:	• internal • external
Encourage a learning culture may refer to:	• encouraging learning and sharing skills and knowledge across the work team and the wider organisation to develop competencies of individual team members and the team as a whole

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBLED701A Lead personal and strategic transformation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to analyse and improve personal leadership style and professional competence, and to lead organisational transformation and learning for strategic outcomes. The unit also covers leading transformational practices, cultivating collaborative practices, completing ongoing professional development, and providing strategic leadership in a dynamic context. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to leaders or managers working in organisations where learning is used to build capabilities. Their effectiveness is based on professional expertise and personal integrity, and they provide a role model for others. The unit may relate to learning activities within a small to medium sized organisation or a significant unit of activity in a large organisation. Leaders in learning must be able to respond strategically, acting as transformational agents in response to multiple drivers for change - they seek to improve competitive advantage through transformation of individual, team and operational capabilities.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Reflect on personal efficacy	1.1. Identify and apply strategies to create a climate that encourages and allows for the receiving and giving of effective feedback 1.2. Regularly review ***personal efficacy***, ***personal competence***, and attainment of professional competence outcomes and personal development objectives and priorities 1.3. Review capacity as a role model in terms of ability to build trust, confidence and respect of diverse groups and ***relevant individuals***

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ELEMENT	PERFORMANCE CRITERIA
	1.4. Evaluate personal efficacy and ability to build an effective organisational and workplace culture 1.5. Analyse and evaluate personal effectiveness in developing the competence required to achieve operational ***accountabilities and responsibilities***
2. Lead in a transformational manner	2.1. Apply transformational and transactional leadership practices in a given context 2.2. Demonstrate empathy in personal communication relationships and day-to-day leadership role 2.3. Lead consistently, in an inclusive manner that is respectful of individual differences 2.4. ***Control and appropriately regulate*** own potentially disruptive emotions and impulses 2.5. Manage work-based relationships effectively 2.6. Integrate emotions with ***cognitions*** in personal ***leadership style*** 2.7. Evaluate personal leadership style and apply to a given context
3. Model and cultivate collaborative thinking	3.1. Display judgement, ***intelligence*** and commonsense when undertaking day-to-day leadership role 3.2. Analyse relevant legislation, information and intelligence sources when evaluating business opportunities 3.3. Draw upon personal expertise of self and relevant individuals to achieve strategic results 3.4. Seek and encourage contributions from relevant individuals 3.5. Use collaborative communication and learning approaches to model and encourage such practices in the workplace 3.6. Cultivate existing and new, collaborative and participative work relationships
4. Provide strategic leadership during change processes	4.1. Convey organisational direction and values positively to relevant individuals and ***relevant stakeholders*** 4.2. Analyse impact and role of leadership during organisational change 4.3. Analyse and confirm capacity and competence of relevant individuals consistent with their ability to contribute to change processes and plans 4.4. Develop learning and communication solutions to

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ELEMENT	PERFORMANCE CRITERIA
	address problems and ***risks*** arising for individuals during organisational change 4.5. Identify leadership styles and develop approaches to best respond to the impact of change on people and processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills

• problem-solving, initiative and enterprise skills to:
  • direct, motivate, consult and delegate appropriate to the circumstances
  • collect, analyse and interpret data using a range of methods
  • shape strategic thinking and inspire others through a shared vision
  • work with teams with diverse emotional and multiple intelligences and thinking (cognition) skills
• teamwork skills to lead a team, workgroup or unit, being aware of employee needs and requirements
• self-management skills to:
  • provide leadership in occupational health and safety (OHS) practice, ethical standards, legislative requirements and corporate governance
  • review own personal and professional competence against personal development objectives
  • support and use participative arrangements aimed at establishing trust
• communication skills to:
  • maintain appropriate relationships with colleagues and others
  • value and be open to, the opinions of others
  • work as part of a team
  • model collaborative communication and learning
  • use active listening and negotiation skills
  • encourage participation across all levels of personnel and clients
  • seek opinions and elicit feedback from a range of stakeholders
  • develop written texts which deal with complex ideas and concepts
• technology skills to use office computer applications

Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE
• relevant legislation that affects the business operation, especially in regard to OHS and environmental issues, equal opportunity and anti-discrimination, industrial relations • organisation mission, purpose and values • organisation objectives, plans and strategies • leadership styles • personal development planning methodologies • data collection methods • external environment scanning relating to social, political, economic and technological developments • emotional intelligence and its relationship to individual and team effectiveness • organisational transformation and the management of the stages of change • organisational design and building in responsiveness of operations to change in customer or market conditions

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • capacity to improve own development, personal leadership style and self-management skills • demonstrated application of leadership style and approach appropriate to individuals involved, outcomes being sought and context • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • competence is consistently demonstrated over time, and over a range and variety of complex tasks/projects and situations • access to appropriate documentation and resources normally used in the workplacesuch as

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EVIDENCE GUIDE	
	organisational policies and procedures, relevant legislation • access to clients.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of applied projects and learning activities such as reports and case studies • direct observation of contextual application and presentations to a range of stakeholders • oral or written questioning to assess knowledge of leadership styles • analysis of personal reflection and self-awareness of leadership styles and impact of this approach on task completion and others • review of personal development plan.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBINN501A Establish systems that support innovation • BSBINN601B Manage organisational change • BSBINN801A Lead innovative thinking and practice • BSBLED702A Lead learning strategy implementation • PSPHR616A Manage performance management system.

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

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RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Personal efficacy may include:	• accurately reflecting and performing self-assessment • having self-confidence • recognising personal emotional responses in a given context.
Personal competence may include:	• accessibility • adaptability to change • decisiveness • flexibility • personal performance appraisal • self-analysis.
Relevant individuals may include:	• employees, staff • employers • government agencies and departments • industry associations and employer bodies • industry representatives • national Industry Skills Councils • professional associations • regulatory, licensing and compliance authorities • research agencies • students • state and territory industry training advisory bodies • subject or technical specialists and experts • trade unions • universities.
Accountabilities and responsibilities may include:	• clarifying who is to be accountable for a decision or action prior to its execution • identifying groups, individuals and activities for which a person is responsible for managing.
Controlling and appropriately regulating disruptive emotions and impulses may include:	• avoiding personal responses that may be insensitive or inappropriate in a given context • managing disruptive emotions and impulses • positively shaping interpersonal relationships • self-control.
Cognitions may include:	• thinking through personal and other team

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RANGE STATEMENT	
	member's responses to given situations • thinking through problems and plans.
Leadership style will usually be differentiated by five classical approaches:	• autocratic (non-participative) • charismatic flexibility • democratic (participative) • laissez faire (free reign) • paternalistic.
Intelligence refers to:	• emotional and decision making intelligence.
Relevant stakeholders may include:	• administrative and regulatory bodies • coordinators, teachers, assessors, coaches, mentors and support staff • experts • industry, employees, employer, professional and peak bodies or associations • other employers • public or private sector enterprises • students • suppliers and business partners • training and assessment organisation.
Risks may include:	• issues, concerns or actions likely to result in a negative outcome, for example preventing the organisation to meet its objectives • likely consequences of such an event on organisational performance and business continuity management.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Learning and Development

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Co-requisite units

Co-requisite units		

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BSBLED702A Lead learning strategy implementation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to provide professional leadership in improving organisational learning, and the quality of training and assessment products and services. The unit also covers leading strategy formation; designing, developing and implementing an organisational learning strategy; and reviewing and improving overall organisational learning and development. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to senior leaders or managers working in an enterprise where learning is used to build capabilities. The unit may relate to leadership of a small to medium sized organisation or a significant unit of activity in a large organisation. Effective leadership requires the professional respect of colleagues, contacts, clients and the community. When applied to the development of organisational learning strategies this involves contributing to organisational strategies, business plans, goals, values and the bottom line by providing learning related services either directly, through partnerships or by using external providers. Learning leaders must be able to collaboratively implement relevant organisational strategies to ensure learning has a strategic role among the ever changing context and complex influences that affect learners, employees, and business and learning processes.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Provide leadership to learning strategy formation	1.1. Evaluate approaches to learning and workplace training against ***organisational strategic requirements***
	1.2. Analyse and confirm with ***key stakeholders*** the contribution of organisational learning to competitiveness
	1.3. Examine and review options relating to deploying

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ELEMENT	PERFORMANCE CRITERIA
	quality policies and processes in organisational learning 1.4. Analyse and plan requirements for an ***organisational learning strategy*** to support organisational strategic and policy requirements 1.5. Analyse and plan ***technological and systems requirements*** relating to an organisational learning strategy 1.6. Analyse and align organisational learning strategy with ***human resources and learning requirements*** and plans
2. Design and develop organisational learning strategy	2.1. Design organisational learning strategy to achieve instructor, learner and organisational strategic requirements 2.2. Include relevant units of competency, modules from ***accredited courses*** or non-accredited training specifications in organisational learning strategy 2.3. Develop flexible organisational learning strategies to permit and promote responsiveness of the organisation to changed circumstances and priorities 2.4. Design and develop learning and assessment strategies to support organisational strategic requirements 2.5. Establish processes and procedures for allocating and managing resources and staff, required to implement organisational learning strategy 2.6. Structure compliant assessment and recognition policies and processes appropriate to organisational strategic requirements 2.7. Structure procurement and supply policies and processes appropriate to organisational strategic requirements
3. Implement organisational learning strategy	3.1. Implement organisational learning strategy appropriate to organisational requirements 3.2. Validate organisational ***assessment methods*** and ***assessment tools*** consistent with learning and ***wider operational needs*** 3.3. Source ***learning resources*** compliant with specific international, national, industry and workplace needs 3.4. Review policies and procedures for continuing relevance, operational effectiveness and to identify any gaps

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ELEMENT	PERFORMANCE CRITERIA
	3.5. Systematically evaluate strategic outcomes attained through organisational learning strategy and update policies and procedures accordingly
4. Review organisational learning and development	4.1. Develop procedures to systematically liaise with educators, learners and others to monitor how well learning strategies and learning resources achieve organisational learning targets 4.2. Monitor and incorporate national policy and system changes into organisational learning and development strategies and practices 4.3. Modify or design learning strategies and learning resources to support the implementation of improved learning policies and procedures
5. Improve organisational learning strategy formation	5.1. Evaluate ***end-to-end implementation*** of organisational learning strategy 5.2. Review performance of resources and people supporting organisational learning strategy implementation 5.3. Construct and present plans for improving organisational learning strategy formation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and teamwork skills to:
  - communicate ideas, policies and procedures of an organisation
  - encourage participation across all levels of personnel and clients
  - seek opinions and elicit feedback from a range of stakeholders
- planning and organising skills to:
  - develop, implement and review organisational learning strategy
  - establish rules and procedures to ensure the effective implementation of organisational learning strategy
  - allocate and assess performance of resources relating to organisational learning strategy
- problem-solving, initiative and enterprise skills to:

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REQUIRED SKILLS AND KNOWLEDGE
• complete research and analyse findings • research and analyse organisational learning theory and procedures • strategically evaluate outcomes of an organisational learning strategy • design and create systems and processes to support learning • self-management and learning skills to: • evaluate personal effectiveness and professional competence • lead the way in occupational health and safety (OHS) practice, ethical standards, legislative requirements and corporate governance.
Required knowledge
• authoritative responsibilities and parameters within the organisation • consultation and communication processes to support and encourage organisational input into polices and procedures development processes • contemporary approaches to assessment instrument and strategy design • contemporary organisational learning strategy design and development • continuous improvement processes associated with organisational learning strategy • implementation processes and their impact on an organisation • locations, types and sources of relevant organisational documentation • organisational evaluation strategies • organisational learning theory • quality management compliance requirements as it relates to organisational learning • range of international e-learning compliance regimes • relevant authority compliance requirements and obligations, for example under the Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations (where applicable) • relevant policy, legislation, codes of practice and national standards including commonwealth and state/territory legislation as it relates to the job role • technology and systems requirements to support an organisational learning strategy.

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	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrated capacity to research and evaluate models and approaches to organisational learning • developing consultation and communication processes to support and encourage personnel input into design, implementation and review of organisational learning strategy • initiating and implementing learning program partnerships in line with relevant regulatory, employment and organisational requirements • sourcing, and if required modifying, learning resources or assessment tools to meet the requirements of organisational learning strategies • knowledge of relevant authority compliance requirements and obligations.
Context of and specific resources for assessment	Assessment must ensure: • competence is consistently demonstrated over time, and over a range and variety of complex tasks/projects and situations • access to required assessment facilities and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of applied projects or learning activities, such as planning and implementing training and assessment, designing organisation's approach to training and assessment services, reviewing AQTF compliance and integration with organisational systems and learning frameworks, learning system compliance, and policy development and review • observation of contextual application of knowledge and skills • oral or written questioning to assess knowledge of organisational learning theory.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBINN801A Lead innovative thinking and practice

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EVIDENCE GUIDE	
	• BSBLED701A Lead personal and strategic transformation • BSBLED704A Review enterprise e-learning systems and solutions implementation • BSBLED710A Develop human capital • BSBREL701A Develop and cultivate collaborative partnerships and relationships • PSPHR616A Manage performance management system • PSPMNGT614A Facilitate knowledge management.

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.	
Organisational strategic requirements may include:	• access and equity principles and practices • available technology and learning systems • business and performance plans • collaborative or partnership arrangements • confidentiality requirements • defined resource parameters • efficiency and effectiveness of supply arrangements with third party suppliers (i.e. procurement arrangements) • ethical standards • existing technology and systems in place to manage performance, customer service, decision support, suppliers, learning, compliance and related activities • goals, objectives, plans, systems and processes at corporate, strategic, operational and other levels of planning • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs

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RANGE STATEMENT	
	• quality and continuous improvement processes and standards • quality assurance and procedures manuals • recording and reporting procedures
Key stakeholders may include:	• customers • learners • instructional designers • instructors • management and staff • peers • public • public agencies, especially regulators • suppliers and learning partners
Organisational learning strategy may include:	• identification of personnel responsible for the implementation of the organisational learning strategy • integrated strategic activity or multiple related activities or strategies being conducted for one defined organisation or entity • mechanisms for involving personnel in the decision making and implementation • mechanisms for the introduction of new or modified policies and procedures for an organisation or client • mechanisms to facilitate continuous improvement processes • quality procedures or workflow associated with implementation of learning and assessment strategies
Technological and systems requirements may include:	• authoring tools • learning environments • learning management systems • mode and format of content developed by the organisation and its suppliers • mode of teaching (mix of face-to-face and online, blended, computer-based learning, distance) • networks and bandwidth • numbers of users, including concurrent system users • storage and presentation systems including learning content management systems and

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RANGE STATEMENT	
	learning object repositories
Human resources and learning requirements may include:	• consistency in training and/or assessment services provided • framework for consultation processes with industry for development of training and/or assessment services • framework under which the provision of training and/or assessment services is conducted • identification of roles and responsibilities of key personnel in an organisation • mechanisms to facilitate continuous improvement within the training and/or assessment organisation • transparency of the training and/or assessment organisation's approach to training and/or assessment services
Accredited courses may include:	• courses accredited by a state/territory course accrediting body, which meet the requirements of the AQTF Guidelines for Course Developers • courses resulting in credentials issued by a recognised higher education institution
Compliant learning resources and systems in the context of organisational learning strategy development my include:	• accessibility and diversity needs (i.e. W3C) • AQTF Standards for Registered Training Organisations • content storage, discovery, management and access standards and reference models (i.e. ADL Registry, CORDRA, S1000D) • international e-learning standards, specifications and reference models (i.e. SCORM, IEEE, IMS, AICC) • industry standards/benchmarks • OHS requirements • training and/or assessment organisation standards
Assessment methods may include:	• analysing portfolios and evidence compiled by the candidate • questioning (for example, computer, oral and written questions) • real work, real time activities (for example, direct observation and third party reports) • reviewing evidence regarding recognition of

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RANGE STATEMENT	
	current competence/skills recognition • structured activities (for example, simulation exercises, demonstration and activity sheets)

Assessment tools may include:	• instruments for recording summative assessment outcomes against the requirements of a unit of competency
	• procedures, information and instructions for the assessor or candidate on use of assessment instruments and assessment conditions
	• tools for use in assessments such as:
	  • evidence or observation checklists
	  • templates, proformas
	  • profile of acceptable performance measures
	  • specific questions or activities
	  • checklists for the evaluation of work samples
	  • candidate self-assessment materials

Wider operational needs may include:	• managing assessment and reporting of outcomes relating to:
	  • compliance
	  • human capital
	  • knowledge
	  • performance
	  • service standards
	  • talent

Learning resources may include:	• learning resources and learning materials developed under the Workplace English Language and Literacy (WELL) program
	• manuals
	• organisational learning resources
	• published, commercially available support materials for Training Packages or accredited courses
	• record or log books
	• references and texts
	• National Quality Council 'noted' Training Package support materials such as:
	  • learner or user guides
	  • trainer and facilitator guides
	  • example training programs

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RANGE STATEMENT	
	• case studies • professional development materials • assessment materials • videos, CDs and audio tapes
End-to-end implementation of organisational learning strategy includes:	• assessment • delivery • design • development • presentation • reporting and managing activities that span the full supply chain such as quality, procurement, record keeping and administration

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Learning and Development

Co-requisite units

Co-requisite units		

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BSBLED705A Plan and implement a mentoring program

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, develop and implement a mentoring program and to review the outcomes for those involved in the program. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to leaders working to ensure learning advances individual and organisational capabilities. The mentoring program may apply to a: particular section or group within an educational organisation (for example, as part of a Registered Training Organisation's professional development activities) specific business purpose or objective within an enterprise whose core business is not education collaborative partnership that spans more than one organisation (such as to advance occupational or industry specific skill needs). This unit may relate equally to small scale learning activities within a small to medium sized organisation or to a significant activity in a large organisation. Leaders in learning must be able to plan, implement, monitor and evaluate a mentoring program that results in learning forged through a defined and active learning partnership with a mentor. The program should develop and use tools that enhance both the learning and the phased relationship, and it should be monitored and evaluated to ensure it explores and meets the mentee's

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	learning needs.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Plan a mentoring program	1.1. Determine benefits of and need for, a ***mentoring program*** 1.2. Define ***mentoring program purpose and objectives*** 1.3. Develop a ***mentoring program plan*** with appropriate ***outcomes*** in consultation with ***key***

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ELEMENT	PERFORMANCE CRITERIA
	stakeholders 1.4. Establish ***relevant management structures*** and wider support requirements 1.5. Determine ***mentoring program modes and methods*** 1.6. Determine methods and resources required to report on mentoring program outcomes
2. Develop tools and materials to support a mentoring program	2.1. Develop a range of ***tools and resources*** appropriate to mentoring program modes and methods 2.2. Establish ***mentor*** and ***mentee*** selection criteria, procedures and tools 2.3. Establish ***formal requirements for the mentor-mentee relationship*** and communicate these requirements to all parties 2.4. Establish rules, procedures and requirements that encompass key ***accountabilities and responsibilities*** 2.5. Develop the means to report and collate outcomes from the mentor-mentee relationship
3. Coordinate mentor and mentee relationships	3.1. Implement strategies for recruiting and accurately ***matching*** mentors with mentees 3.2. Induct mentors and mentees into the program 3.3. Ensure plans required for personal growth are developed by mentors and mentees 3.4. Cultivate rapport, mutual trust and teamwork in the mentoring relationship 3.5. Consider and address cultural differences and diversity issues in all mentor-mentee communications 3.6. Use ***data and reporting tools*** supporting the program to monitor the mentor-mentee relationship
4. Evaluate a mentoring program	4.1. Complete ***mentoring record keeping and reporting*** requirements using agreed technology, reporting processes and procedures 4.2. Evaluate mentoring program against agreed outcomes and report through relevant management structures 4.3. Document improvement opportunities for future mentoring programs based on program evaluation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to:
  - maintain appropriate relationships with colleagues and individuals in the mentoring program
  - establish trust
  - value and be open to, the opinions of others
  - work as part of a team
  - use active listening techniques
  - negotiate
  - encourage and accept feedback
- language skills to:
  - communicate organisational ideas, policies and procedures
  - encourage participation across all levels of personnel and clients
  - seek opinions and elicit feedback from a range of stakeholders
- planning and organising skills to plan a mentoring program and to schedule mentor-mentee interviews and sessions
- problem-solving skills to select and screen applicants for mentoring program, and to assist with resolution of issues that might arise during the program
- self management skills to evaluate personal effectiveness and to manage own time and resources
- teamwork skills to conduct mentor and mentee selection, and to monitor the progress of mentoring program in a team context
- technology skills to undertake record keeping and reporting using agreed technology, and to complete electronic communication and data sharing.

Required knowledge

- content and data reporting and storage options
- how to complete the required data collection
- legislation, regulations, codes and policies relevant to the organisation's operations and methods for mentoring
- mentoring program design principles
- relevant communication processes and methods
- reporting methods
- requirements for mentoring tools
- screening techniques, and confidentiality and privacy issues.

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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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • developing mentoring program plan in consultation with others • working within the relevant management structure to gain executive support for mentoring program • facilitating mentor and mentee selection process • knowledge of relevant legislation specifically in relation to confidentiality and privacy.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • competence is consistently demonstrated over time, and over a range and variety of mentoring programs.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • completion of applied projects or learning activities • direct observation of application of skills in context • oral or written questioning to assess knowledge of mentoring program design principles • review of mentoring program plan.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBLED702A Lead learning strategy implementation • BSBLED706A Plan and implement a coaching strategy • BSBREL701A Develop and cultivate collaborative partnerships and relationships

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EVIDENCE GUIDE	
	• PSPHR616A Manage performance management system • PSPMNGT614A Facilitate knowledge management.

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.	

Mentoring program is a:	• formal program designed to forge relationships between a mentor and a mentee to achieve outcomes relating to:
	  • context
	  • individual needs
	  • knowledge transfer
	  • learning
	  • performance
	  • support

Mentoring program purpose and objectives may be:	• strategic • tactical or operational • quantifiable or quantitative • varied in duration (short-term versus long-term) • to target personal, organisational or other outcomes
Mentoring program plan may include:	• administration • amount of material support • anticipated outcomes • content and resources • program design principles • facilities and location • mentee's learning style • mentor's skills • method or mode of interaction (i.e. physical or

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RANGE STATEMENT	
	electronic) • omissions • scope • reporting requirements • roles and responsibilities for key individuals (mentors, mentees, program coordinator, steering committees) • workplace application • time lines
Mentoring program outcomes may include:	• behavioural • compliance • functional • operational • personal
Key stakeholders may include:	• coordinators • mentees • mentors • organisational management and staff • peers • public • public agencies, especially regulators • suppliers and learning partners
Relevant management structures may include:	• executive endorsement • grievance procedures • policies and procedures • program coordinators • program management or reference group • program measures and evaluation mechanisms • program reporting mechanisms • resources management and allocation • steering committee

Mentoring program modes and methods may vary in terms of:	• duration of program or individual sessions
	• individual or group mentoring:
	  • one mentor to one mentee
	  • one mentor to many mentees
	  • many mentors to many mentees
	• physical or electronic enablement (i.e. e-mentoring)
	• peer mentoring versus independent or external mentoring

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RANGE STATEMENT	
	• tools and instruments being used
Tools and resources may include:	• communication fliers and explanatory materials • documents establishing the ground rules of the mentoring relationship • electronic or physical presentation design • instruments for mentor-mentee selection processes • range of technologies (online or computer-based) • templates for personal mentoring plans
Mentor is:	• an independent person engaged in a two-way communication relationship with a mentee, whose primary role is to provide constant encouragement and assistance that enhances the mentee's attainment of personal and/or work related needs
Mentees may include:	• an individual engaged in a two-way communication relationship with a mentor primarily aimed at the transfer of wisdom, encouragement and assistance related to personal and/or work related needs • a mentee may also be called a mentoree, candidate, participant, trainee, employee, student
Formal requirements for the mentor-mentee relationship include:	• compliance • equal employment opportunity • legal • regulatory
Accountabilities and responsibilities means:	• who is responsible and accountable for given roles, actions and outcomes within the mentoring program
Matching criteria may include:	• access issues • behaviours • key performance outcome statements or indicators • learning or communication styles • personal or professional attributes • skills and knowledge
Data and reporting tools supporting a mentor program may	• collaboration modes and means • databases used

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RANGE STATEMENT	
vary in terms of:	• information system design • network configuration and access requirements • security and privacy requirements
Mentoring record keeping and reporting may be:	• completed through physical or electronic means

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Learning and Development

Co-requisite units

Co-requisite units		

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BSBLED706A Plan and implement a coaching strategy

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan and develop a coaching strategy and to monitor the implementation of the resulting coaching program within an organisational context. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to leaders working to ensure learning advances individual and organisational capabilities. A coaching strategy may be: •an internal program forming part of the professional development activities of an educational organisation (such as a Registered Training Organisation) or an enterprise whose core business is not education •developed for an external client, for example as part of the range of learning services offered or conducted in a collaborative partnership with more than one organisation. Leaders in learning are typically required to develop and implement coaching strategies in a systematic manner and to monitor, review and improve strategies to optimise learning outcomes for individuals and the organisation.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Develop coaching strategy	1.1. Research and review the need for and role of, ***coaching*** within an organisation 1.2. Establish a framework for the ***coaching strategy*** based on ***organisational context and needs*** 1.3. Determine roles, responsibilities and outcomes for ***key individuals*** involved in the coaching strategy 1.4. Develop time lines for coaching strategy implementation in consultation with ***stakeholders*** 1.5. Obtain organisational support for coaching strategy in accordance with organisational procedures
2. Prepare for coaching strategy implementation	2.1. Plan the coaching program and ***coaching models*** to suit the coaching strategy and the organisation's ***worker and employer issues***

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ELEMENT	PERFORMANCE CRITERIA
	2.2. Design induction and training requirements 2.3. Design ***tools and resources*** for coaches and trainees 2.4. Analyse ***legal***, ***regulatory and organisational compliance requirements*** for coaches 2.5. Establish recruitment processes for coaches and trainees
3. Implement coaching strategy	3.1. Promote coaching program 3.2. Recruit and select coaches and trainees 3.3. Establish tools, mechanisms and procedures for matching and managing the ***coach-trainee relationship*** 3.4. Induct, match and brief coaches and trainees
4. Monitor and support coaching strategy	4.1. Ensure coaching strategy is implemented consistent with work practices and operational requirements 4.2. Provide coaches with access to professional development and support necessary to acquit their role effectively and efficiently 4.3. Design ***techniques and practices for resolving differences*** and problems in coaching relationships 4.4. Monitor coaching relationships to ensure they are in accordance with organisational policies and procedures 4.5. Recognise and acknowledge the positive contribution individuals make to coaching activities
5. Review and report on coaching strategy	5.1. Collect, analyse and report data in relation to coaching outcomes at individual or group level, in line with organisational context and needs 5.2. Identify and promote ongoing opportunities for coaching in accordance with individual and organisational context and needs 5.3. Evaluate coaching strategy, document findings and present recommendations for improvement to relevant others

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE

Required skills

- communication skills to:
  - maintain appropriate relationships with colleagues and individuals involved in coaching
  - establish trust
  - value and be open to, the opinions of others
  - work as part of a team
  - use active listening techniques
  - negotiate
  - encourage and accept feedback
- learning skills to:
  - develop a learning strategy based on applied research
  - design coaching tools and resources
  - conduct induction processes
- planning and organising skills to:
  - plan coaching program
  - frame a coaching strategy within available resources
  - schedule coaching sessions
- problem-solving skills to:
  - select and screen applicants for a coaching program
  - assist with resolution of issues that might arise during the program
  - conduct needs assessments
- teamwork skills to select and match coaches and trainees, and to consult with and influence a team to effectively deploy coaching strategies
- technology skills to communicate electronically with stakeholders and coaches, and to use technology to facilitate coaching.

Required knowledge

- basic coaching techniques
- coaching program design principles
- communication processes and methods
- data collection methods
- human psychological development
- legislation, regulations, policies, procedures and guidelines relating to workplace coaching
- reporting methods
- requirements for tools used in coaching processes.

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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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • developing a coaching strategy in consultation with relevant others • working within the relevant management structure to gain executive support for coaching strategy • adhering to legal and regulatory compliance • recruiting suitable coaches • formation of robust relationships between all parties • knowledge of relevant legislation specifically in relation to confidentiality and privacy.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • competence is consistently demonstrated over time, and over a range and variety of coaching strategies.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • completion of applied projects or learning activities relating to planning, monitoring and reviewing a coaching strategy for an organisation • direct observation of application of skills in context • oral or written questioning to assess knowledge of coaching program design principles • review of tools and resources designed for coaches and trainees.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBLED702A Lead learning strategy

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EVIDENCE GUIDE	
	implementation • BSBLED705A Plan and implement a mentoring program • BSBREL701A Develop and cultivate collaborative partnerships and relationships • PSPHR616A Manage performance management system • PSPMNGT614A Facilitate knowledge management.

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.	

Coaching is:	• a defined relationship designed to enhance performance
	• an activity requiring good interpersonal relations
	• an activity which emphasises action or improved performance in a specific area
	• focussed on the acquisition of job skills and knowledge, and is generally short-term
	• frequently identified in personal learning and development plans
	• not necessarily managed in a hierarchical relationship (such as being coached by one's supervisor)
	• results oriented
	• performance or goal directed
	• provided by a coach who:
	  • maintains confidentiality
	  • monitors performance
	  • provides learning opportunities
	  • provides constructive feedback
	  • may have undertaken training or

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RANGE STATEMENT	
	development for the role
Coaching strategy may include:	• administration • amount of material support • application in the workplace • content and resources • expected outcomes • facilities and location • method or mode of interaction (i.e. physical or electronic) • preferred learning style of person being coached • roles and responsibilities for key individuals • reporting requirements • required coaching skills and methods • scope • time lines

Organisational context and needs may be:	• stated in learning and development, and human resources strategies
	• shaped by desired outcomes including:
	  • behavioural
	  • compliance
	  • functional
	  • operational
	  • organisational sociocultural circumstances and issues (for example, within Indigenous organisations)
	  • personal

Key individuals involved in the coaching strategy include:	• coaches • coaching program coordinator • steering committees • trainees
Stakeholders may include:	• associations • Boards/committees of management • coaches • coaching coordinators • employees • government • organisational management and staff • private sector organisations/businesses • public sector organisations/agencies, especially

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RANGE STATEMENT	
	regulators • trainees • suppliers and learning partners • unions
Coaching models may include:	• face to face • virtual of e-mentoring • individual or group based • problem drive (by work, time, tasks, area of expertise, etc) • personal (driven by individual needs not by imposed third party requirements such as work needs)
Worker and employer issues may include:	• certified agreements • contract work and self employment • enterprise bargaining • industrial awards • occupational health and safety • terms and conditions • trade unions
Tools and resources may be:	• communication fliers and explanatory materials • documents establishing the ground rules of the coaching relationship • electronic or physical presentation design • instruments for coach-trainee selection processes • range of technologies (online or computer-based) • templates for personal coaching plans
Legal, ***regulatory and organisational compliance requirements*** may include:	• commonwealth and state/territory legislation such as workplace relations legislation, and copyright and privacy laws as they relate to physical materials and electronic technology • competency standards • licensing requirements • plagiarism • relevant organisational policies, codes of practice and national standards • security of information
Coach-trainee relationship may	• access issues • behaviours

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RANGE STATEMENT	
include:	• hierarchical relationship (such as being coached by one's supervisor) • key performance outcome statements or indicators • learning or communication styles • location • personal or professional attributes • skills and knowledge
Techniques and practices for resolving differences may include:	• finding a mutually beneficial solution • inviting discussion • providing explanations • not taking it personally when information is rejected or contradicted • not laying blame • self-disclosure • using 'I' messages (focusing on the giver of the message) rather than 'you' messages (focusing on the receiver of the message)

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Learning and Development

Co-requisite units

Co-requisite units		

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BSBLED707A Establish career development services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, implement and evaluate career development services in accordance with professional standards to facilitate well considered career decision making by participants. The unit also covers maintaining professional career development standards in an ongoing manner. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to leaders seeking to provide career development services in accordance with professional standards. Careers are unique to each person and are dynamic, unfolding throughout life. Careers include how a person balances paid and unpaid work, and personal life roles. A wide range of career development programs and services may be provided in many different jurisdictions and delivery settings. Their object is to assist individuals to gain the knowledge, skills, attitudes and behaviours required to manage their life, learning and work in self directed ways.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Apply career development standards	1.1. Research contemporary ***career development*** theories, models, frameworks and strategies in relation to a specific context and ***target group***
	1.2. Analyse codes of professional conduct and ***career development standards***, and how they can be applied in work practice
	1.3. Apply regulatory requirements, policies, guidelines, standards and resources
	1.4. Plan for and undertake, ongoing personal professional development
	1.5. Apply career development standards to all aspects of work role
	1.6. Establish and maintain relationships with professional peers and service providers

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ELEMENT	PERFORMANCE CRITERIA
2. Plan for career development services	2.1. Apply career development theories in preparing to work with specific target groups 2.2. Analyse career development needs of specific target groups 2.3. Plan for the ***support systems and resources*** required to provide ***quality career development service*** delivery in a specific context and for a target group 2.4. Apply ***effective action planning skills*** in ***career development counselling*** services 2.5. Establish ongoing professional and follow-up support for clients of career development services
3. Implement career development services strategies	3.1. Develop strategies for career development services to reflect the contextual needs and aspirations of the specific target group 3.2. Encourage individuals to commit to and access, career development services 3.3. Establish mechanisms to follow-up the provision of career development services 3.4. Implement strategies to ensure records storage, security and privacy in accordance with professional and organisational requirements 3.5. Establish referral procedures and contacts
4. Review career development services delivery strategies and plans	4.1. Review career development services, service delivery strategies against ***plans*** and standards, and identify any gaps 4.2. Advocate for target group and individual career development needs and choices 4.3. Determine strategies to improve the quality of career development services 4.4. Discuss alternative career development strategies with ***key stakeholders***

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

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REQUIRED SKILLS AND KNOWLEDGE

• communication and teamwork skills to:
  • provide advocacy and support for the target group
  • establish and maintain professional relationships
  • consult with key stakeholders
• literacy skills to read and interpret structurally intricate career development texts, and to develop reports which deal with complex ideas and concepts
• planning and organising skills to:
  • research career development theories
  • plan career development services, support systems, resources and service delivery
  • keep accurate records and reports
  • plan and complete own professional development
• problem-solving, initiative and enterprise skills to:
  • apply appropriate career development theories to meet client needs
  • analyse the career development needs of a particular client group and to develop strategies for career development
  • assess career development needs using professional and robust tools
• self management and learning skills to:
  • maintain professional standards
  • comply with legislation, codes of practice, and organisational policies and procedures
  • act as a role model in the workplace
  • refer individuals to other careers development experts
• technology skills to use communication technologies, electronic and IT support systems.

Required knowledge
• career development policy and procedures in the given context of application • common patterns of thinking, feeling and behaviour, and the impact on individual career choices • human psychology and needs in relation to career choices • organisational policies on career development.

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

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • rigour in analysing, planning, implementing and evaluating career development services • collecting, evaluating and using appropriate information when forming career development strategies and related support systems and resources • appreciation of the diverse perspectives individuals can bring to any learning situation or the workplace as a result of their nationality, gender, ethnicity, experience, age, sexuality or disability • knowledge of organisational policies on career development.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • competence is consistently demonstrated over time, and over a range and variety of situations providing career development services to a professional standard.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • completion of applied projects or learning activities such as plans for career development services, quality systems to support career development services and implementation plans • direct observation of contextual application of skills when developing quality career development services • oral or written questioning to assess knowledge of common patterns of thinking, feeling and behaviour, and the affect on individual career choices.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBLED708A Conduct a career development

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EVIDENCE GUIDE	
	session • BSBLED709A Identify and communicate trends in career development • BSBREL701A Develop and cultivate collaborative partnerships and relationships.

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.	
Career development may include:	• services intended to assist individuals of any age, and at any point throughout their lives, to make vocational, educational, training and occupational choices and to manage their careers, life, learning and work
Target group may include:	• age • career choices • cultural background and needs • employees • employment status/role • level of education achieved • learners/students • learning styles and preferences • literacy and numeracy skills • location • predetermined service user group • skill/competency profile • socioeconomic background
Career development standards may apply to:	• career related exploration • choice • implementation • maintenance • opportunity development

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RANGE STATEMENT	
	• planning • preparation • review
Career development standards:	• are those competencies or codes set, recognised and authorised by a national body, for instance the Career Industry Council of Australia (CICA); this includes but is not be limited to the Professional Standards for Australian Career Development Practitioners (2006)
Support systems and resources may include:	• career information and support materials • communication technologies, such telephones, TTY and email • electronic and information technology • meeting rooms and facilities • physical support services • policies and rules for clients to complete follow-up with contact staff or service providers
Quality career development service may include a mix of physical and electronic means to achieve:	• adequate resource needs of the counselling service • capacity to offer a range of choices and advice • careers counselling • compliance with regulatory, professional and organisational standards • effective conflict resolution • identification and removal of any gaps in career counselling services • negotiation, advocacy, enterprising, coaching and mentoring skills • relevance, currency and appropriateness of services provided to individuals • satisfaction of needs associated with a specific context and target group
Effective action planning skills may include:	• appropriate session closure • developing contingency plans • exploring options • factoring in time lines • identifying and accessing resources • identifying and addressing barriers • making referrals • planning sub-steps

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RANGE STATEMENT	
	• reinforcing commitment and empowering individuals
Career development counselling may be:	• occupation or position specific • general in relation to a number of occupations or an industry • one-off or ongoing • formal or informal • expanding and narrowing choice, or specific to a career choice

Plans may include:	• career development plan for an individual or group
	• operational plan
	• resource plan
	• session plan
	• taking into account the:
	  • needs of target group
	  • resources required to access services (such as access to internet service providers, other technology or transport facilities)

Key stakeholders may include:	• associations • Boards/committees of management • employees • employers • government • learners/students • organisational management and staff • private sector organisations/businesses • public sector organisations/agencies, especially regulators • suppliers and learning partners • teachers/trainers • trainees • unions

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Workforce Development - Learning and Development

Co-requisite units

Co-requisite units		

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BSBLED708A Conduct a career development session

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct career development sessions that promote well considered solutions and opportunity oriented career and life decision making. The unit also covers applying appropriate career development theory; assisting individuals to make informed career choices; communicating professionally to promote career development outcomes; and using resources and technology to support career development sessions. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to leaders seeking to conduct career development sessions in accordance with professional standards. Careers are unique to each person and will vary with specific target audiences. Career development sessions may be provided in a variety of ways given the different organisational contexts, individuals involved and delivery settings. The professional expertise of the provider and their use of effective interpersonal and communication skills are central to the success of a career development session.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Apply appropriate career development theory	1.1. Research the major ***career development*** theories and models 1.2. Analyse the differences between advice, information provision and professional standards in relation to career development 1.3. Apply theory in an appropriate manner, both to individuals involved and in relation to the context for a ***career development session*** 1.4. Evaluate models appropriate for individual and group career development sessions

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ELEMENT	PERFORMANCE CRITERIA
	1.5. Analyse ***diversity*** in relation to individuals and the target group, when planning a career development session
2. Conduct career development sessions	2.1. Conduct ***career development counselling*** in a clear and unambiguous manner 2.2. Complete problem and goal clarification to the satisfaction of all involved 2.3. Utilise ***key skills*** to successfully complete career development sessions 2.4. Identify common patterns of thinking, feeling and behaviour that limit making or acting upon well considered choices, and devise counter strategies 2.5. Effectively apply ***rapport building and attending skills*** 2.6. Ensure participants set personal goals and make informed choices in the career development session 2.7. Consistently apply ***effective responding skills*** when giving feedback on progress during career counselling session
3. Assist individuals make informed career choices	3.1. Assist individuals to identify career development needs 3.2. Determine individual needs and aspirations holistically, in the context of individuals' lives 3.3. Identify individual career development needs that fall outside the scope of practice of the career development service provider 3.4. Refer individuals to or inform them about, appropriate sources of further information or career development support services where required
4. Communicate professionally to promote career development outcomes	4.1. Communicate an accurate assessment of individual needs 4.2. Create a cooperative and productive environment for the conduct of a career development session 4.3. Create a climate of trust, comfort and safety for the conduct of career development sessions 4.4. Complete career development work in an ethical, cooperative and respectful manner within the team and wider organisational context
5. Use resources and technology to support career development	5.1. Acquire, record and prepare relevant information prior to a career development session 5.2. Prepare accurate records and reports in accordance

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ELEMENT	PERFORMANCE CRITERIA
sessions	with ***professional conduct and career development standards*** 5.3. Assist individuals to use relevant ***support resources and technology*** 5.4. Monitor support resources and technology to ensure they support ***quality outcomes for career development services***

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analytical skills to interpret structurally intricate career development information and to develop reports which deal with complex ideas and concepts
- communication and teamwork skills to:
  - provide advocacy and support for individual needs and career choices
  - use a wide range of effective communication techniques, and methods and tools such as conflict resolution, negotiation, responding, creative coaching and mentoring
- planning and organising skills to:
  - research career development theories and models
  - plan, conduct and report on career development and counselling sessions
  - keep accurate records and reports
- problem-solving, initiative and enterprise skills to:
  - apply appropriate career counselling techniques and career development models to meet client needs
  - establish a safe, comfortable, trusting relationship and environment within which to conduct career sessions
  - conduct career development related assessments using professional and robust tools and techniques
- self-management and learning skills to:
  - conduct career development sessions ethically, cooperatively and respectfully
  - assist others to set personal and life goals
  - refer individuals to other experts in the field where required
- technical skills to:
  - use, and assist others to use, resources and technology in providing career

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REQUIRED SKILLS AND KNOWLEDGE
development sessions • monitor support resources and technology.
Required knowledge
• common patterns of thinking, feeling and behaviour and their impact on individual career choices • concepts and principles relating to service provision: lifelong learning, holistic career development, career counselling, career decision making, career coaching, career maintenance, work satisfaction, employability, enterprising, positive uncertainty and planned happenstance • human psychology and needs in relation to careers counselling • organisational policies and procedures on counselling.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • rigour in analysing, planning, implementing and evaluating individual and target group career development needs • effective communication during a career development session and when providing information services • using technology and other means to collect, assess and store information for use in a career development services setting • capacity to review each individual's needs, taking into consideration the diverse perspectives individuals might hold in relation to characteristics such as their nationality, gender, ethnicity, class, age, sexuality or disability • application of knowledge of a range of concepts and principles relating to service provision.
Context of and specific resources for	Assessment must ensure:

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EVIDENCE GUIDE	
assessment	• access to an actual workplace or simulated environment • competence is consistently demonstrated over time, and over a range and variety of situations providing career development sessions to a professional standard.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • applied projects or activities such as collection of resources and information in relation to career development, conduct of career information sessions • direct observation of contextual application of skills in a number of career development sessions conducted for a range of individuals and groups • oral or written questioning to assess knowledge of providing vocational career development counselling.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBLED707A Establish career development services • BSBLED709A Identify and communicate trends in career development.

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.	
Career development may include:	• services intended to assist individuals of any age, and at any point throughout their lives, to make vocational, educational, training and occupational choices and to manage their careers, life, learning and work
Career development sessions may	• expanding and narrowing choice, or specific to

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RANGE STATEMENT	
be:	a career choice • formal or informal • general in relation to a number of occupations or an industry • occupation or position specific • one-off or ongoing
Diversity includes variations in:	• age • belief systems and values • culture • expertise, experience and working styles • gender • interpersonal style • interests • language, literacy and numeracy • physical differences • political viewpoints • race and ethnicity • religious beliefs • sexual orientation • thinking and learning styles
Career development counselling may include:	• expanding and narrowing choice, or specific to a career choice • formal or informal • general in relation to a number of occupations or an industry • occupation or position specific • one-off or ongoing
Key skills to successfully complete career development sessions include:	• advocacy • coaching and mentoring • conflict resolution • creativity • negotiation
Rapport building and attending skills may include:	• establishing a conducive environment • using non-verbal and verbal encouragement • using timely and appropriate pauses, tone, intonation, gestures
Effective responding skills may include:	• exploration of discrepancies and exceptions; positives and negatives; past, current and potential implications • exploration of general and specific examples

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RANGE STATEMENT	
	• intensity hierarchies and reframing questions to assist individuals refine their choices • open and probing questioning to explore situations and contexts, time lines, behaviour, thinking and feelings, relationships • timely, appropriate paraphrasing and summaries
Professional conduct and career development standards may include:	• those competencies or codes set, recognised and authorised by a national body, for instance the Career Industry Council of Australia (CICA); this includes but is not be limited to the Professional Standards for Australian Career Development Practitioners (2006)
Support resources and technology may include:	• career information and support materials • communication technologies, such telephones, TTY and email • electronic and information technology • meeting rooms and facilities • physical support services • policies and rules for clients to complete follow-up with contact staff or service providers
Quality outcomes for career development services may include a mix of physical and electronic means to achieve:	• adequate resource needs of the counselling service • capacity to offer a range of choices and advice • careers counselling • compliance with regulatory, professional and organisational standards • effective conflict resolution • identification and removal of any gaps in career counselling services • negotiation, advocacy, enterprising, coaching and mentoring skills • relevance, currency and appropriateness of services provided to individuals • satisfaction of needs associated with a specific context and target group

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Learning and Development

Co-requisite units

Co-requisite units		

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BSBLED709A Identify and communicate trends in career development

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct the research required to identify and communicate career trends. It establishes the need to interact professionally with others in assessing career needs in order to effectively assist clients identify the competencies they require for a career and employability in a given context. The unit also covers maintaining quality of career development services and professional practice. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to leaders seeking to identify and communicate trends in career development. Careers are unique to each person and will vary within and across countries, industries, occupations, organisational contexts, individuals involved and jurisdictions. The relevance, currency and validity of the physical and electronic information sources used are central to the success of career development services. The importance of ongoing research is required to determine how changes to the structure of work, organisations and industries impact on learning and career pathways.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Research and confirm career trends	1.1. Apply knowledge of changing organisational structures, ***lifespan of careers*** and methods of ***conducting work search***, ***recruitment and selection processes***
	1.2. Analyse changing ***worker and employer issues***, rights and responsibilities in a context of changing work practices
	1.3. Examine the importance of ***quality careers development services***
	1.4. Maintain all ***research***, documentation, sources and

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ELEMENT	PERFORMANCE CRITERIA
	references (electronic or physical) to a high degree of currency and relevance 1.5. Analyse implications of ***relevant policy***, ***legislation***, ***professional codes of practice and national standards*** relating to worker and employer issues 1.6. Research changes and trends in relation to the theory of career development counselling and practice 1.7. Confirm clusters, levels and combinations of transferable employability skills and preferences that may open employment options spanning more than one occupation or career pathway
2. Assess and confirm ongoing career development needs of a target group	2.1. Analyse history and records in assessing the needs of a ***target group*** 2.2. Assess success of previous career development services and techniques used for individuals or target group 2.3. Deploy ***other means to investigate appropriate care and counselling approaches*** as required 2.4. Maintain privacy and security of all data, research and personal records according to relevant policy, legislation, professional codes of practice and national standards 2.5. Establish existing work-life balance requirements, issues and needs
3. Maintain quality of career development services and professional practice	3.1. Analyse and review relevance of career theories, models, frameworks and research for a target group 3.2. Incorporate into career development services and professional practice, ***major changes and trends*** influencing the workplace and career related options and choices 3.3. Comply with all relevant policy, legislation, professional codes of practice and national standards that influence the delivery of career development services

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

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REQUIRED SKILLS AND KNOWLEDGE

Required skills

- analytical skills to interpret structurally intricate career development information and to develop reports which deal with complex ideas and concepts
- communication and teamwork skills to:
  - determine key elements of effective networking
  - identify, analyse and model effective consultation and collaboration processes and strategies aimed at achieving shared stakeholder objectives
  - apply career counselling techniques
- planning and organising skills to maintain currency and relevance of information, and to maintain quality of services
- problem-solving, initiative and enterprise skills to:
  - research and identify trends in career development and work contexts
  - apply verbal, visual or tactile work search strategies and skills
  - assess and confirm ongoing career development needs
  - resolve security and privacy of data
- self-management and learning skills to:
  - maintain professional practice
  - comply with all policy, legislation codes of practice and national standards
  - maintain privacy and security of client information
  - review and update career development services
- technical skills to access electronic sources of information, and to maintain accuracy and relevance of data.

Required knowledge

- client care, counselling techniques and processes in the context of career development services
- counselling techniques
- diversity and its potential affect on career choices
- human psychological development and needs in relation to careers development
- organisational guidelines relating to career development
- recruitment and selection processes in the context of career development services
- research techniques
- trend analysis.

Evidence Guide

EVIDENCE GUIDE

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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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • capacity to research current economic, labour market, employment, career and vocational, educational and training trends • identification of choices and career development needs for individuals and target groups within a given context • reporting and documenting management of research and career development materials • compliance with all relevant local, state/territory and national legislation, policies and practices • knowledge of trend analysis.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • competence is consistently demonstrated over time, and over a range and variety of situations identifying and communicating trends in vocational, educational and training career pathways.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • applied projects or assessment activities, especially related to research and communicating trends in vocational, educational and training career pathways • research documentation or portfolio of evidence relating to identifying trends in vocational, educational and training career pathways • observation of contextual application of skills in communicating trends in career development • oral or written questioning to assess knowledge of research techniques.

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EVIDENCE GUIDE	
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBLED707A Establish career development services • BSBLED708A Conduct a career development session.

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.	
Lifespan of careers may include:	• duration an individual may be able to do a job or specific work • duration of work - for technological, business, economic or social reasons • opportunities arising from a career option (pathways)
Conducting work search, ***recruitment and selection processes*** includes:	• access to and a constant review of, physical or electronic sources • showing customers online careers and employment websites and portals established by government or other providers (i.e. employment service agencies)
Worker and employer issues may include:	• awards • certified agreements • contract work and self employment • enterprise bargaining • occupational health and safety • terms and conditions • unions • work choices
Quality careers development services may include:	• adequate resource needs of the career development service

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RANGE STATEMENT	
	• careers counselling • compliance with regulatory, professional and organisational standards • identification and removal of any gaps in career counselling services • implementation of effective conflict resolution • negotiation, advocacy, enterprising, coaching and mentoring skills • range of choices and advice able to be offered • relevance, currency and appropriateness of services provided to individuals • satisfaction of needs associated with a specific context and target group
Research may include:	• evaluations of existing products • focus groups • informal discussions • internet research • interviews • literature reviews • professional communication mechanisms such as physical and electronic journals, professional newsletters, peer networks, subscriptions • questionnaires • workshops
Relevant policy, ***legislation***, ***professional codes of practice and national standards*** may include:	• competency standards • copyright and privacy laws relating to physical materials and electronic technology • licensing • plagiarism • security of information
Target group may include:	• age • career choices • cultural background and needs • employees • employment status/role • learners/students • learning styles and preferences • level of education achieved • literacy and numeracy skills • location

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RANGE STATEMENT	
	• predetermined service user group • skill/competency profile • socioeconomic background
Other means to investigate appropriate care and counselling approaches may include:	• direct interviews • investigation of files and records • consultation with stakeholders • contact with previous or other counsellors • peer communication and communities of practice • qualitative and quantitative research
Career development may include:	• services intended to assist individuals of any age, and at any point throughout their lives, to make vocational, educational, training and occupational choices and to manage their careers
Major changes and trends encompass local and global causes relating to:	• economic • political • social • technological

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Learning and Development

Co-requisite units

Co-requisite units		

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Co-requisite units		

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BSBLED710A Develop human capital

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify human capital; to consult on the advantages of human capital with internal and external stakeholders or collaborative partners; and to develop and monitor the capital value attained through implementation of development activities. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to senior leaders or managers working to enhance individual, team and organisational capabilities. While not all senior leaders and managers will operate within an organisation that acknowledges and treats people as a capital asset, training and related people development activities may be advanced by considering principles and practices relating to the concept of human capital. The unit may relate equally to small scale learning activities within a small to medium sized organisation or a significant activity in a large organisation.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify human capital	1.1. Analyse and evaluate the principles of ***human capital*** theory and concepts 1.2. Assess the factors involved in the formation of human capital 1.3. Determine the ***capital asset value*** of human resources in an organisation, an industry or a region 1.4. Determine the relationship between human capital and ***organisational requirements***
2. Consult on the advantages of human capital development	2.1. Develop and prioritise strategies for deploying human capital development strategies to support the ***organisation training needs profile*** in consultation with ***key stakeholders*** 2.2. Negotiate with key stakeholders on opportunities for collaborative human capital development projects

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ELEMENT	PERFORMANCE CRITERIA
3. Develop and monitor human capital development	3.1. Complete ***human capital needs analysis*** and development planning according to organisational requirements 3.2. Analyse and interpret ***information and data*** on human capital gaps and forecasts 3.3. Implement ***options*** and strategies to develop, attract and retain ***talent*** 3.4. Implement options and actions to optimise asset value of human resources in relation to organisational strategic imperatives 3.5. Determine talent and develop the potential of human capital required to meet organisational requirements 3.6. Promote the ***capacity*** of the organisation, team and individual employees to achieve strategic and personal advantage through effort to develop human capabilities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to:
  - research and analyse data
  - communicate ideas and organisational policies and procedures
  - seek opinions and to elicit feedback from a range of stakeholders
  - maintain appropriate relationships with colleagues and production staff
  - value and be open to, the opinions of others
  - work as part of a team
  - use active listening techniques
  - negotiate
- planning and organising skills to prepare and consult on a human capital development plan
- problem-solving, initiative and enterprise skills to:
  - evaluate talent and human capital requirements
  - undertake integrative thinking
  - conceptualise and synthesise complex concepts

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REQUIRED SKILLS AND KNOWLEDGE
• self-management and learning skills to maintain records on talent and human capital for a work group or operational area • technology skills to complete online research or data collection, and to develop and monitor human capital value using basic computer applications.
Required knowledge
• communication processes and methods • data collection methods • human capital audit and assessment • human capital development planning methodologies • methods to value human capital • organisational knowledge assets and capital reporting processes • relationship of human capital to knowledge management and reporting • relevant legislation, codes and by-laws that affect business operations, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • accurate assessment of human capital value in an organisation through human capital analysis and measurement • documentation relating to data collection, and analysis of human capital and relationship to an organisation's knowledge management and human capital strategy • documentary evidence of human capital audit and production of a talent development plan • input from a wide range of sources providing evidence in respect to a broad range of activities and situations • knowledge of human capital audit and assessment.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • competence is consistently demonstrated over time, and over a range and variety of situations • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • completion of applied projects or learning activities - such as examining the relationship between human capital and human resource development; knowledge and organisational learning; talent attraction and development; and human capital and organisational agility • completion of an action research project isolating the relationship of human capital to an organisation's intellectual and knowledge capital • direct observation of contextual application of skills • oral or written questioning to assess knowledge of methods to value human capital.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBFIM701A Manage financial resources • BSBLED702A Lead learning strategy implementation • PSPHR616A Manage performance management system • PSPMNGT614A Facilitate knowledge management.

Range Statement

RANGE STATEMENT

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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.	
Human capital is the:	• capital asset value of knowledge vested in the individual that can be deployed to maximise organisational and industry competitiveness
Capital asset value is the:	• determination of the value a business may derive from any stock of assets it owns, which can be deployed to create income, or from which interest and future value can be derived
Organisational requirements may include:	• access and equity principles and practices • business and performance plans • collaborative partnerships and arrangements • confidentiality requirements • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • organisational sociocultural circumstances and issues (for example, within Indigenous organisations) • quality and continuous improvement processes and standards • quality assurance and procedures manuals • recording and reporting procedures

Organisation training needs profile may include:	• areas where staff may require further development linked to the organisation's goals and reflect:
	  • age profile
	  • composition - full-time, part-time, casual
	  • formal education and training backgrounds
	  • gender ratio
	  • language and cultural backgrounds
	  • occupational groups
	  • organisational change programs

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RANGE STATEMENT	
	• roster and shiftwork arrangements
Key stakeholders may include:	• customers • instructional designers • instructors • learners • management and staff • members of the public • peers • public agencies, especially regulators • suppliers and learning partners
Human capital needs analysis is the:	• determination of the gap between the human capital an individual, group, organisation or wider grouping (e.g. society or industry) requires as opposed to what is currently available

Information and data analysis will usually occur through deployment of:	• business technology
	• software applications able to assess human capital
	• analysis methods such as:
	  • data sampling
	  • feedback on results
	  • peer review
	  • qualitative and quantitative processes
	  • review of previous research
	  • statistical analysis

Options for the purposes of human capital development planning may include:	• availability of resources, such as financial resources, and information technology and systems • consultancy services • developing in-house capacity to meet identified needs • identifying training or assessment organisations to meet needs • identifying specific units of competency, Australian Qualifications Framework (AQF) qualifications or skill sets to meet needs • time lines • urgency
Talent concerns the:	• total potential an individual brings to an organisation within both current and future

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RANGE STATEMENT	
	contexts
Capacity includes:	• all innate and explicit competencies and capabilities able to be deployed to achieve desired outcomes in both current and future contexts

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Learning and Development

Co-requisite units

Co-requisite units		

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BSBMGT502B Manage people performance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage the performance of staff who report to them directly. Development of key result areas and key performance indicators and standards, coupled with regular and timely coaching and feedback, provide the basis for performance management. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to all managers and team leaders who manage people. It covers work allocation and the methods to review performance, reward excellence and provide feedback where there is a need for improvement. The unit makes the link between performance management and performance development, and reinforces both functions as a key requirement for effective managers. This is a unit that all managers/prospective managers who have responsibility for other employees should strongly consider undertaking.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Allocate work	1.1. Consult relevant groups and individuals on work to be allocated and resources available 1.2. Develop work plans in accordance with operational plans 1.3. Allocate work in a way that is efficient, cost effective and outcome focussed 1.4. Confirm ***performance standards***, ***Code of Conduct*** and work outputs with relevant teams and individuals 1.5. Develop and agree ***performance indicators*** with relevant staff prior to commencement of work 1.6. Conduct ***risk analysis*** in accordance with the organisational risk management plan and legal requirements
2. Assess performance	2.1. Design ***performance management*** and review processes to ensure consistency with organisational

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ELEMENT	PERFORMANCE CRITERIA
	objectives and policies 2.2. Train participants in the performance management and review process 2.3. Conduct performance management in accordance with organisational protocols and time lines 2.4. Monitor and evaluate performance on a continuous basis
3. Provide feedback	3.1. Provide informal feedback to staff on a regular basis 3.2. Advise relevant people where there is poor performance and take necessary actions 3.3. Provide on-the-job coaching when necessary to improve performance and to confirm ***excellence in performance*** 3.4. Document performance in accordance with the organisational performance management system 3.5. Conduct formal structured feedback sessions as necessary and in accordance with organisational policy
4. Manage follow up	4.1. Write and agree performance improvement and development plans in accordance with organisational policies 4.2. Seek assistance from human resources specialists where appropriate 4.3. Reinforce excellence in performance through recognition and continuous feedback 4.4. Monitor and coach individuals with poor performance 4.5. Provide support services where necessary 4.6. Counsel individuals who continue to perform below expectations and implement the disciplinary process if necessary 4.7. ***Terminate*** staff in accordance with legal and organisational requirements where serious misconduct occurs or ongoing poor-performance continues

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to articulate expected standards of performance, to provide effective feedback and to coach staff who need development • risk management skills to analyse, identify and develop mitigation strategies for identified risks • planning and organisation skills to ensure a planned and objective approach to the performance management system.
Required knowledge
• relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant awards and certified agreements • performance measurement systems utilised within the organisation • unlawful dismissal rules and due process • staff development options and information.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • documented performance indicators and a critical description and analysis of performance management system from the workplace • techniques in providing feedback and coaching for improvement in performance • knowledge of relevant awards and certified agreements.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.

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EVIDENCE GUIDE	
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports • demonstration of techniques in providing feedback and coaching • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of work plans, performance indicators, risk analysis,performance management and review processes, performance improvement and development plans.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other management units.

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.	
Performance standards mean:	• level of performance sought from an individual or group which may be expressed either quantitatively or qualitatively
Code of Conduct means:	• agreed (or decreed) set of rules relating to employee behaviour/conduct with other employees or an agreed (or decreed) set of rules relating to employee behaviour/conduct with other employees or customers
Performance indicators mean:	• measures against which performance outcomes are gauged

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RANGE STATEMENT	
Risk analysis means:	• determination of the likelihood of a negative event preventing the organisation meeting its objectives and the likely consequences of such an event on organisational performance
Performance management means:	• in accordance with relevant industrial agreements • process or set of processes for establishing a shared understanding of what an individual or group is to achieve, and managing and developing individuals in a way which increases the probability it will be achieved in both the short- and long-term
Excellence in performance means:	• regularly and consistently exceeding the performance targets established while meeting the organisation's performance standards
Termination means:	• cessation of the contract of employment between an employer and an employee, at the initiative of the employer within relevant industrial agreements

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBMGT516C Facilitate continuous improvement

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to lead and manage continuous improvement systems and processes. Particular emphasis is on the development of systems and the analysis of information to monitor and adjust performance strategies, and to manage opportunities for further improvements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers who take an active role in managing a continuous improvement process in order to achieve an organisation's objectives. Where managers are closely associated with the creation and delivery of products and services, they play an important part in influencing the ongoing development of the organisation. At this level, work will normally be carried out using complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem-solving and decision-making strategies.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA
1. Lead continuous improvement systems and processes	1.1. Develop ***strategies*** to ensure that team members are actively encouraged and supported to participate in decision-making processes, assume responsibility and exercise initiative as appropriate 1.2. Establish ***systems*** to ensure that the organisation's ***continuous improvement processes*** are communicated to ***stakeholders*** 1.3. Ensure that change and improvement processes meet ***sustainability requirements*** 1.4. Develop effective mentoring and coaching processes to ensure that individuals and teams are able to implement and support the organisation's continuous improvement processes 1.5. Ensure that insights and experiences from business

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ELEMENT	PERFORMANCE CRITERIA
	activities are captured and accessible through ***knowledge management systems***
2. Monitor and adjust performance strategies	2.1. Develop strategies to ensure that systems and processes are used to monitor ***operational progress*** and to identify ways in which planning and operations could be improved 2.2. Adjust and communicate strategies to stakeholders according to organisational procedures
3. Manage opportunities for further improvement	3.1. Establish processes to ensure that team members are informed of outcomes of continuous improvement efforts 3.2. Ensure processes include ***recording of work team performance*** to assist in identifying further opportunities for improvement 3.3. Consider areas identified for further improvement when undertaking future planning

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills tocommunicate opportunities for improvement • learning skills to coach and mentor staff, using a range of methods to cater for different learning styles • innovation and lateral thinking skills to design better ways for achieving work outcomes • planning skills to establish and monitor systems and process for continuous improvement • teamwork and leadership skills to gain the confidence and trust of others
Required knowledge
• continuous improvement models • knowledge management systems • quality systems • sustainability principles

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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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development and use of a range of strategies and approaches that improve work outcomes or organisational functioning, using continuous improvement models • monitoring performance and customer service.
Context of and specific resources for assessment	Assessment must ensure access to appropriate documentation and resources normally used in the workplace.
Method of assessment	The following assessment methods are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of reports • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • observationof presentations • oral or written questioning to assess knowledge of quality systems • review of strategies developed to ensure that team members are actively encouraged and supported to participate in decision-making processes, assume responsibility and exercise initiative • evaluation of how customer-service strategies were communicated to stakeholders • review of documentation outlining work team performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

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RANGE STATEMENT	
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.	
Strategies may refer to:	• clarification of roles and expectations • communication devices and processes, such as intranet and email communication systems, to facilitate input into workplace decisions • long-term or short-term plans that factor in opportunities for team input • mentoring and 'buddy' systems to support team members to participate in decision making • performance plans • reward and recognition programs for high performing staff • training and development activities.
Systems may refer to:	• forums and meetings • newsletters and reports • policies and procedures • electronic communication devices.
Continuous improvement processes may include:	• cyclical audits and reviews of workplace, team and individual performance • evaluations and monitoring of effectiveness • modifications and improvements to systems, processes, services and products • policies and procedures that allow an organisation to systematically review and improve the quality of its products, services and procedures • seeking and considering feedback from a range of stakeholders.
Stakeholders may include:	• business or government contacts • funding bodies • individuals within the work team • internal and external contacts • organisation's clients and customers • professional associations • senior management and board members • unions and employee groups.
Sustainability requirements may	• addressing environmental and resource sustainability initiatives, such as environmental management systems,

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RANGE STATEMENT	
include:	action plans, green office programs, surveys and audits • applying the waste management hierarchy in the workplace • complying with regulations and corporate social responsibility considerations for sustainability to enhance the organisation's standing in business and community environments • determining organisation's most appropriate waste treatment, including waste to landfill, recycling, re-use, recoverable resources and wastewater treatment • implementing ecological footprinting • implementing environmental management systems, e.g. ISO 14001:1996 Environmental management systems life cycle analyses • implementing government initiatives, e.g. Australian government's Greenhouse Challenge Plus • improving resource and energy efficiency • initiating and maintaining appropriate organisational procedures for operational energy consumption • introducing a green office program (a cultural change program) • introducing green purchasing • introducing national and international reporting initiatives, e.g. Global Reporting Initiative • introducing product stewardship • reducing emissions of greenhouse gases • reducing use of non-renewable resources • referencing standards, guidelines and approaches, such as sustainability covenants and compacts or triple bottom line reporting • supporting sustainable supply chain.
Knowledge management systems may include:	• best practice transfer • communities of practice • cross-project learning • expert directories • knowledge brokers' knowledge mapping • knowledge repositories • measuring and reporting intellectual capital • mentoring • performance management • post-project reviews • proximity and architecture

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RANGE STATEMENT	
	• social software • storytelling.
Operational progress may refer to:	• customer service indicators • OHS indicators • productivity gains • success in meeting agreed goals and performance indicators.
Recording of work team performance may include:	• annotated performance plans • quantitative data, such as production figures • recommendations for improvement • records and reports.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and leadership - management

Co-requisite units

Co-requisite units		

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BSBMGT616A Develop and implement strategic plans

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish the strategic direction of the organisation, and to sustain competitive advantage and enhance competitiveness. It requires analysis and interpretation of relevant markets, capability assessment of the organisation, and its existing and potential competitors and allies. It also covers implementation of the strategic plan. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in senior roles in the organisation, who have responsibility for ensuring that the organisation is positioned to ensure its long term viability and success. The unit covers the requirements for analysing the organisation's present position, and for developing specific actions and initiatives that will be undertaken by people working in various roles.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Confirm organisational vision and mission	1.1. Check with ***stakeholders*** that organisational vision and mission are still held to be current and are supported 1.2. Make any changes or refinements to vision or mission statement as required 1.3. Review or develop organisational values to support the vision and mission statement 1.4. Gain support for strategic planning process from all relevant stakeholders
2. Analyse the internal and external environment	2.1. Determine information requirements and undertake or commission ***research*** to deliver relevant information 2.2. Analyse political, economic, social, and technological developments in a ***global context*** 2.3. Seek advice from appropriate experts wherever necessary 2.4. Identify and consider strengths and weaknesses of

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ELEMENT	PERFORMANCE CRITERIA
	existing and potential competitors and allies 2.5. Analyse organisation's strengths, weaknesses, opportunities and threats 2.6. Consider co-operative ventures that are supported by risk and cost-benefit analyses, are consistent with the organisational vision, mission and values, and provide for ***due diligence*** 2.7. Check that analysis of internal and external environment is consistent with the perspectives of other informed people
3. Write strategic plan	3.1. Document relevant research and background for inclusion in the strategic plan 3.2. Formulate strategic objectives and strategies needed for the future 3.3. Detail each strategy with an assigned priority, a timeframe, responsible parties and measurable performance indicators 3.4. Circulate strategic plan for comment, support and endorsement
4. Implement strategic plan	4.1. Communicate strategic plan to all relevant parties 4.2. Brief people with a specific role in relation to strategies 4.3. Use performance indicators to monitor progress in implementing plan 4.4. Make necessary refinements to plan 4.5. Evaluate achievement of objectives at agreed milestones 4.6. Review effectiveness of plan and consider methods for improving strategic planning processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to undertake value chain analysis, to review strengths and weaknesses, and to collate and interpret statistical data including trend analysis

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REQUIRED SKILLS AND KNOWLEDGE
• financial skills to consider resource implications of proposed strategies • research skills to ensure accurate, up-to-date information is available for the environmental analysis • risk management skills to plan and undertake appropriate due diligence.
Required knowledge
• relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • strategic planning methodologies including political, economic, social and technological (PEST) analysis and strengths, weaknesses, opportunities and threats analysis (SWOT) • competitor knowledge • codes and by-laws relevant to the organisation's operations.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • thorough analysis of the organisation's own capabilities, those of their existing potential competitors and allies, and the external environment • strategic plan which includes objectives, strategies, timeframes, performance indicators and methods for monitoring the implementation of the plan • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of

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EVIDENCE GUIDE	
	portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of strategic planning methodologies • review of documentation outlining strengths and weaknesses of existing and potential competitors and allies • review of strategies and their assigned priority, timeframe, responsible parties and performance indicators.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Advanced Diploma of Management.

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.	
Stakeholders may include:	• Board • customers • employees • government agencies • owners • shareholders • technical advisers
Research may include:	• commissioned research • demographics • economics • internal research • market segmentation

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RANGE STATEMENT	
	• political • product • social • technological
Global context means:	• examination on a world-wide basis of factors which may impact on the long-term strategic direction of the business
Due diligence means:	• process by which an investor, lawyer, auditor, or other qualified person, verifies the accuracy of data provided by another organisation

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBMKG413A Promote products and services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to coordinate and review the promotion of an organisation's products and services. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of the promotion of products and services specific to an organisation. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA
1. Plan promotional activities	1.1. Identify and assess ***promotional activities*** to ensure compatibility with ***organisational requirements*** 1.2. Plan and schedule promotional activities according to the marketing needs of the organisation 1.3. Determine overall promotional objectives in consultation with ***designated individuals and groups*** 1.4. Ensure that time lines and costs for promotion of activities are realistic and consistent with budget resources 1.5. Develop action plans to provide details of products and services being promoted
2. Coordinate promotional activities	2.1. Ensure ***personnel and resources*** to support promotional activities are identified and prepared to facilitate the achievement of promotional goals 2.2. Identify and agree ***roles and responsibilities*** for delivery of promotional services and allocate to relevant personnel 2.3. Establish and conduct relationships with targeted groups in a manner which enhances the positive image of the organisation 2.4. Use ***networks*** to assist in the implementation of promotional activities
3. Review and report on	3.1. Analyse audience feedback and data to determine

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ELEMENT	PERFORMANCE CRITERIA
promotional activities	the impact of the promotional activity on the delivery of products and services 3.2. Assess effectiveness of planning processes to identify possible improvements in future activities 3.3. Collect ***feedback*** and provide to personnel and agencies involved in promotional activity 3.4. Analyse costs and time lines to evaluate the benefits accruing from the promotional activities 3.5. Prepare conclusions and recommendations from verifiable evidence and provide constructive advice on future directions of promotional activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills to read a variety of texts; to prepare general information and papers; and to write formal and informal letters according to target audience
- technology skills to select and use technology appropriate to a task
- problem-solving skills to manage contingencies in promotional activities
- numeracy skills to analyse data and to compare time lines and promotional costs against budgets.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - environmental issues
  - occupational health and safety (OHS)
- planning processes for organising promotional activities
- organisational marketing plan and associated budgets.

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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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • designing and delivering promotional presentations • evaluating promotional impacts • presenting and advocating promotional strategies within the organisation • assessing and reporting on customer satisfaction
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of products/services and promotional strategies.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of action plans developed for products and services being promoted • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • assessment of written reports.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other marketing, sales or public relations units.

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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.	
Promotional activities may include:	• advertisements • client functions • employee functions • media announcements • product launches • web pages
Organisational requirements may include:	• access and equity principles and practices • confidentiality and security requirements • defined resource parameters • ethical standards • filing and documentation storage processes • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • payment and delivery options • pricing and discount policies • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • replacement and refund policy and procedures • who is responsible for products or services
Designated individuals and groups may include:	• colleagues • committees • customers • external organisations • line management • supervisor
Personnel and resources may include:	• management • marketing funds • organisational personnel • promotional products

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RANGE STATEMENT	
	• samples • technology • time • venue
Roles and responsibilities may include:	• Code of Conduct • job description and employment arrangements • marketing plans • organisation's policy relevant to work role • skills, training and competencies • supervision and accountability requirements including OHS • team structures
Networks may include:	• company • customer • internal • media and promotional • professional • social
Feedback may include:	• customer/client response • employee data • sales orders • market share data • focus groups

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

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Co-requisite units

Co-requisite units		

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BSBMKG513A Promote products and services to international markets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to promote products and/or services of the business within specified international markets. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with managerial responsibility for promoting products and/or services to international markets. This includes planning, coordinating, reviewing and reporting on promotional activities. Management of promotional activities may involve geographic separation from these activities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA
1. Plan promotional activities	1.1. Access marketing plan for international business activity to inform planning of promotional activities 1.2. Access relevant ***information sources*** to support planning of promotional activities 1.3. Identify and assess ***promotional activities*** to ensure compatibility with ***organisational requirements*** and ***cultural appropriateness*** 1.4. Plan and schedule promotional activities according to the marketing needs of the organisation 1.5. Determine overall promotional objectives in consultation with ***designated individuals and groups*** both in international and domestic settings 1.6. Ensure time lines and costs for promotion of activities are realistic and consistent with budget resources 1.7. Develop action plans to provide details of products and/or services being promoted
2. Coordinate promotional activities	2.1. Identify and prepare ***personnel and resources*** to support promotional activities, both in international and domestic settings, to facilitate the achievement of promotional goals 2.2. Identify, agree upon and allocate ***roles and responsibilities*** of overseas and domestic personnel for delivery of promotional activities

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Establish and conduct relationships with targeted groups in overseas settings in a manner which enhances the positive image of the organisation 2.4. Supervise and support roles and responsibilities of overseas personnel involved in promotional activities 2.5. Use ***international business networks*** to assist in the implementation of promotional activities
3. Review and report on promotional activities	3.1. Analyse audience feedback and data to determine the impact of the promotional activity on the delivery of products and/or services 3.2. Assess the effectiveness of planning processes to identify possible improvements in future international promotional activities 3.3. Collect and provide ***feedback*** to personnel and agencies involved in the promotional activity both in international and domestic settings 3.4. Analyse costs and time lines to evaluate the benefits accruing from the internationally based promotional activities 3.5. Prepare conclusions and recommendations from verifiable evidence and provide constructive advice on future directions of internationally based promotional activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- interpersonal skills to establish rapport and build relationships with clients
- organisational and time management skills to sequence tasks and meet time lines
- research, data collection, assessment and evaluation skills to determine appropriate promotional activities for international markets
- technology skills to record and use information gathered about promotional activities.

Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE

• available overseas media
• cultural characteristics of groups within target market
• international business networks
• marketing strategies and promotional activities
• identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as:
  • bilateral or regional trade agreements
  • occupational health and safety (OHS)
  • Trade Practices Act
  • World Trade Organisation rules.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstration of planning, coordinating and reviewing of promotional activities to align with marketing plans and market research undertaken for the international markets selected • report detailing promotional activities undertaken and recommendations to inform and guide future promotional activities in international settings • knowledge of relevant Australian, international and local legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to workplace documents including completed reports • access to feedback on activity from overseas personnel/clients.

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EVIDENCE GUIDE	
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports on promotional activities • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations promoting goods, services or organisation to international clients or business associations/networks • observation of techniques used when undertaking promotional activities • oral or written questioning to assess knowledge of cultural characteristics of groups within target market • review of action plans developed to provide details of products and/or services being promoted • analysis of audience feedback and data • assessment of conclusions and recommendations prepared and advice on future directions of internationally based promotional activities.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • international business units • other marketing units.

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.	
Information sources may include:	• academics and training providers • Austrade and other Australian, state/territory

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RANGE STATEMENT	
	government departments and agencies • overseas embassies, consulates, government departments and agencies within Australia and overseas • trade and industry publications
Promotional activities may include:	• advertisements • client functions • demonstration activities • distribution of free samples • employee functions • media announcements • product launches • web pages
Organisational requirements may include:	• access and equity principles and practice • allocation of responsibilities for products and/or services • confidentiality and security requirements • consideration of cultural issues • defined resource parameters • ethical standards • filing and documentation storage processes • goals, objectives, plans, systems and processes • legal and organisational policy/guidelines and requirements • OHS policies, procedures and programs • payment and delivery options • pricing and discount policies • quality and continuous improvement processes and standards • quality assurances and/or procedures manuals • replacement and refund policy and procedures
Cultural appropriateness refers to:	• appropriateness of activity related to the culture of countries selected for promotion of products and/or services
Designated individuals and groups may refer to:	• colleagues • committees • customers • external organisations such as Austrade, state/territory government departments and agencies, chambers of commerce • line management

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RANGE STATEMENT	
	• supervisor
Personnel and resources may refer to:	• contractors engaged for specific purposes within promotional activity • management • marketing funds • organisational personnel both in international and domestic settings • promotional products • samples • technology • time • venue
Roles and responsibilities may include:	• codes of conduct • considerations of cultural issues • contractual arrangements with consultants or specialists hired for promotional activity • job description and employment arrangements • marketing plans • organisation's policy relevant to work role • skills, training and competencies • supervision and accountability requirements including OHS • team structures
International business networks may refer to:	• formal or informal networks • government sponsored networks through Austrade or state/territory government agencies, chambers of commerce • individuals, groups, organisations • personal or business networks • professional or trade networks
Feedback may be collected from:	• customer/client response data • employee data • focus groups • market share data • sales orders • word-of-mouth reports

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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BSBMKG516B Profile international markets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to select and confirm an appropriate international market. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with managerial responsibility for selecting and confirming appropriate international market/s by identifying the target market, profiling the target market and developing a positioning strategy.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA
1. Select potential international markets for further investigation	1.1. ***Determine readiness*** to market products or services internationally 1.2. List potential international markets for further investigation 1.3. Identify ***information sources*** to inform process for selection of international markets 1.4. Determine and document ***criteria*** to determine suitability of international markets for product or service 1.5. Access and use information sources to determine suitability of international markets for product or service to be marketed 1.6. Select international markets for profiling
2. Identify the target market	2.1. Evaluate and choose ***approaches*** to determining and describing the total market within selected countries for a product or service 2.2. Define the target market for a product or service in terms of prospective ***users***/***consumers***, the selected market segment/s and cultural appropriateness of the product or service 2.3. Use segment descriptors to describe the target market 2.4. Identify available marketing strategic options and select the ***targeting strategy*** that best meets the

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ELEMENT	PERFORMANCE CRITERIA
	requirements of the marketing plan 2.5. Check the cultural appropriateness of the chosen targeting strategy using available information sources
3. Profile the target audience	3.1. Describe the total and selected market and the selected market segment/s in the form of a consumer profile 3.2. Ensure the consumer profile identifies consumer characteristics in standard ***statistical terms*** and/or the descriptive terms used in media selection 3.3. Use ***demographic data*** and/or ***psychographic descriptions*** in the consumer profile in accordance with the requirements of the marketing plan 3.4. Ensure the profile meets organisational requirements in terms of language, format, content and level of detail
4. Develop a positioning strategy	4.1. Identify available ***positioning strategies*** are and choose a strategy to meet ***marketing requirements*** and the consumer profile including the culture of profiled groups 4.2. Check cultural appropriateness of chosen positioning strategies using available information sources 4.3. Write a positioning implementation plan in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to profile international markets, audiences and segments • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • evaluation and assessment skills to investigate international business opportunities • literacy skills to write reports with complex ideas and concepts • research and information-gathering skills to obtain information about prospective international markets, audiences and segments • technology skills to use a range of software to conduct market profiling activities.

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge

• cultural aspects relevant to international markets profiled
• market profiling techniques and related software programs
• organisational requirements for presentation of completed profile
• identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as:
  • occupational health and safety
  • Privacy Act
  • Trade Practices Act
  • World Trade Organisation determinations
• sources of external and internal information on international markets.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • completed profiles where candidate has documented potential international markets based on established criteria, targeting strategy, profile of international markets, positioning strategies, and checks for cultural appropriateness of products • targeting strategy and positioning strategies which account for cultural differences • knowledge of cultural aspects relevant to international markets profiled.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to evidence of completed profiles • access to relevant sources of information to develop profiles.

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EVIDENCE GUIDE	
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of consumer profiles • analysis of responses to case studies and scenarios • observation of demonstrated international market profiling, targeting and segmentation techniques • observation of presentations on international marketing profiles developed • oral or written questioning to assess knowledge of international markets • assessment of positioning implementation plan.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBMKG517A Analyse consumer behaviour for specific international markets.

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.	
Determining readiness may include analysing:	• available financial resources of own organisation • economic conditions within potential international markets • existing competitors • international standards for product or service • knowledge of international laws, conventions and culture • links to and networks within international

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RANGE STATEMENT	
	markets • organisation's experience and capability to market internationally • production capacity and ability to expand capacity as required • research capability

Information sources may include:	• advice from:
	  • academics
	  • chambers of commerce
	  • colleagues who are residents or former residents of chosen countries
	  • industry associations
	  • other private agencies specialising in international trade
	  • professional advisors
	  • senior colleagues
	  • technical experts
	  • training providers
	• government agencies such as Austrade and state/territory government departments
	• professional libraries
	• reference material (paper-based and internet) within organisation
	• trade journals
	• training providers

Criteria may include:	• capabilities, interests and preferences of own organisation
	• economic considerations such as:
	  • economic wealth within selected countries
	  • anticipated cost to provide service or product
	• existing competitors operating within selected country/countries
	• history of product or service provision within selected country/countries
	• relevant international regulations and taxes/duties the product or service would attract
	• trade routes and modes of transport available to destination countries

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RANGE STATEMENT	
Approaches may include:	• identifying consumers with relevant needs • identifying current users of the product or service • identifying people with related characteristics
Consumers may include:	• businesses • government agencies • households • individuals
Targeting strategy may include:	• concentrated, differentiated and mass strategies • differentiation and segmentation • ease of entry • growth considerations • market share • niche markets • price sensitivity • purchasing power • sales volume
Statistical terms may include:	• categories used by the Australian Bureau of Statistics in collecting and reporting census data
Demographic data may include:	• age • children • education • first language • gender • geographic location within country • income • marital status • nationality • occupation
Psychographic descriptions may include:	• activities • interests • lifestyle • opinions • values and attitudes
Positioning strategies may include:	• competitive positioning • conspicuous positioning • image perceptions • market follower positions

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RANGE STATEMENT	
	• market leader positions • me-too positioning • prestige and exclusive positioning • repositioning • service positioning • value positioning
Marketing requirements may include:	• business-to-business marketing • direct marketing • ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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BSBOHS509A Ensure a safe workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish, maintain and evaluate the organisation's occupational health and safety (OHS) policies, procedures and programs in the relevant work area in accordance with OHS legal requirements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Managers play an important role in ensuring the safety of the workplace and the wellbeing of their staff. This unit applies to managers working in a range of contexts. It takes a systems approach and ensures compliance with relevant legislative requirements. All those who have, or are likely to have, a management responsibility for OHS should undertake this unit. It is relevant for those with managerial responsibilities, either as an owner or employee-manager of a business.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Establish and maintain an OHS system	1.1. Locate and communicate OHS policies which clearly express the organisation's commitment to implement relevant ***OHS legislation*** in the enterprise 1.2. Define OHS responsibilities for all workplace personnel in accordance with OHS policies, procedures and programs 1.3. Identify and approve financial and human resources for the effective operation of the OHS system
2. Establish and maintain participative arrangements for the management of OHS	2.1. Establish and maintain participative arrangements with employees and their representatives in accordance with relevant OHS legislation 2.2. Appropriately resolve issues raised through participative arrangements and consultation 2.3. Promptly provide information about the outcomes of participation and consultation in a manner accessible to employees
3. Establish and	3.1. Develop procedures for ongoing hazard

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ELEMENT	PERFORMANCE CRITERIA
maintain procedures for identifying hazards, and assessing and controlling risks	identification, and assessment and ***control of associated risks*** 3.2. Include hazard identification at the planning, design and evaluation stages of any change in the workplace to ensure that new hazards are not created by the proposed changes 3.3. Develop and maintain procedures for selection and implementation of risk control measures in accordance with the hierarchy of control 3.4. Identify inadequacies in existing risk control measures in accordance with the hierarchy of control and promptly provide resources to enable implementation of new measures 3.5. Identify intervention points for expert OHS advice
4. Establish and maintain a quality OHS management system	4.1. Develop and provide an OHS induction and training program for all employees as part of the organisation's training program 4.2. Utilise system for ***OHS record keeping*** to allow identification of patterns of occupational injury and disease in the organisation 4.3. Measure and evaluate the OHS system in line with the organisation's quality systems framework 4.4. Develop and implement improvements to the OHS system to achieve organisational OHS objectives 4.5. Ensure compliance with the OHS legislative framework so that legal OHS standards are maintained as a minimum

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytic skills to analyse relevant workplace data in order to identify hazards, and to assess and control risks • communication skills to consult with staff and to promote a safe workplace • problem-solving skills to deal with complex and non-routine difficulties • technology skills to store and retrieve relevant workplace data.

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
• application of the hierarchy of control (the preferred order of risk control measures from most to least preferred, that is, elimination, engineering controls, administrative controls, personal protective equipment) • hazard identification and risk management • relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination • reporting requirements.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • detailed knowledge and application of all relevant OHS legislative frameworks • establishment and maintenance of arrangements for managing OHS within the organisations' business systems and practices • identification of intervention points for expert OHS advice • principles and practice of effective OHS management in a small, medium or large business.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports • demonstration of techniques

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EVIDENCE GUIDE	
	• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of OHS policies, information provided on the OHS system, information about the outcomes of participation and consultation provided to employees • oral or written questioning to assess knowledge of OHS and OHS legislation • evaluation of OHS induction and training • review of OHS record keeping system.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other OHS units • units from the Diploma of Management.

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.	
OHS legislation will depend on state/territory legislation and requirements, and will include:	• common law duties to meet general duty of care requirements • regulations and approved codes of practice relating to hazards in the work area • requirements for establishment of consultative arrangements including those for health and safety representatives, and health and safety committees • requirements for effective management of hazards • requirements for provision of information and training including training in safe operating procedures, procedures for workplace hazards, hazard identification, risk assessment and risk control, and emergency and evacuation

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RANGE STATEMENT	
	procedures • requirements for the maintenance and confidentiality of records of occupational injury and disease
Control of associated risks may include:	• administrative • counselling/disciplinary processes • elimination • engineering • housekeeping and storage • issue resolution • OHS records maintenance and analysis • personal protective equipment • purchasing of supplies and equipment • workplace inspections including plant and equipment
Organisational health and safety record keeping may relate to:	• audit and inspection reports • workplace environmental monitoring records • consultation e.g. meetings of health & safety committees, work group meeting agendas including OHS items and actions • induction, instruction and training • manufacturers' and suppliers' information including dangerous goods storage lists • hazardous substances registers • plant and equipment maintenance and testing reports • workers compensation and rehabilitation records • first aid/medical post records

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBPMG510A Manage projects

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage a straightforward project or a section of a larger project. This unit addresses the management of projects including the development of a project plan, administering and monitoring the project, finalising the project and reviewing the project to identify lessons learnt for application to future projects. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	The unit focuses on the application of project management skills and the requirement to meet time lines, quality standards, budgetary limits and other requirements set for the project. The unit does not apply to specialist project managers. For specialist project managers, the units of competency in the Project Management competency field will be applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Define project	1.1. Access ***project scope and other relevant documentation*** 1.2. Define project ***stakeholders*** 1.3. Seek clarification from ***delegating authority*** of any issues related to project and ***project parameters*** 1.4. Identify limits of own responsibility and reporting requirements 1.5. Clarify relationship of project to other projects and to the organisation's objectives 1.6. Determine and access available resources to undertake project
2. Develop project plan	2.1. Develop ***project plan*** including timelines, work breakdown structure, role and responsibilities and other details of how the project will be managed in relation to the project parameters 2.2. Identify and access appropriate ***project management tools***

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Formulate risk management plan for project, including occupational health and safety (OHS) 2.4. Develop and approve project budget 2.5. Consult team members and take their views into account in planning the project 2.6. Finalise project plan and gain any necessary approvals to commence project according to documented plan
3. Administer and monitor project	3.1. Take action to ensure project team members are clear about their responsibilities and the project requirements 3.2. Provide ***support for project team members***, especially with regard to specific needs, to ensure that the quality of the expected outcomes of the project and documented time lines are met 3.3. Establish and maintain ***required record keeping systems*** throughout the project 3.4. Implement and monitor plans for managing project finances, resources (human, physical and technical) and quality 3.5. Complete and forward project reports as required to stakeholders 3.6. Undertake ***risk management*** as required to ensure project outcomes are met 3.7. Achieve project deliverables
4. Finalise project	4.1. Complete financial record keeping associated with project and check for accuracy 4.2. Assign staff involved in project to new roles or reassign to previous roles 4.3. Complete project documentation and obtain any ***necessary sign offs*** for concluding project
5. Review project	5.1. Review project outcomes and processes against the project scope and plan 5.2. Involve team members in the project review 5.3. Document lessons learnt from the project and report within the organisation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• communication and negotiation skills to work with team members and other stakeholders to maintain project schedules • literacy skills to read, write and review a range of documentation • planning and organising skills to develop, monitor and maintain implementation schedules • numeracy skills to analyse data, and to compare time lines and promotional costs against budgets • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities.
Required knowledge

• relevant legislation from all levels of government that may affect aspects of business operations, such as:
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • privacy laws
  • environmental issues
  • OHS
• organisational structure, and lines of authority and communication within the organisation
• how the project relates to organisation's overall mission, goals, objectives and operations.

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	
Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential:

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EVIDENCE GUIDE	
competency in this unit	• development of a project plan • details of monitoring arrangement/s and evaluation of the project plan's efficacy to address time lines and budgets of project • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace project documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of how the project relates to the organisation's overall mission, goals, objectives and operations • review of project risk management plan and project plan • evaluation of project reports forwarded to stakeholders • analysis of documentation reviewing project outcomes and processes against the project scope and plan • evaluation of documentation outlining lessons learnt from the project.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other project management units.

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

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RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Project scope and other relevant documentation may include:	• contract or other agreement • project brief • project plan or summary • other documents outlining expected outcomes of the project, inclusions and exclusions from project, timeframes for project, quality standards for project, project resources
Stakeholders may include:	• clients or customers (internal and external) • funding bodies • management, employees and relevant key personnel (internal and external) with special responsibilities • project sponsor
Delegating authority may include:	• customer or client • funding body • manager or management representative • project sponsor
Project parameters may include:	• finances for project • integration of project within organisation • legislative and quality standards • physical, human and technical resources available or required for project • procurement requirements associated with project • reporting requirements • risks associated with project, including OHS • scope of project • time lines
Project management tools may include:	• cost schedule control system • Critical Path Method • Gantt and bar charts • life cycle cost analysis • logistics support analysis • PERT charts • project management software • spreadsheets • technical resources required for the project, for example OHS management system tools

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RANGE STATEMENT	
Support for project team members may include:	• additional physical, human and technical resources (within allocated budget) if and as required • encouragement • feedback • learning and development • regular project team meetings • supervision, mentoring and coaching
Required record keeping systems may include systems for:	• correspondence • financial data including costs, expenditure, income generated, purchases • project outcomes • quality data including any test results • recording of time spent on project and progress in completing project • samples, prototypes, models
Risk management may include:	• changing roles and responsibilities within project team • negotiating an extension of deadline, or redefining completion or quantities or quality of outcomes • outsourcing some aspects of the project • reducing costs • researching and applying more efficient methods for completing project tasks • seeking further resources to meet deadline • sharing of ideas to gain improvements to work undertaken within the project
Necessary sign offs may be required by:	• clients, customers • funding body • management • project sponsor

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBPMG609A Direct procurement and contracting for a project program

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to direct the management of contracting and procurement activities across projects and programs. It covers setting up the contracting process, directing the management of contract and procurement processes and finalising contracts for projects across the program. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	A program is defined as a set of interrelated projects, each of which has a project manager. Multiple projects (sometimes called a portfolio of projects) refers to a number of projects related in some way and managed by the same person as a program to achieve a common organisational objective/s. For the purposes of this unit someone who manages a suite of projects (a program) will be referred to as a program manager. The functions performed by a project manager to manage procurement within individual projects are addressed in BSBPMG509A Manage project procurement. It should be noted that conflicting priorities between projects are managed with higher project authority support, in this case project governance committees or senior management.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Direct planning for project contracting and procurement	1.1. Direct product specifications and procurement requirements for procurement and contract planning, in consultation with appropriate stakeholders 1.2. Direct development of ***procurement strategies***, ***methods and management plans*** in line with project objectives across the program
2. Direct set up of contract and procurement process	2.1. Direct project managers to source organisations that meet procurement requirements 2.2. Establish selection processes and selection criteria, in consultation with stakeholders, and arrange for

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ELEMENT	PERFORMANCE CRITERIA
	communication to prospective contractors 2.3. Ensure contract and procurement actions accord with organisation and program objectives
3. Direct management of contract and procurement process	3.1. Provide direction for requirements of ***proposals*** and arrange communication to prospective contractors 3.2. Ensure responses are evaluated and preferred contractors are selected in accordance with agreed selection processes 3.3. Direct negotiation of contract terms and conditions between client and preferred contractor
4. Direct management of contracts	4.1. Direct management of contract and procurement activities in accordance with program contract and procurement management guidelines 4.2. Provide direction for regular reviews from available ***records*** and information, and ensure variances are analysed and changes are agreed for implementation 4.3. Ensure project managers work within the legal and organisational framework for contracts 4.4. Identify potential, perceived and actual contractual conflicts and approve remedial actions to minimise disruption
5. Direct finalisation of contracts	5.1. Direct finalisation activities for management of contract deliverables in accordance with contractual project and program requirements 5.2. Direct review and analysis of project outcomes to determine the effectiveness of contract and procurement processes and procedures 5.3. Aggregate and use lessons learned for application in planning and implementation of later projects within the program and, where appropriate, pass on to organisational management for use in strategic planning

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

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REQUIRED SKILLS AND KNOWLEDGE
• literacy skills to communicate decisions, to comprehend complex contractual provisions and to write quality reports • negotiation skills to set up contracts, to agree prices and terms, and to resolve disputes • planning and organising skills to ensure procurement processes are properly established and sequenced • analytical skills to review program performance and to recommend improvements.
Required knowledge
• contract management and legal obligations of both parties • procurement processes and options.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrated experience in successfully directing procurement and contract management processes across a range of concurrent projects • knowledge of contract management and legal obligations.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace contractual and procurement documentation • consideration of feedback from project team and stakeholders as to how procurement and contractual processes were handled.
Method of assessment	A range of assessment methods should be used to assess practical skill and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance of scope

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EVIDENCE GUIDE	
	management techniques by the candidate • analysis of responses addressing different project scope management case studies and scenarios • oral or written questioning to assess knowledge of strategies for managing project procurement and contracts, and their application to different situations • review of established selection processes and selection criteria and how they were communicated to prospective contractors • assessment of identified potential, perceived and actual contractual conflicts and remedial actions taken to minimise disruption.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units in the Advanced Diploma of Project Management.

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.	
Procurement strategies, ***methods and management plans*** may include:	• conflict resolution processes • contract performance plans and an associated performance monitoring processes • contractor and sub-contractor responsibilities, controls and reporting relationships • explanatory information (for example background, restrictions or expectations) relating to special terms and conditions, planning for long lead-time items and critical program components, and transition plans • procurement, test and acceptance procedures and payment schedules

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RANGE STATEMENT	
Proposals may take the form of:	• expressions of interest • quotations • submissions • tenders
Records may take the form of:	• contract analysis, evaluation of options and strategy development • contract discharge procedures and outcomes • contract negotiation documentation, for example contract negotiation strategies, plans, team and individual directives • contractor identification, evaluation and selection records • development and management of contract change procedures • procurement management lessons learned • procurement management plans • product specifications • progress measurement and conflict resolution process records • test and acceptance procedures

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Project Management

Co-requisite units

Co-requisite units		

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Co-requisite units		

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BSBREL402A Build client relationships and business networks

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish, maintain and improve client relationships, and to actively participate in networks to support attainment of key business outcomes. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals in a variety of roles who are required to establish, maintain and improve client relationships to facilitate organisational objectives. This unit primarily applies to marketing and sales professionals who depend on excellent interpersonal relationships and communication skills to achieve outcomes, but may also apply to other individuals working in any industry.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Initiate interpersonal communication with clients	1.1. Identify and use ***preferred client communication styles and methods*** 1.2. Establish rapport with clients using ***verbal*** and ***non-verbal communication*** processes 1.3. Investigate and act upon opportunities to offer positive feedback to clients 1.4. Use open questions to promote two-way communication 1.5. Identify and act upon potential ***barriers to effective communication*** with clients 1.6. Initiate communication processes which relate to client needs, preferences and expectations
2. Establish client relationship management strategies	2.1. Develop client loyalty objectives focussing on the development of long term business partnerships 2.2. Assess client profile information to determine approach 2.3. Develop ***client loyalty strategies*** to attract and retain

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ELEMENT	PERFORMANCE CRITERIA
	clients in accordance with the business strategy 2.4. Identify and apply ***client care and client service standards***
3. Maintain and improve ongoing relationships with clients	3.1. Develop ***strategies to obtain ongoing feedback*** from clients to monitor satisfaction levels 3.2. Develop strategies to elicit feedback which provide information in a form that can be used to improve relationships with clients 3.3. Obtain feedback to develop and implement strategies which maintain and improve relationships with clients
4. Build and maintain networks	4.1. Allocate time to establish and maintain business contacts 4.2. Participate in ***business associations*** and/or ***professional development activities*** to establish and maintain a ***network*** of support for the business and to enhance personal knowledge of the market 4.3. Establish communication channels to exchange ***information and ideas*** 4.4. Provide, seek and verify information to the network

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to determine client needs and preferences through active listening and presenting ideas clearly and precisely • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • interpersonal skills to establish rapport, and to build and maintain relationships with clients.
Required knowledge

• key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects business operations, such as:
  • anti-discrimination legislation
  • consumer laws including appropriate state/territory legislation

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REQUIRED SKILLS AND KNOWLEDGE
• ethical principles • marketing code of practice • privacy laws • Trade Practices Act • marketing communications concepts and processes • principles and techniques for effective communication and networking • sources of business related networks.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • establishing and maintaining relationships with a range of clients related to the candidate's business • participating in and providing, an active contribution to a business related network.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports or journals on client relationship activities • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of the candidate communicating with clients • observation of presentations made to business networks • oral or written questioning to assess knowledge and understanding

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EVIDENCE GUIDE	
	• review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other relationship management units • marketing units.

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.	
Preferred client communication styles and methods may include:	• email • face-to-face • mail • phone
Verbal communication may include:	• articulation • clarity of speech • feedback • language • listening skills • open questions • questioning skills • voice modulation • voice projection
Non-verbal communication may include:	• active listening • body language • body orientation • clothing • colour • distance

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RANGE STATEMENT	
	• facial expression • grooming • gestures • music • posture • sound • touching • voice
Barriers to effective communication may include:	• acting on false assumptions and stereotypes • cultural differences not being addressed • educational differences not being addressed • failure to prominently display contact details in all communications provided to the client • inappropriate word choice • ineffective non-verbal communication • lack of 'contact us' forms or pages on websites • lack of distribution of reply paid cards or envelopes in mail outs • lack of voice modulation and articulation • limited opening hours of call centres or office • not listening actively • organisational factors • physical, personal, gender and age differences not being addressed
Client loyalty strategies include:	• access to dedicated staff • added value offers • anniversary offers • client clubs • client reward schemes • credit or discount facilities • dedicated or private facilities • discounts • formal letter of thanks • frequent purchaser programs • handwritten note thanking the client • offering promotional items • phone call thanking client for the business • regular recontact with best clients • thank you gifts and promotions
Client care and client service	• accuracy of billing

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RANGE STATEMENT	

standards may include:	• accuracy of product/service descriptions, specifications in marketing communications
	• complaint resolution times
	• incidences of stock outs and back orders
	• on-hold times
	• order delivery standards such as:
	  • whether right product or service was delivered
	  • delivered to right person or address
	  • delivered on time
	  • politeness, helpfulness and grooming of delivery staff
	  • delivery vehicles parked properly
	  • cleanliness of delivery vehicles
	• shipment tracking services
	• telephone answering times and responses

Strategies to obtain ongoing feedback may include:	• including 'comments and queries' or 'bouquets and brickbats' on all order forms • complaints handling procedures • email • letter • soliciting complaints • surveys of current clients • surveys of lapsed clients to determine reason/s for ceasing to buy • telephone interviews • training staff to ask open questions about product or service levels
Business associations may include:	• chambers of commerce • industry associations • institutes • professional bodies • societies
Professional development activities may include:	• demonstrations • exhibitions • fairs • industry information seminars • industry training • pre-launch activities • technical information briefings

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RANGE STATEMENT	
	• trade shows
Networks may include:	• business • formal • groups • individuals • informal • organisations • personal
Information and ideas may include:	• changes in the environment • changing customer requirements • information on competitors' activities • personal, professional or business support

Unit Sector(s)

Unit sector	

Competency field

Competency field	Stakeholder Relations - Relationship Management

Co-requisite units

Co-requisite units		

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BSBREL501A Build international client relationships

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to build effective international client relationships. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with managerial responsibility for building, maintaining and improving effective relationships with international clients including building interpersonal communication strategies. This managerial responsibility also includes analysing, identifying and applying culturally appropriate communication strategies with these clients.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA
1. Build interpersonal communication strategies	1.1. Establish database of international clients with relevant ***fields***
	1.2. Establish and note preferred ***mode of communication*** for communicating with international clients
	1.3. Take into account the influence of ***geographic separation*** in establishing preferred mode of communication with international clients
	1.4. Use a ***diary*** of communications with international clients to provide reminder to facilitate regular contact with international clients
	1.5. Establish a record keeping strategy for communications with international clients
2. Analyse and identify culturally appropriate communication strategies with clients	2.1. Identify ***sources of information*** relating to ***culturally appropriate styles of communication*** for specific cultural groups among international clients
	2.2. Analyse and note, using available information sources, culturally appropriate styles of communication for specific cultural groups among international clients
3. Apply culturally appropriate communication strategies with clients	3.1. Use preferred client communication styles and modes of communication in communications with international clients
	3.2. Use culturally appropriate verbal and non-verbal

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ELEMENT	PERFORMANCE CRITERIA
	communication processes to establish rapport with international clients 3.3. Use active listening to establish rapport with international clients 3.4. Investigate and act upon opportunities to offer positive feedback to clients 3.5. Use open questions to promote two-way communication 3.6. Identify and act upon potential ***barriers*** to effective communication with international clients including those that are influenced by culture 3.7. Ensure communication processes initiated identify client needs, preferences and expectations
4. Maintain and improve relationships with international clients	4.1. Develop strategies to establish processes for obtaining ongoing feedback from international clients to monitor satisfaction levels using ***appropriate techniques*** 4.2. Use strategies developed to elicit feedback to provide information in a form that can be used to improve relationships with international clients 4.3. Use feedback obtained to develop and implement strategies to maintain and improve relationships with international clients 4.4. Review the effectiveness of communication with international clients on a regular basis

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • interpersonal skills to establish rapport, build relationships with others and demonstrate empathy in a cross-cultural context • technology skills to use a range of software to record details about international client relationships formed.
Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE
• characteristics of specific cultural groups • identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as: • Trade Practices Act • principles of communication theory, especially cross-cultural communication • range of products or services marketed by business in international settings • range of software programs to be used in financial reporting activities • sources of information about relevant cultural groups.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • building, maintenance and improvement of relationships with international clients over time • processes used to analyse, identify and apply culturally appropriate communication strategies with international clients • knowledge of characteristics of specific cultural groups.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to workplace documents and records.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • direct questioning combined with review of portfolios of evidence and third party workplace

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EVIDENCE GUIDE	
	reports of on-the-job performance by the candidate • observation of presentations • observation of techniques used to gather market intelligence • oral or written questioning to assess knowledge of principles of communication theory, especially cross-cultural communication • review of communications diary with international clients • assessment of analysis and noting of culturally appropriate styles of communication for specific cultural groups among international clients • evaluation of strategies developed to establish processes for obtaining ongoing feedback from international clients.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBREL502A Build international business networks.

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.	
Fields may include:	• contact details (addresses, phone, fax, email, mobile) • cycle for contact • names of individuals and their companies • notes on preferred communication style • preferred mode of communication • records of communications • title/job role
Mode of communication may	• email

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RANGE STATEMENT	
include:	• fax • letter • phone • visit
Geographic separation may include:	• differences in time zones • lack of opportunities for face-to-face contact
Diary formats may include:	• electronic • linked to database of international clients • paper-based
Sources of information may include:	• academic publications and personnel • advice provided by Austrade and state/territory government agencies, chambers of commerce • staff within own organisation from same cultural group as international clients • trade and business publications
Culturally appropriate styles of communication may include:	• differences in assertiveness across cultures and individuals • distance between communicating parties • eye contact • forms of address used for names • voice tone
Barriers may include:	• cultural differences • educational differences • non-verbal communication • not listening actively • organisational • physical, personal, and age differences • stereotypes • voice modulation and articulation • word choice
Appropriate techniques may include:	• email • letter • survey instruments • telephone

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - International Business

Co-requisite units

Co-requisite units		

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BSBREL502A Build international business networks

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to build international business networks. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with managerial responsibility for setting up, maintaining and reviewing participation in international business networks to benefit the business and its clients in a culturally appropriate way.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA
1. Develop and maintain appropriate international business networks	1.1. Allocate time to build and maintain international business ***networks*** 1.2. Identify ***opportunities to build international business networks*** 1.3. Use participation in international and Australian ***business associations***, trade fairs, conferences, and ***professional development activities*** to establish and maintain a network of support for the business and to enhance personal knowledge of international markets 1.4. Identify and maximise opportunities to make face-to-face contact with overseas business associates and international business network members 1.5. Establish communication channels to exchange ***information and ideas*** with international business network members 1.6. Provide input to the network and seek and verify feedback
2. Reflect social and cultural awareness in developing and maintaining international business networks	2.1. Identify ***sources of information*** relating to ***social and cultural awareness*** for specific cultural groups within current and prospective network membership 2.2. Analyse and note sources of information relating to social and cultural awareness for specific cultural groups within current and prospective network

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ELEMENT	PERFORMANCE CRITERIA
	membership using available information sources 2.3. Use communication styles and social mores appropriate to specific cultural groups in relating to individuals and groups within the network 2.4. ***Review the quality of communication and relationships*** with network members on a regular basis to determine effectiveness of communication styles and interactions
3. Review own participation in international business networks	3.1. Estimate and document costs of own participation in international business networks 3.2. ***Quantify*** and document the value of outcomes derived from participation in international business networks 3.3. Analyse the value of outcomes derived from participation in international business networks in comparison to costs of participation 3.4. Ensure that decisions are made and implemented to increase, maintain or decrease participation in networking activity as a result of review process

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • interpersonal skills to demonstrate empathy and cultural sensitivity • interpersonal skills to establish rapport and to build networks internationally • research, analysis, evaluation and assessment skills to identify relevant business networks.
Required knowledge
• characteristics of specific cultural groups • existing international business networks • identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as:

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REQUIRED SKILLS AND KNOWLEDGE
• Trade Practices Act • principles of communication theory, especially cross-cultural communication • sources of information about relevant cultural groups • sources of information related to cultural groups and support for international business activity.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • building, maintenance and review of international business network/s to facilitate improved cross-cultural and social communication • knowledge of interpersonal skills required to establish rapport and to build networks internationally.
Context of and specific resources for assessment	Assessment must ensure: • access to international business networks • access to workplace records including journals and diaries if required • access to feedback from other members of candidate's network.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of techniques used to build international business networks • oral or written questioning to assess knowledge of existing international business networks • review of opportunities identified to build

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EVIDENCE GUIDE	
	international business networks • assessment of analysis and noting of sources of information relating to social and cultural awareness for specific cultural groups within current and prospective network membership • evaluation of analysis of the value of outcomes derived from participation in international business networks in comparison to costs of participation.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBREL501A Build international client relationships.

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.	
Networks may include:	• formal or informal • government sponsored networks through Austrade or state/territory government agencies • individuals, groups, organisations • personal or business • professional or trade networks
Opportunities to build international business networks may include:	• Austrade and state/territory government agency workshops, functions and events • company sponsored travel overseas • conferences • industry or business association functions and events • key events such as (overseas and Australian) national celebrations • product launches

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RANGE STATEMENT	
	• professional development activities • receptions by overseas government bodies in Australia and overseas (e.g. overseas trade delegations, embassies, consulates, trade attachÃ©s) • trade fairs
Business associations may include:	• government sponsored groups • industry bodies • professional associations
Professional development activities may include:	• Austrade and state/territory government agency workshops, functions and events • demonstrations • industry information seminars/conferences • industry training (formal or informal) • pre-launch activities • technical information briefings • trade shows/fairs
Information and ideas may include:	• changes in the environment • changing customer requirements • information on competitors' activities • opportunities for new international business activity • personal, professional or business support • trends and movements having an impact on international business activity
Sources of information may include:	• academic publications and personnel • advice provided by Austrade and state/territory government agencies, chambers of commerce • staff within own organisation from same cultural group as international clients • trade and business publications
Social and cultural awareness may include:	• aspects of culture and society unique to other countries that differ from Australian culture and society
Reviewing the quality of communication and relationships may include:	• analysing the business outcomes from relationships cultivated with network members • analysing the responses of network members • gauging confidence gained and given by network members
Quantifying may include:	• analysing future gains not yet realised • making estimations and approximations

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RANGE STATEMENT	
	• making projections based on trends

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - International Business

Co-requisite units

Co-requisite units		

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BSBREL701A Develop and cultivate collaborative partnerships and relationships

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish collaborative partnerships and relationships with business and industry stakeholders to promote and advance learning programs. The unit also covers communicating to influence others, cultivating new and existing partnerships, establishing positive collaborative relationships, leading the establishment of a partnership program and establishing reporting mechanisms. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to leaders or managers working in either an educational organisation or a non educational enterprise where learning is used to build capabilities. It includes forming partnerships or other collaborative arrangements to achieve improved learner, community, career, or work outcomes. Educational leaders gain the respect of colleagues, contacts, clients and the community through demonstrating professionalism in all aspects of their work; this professionalism is underpinned by their educational expertise and effective interpersonal and communication skills. In the vocational education and training sector, learning leaders and managers must build partnerships and lead in a collaborative manner to ensure learning has a strategic role in the ever changing context, and in the face of complex influences that affect learning.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Communicate to influence relevant individuals and stakeholders	1.1. Generate trust, confidence and support from ***relevant individuals***, other ***stakeholders*** and ***potential learners*** by demonstrating a high standard of personal performance and conduct 1.2. Implement ***communication strategies*** to represent the organisation positively to media, local community and stakeholders

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ELEMENT	PERFORMANCE CRITERIA
	1.3. Make decisions in consultation with relevant stakeholders and relevant individuals where appropriate 1.4. Use a range of ***influencing strategies*** to increase commitment from staff and stakeholders to achieve organisational requirements and to contribute to desired culture 1.5. Undertake selected community and/or professional engagements that project a positive image of the organisation to the broader community and stakeholders
2. Cultivate new and existing partnerships with stakeholders	2.1. Establish outcomes to be achieved from a learning ***partnership*** 2.2. Analyse models for effective consultation and collaboration within a partnership 2.3. Cultivate ***collaborative communities*** and partnerships through application of a range of learning and communication solutions 2.4. Forge relationships, collaborative communities or partnerships between a ***training and assessment organisation*** and a ***public or private sector enterprise*** 2.5. Consult stakeholders to establish vocational education and training ***partnership learning programs***
3. Establish positive collaborative relationships	3.1. Establish processes that contribute to the creation and maintenance of a positive culture that embraces collaboration 3.2. Establish processes to ***resolve conflict in a fair, equitable and collaborative manner*** 3.3. Organise and allocate work activities in a cost effective and equitable manner with clear, quantifiable and agreed ***performance standards*** 3.4. Encourage staff to embrace a learning culture and to undertake activities that develop their personal competence and performance 3.5. Empower individuals to develop their own ways of working within agreed boundaries of competence, cultural, ***diversity*** and ***organisational and legal requirements*** 3.6. Establish ***indicators*** and ***feedback processes*** that can be used to evaluate the health of the work environment

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ELEMENT	PERFORMANCE CRITERIA
4. Lead establishment of a partnership program	4.1. Identify and address ***relevant organisational policies and procedures*** in partnership learning program plans 4.2. Identify and incorporate relevant legal requirements into planning of learning programs established in a community or partnership setting 4.3. Form partnership learning programs in collaborative and consultative processes involving public or private sector enterprises 4.4. Plan and allocate ***resource requirements*** to accomplish a partnership learning program 4.5. Establish relevant organisational policies and procedures relating to partnerships, and training and assessment services
5. Establish reporting mechanisms for partnership program	5.1. Establish ***reporting systems*** for ***reporting results***, that meet ***reporting requirements***, against planned partnership outcomes 5.2. Implement ***reporting systems*** to map learner progress against partnership outcomes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analysis and interpretation skills to:
  - evaluate organisational information management systems, policies and procedures
  - select relevant evaluation information and documentation
  - identify any potential and current non-compliance
  - access and interpret organisation's standards and values
  - analyse records or notes of the evaluation process
- initiative and enterprise skills to establish collaborative partnerships and relationships
- interpersonal and communication skills to negotiate, to question, to listen and investigate, to network and clarify issues
- planning and organising skills to:
  - research and evaluate validation processes, and to determine and implement

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REQUIRED SKILLS AND KNOWLEDGE
improvements to these processes • develop and establish agreement to plans • problem-solving skills to review feedback and to plan improvements • teamwork skills to lead and motivate a team in establishing productive networks, partnerships and other relationships.
Required knowledge
• relevant legislation that affects the business operation, especially in regard to OHS and environmental issues, equal opportunity and anti-discrimination, industrial relations • organisation mission, purpose and values • organisation objectives, plans and strategies • leadership styles • personal development planning methodologies • data collection methods • external environment scanning relating to social, political, economic and technological developments • emotional intelligence and its relationship to individual and team effectiveness • organisational transformation and the management of the stages of change • organisational design and building in responsiveness of operations to change in customer or market conditions.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrated capacity to foster learning partnerships, conduct stakeholder consultation and use strategic and personally enhancing communication skills • developing collaborative approaches to enhance individual, team and organisational outcomes • initiating and implementing learning program partnerships in line with relevant regulatory, employment and organisational requirements

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EVIDENCE GUIDE	
	• knowledge of relevant policy, legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: • competence is consistently demonstrated over time, and over a range and variety of situations • access to required assessment facilities and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of applied projects or learning activities, especially relating to formation of professional networks and stakeholder consultation in relation to forming partnerships for vocational education and training programs • direct observation of contextual application of skills • submission of a portfolio of evidence including previous work forging partnerships • oral or written questioning to assess knowledge of development of industry learning partnerships.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBLED702A Lead learning strategy implementation • BSBLED707A Establish career development services • BSBLED709A Identify and communicate trends in career development • PSPMNGT614A Facilitate knowledge management.

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

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RANGE STATEMENT	
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.	
Relevant individuals may include:	• employees • employers • government agencies and departments • learners/students • industry associations, employer bodies, professional associations • industry representatives • national Industry Skills Councils • people working in the roles targeted by training • regulatory and licensing authorities • research agencies • state/territory industry training advisory bodies • subject or technical specialists or experts • unions • universities
Stakeholders may include:	• administrative and regulatory bodies • coordinators, teachers, assessors, coaches, mentors and support staff • employees • industry, employee, employer, professional and peak bodies or associations • learners/students • other training and assessment organisations • public or private sector enterprise
Potential learners may include:	• apprentices and trainees • current or ongoing learners and clients • existing industry and enterprise employees • individuals changing careers • individuals learning new skills and knowledge • individuals or groups meeting licensing or other regulatory requirements • individuals seeking to upgrade competencies • individuals who are unemployed • individuals who have a disability • members of target groups such as Aboriginal and Torres Strait Islander communities

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RANGE STATEMENT	
	• overseas learners and international students • potential learners and clients • recent migrants and people from culturally and linguistically diverse backgrounds • school leavers, new entrants to the workforce
Communication strategies may include:	• conducting presentations • developing and applying interview and interpersonal communication protocols • developing and circulating marketing materials • developing promotional materials and course outlines • initiating and conducting a public communication strategy
Influencing strategies may include:	• debate • dialogue • discussion • formal and informal techniques • levels of participation • moderated negotiations • networking • strategies applied face-to-face or collectively (e.g. in a learning community or community of practice)
Partnerships may:	• be informal • be physical or virtual (e.g. online) • involve a formal agreement • involve one or more enterprises, and training and assessment organisations • involve one or more learning programs
Collaborative communities may include:	• communities of practice • formal or informal relationships • informal and formal groups in collaborative relationships • knowledge communities • knowledge networks • learning communities • physical or virtual relationships • supply chain communities • virtual circles
Training and assessment	• organisation that delivers non-recognised

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RANGE STATEMENT	
organisation may include:	vocational education and training • organisation working in a partnership arrangement with an RTO to deliver recognised vocational education and training • RTO delivering recognised vocational education and training services such as TAFE institutes, private commercial colleges and organisations, enterprises, community organisations, group training companies and secondary schools
Public or private sector enterprises may include:	• community bodies • government agencies • privately owned companies
Partnership learning program may include:	• accredited course which includes Training Package outcomes • community education program • nationally endorsed qualification from a Training Package or accredited course • part of a VET in Schools program • part of an apprenticeship or traineeship • professional development program • short course or non-recognised vocational program • short-term development plan • short-term induction program • subset of a learning strategy • traineeship or apprenticeship • workplace learning program
Resolving conflict in a fair, equitable and collaborative manner may include:	• adherence to relevant legislative, legal, workplace requirements • application of organisational complaints procedures • internal or external specialists
Performance standards may be based on:	• personal or task outcomes • span short- or long-term outcomes • strategic, operational outcomes
Diversity includes difference in:	• age • belief systems and values • culture • expertise, experience and working styles • gender

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RANGE STATEMENT	
	• interpersonal style • interests • language, literacy and numeracy • physical differences • politics • race • religion • sexual orientation • thinking and learning styles
Organisational and legal requirements may include:	• collaborative and partnership arrangement agreements such as memoranda of understanding • confidentiality and privacy requirements • licensing requirements • requirements for initial and continuing registration as defined in the AQTF Standards for Registered Training Organisations and state/territory legislation and regulations governing provider registration and course accreditation • requirements of awards and enterprise bargaining agreements • requirements of endorsed Training Packages • requirements of other relevant commonwealth and state/territory legislation, for example relating to matters such as OHS, anti-discrimination, workplace and industrial relations, workers compensation, apprenticeships and traineeships • requirements set by professional associations • requirements set by quality systems

Indicators may include:	• formal human resources and related indicators to provide benchmark, comparative measures on:
	  • average hours in relation to output per employee
	  • down-time
	  • related operational and planning indicators
	  • revenue per employee/team
	  • staff absenteeism
	  • staff satisfaction

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RANGE STATEMENT	
	• staff turnover • training hours
Feedback processes include:	• formal complaints or suggestions procedures • formal-informal • independent audits • management audits/workplace checks • surveys • virtual or physical • whistleblower policy

Relevant organisational policies and procedures may include:	• access and equity
	• assessment procedures and options
	• client services
	• confidentiality requirements
	• ethical standards
	• fees and payment schedule
	• grievance and appeals processes
	• learner selection, enrolment, induction and orientation procedures
	• mutual recognition obligations
	• policies and procedures being available to all personnel, learners, clients and candidates
	• staff recruitment, induction and ongoing development and monitoring
	• support services available
	• human resources policies and procedures and legal requirements including anti-discrimination, equal employment, OHS
	• administrative and records management systems, for example that relating to:
	  • contract manager
	  • document version control
	  • maintenance, retention, archiving, retrieval, storage and security of training and assessment information and records
	  • personnel responsible for analysing statistics and data to ensure organisation complies with relevant standards across all of its operations and training and assessment activities
	  • privacy and access to training and assessment information and records

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RANGE STATEMENT	
	• reporting and recording requirements and arrangements • supervisors and managers • union and employee representatives • users of training information such as finance personnel, human resources personnel, employers
Resource requirements may include:	• additional staff • distribution costs • equipment • production costs • promotional costs • research and development • re-tooling • staff training
Reporting systems for reporting results may include:	• arrangements for the issuing of Australian Qualifications Framework (AQF) qualifications and Statements of Attainment • arrangements for recognising and recording current competencies • electronic student management system which complies with AVETMISS or other reporting or statistical collection requirements • internal organisational recording and reporting systems • record keeping policies and procedures
Reporting results may include:	• Australian Apprenticeship Centre forms and letters such as for incentives and completions • availability of all reports and records for audit and monitoring purposes • enrolment forms • financial reporting for funding and payments from funding body • OHS incident reporting systems • performance agreements • reporting for apprenticeship and traineeship program delivery • reporting for in-house or internal program delivery • Training Contract and RTO notifications
Reporting requirements may	• AQTF Standards for Registered Training

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RANGE STATEMENT	
include those specified in:	Organisations • AVETMISS process documentation • organisational documentation

Reporting systems to map learner progress against partnership outcomes may include:	• electronic systems including those using business technology such as:
	  • computers
	  • hardware
	  • software
	  • telephone networks
	• physical systems such as face-to-face and print communications

Unit Sector(s)

Unit sector	

Competency field

Competency field	Stakeholder Relations - Relationship Management

Co-requisite units

Co-requisite units		

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BSBRES401A Analyse and present research information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to gather, organise and present workplace information using available systems. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are required to apply their broad knowledge of the work environment to analysis and research tasks. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA
1. Gather and organise information	1.1. Gather and organise ***information*** in a format suitable for analysis, interpretation and dissemination in accordance with ***organisational requirements*** 1.2. Access information held by the organisation ensuring accuracy and relevance in line with established organisational requirements 1.3. Ensure that ***methods of collecting information*** are reliable and make efficient use of resources in accordance with organisational requirements 1.4. Identify research requirements for combining online research with non-electronic sources of information 1.5. Use ***business technology*** to access, organise and monitor information in accordance with organisational requirements 1.6. Update, modify, maintain and store information, in accordance with organisational requirements
2. Research and analyse information	2.1. Clearly define ***objectives of research*** ensuring consistency with organisational requirements 2.2. Ensure that data and ***research strategies*** used are valid and relevant to the requirements of the research and make efficient use of available resources 2.3. Identify ***key words and phrases*** for use as part of any online search strategy, including the use of ***Boolean operators*** and other search tools

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ELEMENT	PERFORMANCE CRITERIA
	2.4. Use reliable ***methods of data analysis*** that are suitable to research purposes 2.5. Ensure that assumptions and conclusions used in analyses are clear, justified, supported by evidence and consistent with research and ***business objectives***
3. Present information	3.1. Present recommendations and issues in an appropriate format, style and structure using suitable business technology 3.2. Structure and format reports in a clear manner that conforms to organisational requirements 3.3. Report and distribute research findings in accordance with organisational requirements 3.4. Obtain ***feedback*** and comments on suitability and sufficiency of findings in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills to read, write and understand a variety of texts; and to edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- problem-solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate
- technology skills to select and use technology appropriate to a task
- research skills to identify and access information.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- organisational record keeping/filing systems, security procedures and safe

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REQUIRED SKILLS AND KNOWLEDGE
recording practices • organisational policies and procedures relating to distribution of workplace information, and legal and ethical obligations • research processes and strategies to identify new sources (online and print) of information and to use them most efficiently and effectively.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • presenting information and data • maintaining and handling data and documents systematically • analysing and interpreting data to support organisational activities • knowledge of research processes and strategies to identify new sources of information.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of research tasks and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • review of documentation outlining recommendations and issues

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EVIDENCE GUIDE	
	• review of reports outlining research findings.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • IT use units • Governance units

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.	
Information may include:	• demographic data • service delivery records • computer databases (library catalogue, customer records, subscription database, internet) • computer files (letters, memos and other documents) • correspondence (faxes, memos, letters, email) • financial figures • forms (insurance forms, membership forms) • information on training needs • invoices (from suppliers, to debtors) • marketing reports/plans/budgets • personnel records (personal details, salary rates) • production targets • sales records (monthly forecasts, targets achieved)
Organisational requirements may include:	• anti-discrimination and related policy • business and performance plans • Code of Conduct/Code of Ethics

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RANGE STATEMENT	
	• defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • information protocols • legal and organisational policies, guidelines and requirements • management and accountability channels • OHS policies, procedures and programs • procedures for updating records • quality assurance and/or procedures manuals • security and confidentiality requirements
Methods of collecting information may include:	• checking research provided by others • checking written material including referrals and client files • individual research • information from other organisations • interviews with community members, colleagues/customers • observation and listening • previous file records • questioning (in person or indirect) • recruitment applications and other forms
Business technology may include:	• answering machine • computer • fax machine • photocopier • telephone
Objectives of research may include:	• comparative analysis • hypothesis testing • identification of trends • industry pricing policies • process mapping • situational diagnosis
Research strategies may include:	• data analysis • documentation reviews • focus groups • interviewing colleagues and clients • online searching • product sampling • subscription databases

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RANGE STATEMENT	
Key words and phrases may include:	• American spellings when searching online • cultural or geographic terms • using different thesauri in different databases
Boolean operators may include:	• exclude - / NOT • include +/ AND • or • phrase searching " "/( ) • variations, depending on the resource being used
Methods of data analysis may include:	• data sampling • feedback on results • peer review • review of previous research • statistical analysis
Business objectives may include:	• community capacity building • community development • service provision • business planning • financial performance • flexibility, responsiveness • interpersonal communication • marketing and customer service • organisational values and behaviours • people management • work procedures and quality assurance manuals
Feedback may include:	• audit documentation and reports • comments from community, board members, clients and colleagues • customer satisfaction questionnaires • quality assurance data • returned goods

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Knowledge Management - Research

Co-requisite units

Co-requisite units		

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BSBRES801A Initiate and lead applied research

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, conduct and report on applied research to influence strategic practices and outcomes within an organisational context. The unit also covers constructing an applied research strategy, using a range of applied research techniques, and analysing and presenting findings. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to leaders or managers using applied research to ensure learning can enhance individual, team and organisational performance. The intended purpose and approach to applied research may vary across a range of contexts and organisations. In this unit, the focus is on applied research to attain improved organisational outcomes. It involves leading a range research activities and techniques that, in combination, can provide quality information to enhance learning related activities and the development of capabilities.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Construct an applied research strategy	1.1. Clarify and confirm ***applied research purpose*** and needs of the ***target group***
	1.2. Determine policies and procedures in relation to conducting applied research
	1.3. Establish mechanisms for collecting and maintaining data in a systematic manner
	1.4. Analyse ***factors affecting the reliability and validity of data***
	1.5. Review relevant research ethics and codes of conduct
	1.6. Prepare ***applied research strategy*** and ***hypothesis***
	1.7. Frame a research strategy in consideration of available ***tools*** and ***resources***

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ELEMENT	PERFORMANCE CRITERIA
2. Use a range of applied research techniques	2.1. Review and evaluate a range of ***applied research methods***, ***theories*** and ***data collection techniques*** 2.2. Select appropriate methods to gather and analyse data 2.3. Use, as appropriate, ***suitable technology*** and technology services to support data collection and analysis 2.4. Access ***appropriate sources of information*** and ***contributors*** relevant to the research 2.5. Optimise ***relevance of the research*** through integrity of the data collected and analysis tools used
3. Analyse and present findings	3.1. Evaluate how research findings such as trends and changes will impact on learning strategy 3.2. Review data and research findings for accuracy of details and adherence to any ***legal requirements*** 3.3. Collate and analyse data for relevance against the original applied research strategy 3.4. Document and ***present research findings*** in a clear and logical manner consistent with audience needs 3.5. Identify the need for and an appropriate approach to, further research

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and teamwork skills to:
  - analyse and interpret structurally intricate information in the area being researched
  - consult with target groups using a range of communication techniques
  - develop written texts which deal with complex ideas and concepts
  - present research results creatively to meet audience needs
- initiative and enterprise skills to discover and source appropriate information, and to identify future implication of information and data collected
- planning and organising skills to:
  - construct an applied research strategy

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REQUIRED SKILLS AND KNOWLEDGE

• initiate and design research methodology
• manage an applied research project
• frame research strategy in consideration of available resources
• problem-solving skills to:
  • develop and examine the validity of the hypothesis using a range of applied research techniques
  • collect, organise, analyse and present data
  • analyse research
  • check the integrity of data collected
  • conduct trend analyses
• self-management and learning skills to:
  • manage own time and determine priorities
  • review and adhere to relevant ethics and codes of conduct
  • store data to maintain privacy and confidentiality of information
  • conduct research to develop capabilities and learning related activities
• technical skills to:
  • select suitable technology and technical services
  • use a range of software programs
  • use technology and the internet to discover, access, collect and store data, information and research in a systematic manner.

Required knowledge
• communication processes and methods • data collection methods • legislation, regulations, policies, procedures and guidelines relating to handling or storing data, including privacy and freedom of information • presentation techniques • reporting methods • research ethics and codes of conduct • research tools and methods • selection of appropriate applied research techniques.

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

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:
	• formulating a research proposal or plan which includes:
	  • specific research questions or hypotheses
	  • valid population or sample size
	  • description of the geographical, cultural, social or institutional context within which the research will be carried out
	  • full description of the data collection methods
	  • analysis of the limitations to research design
	• designing an applied research project using appropriate tools and techniques
	• research report with analysis of data, and valid and reliable findings
	• utility and relevance of the research results
	• knowledge of applied research techniques.

Context of and specific resources for assessment	Assessment must ensure: • research activity relates to an actual workplace or simulated context and topic • competence is consistently demonstrated over time, over a range of applied topics, and using a range of tools and techniques appropriate to the given situations and research topic.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • applied projects or assessment activities relating to conducting applied research • observation of contextual application of skills • oral or written questioning to assess knowledge of applied research.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

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EVIDENCE GUIDE	
	for example: • BSBITB701A Implement advanced electronic technologies • BSBLED702A Lead learning strategy implementation • BSBLED703A Implement improved learning practice • BSBLED704A Review enterprise e-learning systems and solutions implementation • BSBLED709A Identify and communicate trends in career development.

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.	
Applied research purpose may be contained in documents such as:	• agreements • research brief • research contracts • research guidelines • research statement
Target group may include:	• age cohort • career choices • cultural background and needs • diversity • employees • employment status or role • end users • learners/students • learning styles and preferences • level of education achieved • literacy and numeracy skills • location

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RANGE STATEMENT	
	• occupational health and safety • predetermined service user group • skill or competency profile • socioeconomic background
Applied research strategy may cover:	• analysis of industry specific trends, statistics and issues • collection of data to assist informed decision making, planning or risk management • data and information relating to strategy, policy, practices, or work processes developed and implemented by an organisation • formation of solutions to complex problems • information and analysis needed to develop a campaign, strategic plan, industry or sector plan and strategy, or to bargain effectively with employers • information and analysis to conduct a strategic or community campaign or activity • relationship or relevance of a theory, principle or practice to an immediate practical problem, issue or to test a proposed solution
Factors affecting reliability and validity may include:	• sample size • type or survey used (e.g. comparing types and methods to increase validity) • capacity to generalise findings across the whole population • access appropriate population
Hypothesis is:	• conceptual or operational proposition or explanation that will be tested through the conduct of the applied research
Tools may be:	• designed for electronic or physical presentation • involve a range of technologies (online or computer-based)
Resources may include:	• components required • design specifications • infrastructure • monetary • physical • technical manuals • samples
Applied research methods and	• methods such as:

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RANGE STATEMENT	
theories may cover:	• action research • case study • classification • experience and intuition • experiments • interviews • map making • mathematical models and simulations • participant observation • physical traces analysis • semiotics • surveys • statistical data analysis • statistical surveys • ethnographic research • content, textual analysis, theories and techniques, which will vary upon consideration of: • application of statistical methods • causal factors and dependant or independent variables • critical analysis • experimental, quasi-experimental, non-experimental • mathematical calculations • problem solving • qualitative or quantitative research • sampling and sample size
Data collection techniques may include:	• collaboration with other experts or mentors • desk research • document research • field study • observation • physical items analysis • interviews • questionnaires • surveys
Suitable technology may include:	• communication technology and networks • databases and the use of spreadsheets, graphs,

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RANGE STATEMENT	
	trend and time series, and mathematical equations • hardware and software
Appropriate sources of information may include:	• archives • community organisations • computer data, including internet • discussions with current industry practitioners • discussions with industry personnel, manufacturers, and technical and sales personnel • government departments • industry associations and organisations • industry journals • libraries (such as text, film, video, sound, graphic) • media (such as film, television, radio, newspapers, multimedia) • media archives • museums, galleries • organisational policies, procedures and journals • personal observations and experience • professional organisations • reference books • technical publications, manuals
Contributors may include:	• individuals and groups both inside and outside the organisation who have some direct interest or expertise in relation to the applied research or who provide data
Relevance of the research may be based on:	• available time and resources • feasibility of implementing the recommendations • findings of previous and current research • original research parameters and brief • quality and credibility of the methodology • value of its usefulness • value of the information and data
Legal requirements may include:	• agreements with third parties that supply research or data • competency standards • contracts • copyright and privacy laws relating to physical

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RANGE STATEMENT	
	materials and electronic technology • licensing • plagiarism • privacy • relevant commonwealth and state/territory legislation, policy, codes of practice and national standards • security of information
Presenting research findings may include:	• circulating publications for comment and critique on the internet • contributing to strategic policy • drafting publications or reports • presentations at seminars and conferences • providing data, plans, specifications and reports resulting in changed work practice/s or design/s • providing internal reports verbally, in writing or via presentations • publishing papers and articles for expert review and audiences • publishing reports and articles for lay audiences

Unit Sector(s)

Unit sector	

Competency field

Competency field	Knowledge Management - Research

Co-requisite units

Co-requisite units	

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Co-requisite units		

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BSBWOR401A Establish effective workplace relationships

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to collect, analyse and communicate information and to use that information to develop and maintain effective working relationships and networks, with particular regard to communication and representation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline managers play an important role in developing and maintaining positive relationships in internal and external environments so that customers, suppliers and the organisation achieve planned outputs and outcomes. They play a prominent part in motivating, mentoring, coaching and developing team cohesion through providing leadership for the team and forming the bridge between the management of the organisation and team members. At this level, work will normally be carried out within routine and non routine methods and procedures, which require planning and evaluation, and leadership and guidance of others.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	**PERFORMANCE CRITERIA**
1. Collect, analyse and communicate information and ideas	1.1. Collect relevant ***information*** from appropriate sources and analyse and share with the work team to improve work performance 1.2. Communicate ideas and information in a manner which is appropriate and sensitive to the cultural and social diversity of the audience and any specific needs 1.3. Implement ***consultation processes*** to encourage employees to contribute to issues related to their work, and promptly relay feedback to the work team in regard to outcomes 1.4. Seek and value contributions from internal and external sources in developing and refining new ideas and approaches

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ELEMENT	PERFORMANCE CRITERIA
	1.5. Implement ***processes*** to ensure that issues raised are resolved promptly or referred to ***relevant personnel*** as required
2. Develop trust and confidence	2.1. Treat all internal and external contacts with integrity, respect and empathy 2.2. Use the ***organisation's social***, ***ethical and business standards*** to develop and maintain effective relationships 2.3. Gain and maintain the trust and confidence of ***colleagues***, ***customers and suppliers*** through competent performance 2.4. Adjust interpersonal styles and methods to meet organisation's social and cultural environment 2.5. Encourage other members of the work team to follow examples set, according to ***organisation's policies and procedures***
3. Develop and maintain networks and relationships	3.1. Use ***networks*** to identify and build relationships 3.2. Use networks and other work relationships to provide identifiable benefits for the team and organisation
4. Manage difficulties into positive outcomes	4.1. Identify and analyse difficulties, and take action to rectify the situation within the requirements of the organisation and relevant legislation 4.2. Guide and support colleagues to resolve work difficulties 4.3. Regularly review and improve ***workplace outcomes*** in consultation with relevant personnel 4.4. Manage ***poor work performance*** within the organisation's processes 4.5. Manage conflict constructively within the organisation's processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• coaching and mentoring skills to provide support to colleagues

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REQUIRED SKILLS AND KNOWLEDGE

• literacy skills to research, analyse, interpret and report information
• relationship management and communication skills to:
  • deal with people openly and fairly
  • forge effective relationships with internal and/or external people, and to develop and maintain these networks
  • gain the trust and confidence of colleagues
  • respond to unexpected demands from a range of people
  • use supportive and consultative processes effectively.

Required knowledge

• relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS), and environmental issues, equal opportunity, industrial relations and anti-discrimination
• theory associated with managing work relationships to achieve planned outcomes:
  • developing trust and confidence
  • maintaining consistent behaviour in work relationships
  • understanding the cultural and social environment
  • identifying and assessing interpersonal styles
  • establishing, building and maintaining networks
  • identifying and resolving problems
  • resolving conflict
  • managing poor work performance
  • monitoring, analysing and introducing ways to improve work relationships.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • range of methods and techniques for communicating information and ideas to a range of stakeholders • range of methods and techniques for developing positive work relationships that build trust and

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EVIDENCE GUIDE	
	confidence in the team • accessing and analysing information to achieve planned outcomes • techniques for resolving problems and conflicts and dealing with poor performance • knowledge of the theory associated with managing work relationships to achieve planned outcomes.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • demonstration of techniques in managing poor performance and communicating effectively • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • observation of presentations • oral or written questioning to assess knowledge of relevant legislation • review of consultation processesimplemented to encourage employees to contribute to issues related to their work • review of documentation outlining reviewing ofworkplace outcomes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Frontline Management.

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

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RANGE STATEMENT	
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.	

Information may include:	• data appropriate to work roles and organisational policies that is shared and retrieved in writing or verbally, electronically or manually such as:
	  • archived, filed and historical background data
	  • individual and team performance data
	  • marketing and customer related data
	  • planning and organisational documents including the outcomes of continuous improvement and quality assurance
	  • policies and procedures

Consultation processes may include:	• feedback to the work team and relevant personnel in relation to outcomes of the consultation process • opportunities for all employees to contribute to ideas and information about organisational issues
Processes to ensure that issues raised are resolved promptly or referred may include:	• conducting informal meetings • coordinating surveys or questionnaires • distributing newsletters or reports • exchanging informal dialogue with relevant personnel • participating in planned organisational activities
Relevant personnel may include:	• managers • OHS committee and other people with specialist responsibilities • other employees • supervisors • union representatives/groups
Organisation's social, ***ethical and business standards*** may refer to:	• implied standards such as honesty and respect relative to the organisational culture and generally accepted within the wider community • rewards and recognition for high performing staff

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RANGE STATEMENT	

	• standards expressed in legislation and regulations such as anti-discrimination legislation
	• written standards such as those expressed in:
	  • code of workplace conduct/behaviour
	  • dress code
	  • policies
	  • statement of workplace values
	  • vision and mission statements

Colleagues, customers and suppliers may include:	• both internal and external contacts • employees at the same level and more senior managers • people from a wide variety of social, cultural and ethnic backgrounds • team members
Organisation's policies and procedures may refer to:	• Materials Safety Data Sheets • organisational tasks and activities undertaken to meet performance outcomes • sets of accepted actions approved by the organisation • Standard Operating Procedures
Networks may be:	• established structures or unstructured arrangements and may include business or professional associations • informal or formal and with individuals or groups • internal and/or external
Workplace outcomes may include:	• OHS processes and procedures • performance of the work team
Poor work performance may refer to:	• individual team members • organisation as a whole • self • whole work team

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Industry Capability - Workplace Effectiveness

Co-requisite units

Co-requisite units		

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CHCCS405A Work effectively with culturally diverse clients and co-workers

Modification History

Not applicable.

Unit Descriptor

This unit deals with the cultural awareness required for effective communication and cooperation with persons of diverse cultures.

This unit deals with the cultural awareness required for effective communication and cooperation with persons of diverse cultures

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Apply an awareness of	1.1 Work practices followed are culturally appropriate

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	culture as a factor in all human behaviour	1.2 Work practices followed create a culturally and psychologically safe environment for all persons
		1.3 Work practices are reviewed and modified in consultation with persons from diverse cultural backgrounds
2	Contribute to the development of relationships based on cultural diversity	2.1 Respect for cultural diversity is demonstrated in all communication and interactions with clients, colleagues and customers
		2.2 Specific strategies are used to eliminate bias and discrimination in dealing with clients and co-workers
3	Communicate effectively with culturally diverse persons	3.1 Respect for cultural diversity is demonstrated in all communication with clients, their families staff, customers and others
		3.2 Communication is used constructively to develop and maintain effective relationships, mutual trust and confidence
		3.3 Where language barriers exist, efforts are made to communicate in the most effective way possible
		3.4 Assistance is sought from interpreters or other persons as required
4	Resolve cross-cultural misunderstandings	4.1 Issues that may cause conflict are identified
		4.2 If difficulties or misunderstandings occur, cultural differences are considered
		4.3 Effort is made to sensitively resolve differences, taking account of cultural considerations
		4.4 Difficulties are addressed with appropriate people and assistance sought when required

Required Skills and Knowledge

Not applicable.

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Evidence Guide

Critical aspects of assessment:

Demonstration of respect and inclusiveness of culturally diverse people in all work practices

Effective communication demonstrated with culturally diverse persons

Effective use of strategies to eliminate discrimination and bias in the workplace

Essential knowledge:

Recognition of cultural diversity in Australian society with many individuals living in many cultures

Recognition of cultural influences and changing cultural practices in Australia and its impact on diverse communities that make up Australian society

Knowledge of one's own cultural conceptions and pre-conceptions and perspective of diverse cultures

Recognition of impact of cultural practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others

Recognition of culture as a dynamic social phenomenon.

Recognition of culture as a range of social practices and beliefs evolving over time

Recognition that the word 'normal' is a value-laden, excluding concept that often precludes acknowledgment of the diversity of people, their life experiences and situations

Recognition of the unique way individuals may experience a culture and respond to past experiences

Knowledge of the principles of equal employment opportunity, sex, race, disability, anti-discrimination and similar legislation and the implications for work and social practices

Knowledge of availability of resources and assistance within and external to the organisation in relation to cultural diversity issues

Knowledge of the role and use of language and cultural interpreters

Essential skills:

Ability to employ culturally respectful practices

Ability to sensitively and respectfully communicate with persons of diverse backgrounds and cultures

Ability to respectfully and sensitively respond to cultural beliefs and practices that may cause harm

Ability to form effective workplace relationships with co-workers and colleagues of diverse backgrounds and culture

Ability to participate in identifying and implementing culturally safe work practices

Ability to employ basic conflict resolution and negotiation skills

Relationship with other units:

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This unit can be delivered and assessed independently, however holistic assessment practice with other general health services units of competency is encouraged.

Resource implications:

Resource requirements include all the relevant resources commonly provided in the health service setting. Specific tools may include:

Relevant policies and procedures manuals, legislation and standards

Organisation's mission statement, strategic and business plan

Other documentation relevant to the work context such as:

organisational charts

organisations protocols for access to interpreter services

Method of assessment:

Assessment may include:

observation of work performance

written tasks

interview and questioning

authenticated portfolio/log book

supporting statement of supervisor(s)

authenticated evidence of relevant work experience and/or formal/informal learning

Context of assessment:

This unit is most appropriately assessed in the workplace or a simulated workplace environment under the normal range of work conditions.

Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency.

A diversity of assessment tasks is essential for holistic assessment.

Critical aspects of assessment:

Demonstration of respect and inclusiveness of culturally diverse people in all work practices

Effective communication demonstrated with culturally diverse persons

Effective use of strategies to eliminate discrimination and bias in the workplace

Essential knowledge:

Recognition of cultural diversity in Australian society with many individuals living in many cultures

Recognition of cultural influences and changing cultural practices in Australia and its impact on diverse communities that make up Australian society

Knowledge of one's own cultural conceptions and pre-conceptions and perspective of diverse cultures

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Recognition of impact of cultural practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others

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Recognition that the word 'normal' is a value-laden, excluding concept that often precludes acknowledgment of the diversity of people, their life experiences and situations

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Knowledge of the principles of equal employment opportunity, sex, race, disability, anti-discrimination and similar legislation and the implications for work and social practices

Knowledge of availability of resources and assistance within and external to the organisation in relation to cultural diversity issues

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Essential skills:

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Ability to respectfully and sensitively respond to cultural beliefs and practices that may cause harm

Ability to form effective workplace relationships with co-workers and colleagues of diverse backgrounds and culture

Ability to participate in identifying and implementing culturally safe work practices

Ability to employ basic conflict resolution and negotiation skills

Relationship with other units:

This unit can be delivered and assessed independently, however holistic assessment practice with other general health services units of competency is encouraged.

Resource implications:

Resource requirements include all the relevant resources commonly provided in the health service setting. Specific tools may include:

Relevant policies and procedures manuals, legislation and standards

Organisation's mission statement, strategic and business plan

Other documentation relevant to the work context such as:

organisational charts

organisations protocols for access to interpreter services

Method of assessment:

Assessment may include:

observation of work performance

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written tasks

interview and questioning

authenticated portfolio/log book

supporting statement of supervisor(s)

authenticated evidence of relevant work experience and/or formal/informal learning

Context of assessment:

This unit is most appropriately assessed in the workplace or a simulated workplace environment under the normal range of work conditions.

Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency.

A diversity of assessment tasks is essential for holistic assessment.

Range Statement

Work practices may relate to:

Dealing with persons of diverse race, ethnicity, class, ability, sexual preference and age

Compliance with duty of care policies of the organisation

Collection and provision of information

Communication

Provision of assistance

Contact with families and carers

Physical contact

Care of deceased persons

Handling personal belongings

Provision of food services

Work practices that are culturally appropriate would be non-discriminatory and free of bias, **stereotyping**, **racism and prejudice**.

Cultural diversity may include:

Ethnicity

Race

Language

Cultural norms and values

Religion

Beliefs and customs

Kinship and family structure and relationships

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Personal history and experience, which may have been traumatic

Gender and gender relationships

Age

Disability

Sexuality

Special needs

Communication may be:

Verbal

Appropriate gestures and facial and physical expressions

Posture

Written

Signage

Through an interpreter or other person

Strategies to eliminate bias and discrimination may include:

Cross cultural work teams

Cross cultural employee representation on committees

Workplace free of culturally insensitive literature, posters, signage

Inclusion in decision-making

Work practices may relate to:

Dealing with persons of diverse race, ethnicity, class, ability, sexual preference and age

Compliance with duty of care policies of the organisation

Collection and provision of information

Communication

Provision of assistance

Contact with families and carers

Physical contact

Care of deceased persons

Handling personal belongings

Provision of food services

Work practices that are culturally appropriate would be non-discriminatory and free of bias, **stereotyping**, **racism and prejudice**.

Cultural diversity may include:

Ethnicity

Race

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Language

Cultural norms and values

Religion

Beliefs and customs

Kinship and family structure and relationships

Personal history and experience, which may have been traumatic

Gender and gender relationships

Age

Disability

Sexuality

Special needs

Communication may be:

Verbal

Appropriate gestures and facial and physical expressions

Posture

Written

Signage

Through an interpreter or other person

Strategies to eliminate bias and discrimination may include:

Cross cultural work teams

Cross cultural employee representation on committees

Workplace free of culturally insensitive literature, posters, signage

Inclusion in decision-making

Unit Sector(s)

Not applicable.

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CHCORG14B Manage a service organisation

Modification History

Not applicable.

Unit Descriptor

Planning and monitoring the development direction and changes of a complex organisation, range of programs or major program area.

Planning and monitoring the development direction and changes of a complex organisation, range of programs or major program area

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Coordinate organisational planning	1.1 Appropriate strategic alliances are identified and participation is negotiated and maintained

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	1.2 The overall purpose and philosophy of the organisation are identified and translated into a written or recorded set of aims and objectives which are clearly understood, measurable and attainable and evaluated as appropriate
	1.3 Appropriate corporate planning processes which maximise consultation and devolution of planning, are implemented
	1.4 Appropriate corporate planning process which ensure responsiveness to client needs are implemented
	1.5 Appropriate consultation is undertaken with relevant people and agencies
	1.6 Appropriate management structure and process is established to coordinate corporate planning, advise decision makers and to reflect principles and philosophy of the objectives
	1.7 The way in which the values and beliefs of workers and stakeholders may influence the defined organisational purpose and philosophy is analysed and communicated to all relevant participants
	1.8 Resources are made available as appropriate to support the planning processes at all levels
	1.9 Systems, processes and timeframes are developed for all aspects and components of the planning process
2 Design and implement the structures and process of the organisation	2.1 An appropriate structure is determined for the organisation to match organisational philosophy and purpose
	2.2 Lines of decision making and accountability are developed, agreed, implemented and monitored
	2.3 Budgets are prepared in line with the strategic plan and make allowance for all requirements and components of planning and implementation of programs and services
	2.4 Financial accountability systems are established which meet agreed organisation best practice provisions

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		2.5 Planning guidelines provide for inclusion of appropriate statutory, legislative and practice provisions
		2.6 Planning guidelines and systems are developed which are clear, fully documented and accessible to all involved
3	Implement evaluation processes	3.1 Appropriate consultations are held with stakeholders to examine issues and trends; and outcomes are advised to decision makers as required
		3.2 All required reporting is completed in a timely way in accordance with organisational requirements
		3.3 Appropriate evaluation arrangements are identified, developed and implemented with representation from relevant stakeholder groups
		3.4 Advice is prepared and provided to decision makers within the negotiated format and timeframe
4	Enable organisation to meet legal requirements	4.1 Mechanisms are implemented to ensure relevant commonwealth, state and local government legal requirements are identified and adhered to
		4.2 Information about current legal requirements is updated regularly and if appropriate, proposals to modify organisational policy and procedures developed
5	Establish the profile of the organisation and market its services	5.1 Formal and informal networks are used as channels to communicate the organisation's activities and achievements
		5.2 A range of communication mediums and activities are used to convey information about the activities and achievements of the organisation to encourage support and interest
		5.3 Opportunities to promote the organisation through media, government and the community are sought and utilised
		5.4 Confidentiality and sensitivity is displayed in the details, content and extent of public comment on organisation's activities

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6 Give direction for the effective management of the organisation	6.1 When required policies and procedures for the employment role of the organisation are developed, articulated and their implementation monitored
	6.2 Problems in implementing defined procedures are addressed promptly to ensure resolution
	6.3 Reports which comprehensively and accurately describe the organisation's activities and achievements are prepared and presented to relevant stakeholders and management, as required
	6.4 When required, management board meetings are serviced to ensure effective and informed deliberations and decision-making
	6.5 Mechanisms for effective coordination of activities and services are identified and implemented
7 Manage changes in the organisation	7.1 Policy, social, political and economic trends are identified and assessed for potential impact on the organisation
	7.2 Management and work practices are assessed and revised relative to social, political and economic trends and impacts
	7.3 Indicators for change within the organisation are defined and monitored
	7.4 Opportunities for positive change are identified and promoted and appropriate work is undertaken to maximise support from staff, clients and stakeholders

Required Skills and Knowledge

Not applicable.

Evidence Guide

Critical aspects of assessment:

Strategic planning

Managing organisational change

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Developing strategies for adapting organisation to changes

Designing strategies to involve and communicate with all major stakeholders

Essential knowledge:

Best practice including:

Management systems and principles

Performance standards

Accountability

Training and skills development and recognition

Administrative systems and principles

Service quality development

Consumer focus

Enterprise agreements

Performance monitoring and review

Statutory and legislative requirements including:

Occupational Health and Safety

Industrial relations/enterprise contracts

Non discrimination

Equal employment opportunities principles and practice

Funding/service contracts/agreements

Corporate affairs/incorporation/Australian Securities Commission

Taxation

Essential skills:

Strategic thinking

Decision making

Environmental scanning

Analysis/evaluation

Facilitation

High level liaison

High level oral and written communication

Resource implications:

Access to appropriate workplace where assessment can be conducted, or

Simulation of realistic workplace setting for assessment

Consistency in performance:

Assessment may include observations, questioning and evidence gathered from the workplace

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It is recommended that assessment take place on more than one occasion to enable all aspects of managing a service organisation to be assessed

Context of assessment:

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems.

Critical aspects of assessment:

Strategic planning

Managing organisational change

Developing strategies for adapting organisation to changes

Designing strategies to involve and communicate with all major stakeholders

Essential knowledge:

Best practice including:

Management systems and principles

Performance standards

Accountability

Training and skills development and recognition

Administrative systems and principles

Service quality development

Consumer focus

Enterprise agreements

Performance monitoring and review

Statutory and legislative requirements including:

Occupational Health and Safety

Industrial relations/enterprise contracts

Non discrimination

Equal employment opportunities principles and practice

Funding/service contracts/agreements

Corporate affairs/incorporation/Australian Securities Commission

Taxation

Essential skills:

Strategic thinking

Decision making

Environmental scanning

Analysis/evaluation

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Facilitation

High level liaison

High level oral and written communication

Resource implications:

Access to appropriate workplace where assessment can be conducted, or

Simulation of realistic workplace setting for assessment

Consistency in performance:

Assessment may include observations, questioning and evidence gathered from the workplace

It is recommended that assessment take place on more than one occasion to enable all aspects of managing a service organisation to be assessed

Context of assessment:

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems.

Range Statement

Strategies for the development of policies, practices and standards may include:

Change management

Organisational development

Indicators for change include:

Staff

Management committee

Organisational executive management turnover

User involvement

Level of commitment to organisation's aims and objectives

Relationship with external agencies

Change in government polices and associated change in organisational focus

Communication designed to promote the organisation include:

Verbal presentations

Letters

Brochures

Fliers and other written advertisements

Poster and other artwork and audiovisual advertisements

Organisational change related to:

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Nature and focus of service, programs and activities

Changing service users

Staff requirements

Employment and work practices

Management decision-making processes

Membership changes

New buildings and other resources

Different levels of funding

Legislative change

Technological change

External policy change

Strategic alliances will include:

Industry networks

Professional associations

Other key agencies/organisations

Political parties and committees

Key government officers

Ministerial advisers and staff

Ministerial advisory committees

Key public policy and decision makers

Funding agencies

Business leaders

Community leaders

Social/economic/political researchers, analysts and advisers

Media

Special interest groups

Specialist services

Strategies for the development of policies, **practices and standards may include**:

Change management

Organisational development

Indicators for change include:

Staff

Management committee

Organisational executive management turnover

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User involvement

Level of commitment to organisation's aims and objectives

Relationship with external agencies

Change in government polices and associated change in organisational focus

Communication designed to promote the organisation include:

Verbal presentations

Letters

Brochures

Fliers and other written advertisements

Poster and other artwork and audiovisual advertisements

Organisational change related to:

Nature and focus of service, programs and activities

Changing service users

Staff requirements

Employment and work practices

Management decision-making processes

Membership changes

New buildings and other resources

Different levels of funding

Legislative change

Technological change

External policy change

Strategic alliances will include:

Industry networks

Professional associations

Other key agencies/organisations

Political parties and committees

Key government officers

Ministerial advisers and staff

Ministerial advisory committees

Key public policy and decision makers

Funding agencies

Business leaders

Community leaders

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Social/economic/political researchers, analysts and advisers

Media

Special interest groups

Specialist services

Unit Sector(s)

Not applicable.

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ICAICT705A Direct ICT procurement

Modification History

Release	Comments
Release 1	This Unit first released with *ICA11 Information and Communications Technology Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to direct information and communications technology (ICT) procurement for a medium to large organisation.

Application of the Unit

Chief information officers in medium to large organisations apply the skills and knowledge in this unit to direct ICT procurement strategy and policy.

Their job roles combine high-level management and business skills to perform strategic planning and direction of emerging and converging technologies within the ICT industry.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria

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Element	Performance Criteria
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

1. Evaluate the procurement processes of the organisation	1.1 Identify existing IT ***procurement*** processes in the organisation 1.2 Establish evaluation criteria for procurement processes 1.3 Evaluate procurement processes against criteria
2. Direct strategic planning to support IT procurement	2.1 Establish priorities based on organisational need 2.2 Lead the development of strategy to align IT procurement with the organisational goals and objectives 2.3 Implement IT procurement ***strategic plan*** 2.4 Develop procurement policy, including vendor selection based on strategic plan
3. Lead risk management of IT procurement	3.1 Lead development of strategy for ***risk assessment*** of IT procurement activities 3.2 Ensure IT procurement complies with ***organisational policy*** 3.3 Ensure ***risk mitigation*** based on identified risks 3.4 Ensure ***continuous improvement*** of IT procurement processes

Required Skills and Knowledge

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

Required skills

- analytical skills to:
  - conduct enterprise resource planning and management

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  - critically evaluate the key principles of procurement
  - determine the validity of arguments
  - evaluate procurement contract proposals
  - formulate a logical plan of action based on proposed solutions
  - investigate situations and provide recommendations and remedies
  - make effective decisions
  - probe for consistency in information or data presented
- communication, teamwork and leadership skills to:
  - liaise with people working across different levels and in different contexts (e.g. operational staff, government officials)
  - prepare reports to senior management
  - read and interpret an organisation's reports, policies and procedures to establish and review business continuity management framework
  - resolve conflicts
- initiative, enterprise and problem-solving skills to:
  - assess vulnerabilities in organisational processes and infrastructure set-up
  - develop and refine strategies to ensure that procurement processes align with organisational needs
  - evaluate competitive technologies
  - solve problems individually and in teams in response to changing environments
  - translate a range of ideas into appropriate action
- literacy skills to:
  - interpret reports dealing with complex ideas and concepts
  - review complex and unfamiliar information
- numeracy skills to:
  - negotiate adjustments to operational budgets based on benefits realisation plans
  - validate procurement estimation and cost-benefit analysis
- planning and organisational skills to establish and monitor the organisation's procurement processes
- research skills to:
  - locate and interrogate complex and varied sources of information
  - undertake the necessary background research for the development and monitoring of the strategic procurement plans
- technology skills to:
  - compare and recommend new technology solutions to improve organisational outcomes
  - apply understanding of complex information technology issues within the organisation's environment.

Required knowledge

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- AS/NZS ISO 31000:2009 Risk management
- business continuity issues for the organisation
- organisation's industry and current functionality, including existing data and information systems
- organisation's internal and external dependencies and interdependencies
- organisational policies and procedures, including risk management strategy
- past and current internal, external and industry disruptions
- relevant legislation and regulations that impact on business continuity, such as OHS, environment, duty of care, contract, company, freedom of information, industrial relations, privacy and confidentiality, due diligence and records management
- key principles of procurement.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • develop a strategy to align IT procurement with organisational goals • undertake direct risk analysis of IT procurement activities and implement procedures that identify where risk occurs and what measures need to be taken to handle the risk • establish warning systems and an ongoing process that includes regular or programmed reviews of the risk profile • develop strategy for the implementation of appropriate processes and procedures that ensure that quality expectations are met.
Context of and specific resources for assessment	Assessment must ensure access to: • relevant strategic level enterprise documentation, including planning, financial and IT infrastructure documentation • relevant legislative policies. Where applicable, physical resources should include equipment modified for people with special needs.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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	• direct observation of the candidate carrying out project work • verbal or written questioning to assess required knowledge and skills • review of reports and implementation plans • review of a portfolio of the project work undertaken. The preferred assessment method is through a workplace project or through a simulated medium to large enterprise workplace.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate. Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed. Indigenous people and other people from a non-English speaking background may need additional support. In cases where practical assessment is used it should be combined with targeted questioning to assess required knowledge.

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.

Procurement may relate to:	• acquisition of appropriate goods and services at the best possible total cost of ownership to meet the needs of the purchaser in terms of:
	  • location
	  • quality
	  • quantity
	  • time.

Strategic plan may include:	• components from separate disciplines, such as IT or human resources • mission, vision and values

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	• objectives and targets • organisational environment • part of organisational strategic plan or a stand-alone document • process map outlining organisation's decision-making strategies on resource allocation, including its capital and people.
Risk assessment may include:	• coordinated and economical application of resources to minimise, monitor and control the probability or impact of unfortunate events or to maximise the realisation of opportunities • establishment of a secure environment for IT assets • risk plans • gathering information • identifying, assessing and prioritising risks • identifying and evaluating threats • developing scenarios • ranking risk • identifying counter measures • reporting and following up.
Organisational policy may refer to:	• documentation internal to the organisation that guides actions that are particular to the organisation issuing the policy, and guides processes that are most likely to achieve a desired outcome • process of making important organisational decisions, including the identification of different alternatives, such as programs or spending priorities, and choosing among them on the basis of the impact they will have • political, management, financial and administrative mechanisms arranged to reach explicit goals.
Risk mitigation may include:	• identification of one or more potential solutions to reduce or remove each risk if it arises • implementation of policies or actions that identify risks in an existing or planned process.
Continuous improvement may include:	• efforts that seek incremental improvement over time or breakthrough improvement at once • ongoing effort to improve products, services or processes • processes that are constantly evaluated and improved in the light of their efficiency, effectiveness and flexibility.

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Unit Sector(s)

General ICT

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PSPHR616A Manage performance management system

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the management of an organisation's performance management system to review and enhance employee performance. It includes developing a new or existing performance management framework, developing performance management processes, and managing the implementation of these processes.

In practice, managing a performance management system overlaps with other generalist and specialist workplace activities such as managing diversity, managing policy implementation, facilitating workforce effectiveness, managing human resource development etc.

This unit replaces *PSPHR606A Manage performance management processes*. The units are not equivalent. The revised unit has additional requirements and no longer covers evaluation of performance management processes. Evaluation is addressed in *PSPMNGT611A Manage evaluations*, added to the *Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop performance management framework	1.1 Goals, objectives and required outcomes for the organisation's performance management framework are determined/confirmed in consultation with key *stakeholders* to improve the work effectiveness of the organisation
	1.2 The performance management framework is established/developed through consideration of existing good practice models and is integrated with other key human resource functions and areas
	1.3 The framework is linked to the organisation's operating context and strategic direction and developed through consultation with key stakeholders
	1.4 Key performance management *elements* are included in the framework
	1.5 The framework is developed based on the principles of natural justice, equity and fairness
2. Develop performance management processes	2.1 *Performance management processes* are developed which utilise performance standards established and validated by key stakeholders
	2.2 The processes are structured to provide for ongoing two-way communication between the performance manager, the employee, key stakeholders and clients
	2.3 Inclusive processes are developed to respond to the needs of the range of business units, position types and diverse employee working styles represented within the organisation
	2.4 The processes are structured to be flexible enough to allow for changes in the organisation's operating context and strategic direction

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ELEMENT	PERFORMANCE CRITERIA
	2.5 Options for dealing with inappropriate, over- or under-performance are detailed in the processes
	2.6 *Information* and advice is provided to facilitate effective implementation and assessment of processes
3. Manage implementation of performance management processes	3.1 An implementation plan is agreed in consultation with key stakeholders
	3.2 Systems are managed to monitor the effectiveness of performance management processes in accordance with contractual obligations, *legislation*, organisational *policy* and needs, and in consultation with managers
	3.3 *External and/or internal trends* or events which have an effect on the organisation's performance management processes are monitored and responses are formulated
	3.4 Adjustments to processes are implemented as a result of monitoring and/or changed internal/external trends and/or events
	3.5 Processes are monitored to gauge their effectiveness in providing support to staff involved in implementation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

engaging in effective consultation with stakeholders

training, coaching, mentoring and facilitation

undertaking conflict resolution, negotiation and counselling

using a variety of words and language structures to explain complex ideas to different audiences

interpreting and explaining complex, formal documents and assisting others to apply them in the workplace

preparing written advice and reports requiring reasoning and precision of expression

responding to diversity, including gender and disability

applying occupational health and safety procedures in the context of managing a performance management system

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REQUIRED SKILLS AND KNOWLEDGE

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

the performance management concept within an organisational context

key components of performance management processes

grievance procedures

freedom of information, privacy, confidentiality

development strategies to support performance management processes

organisational goals, policies and procedures

the concept of diversity and its integration within and across all human resource functions and areas

equal employment opportunity, equity and diversity principles

the relationships between human resource functions

human resource policies and practices

national and/or international models of good practice in performance management

jurisdictional legislation applying to human resources, including occupational health and safety and environment

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* unitsthat must be achieved prior to this unit:*Nil*
- *Co-requisite* unitsthat must be assessed with this unit:*Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV604A Foster leadership and innovation

PSPGOV605A Persuade and influence opinion

PSPHR603B Provide advisory and mediation services

PSPHR615A Manage human resource development strategies

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EVIDENCE GUIDE

PSPHR619A Manage remuneration strategies and plans

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT611A Manage evaluations

PSPMNGT615A Influence workforce effectiveness

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- performance management system managed in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, policies and procedures relating to performance management system development and management in the public sector

workplace scenarios and case studies to capture the range of situations likely to be encountered when managing a performance management system

performance management guidelines and other relevant workplace materials

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing performance management processes, including coping with difficulties, irregularities and breakdowns in routine
- performance management system managed in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

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EVIDENCE GUIDE

	young people
	older people
	people in rural and remote locations
	Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:
	case studies
	portfolios
	questioning
	scenarios
	authenticated evidence from the workplace and/or training courses
For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Stakeholders may include	all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services such as:
	users of the human resource service
	employees at all levels of the organisation
	other public sector organisations
	union and association representatives
	boards of management
	government
	Ministers

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RANGE STATEMENT

Key performance management elements may include	framework culture tools processes work level standards common language for standards and appraisals reward and recognition strategies professional development strategies career management strategies under-performance policy grievance processes
Performance management refers to	planning and review of the on-the-job performance of individuals and groups of employees
Performance management processes may include	planning measurement reviews and appraisals monitoring evaluation feedback coaching performance agreements learning and development plans
Information about performance management processes may be distributed through	written documentation manuals policy and procedure statements, guides information brochures and pamphlets oral advice and guidance one-on-one meetings small group meetings telephone contact and/or electronic mail training programs

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RANGE STATEMENT

Legislation and policy may include	Commonwealth and State/Territory legislation including equal employment opportunity, anti-discrimination and employment law
	national and international codes of practice and standards
	the organisation's policies and practices
	government policy
	codes of conduct
	codes of ethics
	public sector standards
	security policy and procedures
Internal and external factors impacting upon performance management processes may include	emerging human resource development needs
	changed financial or political circumstances
	downsizing or organisation restructuring
	opportunities for outsourcing changes in legislation or core business activities
	changes in activities or aspirations of customers
	organisational changes
	labour market

Unit Sector(s)

Not applicable.

Competency field

Competency field	Human Resource Management

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PSPMNGT614A Facilitate knowledge management

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers management of knowledge and information in the business unit to improve productivity and organisational efficiency, promote innovation and meet business unit goals. It includes establishing the organisational context for knowledge management, developing capability, facilitating knowledge management, and integrating aspects of knowledge management with information/records management.

In practice, facilitation of knowledge management may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government systems, managing change, managing diversity, facilitating workforce effectiveness, etc.

Related units in the Information competency theme in the *Working in Government* Competency field are:

PSPGOV206B Handle workplace information

PSPGOV307B Organise workplace information

PSPGOV406B Gather and analyse information

PSPGOV504B Undertake research and analysis

This is a new unit of competency, added to the *Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish the organisational context for knowledge management	1.1 The organisation's history, culture, functions, strategic direction, performance and *knowledge* resources are identified 1.2 Organisational strategies and goals that may be assisted by the development of organisational capability in *knowledge management* are identified 1.3 The current *knowledge management position* of the organisation is assessed and the *strengths and weaknesses* of its knowledge resources and activities are determined 1.4 Consultation with *stakeholders* is undertaken to raise knowledge and awareness of knowledge management and to establish knowledge management *goals* for the business unit and/or the organisation 1.5 The cultural aspects of knowledge and knowledge management are identified and explored in the context of the organisational environment
2. Develop capability in knowledge management	2.1 The *benefits* of knowledge management are identified and promoted to build an environment where these benefits may be realised 2.2 Knowledge management *initiatives* are developed and aligned with the overall organisational strategy and contribute to business unit goals 2.3 Initiatives are developed to build long-term capability in knowledge management and a culture of sharing knowledge and

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ELEMENT	PERFORMANCE CRITERIA
	creating new knowledge in the organisation
	2.4 Knowledge management initiatives are focused on the management and use of tacit knowledge in the business unit and creating new knowledge, as well as the capture and sharing of explicit knowledge
	2.5 Management and stakeholder support is built throughout knowledge management initiatives to ensure immediate successes are transformed into ongoing benefits
3. Facilitate knowledge management	3.1 Strategies are implemented to facilitate the development of strong and trusting culturally diverse networks where knowledge can be created and shared
	3.2 *Methods for creating, discovering and acquiring* knowledge are facilitated in the business unit
	3.3 *Methods and systems for capturing and storing* knowledge are promoted in accordance with *legislation, policy and procedures*
	3.4 *Methods and systems for presenting, distributing and sharing* knowledge are promoted
	3.5 *Activities for revising and disposing of* knowledge are facilitated in accordance with legislation, policy and procedures
4. Integrate aspects of knowledge management with information management	4.1 Processes for the management of explicit knowledge are integrated with the organisation's information management processes/systems to ensure efficiency and to provide wide access to explicit knowledge
	4.2 Explicit knowledge is recorded and stored in accordance with organisational and public sector standards for information/records management
	4.3 Structuring, maintaining and linking of explicit knowledge to related organisational *information* is facilitated in accordance with organisational requirements
	4.4 Knowledge and information are managed to improve their integration and use to meet business unit goals

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

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REQUIRED SKILLS AND KNOWLEDGE

Look for evidence that confirms skills in:

applying legislation, regulations and policies relating to knowledge management and information management

showing leadership and taking risks in the context of knowledge management

applying organisation and resource management techniques and methods

building strong and trusting networks

facilitating groups and learning

communicating with a diverse range of stakeholders to build knowledge management capacity

responding to diversity, including gender and disability

applying procedures relating to occupational health and safety and environment in the context of knowledge and information management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation, regulations, policies, procedures and guidelines relating to knowledge management and information management, such as privacy, freedom of information

principles of knowledge management

Australian Standard AS 5037(Int)-2003 Knowledge management

tools and techniques related to introduction of knowledge management initiatives

intersection of knowledge management with other disciplines, such as organisational learning, information management/technology, human resources management, communications

cultural aspects of knowledge and knowledge management

equal employment opportunity, equity and diversity principles

public sector legislation such as occupational health and safety and environment in the context of knowledge and information management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* unitsthat must be achieved prior to this unit:*Nil*
- *Co-requisite* unitsthat must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to

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EVIDENCE GUIDE

	increase the efficiency and realism of the assessment process include, but are not limited to:
	PSPETHC601B Maintain and enhance confidence in public service
	PSPGOV601B Apply government systems
	PSPGOV602B Establish and maintain strategic networks
	PSPLEGN601B Manage compliance with legislation in the public sector
	PSPMNGT615A Influence workforce effectiveness
	PSPMNGT602B Manage resources
	PSPMNGT604B Manage change
	PSPMNGT605B Manage diversity
	PSPMNGT608B Manage risk
Overview of evidence requirements	In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms: • the knowledge requirements of this unit • the skill requirements of this unit • application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework) • management of knowledge and information in a range of (3 or more) contexts (or occasions, over time)
Resources required to carry out assessment	These resources include: • legislation, policy, procedures and protocols relating to knowledge management and information management • current theory and practice in knowledge management • Australian Standard AS 5037(Int)-2003 Knowledge management • case studies and workplace scenarios to capture the range of situations likely to be encountered when managing knowledge and information
Where and how to assess evidence	Valid assessment of this unit requires: • an environment that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing knowledge and information, including coping with difficulties, irregularities and breakdowns in routine • management of knowledge and information in a range of (3 or more) contexts (or occasions, over time) Assessment methods should reflect workplace demands, such as

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literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Knowledge is

- a body of understanding and skills that is constructed by people
- increased through interaction with information (typically from other people)
- tacit - residing in the mind and may include aspects of culture or 'ways of doing things'
- explicit - when recorded as information in a document, image, film clip or some other medium AS 5037(Int)-2003

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RANGE STATEMENT

	• also sometimes identified as 'expert' knowledge, or 'entrepreneurial' knowledge • affected by experience
Knowledge management is	• a multi-disciplined approach to achieving organisational objectives by making best use of knowledge • involves the design, review and implementation of both social and technological processes to improve the application of knowledge in the collective interest of stakeholders AS 5037(Int)-2003
The organisation's current position in relation to knowledge management may include	• low literacy in knowledge management and no trust or networks developed (new organisation) • low literacy in knowledge management but well-networked staff (existing organisation) • high literacy in knowledge management but no trust or networks developed (new organisation) • high literacy in knowledge management and well-networked staff (existing organisation)
Strengths and weaknesses may relate to	• people • process • technology • content
Stakeholders may include	• all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services, including: • boards of management • clients • community organisations • contractors • employees at all levels of the organisation • government • Ministers • other public sector organisations • service providers • suppliers • the public • union and association representatives • volunteers
Knowledge management goals may include	• new knowledge creation • improving knowledge utilisation • developing a community of practice in knowledge management with strong social networks

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RANGE STATEMENT

Benefits of knowledge management may include	• improved decision making • improved performance • improved productivity and organisational efficiency • retaining corporate knowledge and organisational learning • improving networking, trust and morale • increased innovation • increased motivation
Knowledge management initiatives may include	• development of knowledge management policy/strategy • knowledge management projects • mentoring in knowledge management • electronic collaboration • tools and approaches to remedy weaknesses in knowledge management or build on strengths
Methods for creating, discovering and acquiring knowledge may include	• meetings to foster innovation • employing staff or consultants with knowledge/skills not currently in the organisation for the purpose of knowledge transfer • research outside the organisation • through publications • analysis of existing and archived information • auditing/mapping of information • consulting staff in similar organisations
Methods and systems for capturing and storing knowledge may include	• traditional information management systems, such as: • files • books • journals • documentation and archives • intranets • portals • web sites • databases • electronic documents • ways of making tacit knowledge visible and available (without making it explicit and storing as above), such as advertising available expertise, providing help desk facilities • capturing learning from past activities • openness to change • drive for continual improvement
Legislation, policy and procedures may include	• State/Territory and Commonwealth legislation, regulations and guidelines relating to knowledge management and information management, such as privacy, freedom of information,

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RANGE STATEMENT

	confidentiality, security, etc • public sector management acts • codes of ethics • codes of conduct • public sector standards, such as fraud control, security management, risk control • disaster recovery
Methods and systems for presenting, distributing and sharing knowledge may include	• information management systems • intranets • files • databases • work processes where explicit knowledge is formally distributed • face-to-face meetings • providing leadership to encourage risk taking • development of trusted social networks for knowledge exchange
Activities for revising and disposing of knowledge may include	• processes to authenticate and update knowledge • processes to ensure that out-of-date or incorrect knowledge (especially tacit knowledge) is not used • processes for destruction of explicit knowledge that follow records management standards for destruction of records and public sector/legal requirements
Information is	• data in a context to which meaning has been attributed AS 5037(Int)-2003

Unit Sector(s)

Not applicable.

Competency field

Competency field Management

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