



Australian Government

Department of Education, Employment and Workplace Relations

TAEDES504A Research and develop units of competency

Release: 1

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Modification History

Version	Comments
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TAEDES504A	Released with <i>TAE10 Training and Education Training Package version 2.0</i> This unit replaces <i>TAADES505B Research and develop competency standards</i> . Outcomes deemed equivalent.
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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

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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. 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 systems 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 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
 - 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	

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 <i>client</i> may include:	• DEEWR • Industry Skills Councils (ISCs) • enterprise or business • government department • organisation, including a training and/or assessment organisation • professional association or body.
<i>Systems and processes</i> 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.
<i>Initial research</i> 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.
<i>Relevant information</i> 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.
<i>Research methods</i> may include:	• interviews, with groups and individuals • reviewing documentation, e.g. position descriptions, procedures • observation • consulting with internal and external stakeholders.

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

Custom Content Section

Not applicable.