

About the units of competency

TAAENV501B Maintain and enhance professional practice

This unit specifies the competency required for individuals to manage their personal professional performance and to take responsibility for their professional development in relation to the provision of training and/or assessment services.

This unit addresses the processes required to maintain a high level of professional performance in the vocational education and training field. It includes modelling high standards of performance in accordance with professional standards and procedures, and the processes and outcomes involved in determining professional development needs and participating in associated activities.

This unit is also designed to assist vocational education and training personnel to identify strategies for maintaining currency and to respond to changes in vocational education and training policy and the operating environment.

The competency specified in this unit is typically required by a person involved directly or indirectly in the provision of training/assessment services in a training and/or assessment organisation (refer to the definition provided in the Range Statement).

TAADES501B Design and develop learning strategies

This unit specifies the competency required to design, develop and evaluate learning strategies.

Learning strategies document a framework for the learning requirements and the teaching/delivery and assessment arrangements of a vocational education and training qualification. The learning strategy is the umbrella document that outlines the requirements for designing the learning and assessment process at the qualification level.

These requirements include: determining the specific criteria or learning outcomes to be achieved; any recognition and entry requirements (if appropriate); an outline of the areas of learning/content to be addressed; the assessment requirements, the broad sequence of learning, the delivery and assessment methods to be used, the resources required and any other additional information to support a learning and assessment pathway to a qualification.

The criteria may already exist if the qualification is part of a Training Package. In this instance the endorsed competency standards packaged within the Training Package qualification constitute the relevant criteria. Alternatively, if the learning strategy takes the form of a course for accreditation, the learning outcomes may need to be developed to reflect an identified industry, enterprise or community need.

This unit addresses the competency requirements for developing a learning strategy relevant to both Training Package qualifications and course-based qualifications.

The learning strategy provides an overview or outline only. Detailed guidance is fleshed out through the content of specific learning programs. Each learning strategy would require

development of a number of learning programs, depending on the design approach of the learning strategy.

The competency of developing learning programs is addressed separately in TAADES402B Design and develop learning programs.

In a traineeship or apprenticeship context, this unit should be linked directly to TAACMQ502B Coordinate training and/or assessment arrangements for apprenticeships/traineeships, which more closely establishes the learning strategy requirements for that model of training delivery.

The competency specified in this unit is typically required by instructional designers, trainers/facilitators, training consultants and training coordinators/managers.

TAADEL503B Provide advanced facilitation to support learning

This unit specifies the competency required to integrate, and extend delivery and facilitation practices to support learning of a diverse client base operating in a range of contexts within the vocational education and training sector.

Advanced facilitation involves the trainer/facilitator creating a conceptual and experiential framework of professional practice that synthesises applied knowledge of learning theories and practical demonstration in a variety of teaching methodologies and delivery practices to suit different learner needs and learning contexts.

Increasing diversity in the vocational education and training sector client base requires high levels of flexibility in teaching/delivery practices that can support both generic and vocationally specific learner and client competency needs, often independent of time and place. This unit of competency draws on the trainer/ facilitator's existing competency in delivery and facilitation to develop advanced facilitation skills, knowledge and practice.

Successful achievement of this unit will depend on the trainer/facilitator having acquired competency across a number of delivery and facilitation methods and modes to support individual and group learning. These competencies are addressed separately in other units in the Delivery and Facilitation field.

The competency specified in this unit is typically required by trainers/facilitators in environments requiring higher levels of knowledge and skill in practice. Such trainers/facilitators will often have a role supervising/mentoring other trainers/facilitators.

TAAASS501B Lead and coordinate assessment systems and services

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

Assessment leadership and coordination involves 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.

This competence also involves developing and/or confirming the assessment strategy for an assessment only pathway. In a learning and assessment pathway, the assessment strategy is determined as part of the learning strategy documentation. In that context, this vocational outcome is addressed in TAADES501B Design and develop learning strategies.

This unit also includes coordinating and managing assessment across multiple sites, and managing partnership arrangements for assessment services. These performance outcomes may not be applicable in all workplace contexts, depending on the size, scope and needs of the training and/or assessment organisation.

Achievement of this unit requires high-level language, literacy skills and cognitive skills in planning, analysis, evaluation and synthesis. This unit also requires leadership skills.

Related competence includes preparing/managing budgets/financial plans, records management, recruitment selection and performance management. These are addressed through a number of relevant imported units from the BSB01 Business Services Training Package. These are listed at the end of this unit for possible integrated assessment purposes.

The competence specified in this unit is typically required by lead trainers/facilitators/teachers who assess, lead assessors, program/training and/or assessment coordinators, training managers and training consultants.

TAACMQ503B Lead and conduct training and/or assessment evaluations

This unit specifies the competency required to lead and conduct training and/or assessment evaluations.

Evaluation represents a critical function that forms part of the quality management of the training and/or assessment services provided by a training and/or assessment organisation (refer to the Range Statement for a definition). Evaluation can be carried out as a separate and complete activity focusing on an area of risk or need.

Evaluation is also an integral part of many work activities and therefore forms part of the competency of many units represented in the TAA04 Training and Assessment Training Package.

In this unit, evaluation represents a discrete competency carried out across a specific area of the organisation's training and/or assessment services. Examples might include evaluation of the delivery and assessment for a whole Training Package, or for qualification/s within a Training Package or for a program area, or an evaluation of system components such as evaluation of the training records management system or assessment system.

Evaluation of training and/or assessment services/systems in this context is a systematic and objective process measured against specified criteria using established evaluation methods. The focus of the evaluation may include aspects such as risk, quality/quality improvement, professionalism, efficiency, client satisfaction and compliance with legal requirements. It may take the form of an audit (compliance evaluation), self-assessment process, benchmarking or client-focused evaluation. Evaluation is a critical component of registration requirements under the Australian Quality Training Framework (AQTF).

This unit is designed to address the competency of evaluation of training and/or assessment services and systems by both internal and external evaluators. It is particularly applicable where evaluation/auditing forms only part of a person's work responsibilities.

Where auditing is the main work function, the required competencies are addressed in the following units in the BSB01 Business Services Training Package:

BSBAUD501A Initiate a quality audit

BSBAUD502A Prepare to lead a quality audit

BSBAUD503A Lead a quality audit

BSBAUD504A Report on a quality audit.

This unit applies to persons in a training and/or assessment leadership, coordination, consultancy or management position.

Elective Units

TAADES502B Design and develop learning resources

This unit specifies the competency required to design and develop resources to support learning.

Learning resources are designed to enhance and support the effectiveness of the learning process. They provide guidance, materials, learning and assessment activities, and relevant information that address the competencies/learning outcomes to be achieved by the learner.

In the TAA04 Training and Assessment Training Package, learning resources are defined as learning materials that have been specifically developed to address a substantive area of teaching/learning and/or assessment guidance and support.

Learning resources may address a whole Training Package, a Training Package or course qualification or a learning program. Learning resources may also take the form of existing equipment, physical materials and physical resources within the learning environment.

Learning resources can take a variety of forms such as facilitation guides, learning guides/participant resources, assessment materials, workplace resources and text books, and may be self-paced or instructor-led. While primarily text and print-based, other mediums such as audio or video learning resources could be developed using this unit. The complexity of the resource will vary depending on its focus, type, audience and technological medium.

Although the range of learning resources may vary, the skills and knowledge required to design and develop them is the same, with instructional design being a critical aspect.

Where a learning resource product is built around an electronic medium, other critical skills, knowledge and outcomes are required. These are addressed through separate units of competency, TAADES503B Research and design e-learning resources and TAADES504B Develop

and evaluate e-learning resources. Co-learning and co-assessment is suggested where competency across all media is required.

Design and development are combined in this unit. In some circumstances the design phase and content development are separated, especially in a large project. However, it is important that competency reflects the whole process.

Depending on the complexity of the resource, extensive consultation and working with others may be required.

This unit can provide a specific application for undertaking the generic unit TAATAS503B Manage contracted work.

The competency specified in this unit is typically required by trainers/facilitators, instructional designers, assessors and consultants.

TAADES503B Research and design e-learning resources

This unit specifies the competency required to research the requirements for e-learning resources and to design resources based on that research.

Learning resources are designed to enhance and support the effectiveness of the learning process. They provide guidance, materials, learning and assessment activities, and relevant information that address the competencies/learning outcomes to be achieved by the learner.

An e-learning resource is any learning resource that is assisted by information and communication technology. This includes but is not limited to web-based and computer-based learning resources, virtual re-creations of vocational contexts, digital collaboration, Internet, Intranet, Extranet, interactive CD-ROM, hand-held computers and satellite broadcast.

E-learning resources are used to support e-based learning or blended delivery and may be used in conjunction with print-based or other learning resources. The complexity of the e-resource will vary depending on its focus, type and audience. The emphasis is on the clarity and structure of the learning resource and how the technology supports this, not the technology itself.

This unit focuses on the e-product design. Development of the e-learning resource is addressed separately in TAADES504B Develop and evaluate e-learning resources. Separate competency standards have been developed because these two functions are often undertaken separately and by different team members. Where competency is required across both the design and development phase co-learning and co-assessment is recommended.

TAADES503B Research and design e-learning resources and TAADES504B Develop and evaluate e-learning resources are also closely linked with TAADES502B Design and develop learning resources, which focuses on print-based learning resources. Some outcomes and performance requirements of this unit are duplicated in TAADES502B but the overall competency is differentiated by the technological skills and knowledge that are applied and integral to performance. It is recommended that individuals undertake TAADES502B before commencing TAADES503B or TAADES504B.

The competency specified in this unit is typically required by instructional designers, learning product developers, trainers/facilitators and training consultants.

TAADES504B Develop and evaluate e-learning resources

This unit specifies the competency required to develop and evaluate e-learning resources based on an agreed design concept.

Learning resources are designed to enhance and support the effectiveness of the learning process. They provide guidance, materials, learning and assessment activities, and relevant information that address the competencies/learning outcomes to be achieved by the learner.

An e-learning resource is any learning resource that is assisted by electronic technology. This includes but is not limited to web-based and computer-based resources, virtual classrooms, digital collaboration, Internet, Intranet, Extranet, interactive CD-ROM, hand-held computers and satellite broadcast.

In the TAA04 Training and Assessment Training Package, learning resources are defined as learning products that have been specifically developed to address a substantive area of learning such as a Training Package, a qualification or a learning program. E-learning resources are used to support e-based learning or blended delivery and may be used in conjunction with print-based or other learning resources. The complexity of the e-resource will vary depending on its focus, type and audience. The emphasis is on the clarity and structure of the learning resource and how the technology supports this, not the technology itself.

This unit focuses on developing an e-learning resource following a design concept. It involves working with others to develop and evaluate a prototype, improving the e-learning resource based on the evaluation and then working with others to develop the finished resource. It addresses this competency from the perspective of contributing to the development of content, not the technical specifications. However, technological literacy to work with technical experts is necessary.

The competency of creating the design concept is separately addressed in TAADES503B Research and design e-learning resources. Separate competency standards have been developed because these two functions are often undertaken separately and by different team members. Where competency is required across both the design and development phase co-learning and co-assessment is recommended.

This unit has some content overlap with TAADES502B Design and develop learning resources which focuses on print-based learning resources but it is differentiated by the technological skills, knowledge and application required to perform this work. It is recommended that individuals undertake TAADES502B Design and develop learning resources before commencing TAADES503B Research and design e-learning resources or this unit of competency.

This competency would normally be achieved in a collaborative working environment involving a project team that develops the complete e-learning resource.

The prototype developed for evaluation may not be a fully functional e-learning resource. Parts of it may be in detailed draft or presentation form, such as a storyboard, with supporting information yet to be built into an e-learning resource.

The competency specified in this unit is typically required by instructional designers, learning product developers, trainers/facilitators, training consultants.

TAADES505B Research and develop competency standards

This unit specifies the competency required to research and develop competency standards for particular work functions, work processes, work roles and work related vocational outcomes.

In the Australian vocational education and training system, competency standards are used as the benchmarks for learning, assessment and the formal recognition of achievement. (Individual competency standards are also referred to as units of competency).

The format and design specifications for endorsed competency standards are set by the National Training Quality Council (NTQC) of the Department of Education, Science and Training (DEST).

Competency standards developed as part of an NTQC-endorsed industry or enterprise Training Package must meet these format and design requirements. Competency standards developed to provide the vocational outcomes of an accredited course must also be developed in accordance with these technical/format specifications. This unit of competency addresses the knowledge and skills to develop competency standards that reflect the DEEWR design requirements.

This involves researching the area/s of work to be addressed for competency development; writing a clear and accurate document (competency standard) that reflects the vocational outcomes; associated performance specifications and related knowledge, skills and evidence requirements; effectively validating the document and finalising the draft in accordance with the requirements for endorsed competency standards.

This unit requires the learner to have competency in various research techniques. Learners undertaking this unit without a research background are advised to undertake the imported unit BSBCMN405A Analyse and present research information.

The competency specified in this unit is typically required by senior practitioners, learning product designers, instructional designers and consultants.

TAADEL501B Facilitate e-learning

This unit specifies the competency required to facilitate learning delivered via electronic media.

E-learning encompasses a variety of applications and processes which use available electronic media to deliver vocational education and training more flexibly. E-learning covers any learning that is assisted by information and communication technology (ICT). This mainly includes computer-based online learning, but also covers interactive CD-ROMs, videos, handheld computers, mobile phones, teleconferencing and video conferencing.

Facilitating e-learning involves transferring competency in other modes to the e-learning environment where technology is the medium for delivery.

The e-learning facilitator support e-learners work towards the learning outcomes or objectives set out in the learning strategy and/or learning program guiding the e-learning process through planning and developing specific real time and asynchronous 'interactions' with learners, providing support to learners in using e-learning resources and developing and implementing specific e-learning events and activities.

The competency to design and develop e-learning resources is separately addressed in TAADES503B Research and design e-learning resources and TAADES504B Develop and evaluate e-learning resources. The competency to develop a learning strategy and learning program is also separately addressed in TAADES501B Design and develop learning strategies and TAADES402B Design and develop learning programs.

E-learning often takes place in conjunction with other modes of delivery, e.g. face-to-face.

The competency specified in this unit is typically required by trainers/facilitators, teachers, training consultants working in an e-learning environment.

TAADEL502B Facilitate action learning projects

This unit specifies the competency required to facilitate a group to engage in action learning projects.

Action learning involves a group-based learning model in which the participants contribute their knowledge and expertise to guide the learning experience. The members learn from each other and through their experiences in participating in and directing the action learning process, guided by the trainer/facilitator.

The group may have come together for a number of reasons. They may be an existing work team or group; a class group; a network or community of practice; or a group brought together to work through a specific project, activity, issue or common interest. Action learning can be integrated into work and contribute to improvements at work.

Facilitating an action learning project requires high-level communication, interpersonal and leadership skills to continuously develop, monitor and evaluate the relevance, group interactions, structure and pace, and learning/work outcomes of the process. These skills are simultaneously used with the learners.

This unit is related to a number of training and management work functions. For example, a trainer/facilitator may use action learning facilitation skills as part of a broader training delivery strategy, or as a process for professional development with peers and colleagues, while a manager may facilitate an action learning project to achieve organisational objectives, such as a change process.

The competency specified in this unit is typically required by trainers/facilitators, teachers, coordinators/managers and consultants.

TAADEL504B Lead and coordinate training services

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

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

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

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

This unit focuses on the coordination of training services only. The coordination of assessment services is addressed in TAAASS501B Lead and coordinate assessment systems and services. Systemic evaluations of training services is addressed in TAACMQ503B Lead and conduct training and/or assessment evaluations.

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

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

TAATAS501B Undertake organisational training needs analysis

This unit specifies the competency required to undertake a training needs analysis (TNA) to identify the training and assessment needs of an organisation.

Training needs analyses are used to assist organisations identify their training needs and develop relevant solutions.

This competency involves identifying organisational/client needs through data investigation, using reliable and valid data analysis methods to interpret the data and providing advice and recommendations on training and assessment services required to meet the identified training needs. This includes identifying future support and services that the client will need to implement the recommendations.

A training needs analysis can be used to identify the training needs of different levels across an organisation and/or for individuals. This unit focuses on identifying the training and assessment needs at the organisational level. Individual training needs analysis is covered in a number of units in this Training Package.

Achievement of this unit requires competency in the development and implementation of a variety of training and assessment methods and knowledge of current processes and practices involved in the implementation of Training Packages.

The competency specified in this unit is typically required by trainers/facilitators, assessors, teachers, consultants, human resource managers, program coordinators and managers.

TAATAS502B Prepare a tender bid

This unit specifies the competency required to bid for the provision of goods or services through a tender process.

This unit addresses the competency of writing a submission or proposal to supply goods or services required by the purchasing organisation through a tender process. It involves researching, preparing and writing a proposal that outlines the supplier's capabilities to meet the tender specifications.

This competency applies to the supplier in a tendering process. The competency of preparing tender documentation as purchaser and overseeing the tendering process is addressed in the purchasing domain of the Business Services Training Package, in particular through the unit of competency BSBPUR401A Plan purchasing. The unit LGACOM409A Prepare tender documentation from the Local Government Training Package is also of relevance.

In the training and assessment context the provision of tendered services is a critical area of competency applied to funded and contracted services, projects or product development.

Competency in this unit requires knowledge and skills in interpreting tender specifications; developing appropriate activities and methodologies to meet those specifications; estimating financial, human and physical resources needs; and preparing a detailed submission that demonstrates and markets the capacity and capability of the supplier to achieve the specified tender requirements.

Competency also includes responsibility for formatting and lodging the final submission to the potential client within designated timelines and requires the application of relevant technology and project tools.

A critical outcome of this unit is a demonstrated capacity to translate the tender specifications into a clearly defined methodology which encompasses innovative ideas and to develop a budget as part of the tender submission.

The development of innovative ideas is addressed as a separate unit in TAAENV404B Develop innovative ideas at work. Budgetary and financial management competency is covered in BSBMGT503B Prepare budgets and financial plans.

The competency of managing a project is addressed in TAATAS503B Manage contracted work.

The competency specified in this unit is typically required by trainers/facilitators, teachers, assessors, training product developers, program coordinators, training consultants, training managers and learning development/human resource personnel.

In other industry contexts, this unit is relevant to any person undertaking this area of work.

TAATAS503B Manage contracted work

This unit specifies the competency required to manage work undertaken under contract.

This unit addresses the competency of managing externally contracted work as the supplier of goods and/or services. It involves finalising the planning process for contracted projects/services, managing contract performance, monitoring contract requirements and evaluating contract outcomes.

This unit could be applied in a broad range of contexts as well as vocational education and training. In the training and assessment context managing contacted work is a critical area of competency applied to the provision of services, for example, User Choice arrangements, and to training and/or assessment projects which may be related to research or product development.

This competency applies to the supplier of contracted services where the client is the purchaser.

The competency of managing contracts as the purchaser is addressed separately in PSPPROC602A Direct the management of contracts, a unit from the Public Sector Training package. The competency of preparing a tender bid to undertake the contracted work is separately addressed in TAATAS502B Prepare a tender bid.

Achievement of this unit requires skills in exercising consideration, discretion and judgement using a range of problem solving and decision making techniques.

This unit addresses the competency of managing contracted projects/services when this function represents part of an individual's overall work responsibilities as distinct from being the primary focus of work. In the latter context, users are referred to the units in the project management domain in the BSB01 Business Services Training Package.

This unit provides generic competency required of many training and/or assessment personnel that is applied to and can be demonstrated with a number of other units in the TAA04 Training and Assessment Training Package. Suggested examples are listed at the end of this unit.

The competency specified in this unit is typically required by trainers/facilitators, assessors, teachers, training product developers, program coordinators, consultants, supervisors and managers.

TAATAS504B Facilitate group processes

This unit specifies the competency required to lead or facilitate group processes to achieve an agreed outcome.

Group facilitation is a competency involving the effective management of a group in circumstances where the facilitator provides a pathway for the group to achieve identified and agreed outcomes.

This competency requires high-level communication and interpersonal skills as well as knowledge of various group process techniques and activities to explore and analyse a focus/subject area, maximise group involvement and interaction and develop common/agreed solutions/outcomes.

Group facilitation may be applied in many circumstances including focus groups, workshops, meetings and change processes. Group facilitation can be used to resolve issues, find solutions, collaboratively develop ideas, develop new ways of working and explore problems/issues. It is relevant to community, educational and work situations. The process may be conducted for a client or may be internally focused.

While group facilitation is a clear part of the unit outcomes for TAADEL402B Facilitate group-based learning, the facilitation process in that unit is driven by the predetermined competency/learning outcomes to be achieved. In that unit, the facilitation process revolves around ensuring progression towards the desired outcomes.

In this unit, the focus is usually defined but the outcomes derive from the competency of the facilitator in guiding, informing, facilitating and monitoring the group.

The competency specified in this unit is typically required by trainers/facilitators, assessors, consultants, supervisors, managers and leaders.

TAACMQ501B Develop training and/or assessment organisational policies and procedures

This unit specifies the competency required to develop or revise organisational policies and procedures relating to the provision of training and/or assessment services.

Training and/or assessment policies and procedures provide guidance and direction to trainers/facilitators, assessors and other personnel on the quality and organisational arrangements for the provision of training and/or assessment services. The development of effective policies and procedures governing training and/or assessment responsibilities is essential for the effective implementation of training and assessment systems.

This unit addresses the processes, skills and knowledge involved in developing the policies and procedures which underpin the operations of training and assessment systems. These policies and procedures can cover a variety of areas including grievances and appeals, risk identification and management, access and equity, and participant enrolment and progress details.

This unit has a specific focus on policies and procedures relating to training and/or assessment, but could equally apply to any organisational context where policies and procedures are developed.

In the TAA04 Training and Assessment Training Package, all organisations involved in the provision of vocational education and training are referred to generically as a training and/or assessment organisation (refer to the definition provided in the Range Statement).

The competency specified in this unit is typically required by trainers/facilitators, management, human resource personnel and program coordinators.

TAACMQ502B Coordinate training and/or assessment arrangements for apprenticeships/traineeships

This unit specifies the competency required to plan and coordinate the training and assessment requirements of apprenticeships and or traineeships.

Apprenticeships and traineeships are regulated employment-based approaches to the gaining of a relevant recognised Australian Qualifications Framework (AQF) qualification involving a combination of work and structured training. The apprenticeship/ traineeship qualification is regulated through a training contract (also known as a training agreement) between an employer and an apprentice/trainee, and their legal guardian if under 18 years of age.

Training requirements to be met under the contract are set out in a Training Plan (see Range Statement for definition), which specifies the competency standards to be achieved by the apprentice/trainee and the delivery and assessment arrangements to occur.

This unit addresses the competency of developing Training Plans, monitoring the delivery and assessment of these Training Plans, and managing the legal/organisational requirements of these regulated training arrangements.

Aspects of this competency are linked to and addressed in other units in the TAA04 Training and Assessment Training Package, but the focus and performance outcomes are differentiated by the policy and regulatory arrangements governing apprenticeships/traineeships. Relevant units include TAADES401B Use Training Packages to meet client needs, TAADES402B Design and develop learning programs and TAADES501B Design and develop learning strategies.

This unit does not address the competency of delivering training in an apprenticeship/traineeship or carrying out the assessment process. These competencies are covered by a range of other units in the TAA04 Training and Assessment Training Package.

Budgetary and financial management of apprenticeships/traineeships is addressed generally in BSBMGT503A Prepare budgets and financial plans.

The competency specified in this unit is typically required by trainers/facilitators, training coordinators and managers working in a Registered Training Organisation (RTO).

TAACMQ504B Determine and manage scope of training and/or assessment services

This unit specifies the competency required to investigate, determine and manage the scope of training and/or assessment services provided by a training and/or assessment organisation.

Determining the scope of training and/or assessment services is a critical strategic, business and organisational function that establishes the focus, breadth and type of training and/or assessment services provided/to be provided by a training and/or assessment organisation (refer to the Range Statement for a definition).

This competency requires investigating current and potential scope of training and/or assessment services, recommending appropriate approaches, coordinating legal/organisational requirements, and monitoring the focus and approach.

Where applied in a Registered Training Organisation (RTO) environment this unit includes coordinating the registration process to deliver and/or assess recognised training and/or assessments services in accordance with the Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations (RTOs).

The competency specified in this unit is typically required by trainers/facilitators, training coordinators and managers, human resource and quality personnel.

TAACMQ505B Lead a team to foster innovation

This unit specifies the competency required to lead a workplace team in ways that foster innovative work practices. It addresses the skills that are needed by individuals who are leading work teams on individual projects or work in general.

It includes the skills and knowledge required to put a team together, from the perspective of innovation. This unit also involves structuring work to ensure innovative processes are being used, and to ensure that personnel have the information and skills to apply innovation at work skills (refer to the Range Statement for a definition of this term).

In the context of the vocational education and training environment, the team may be involved in designing a learning program, developing learning products, delivering training or providing other services to learners/clients. The team leader may use innovation skills to lead the team into new and creative ways of training, assessing, developing materials, undertaking projects or supporting clients.

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

This unit could be undertaken in conjunction with BSBFLM512A Ensure team effectiveness, which focuses on team leadership.

Imported Units

BSBMKG501A Evaluate marketing opportunities

This unit covers evaluating market data, distinguishing the characteristics of possible markets and assessing the viability of making changes to current operations to take advantage of marketing opportunities.

This unit is related to BSBMKG302A Identify marketing opportunities. It leads to BSBMKG 605A Evaluate international marketing opportunities.

BSBEBUS508A Build a virtual community

This unit covers development of a virtual business community built around a common interest/area of business.

Consider co-assessment with BSBEBUS507A Manage the business aspects of a website.

BSBMGT503A Prepare budgets and financial plans

This unit covers the preparation of financial plans and budgets by operational/non-financial managers, as required by their particular organisation.

This unit is related to BSBMGT504A Manage budgets and financial plans.

BSBMGT504A Manage budgets and financial plans

This unit covers all of the significant aspects of financial management for operational managers who are not financial specialists. It emphasises the preparation of users of budgets/financial plans through communication and training and consistent surveillance over budget performance, with early intervention where required.

BSBMGT506A Recruit, select and induct staff

This unit covers all aspects of selection and recruitment relevant to managers who are not specialists in the area. It ensures that managers engage in appropriate planning and that selection and induction leads to the recruitment and retention of high quality staff. This unit is almost essential for those who now have (or are likely to have) an involvement in or responsibility for recruiting, selecting and/or inducting staff.

BSBHR504A Manage industrial relations policies and processes

This unit covers the range of competencies required of a manager who has day-to-day involvement in, and management of, industrial relations matters within the organisation. It includes negotiations, conflict management and dispute resolution.

This unit is related to BSBHR604A Manage employee relations, which is a broader and more strategic approach to workplace performance.

BSBRKG502A Manage and monitor business or records systems

This unit describes the work involved in setting the operational frameworks for all record creation, capture, use and monitoring activities within the business or records system of a specific business domain. It may also be used to review these frameworks and activities.

BSBFLM512A Ensure team effectiveness

This unit specifies the outcomes required by frontline managers to facilitate all aspects of team work within the organisation. It involves taking a leadership role in the development of team plans, leading and facilitating team work and actively engaging with the management of the organisation.

This unit replaces BSBFLM502A Provide leadership in the workplace and BSBFLM504A Facilitate work teams, which have been combined to create this unit.

Frontline managers have an important facilitative role in the development and empowerment of work teams. This will be evident in the way frontline managers work with teams and individuals, work across teams, and the initiative they take in strengthening the links between teams and the organisation's management.

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.

This unit builds on BSBFLM412A Promote team effectiveness.

BSBFLM514A Manage people

This unit specifies the outcomes required to manage and lead team members within an organisation. This includes determining work allocations; implementing performance management processes; addressing issues related to own personal leadership style and

performance within the work team; demonstrating leadership; building commitment within the team; and analysing, reviewing and evaluating the effectiveness of human resource management processes in line with the objectives of the work team and the organisation.

Frontline managers have a key role in managing and leading individuals within work teams. They play a prominent part in managing the performance of people who report to them directly and in providing leadership to teams.

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.

CHCCAR501A Provide careers guidance

This unit describes the competencies required to work with clients to assist them to identify their career interests and options and to assist them to make decisions to match informed career decisions.