

About the Units of Competency

TAAENV401B Work effectively in vocational education and training

This unit addresses the impact of policy and the operating environment of vocational education and training on work performance in a training and/or assessment organisation.

It enables individuals to place their work role into a context of policy frameworks that guide the operations of the vocational education and training sector at a national, state/territory and organisational level. It also addresses the importance of developing a client-centred approach to work and a collegiate model of work relations.

TAAENV402B Foster and promote an inclusive learning culture

This unit addresses the responsibilities of all persons in a training and/or assessment organisation to promote a positive and inclusive learning culture which actively acknowledges, respects and builds on individual differences, and integrates principles which underpin inclusivity into all training and/or assessment practices.

In this unit the principles of inclusivity are applied to working with both colleagues clients.

TAAENV403B Ensure a healthy and safe learning environment

This unit provides a focus for occupational health and safety (OHS) in the vocational education and training sector. It covers the legislative and common law duty of care responsibilities of trainers/facilitators, assessors and other parties in the provision of training and/or assessment services.

This is a critical responsibility involving knowledge and skills to assess the learning environment for hazards and risks and to apply risk control strategies to ensure the safety, health and welfare of learners.

TAAENV404B Develop innovative ideas at work

This unit addresses the skills needed to interpret or observe a need and to develop a detailed idea. This requires the creative generation and discussion of a number of ideas or solutions and the acceptance of positive and negative feedback. It covers the skills and knowledge required to develop new ideas or new uses for old ideas. When used as a methodology, this competency can increase the capacity for innovation within an organisation.

Ideas should be tested in order to establish and present a workable outcome that meets the needs of the end user. The skills and knowledge required for innovation are applicable to all work contexts.

In the vocational education and training context, developing new ideas and innovation is an essential process to improve the quality and provision of training and/or assessment services.

TAADES401B Use Training Packages to meet client needs

Training Packages represent the national industry benchmarks for nationally recognised vocational outcomes in the vocational education and training system. Accredited courses represents other industry benchmarks for vocational education and training. Being able to use Training Packages and accredited courses is a core competency required of all persons with a training, assessment or associated role operating in recognised vocational education and training.

This unit addresses the skills and knowledge required to use Training Packages and accredited courses. This includes identifying and sourcing Training Packages and accredited courses to meet client needs, and interpreting the requirements of Training Package/s including the competency standards/units, the packaging rules for qualifications and the assessment guidelines.

It also includes selecting and contextualising competency standards to meet client needs, and identifying the multiple applications of Training Package/s and accredited courses for workplace or educational needs.

TAADES402B Design and develop learning programs

Learning programs document a cohesive and integrated learning process for the learner. They include the learning outcomes or the learning objectives (derived from the competency standards or other criteria) and outline the content, sequence and structure of learning and the delivery and assessment method/s to be used.

This 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.

The trainer/facilitator uses learning programs to develop more specific and detailed delivery plans which contextualise and individualise the learning for particular groups.

A learning program can be discrete, providing a planned learning approach, relating to specific learning/training needs, or it may form part of the learning design for a qualification. In the latter context, the learning program represents a subset of a learning strategy, adding detail to specified content areas outlined within the learning strategy. For each learning strategy a number of learning programs would need to be developed to guide implementation.

TAADEL301C Provide training through instruction and demonstration of work skills

Demonstration of work skills is typically provided by experienced workers or supervisors in the workplace. The focus of this instruction is usually on specific learner and organization requirements, including workplace induction, learning how to operate new equipment and processes, developing new skills at work, improving efficiency and effectiveness, and meeting safety procedures. A range of delivery techniques should be used to enhance the experience for the learner.

This unit covers the skills required to provide instruction and demonstration of work skills using existing learning resources, in a safe and comfortable learning environment, and to determine the success of both the training provided and personal training performance.

The unit addresses the skills and knowledge required to organize and conduct the instruction and demonstration through a planned approach. It emphasises the training as being driven by the work process and context.

TAADEL401B Plan and organise group based delivery

This competency involves developing a delivery plan that is used by the trainer/facilitator to guide and manage delivery to a group. It encompasses interpreting the learning environment and delivery requirements for the identified group of learners, developing session plans, and preparing and organising the resources required.

The delivery plan is based on a documented learning program and provides a context specific plan for implementation.

TAADEL402B Facilitate group based learning

The competency of delivering training and facilitating learning to a group involves preparing, guiding, supporting and managing learners using a range of delivery methods, knowledge, skills and behaviours that enhance learning.

It also includes the skills needed to support and manage interactions with and between individuals in a group.

TAADEL403B Facilitate individual learning

Learning facilitation relationships may take a number of forms including structured/semi-structured activities and formal/informal agreements. They may be independent of or part of a broad learning and delivery strategy. Identifying which learners and learning contexts may benefit from individual learning facilitation forms part of this competency.

Establishing an appropriate mutual relationship is critical, and the communication and interpersonal skills of the trainer/facilitator are paramount in creating the necessary preconditions for individual learning facilitation to be effective.

Two major techniques to facilitate individual learning are derived from mentoring and coaching methodologies. Other similar instructional techniques may also be appropriate, such as tutoring. The trainer/facilitator may use these techniques with one learner or with individual learners in a small group context.

Individual learning/facilitation relationships may be used to help an individual or individuals meet personal or job goals, learn new skills/knowledge or develop new learning/work behaviours. The role of the trainer/facilitator using these techniques is to advise, guide, support and respond to the needs of the individual learner.

The delivery mode may be face-to-face, online, via telecommunication or using a combination of media.

TAADEL404B Facilitate work based learning

Learning through work is an ongoing and everyday reality of being in work. However, the effectiveness of that learning can be shaped by interventions and actions that modify, direct and provide support to the workplace learner. This guided learning ensures a planned approach to learning through work activities, effective strategies to support the learning and appropriate monitoring and safeguards.

This unit addresses the processes, skills and knowledge involved in using the work process and the work environment as the basis for learning in the workplace.

Learning through work may contribute to an educational outcome, such as a qualification or Statement of Attainment; and/or a work outcome, such as learning how to use a new piece of equipment; and/or a personal outcome, such as extending an individual's self-esteem.

Providing a guided approach to work-based learning is an essential component of any apprenticeship or traineeship arrangement and also has application in induction processes, change management processes and ongoing employee development.

The competency specified in this unit is typically required by trainers/facilitators, teachers, workplace supervisors, team leaders, human resource or industrial relations managers, consultants and any employee responsible for guiding learning through work.

TAADEL405B Coordinate and facilitate distance based learning

Distance-based learning involves a learner-managed learning process that is facilitated by a trainer/facilitator who is separated from their learner/s by time or place. The emphasis in distance-based learning is on the provision to and use by learner/s of effective learning resources with facilitated guidance, motivation and support from the trainer/facilitator through a range of communication tools.

The competency of coordinating distance-based learning involves organising these learning resources, managing the learning process and reviewing the effectiveness of this delivery mode.

Distance-based learning resources are primarily print-based learning material but may be supplemented by other media such as audio cassette, videotapes, web-based information or CD-ROM.

TAAASS401C Plan and organise assessment

This unit addresses the competence of planning the assessment process and making the organisational arrangements which enable assessment to occur. It includes assessments carried out as part of a Recognition of Prior Learning Process (RPL) or as part of a learning and assessment pathway.

The critical focus of this unit is on developing an assessment plan that will be used to guide assessor/s in conducting competency-based assessments. The unit also covers contextualisation of the assessment benchmarks and assessment tools to address the environment in which assessment will take place and organising the human, material and physical resources needed to conduct the assessment.

This competence applies to planning and organising an assessment process, including RPL which may involve single or multiple candidates being assessed against individual or multiple unit/s of competency.

The planning function in assessment is distinguished as a discrete activity and may be undertaken by the assessor responsible for assessing the candidates reflected in the assessment plan or by another person in the organisation.

This competence is to be applied in the context of an existing assessment strategy which documents the overall framework for assessment at a qualification level. In this context, the assessment plan adds further detail relating to the specific organisational arrangements for assessment/s, including RPL against individual unit/s of competency.

TAAASS402C Assess competence

This unit addresses the competence of conducting competency assessment in accordance with a developed assessment plan. It includes assessment for recognition of prior learning (RPL) or as part of a learning and assessment pathway.

The critical focus of this unit is on interpreting the collected evidence and making a judgement of competence against the specified competency standards by applying the principles of assessment and rules of evidence. This unit also covers demonstration of the professional relationship between assessor and candidate/s and the skills needed to support this relationship.

The achievement of this unit includes interpretation of competency standards, (where competency standards are used as the benchmarks for assessment).

TAAASS403B Develop assessment tools

An assessment tool is used to guide the collection of quality evidence in the assessment process. It includes the instruments for collecting evidence, based on the selected assessment methods and the procedures to be followed in conducting the assessment.

The development of effective and relevant assessment tools requires interpreting the benchmarks for assessment to determine the evidence needed to demonstrate competency. It also involves analysing the assessment context to ensure the tools will be appropriate and relevant, identifying or confirming assessment methods which most effectively address the evidence requirements, then designing and developing the assessment tool documentation.

TAAASS404B Participate in assessment validation

Validation is a process involving assessors working in collaboration to review, compare and evaluate their assessment process and their assessment outcomes in relation to the same unit/s of competency. This includes validating assessment methods/tools, the evidence that was collected using these assessment methods/tools and the interpretation of that evidence to make a judgement of competence.

Validation forms part of the quality systems of the training/ and/or assessment organisation (refer to definition in the Range Statement) and is undertaken to improve the quality of the assessment process.

Validation may be undertaken prior to and post the assessment of candidates and includes validation of formative and summative assessment activities (the latter includes assessment for recognition purposes).

Validation may be an internal process involving assessors from the same training and/or assessment organisation, or it may occur as an external exercise involving assessors from different organisations.

TAATAS401B Maintain information requirements of training and/or assessment organisations

This unit addresses the timely dissemination of accurate information to learner/s and the recording and reporting of training and/or assessment services data.

In a recognised training and/or assessment environment, this competency reflects the requirements for information management in Registered Training Organisations (RTOs), including the dissemination of critical information and recording and reporting requirements according to Australian Quality Training Framework (AQTF) standards, the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) and organisational procedures.

In a non-recognised training and/or assessment organisation, the unit relates to the dissemination of critical information and recording and reporting requirements according to legal and organisational requirements.

In smaller training and/or assessment organisations, this unit will typically be used by trainers/facilitators, assessors and consultants. In larger training and/or assessment organisations, this unit will typically be used by personnel where this function would be a major part of their work.

BSBMKG406A Build client relationships

This unit covers the establishment, maintenance and improvement of client relationships to support attainment of key business outcomes.

BSBCM404A Develop teams and individuals

This unit covers the skills and knowledge required to determine individual and team development needs and facilitate the development of the workgroup.

BSBCM405A Analyse and present research information

This unit covers the skills and knowledge required to gather, organize and present workplace information using available systems.

BSBCM409A Promote products and services

This unit covers the skills and knowledge required to coordinate and review the promotion of an organisation's products and services.

BSBAUD402A Participate in a quality audit

This unit specifies the outcomes required to participate in a quality audit as part of an audit team. It covers participating in entry meetings, identifying and gathering information during an audit, analysing and evaluating information and data gathered, reporting findings to the lead