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CHAPTER 1

TAEDES501A – DESIGN AND DEVELOP LEARNING STRATEGIES

Elements in this chapter

1. Determine the parameters of the learning strategy
2. Develop the framework for the learning strategy
3. Devise the content and structure of the learning strategy
4. Review the learning strategy

ELEMENT 1

Determine the parameters of the learning strategy

A learning strategy is only as good as the facts upon which it is based. Too little information and the program may not achieve the desired outcomes; too much information may result in confusion as to what is really required.

The parameters of a learning strategy provide definable, measurable values against which a project is set, so it is imperative that these parameters are clearly and accurately defined and recorded.

LEARNING OUTCOMES

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's needs and select an appropriate option

1.3 Consult with relevant people to confirm the parameters of the learning strategy

Competency map

Element	Performance criteria		Task	Assessment	Relates to page
1 Determine the parameters of the learning strategy	1.1	Clarify the purpose of the learning strategy, likely target groups and their learning needs	1.1	1a	4–5
	1.2	Research qualification or other benchmark options for meeting the likely target group needs and select an appropriate option	1.1	1a	5–6
	1.3	Consult with relevant people to confirm the parameters of the learning strategy	1.1	1a	6
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	1.1	1a	8
	2.2	Analyse ***industry or organisation documentation*** to determine additional and supporting requirements	1.2	1a	9
	2.3	Research and analyse ***options for design***, based on likely target groups, their learning needs and contexts for delivery	1.4	1a	10–14
	2.4	Use appropriate learning theories and instructional design principles to support the learning strategy design	1.3	1a	15–17
	2.5	Identify and document broad content headings	1.5	1a	17
	2.6	Consult to modify and confirm the framework		1b	18
	2.7	Develop the review process for the learning strategy	1.7	1b	

Element	Performance criteria		Task	Assessment	Relates to page
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	1.5	1a	19
	3.2	Sequence the content to support learning and determine overall timelines within operating constraints	1.5	1a	18
	3.3	Express learning strategy outcomes to reflect both generic and specific learning outcomes to be achieved	1.5	1a	21
	3.4	Identify and document appropriate delivery and assessment strategies, taking account of the learning parameters, design framework and learning context	1.6	1a	22–30
	3.5	Identify and document operational requirements	1.5	1a	22–30
4 Review the learning strategy	4.1	Review the learning strategy in collaboration with relevant people against specified criteria prior to and post implementation	1.7	1b	31–34
	4.2	Document a post-implementation review process that includes ***measures*** for identifying the effectiveness and quality of the learning strategy	1.7	1b	31–34
	4.3	Make recommendations and changes based on outcomes of the review processes, where appropriate, and document these	1.7	1b	34
	4.4	Make modifications and document as part of a continuous improvement strategy	1.7	1b	34

Critical aspects for assessment			
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	1.1 to 1.7	1a, 1b	
Implement at least one learning strategy		1a	
Document a review which provides outcomes and evidence of continuous improvement.	1.7	1b	

CHAPTER 2

TAEDES502A – DESIGN AND DEVELOP LEARNING RESOURCES

Figure 2.1 The right resource for the right learning program can mean the difference between success and failure

Competency map

Element	Performance criteria		Task	Assessment	Relates to page
1 Research the learning resource requirements	1.1	Clarify with the client the brief, focus and type of learning resource	2.1	2.1	46
	1.2	Research the target audience, their learning needs and the learning environment for the resource	2.1	2.1	47–49
	1.3	Gather, collate and analyse relevant existing information	2.3	2.1	49–51
	1.4	Identify any ethical and legal considerations and act on them	2.2,2.3	2.1,2.2	51–53
	1.5	Write a development work plan	2.3	2.1	54
2 Design the learning resource and plan the content	2.1	Generate a range of design options using a variety of techniques	2.4	2.1	55
	2.2	Develop and confirm with the client an outline or prototype for the learning resource		2.1	56
	2.3	Analyse content specifications of the learning product and map out proposed content	2.3	2.1	56–57
3 Develop the learning resource content	3.1	Develop content and content specifications in accordance with the agreed design	2.4	2.1	58–61
	3.2	Establish mechanisms for reviewing work in progress		2.1	61
	3.3	Ensure any text is clear, concise, grammatically correct and appropriate for the intended audience	2.5	2.1	62
	3.4	Ensure any visuals are relevant, instructive and appropriate for the intended audience	2.6	2.1	62–64

Continued

Element	Performance criteria		Task	Assessment	Relates to page
4 Review learning resource prior to implementation	4.1	Check resource content to ensure the accuracy and relevance of information against specifications	2.7	2.1	65–66
	4.2	Check text, format and visual design for clarity and focus		2.1	
	4.3	Conduct an external review using appropriate review methods and incorporate feedback		2.1	
	4.4	Review final draft against the brief and other relevant criteria to ensure it meets all requirements prior to delivery to the client		2.1	
5 Evaluate the design and development process	5.1	Review the design and development process against appropriate evaluation criteria	2.8	2.1, 2.2	67–69
	5.2	Reflect on the development process and methods and identify areas for improvement		2.1, 2.2	
	5.3	Document identified improvements for future projects		2.1	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Task	Assessment	Relates to page
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.	2.3 2.4 2.5 2.8	2.1	46–49 57–66

CHAPTER 3

TAEDES505A – EVALUATE A TRAINING PROGRAM

Figure 3.1 Preparing for an evaluation

In order to become a Registered Training Organisation (RTO) an organisation must ensure that it complies with the standards and conditions set by the National VET Regulator **(NVR)**. See Standards for NVR Registered Training Organisations at www.comlaw.gov.au/Details/F2011L01356.

To successfully *maintain* its registration, an RTO is subject to very strict scrutiny and can be called upon at any time to justify its training and delivery methods. This scrutiny can take the form of internal or external evaluations—or audits—and these must form part of the organisation's continuous improvement program. Every aspect of RTO operations must, at some point, undergo such an evaluation if the organisation is to remain compliant

Competency map

Elements	Performance criteria		Tasks	Assessments	Relates to page
1 Plan and prepare evaluation	1.1	Document the aim and scope of the evaluation study	3.1, 3.2	1a, 1b	77–78
	1.2	Identify the data and information required and access sources of information			79
	1.3	Establish a project plan and timelines which identify tasks and stakeholders in the evaluation process			79–81
	1.4	Select and brief staff to be involved			82
	1.5	Establish constructive relationships with the stakeholders identified in the evaluation plan			82
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	3.3	1b, c, d	83–85
	2.2	Develop evaluation instruments to gather data and information			86–88
	2.3	Arrange workplace visits and meetings, and access to data and information			86
	2.4	Collect data and information and store in compliance with the record keeping and privacy policies and procedures of the organisation			83–88
	2.5	Identify and record potentially useful information that 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	3.4, 3.5	1c, d	89–91
	3.2	Cross-check findings where possible by comparing with the results from different evaluation instruments			89–91
	3.3	Develop conclusions about the effectiveness and efficiency of the training program, as per the evaluation aim and scope			92
	3.4	Document areas of training that are satisfactory and those requiring improvement			92
	3.5	Identify factors affecting performance and suggest possible enhancements or alternatives to the training program			94–95
4 Report on the conclusions and recommendations of the evaluation	4.1	Document issues and conclusions arising from the analysis conducted	3.6	1d	95
	4.2	Make recommendations to stakeholders on areas of possible improvement			96
	4.3	Discuss preliminary findings with stakeholders			96–97
	4.4	Produce an evaluation report and distribute to all stakeholders			

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Tasks	Assessments	Relates to page
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.	3.1, 3.6	1a – d	ALL

CHAPTER 4

TAEDEL502A – PROVIDE ADVANCED FACILITATION PRACTICE

To be a good facilitator means not only that you possess the basic skills to be able to effectively enable the transfer of knowledge and skills to another person, or group of people, but you must want to learn, improve and expand your own knowledge and skills, both within your profession and as trainer and assessor.

Through your own learning and training experiences as an advanced facilitator you will have developed a toolbox of techniques and strategies for dealing with complex situations, learner needs and learning difficulties. Improving and refining these skills is only achieved when you are exposed to situations, contexts and environments that challenge your existing levels of knowledge, skill and understanding.

Elements in this chapter

1. Extend facilitation practices
2. Prepare for complex environments
3. Prepare for learners with complex needs
4. Develop learner independence
5. Reflect on and improve practice

Competency map

Element	Performance criteria		Task	Assessment	Relates to page(s)
1 Extend facilitation practices	1.1	Update knowledge of learning methods, facilitation techniques and learning theories to improve delivery and facilitation practices	4.1	4.1(1)	105–106
	1.2	Maintain currency of vocational competencies and related subject matter expertise	4.1	4.1(5)	107
	1.3	Practise flexibility, innovation and responsiveness in facilitation practice	4.2	4.2	107–108
	1.4	Reflect on own practice and experiences as a facilitator to determine and document potential improvements to delivery approaches		4.2	109
2 Prepare for complex environments	2.1	Identify environmental conditions and their potential impact on teaching practice	4.3, 4.4	4.2	110–113
	2.2	Manage the constraints to delivery with relevant personnel		4.1(6), 4.2	113
	2.3	Review and adjust training and assessment strategies to address the constraints of complex environments		4.1(6), 4.1(7), 4.1(8), 4.2	114
3 Prepare for learners with complex needs	3.1	Research the characteristics of learners with complex needs and identify potential barriers to learning	4.5	4.1(3)	115–118
	3.2	Develop and adjust training and assessment strategies and customise learning materials to meet needs	4.6, 4.7	4.1(3), 4.1(4), 4.2	118–121
4 Develop learner independence	4.1	Enhance learner experiences using a range of learning methods and inclusive practices	4.7	4.1(8), 4.2	122
	4.2	Acknowledge and address potential barriers to learning	4.5, 4.6	4.1(8), 4.2	123–124
	4.3	Encourage learners towards self-directed learning by establishing enabling processes	4.7	4.1(8), 4.2	124–126
5 Reflect on, and improve practice	5.1	Seek input from other relevant personnel about teaching, facilitation and learning practices		4.2	126–127
	5.2	Review teaching, facilitation and learning practices to identify and document opportunities for improvement		4.2	127–130
	5.3	Implement the documented improvement plan, review and adjust as required		4.2	130

CHAPTER 5

TAEDEL501A – FACILITATE E-LEARNING

Figure 5.1 e-learning—learn anything, anywhere, anytime?

The ubiquitous personal computer, in its many flavours, has only recently begun to really live up to its promise of serving in the role of educator and trainer. While access to online educational resources, particularly print-based references and images, has been abundant almost from the inception of the internet, the promise of truly universal e-learning resources has been restrained by lacklustre content and delivery mechanisms.

Increased **bandwidth**, the availability of **wireless networks** (WiFi) and 3G/4G mobile broadband, newer internet protocols and true what-you-see-is-what-you-get (WYSIWYG)

Competency map

Element	Performance criteria		Task	Assessment	Relates to page (s)
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		5.2	136–139
	1.2	Develop knowledge of group and individual learner styles and learner characteristics to support effective planning	5.1, 5.2	5.1(5)	139–140
	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	5.1, 5.5	5.1(4), 5.2	141–142
	1.4	Confirm technical requirements for the e-learning environment		5.1(1), 5.2	143
	1.5	Trial and check e-learning resources and materials for technical glitches		5.1(1), 5.2	144–146
	1.6	Develop and document protocols for the e-learning environment	5.3	5.1(3), 5.1(4)	146–149
	1.7	Identify and organise specific technical support needs and mechanisms for e-learners	5.2	5.1(1), 5.1(4), 5.1(7)	149–150
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	5.3	5.1(3), 5.1(6), 5.2	151–152
	2.2	Establish e-learning relationship with e-learners	5.5	5.1(6)	152–153
	2.3	Initiate relationships between e-learners to support inclusivity, acknowledge diversity and enable a positive e-learning environment	5.4	5.1(3), 5.2	153–154
3 Guide and facilitate e-learning	3.1	Use relevant electronic tools to facilitate e-learning according to the e-learning delivery plan	5.4	5.1(1), 5.1(7), 5.2	155
	3.2	Demonstrate good practice in e-learning facilitation to ensure an effective learning experience		5.1(4), 5.2	155–156
	3.3	Use relevant support mechanisms to address technical issues		5.1(4), 5.2	157–159
	3.4	Build opportunities for authentic learning, practice and formative assessment into the e-learning experience	5.4	5.1(2), 5.2	159

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		5.2	159–161
	4.2	Provide support and guidance inside and outside the e-learning environment as appropriate	5.5	5.1(4), 5.1(7), 5.2	161
	4.3	Continuously monitor e-learner interaction with others and participation in e-learning activities, and intervene where necessary to maintain momentum and engagement		5.2	162
	4.4	Maintain, store and secure learner records according to organisational and legal requirements		5.1(8), 5.2	162–163
5 Review e-learning processes	5.1	Conduct a review to evaluate effectiveness of e-learning delivery and facilitation	5.6	5.2	163–166
	5.2	Reflect on own performance as an e-learning facilitator and document improvement plans	5.6	5.2	166
	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	5.6	5.2	166–167

CHAPTER 6

TAELLN401A – ADDRESS ADULT LANGUAGE, LITERACY AND NUMERACY SKILLS

According to a 2006 Australian Bureau of Statistics survey, a staggering 45 per cent of Australians aged 15 to 74 demonstrated a literacy level of 1 or 2, which is below the minimum standard required by an individual to participate fully in modern society (ABS, 2008). Only 37 per cent met the minimum standard (level 3), while just 16 per cent measured levels 4 and 5—above the minimum standard.

Both the AQTF and NVR standards require RTOs to account for language, literacy and numeracy (LLN) skills when delivering and assessing training. Your knowledge of the ACSF, **WELL** (Workplace English Language and Literacy), **AMEP** (Adult Migrant English Program) and other key frameworks, programs and guidelines will distinguish you as a professional assessor and a critical member of any RTO. The skills required to confidently assist candidates with LLN deficiencies are highly valuable in today's VET environment. This chapter encompasses and expands upon the key concepts raised in the Certificate IV in Training and Assessment, with a view to embody higher-level skills and knowledge than those delivered as a part of that certificate.

Elements in this chapter

1. Determine the core LLN requirements of the training
2. Access specialist learning support
3. Customise program to develop core LLN skills

Competency map

Element	Performance criteria		Task	Assessment	Relates to page
1 Determine the core LLN requirements of the training	1.1	Determine core LLN skill requirements of the training specification	6.1	6.1, 6.2	173–182
	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 Develop the framework for the learning strategy	2.1	Determine the need for specialist core LLN assistance for the learner, based on evidence collected	6.2	6.1, 6.2	183–187
	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	6.3	6.1, 6.2	188–192
	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			

CHAPTER 7

TAEASS501A – PROVIDE ADVANCED ASSESSMENT PRACTICE

Figure 7.1 Leading assessment practice requires exemplary performers

Registered training organisations (RTOs) must comply with many laws, standards and professional conditions in order to maintain registration. An opportunity exists for exemplary proponents of assessment practices to act as role models and provide ongoing support and guidance to RTOs in the assessment discipline.

Assessment practice includes the planning, development, conduct and continuous improvement of assessment systems. These assessment systems include documented plans, flexible assessment delivery arrangements, assessment support services, assessment tools and instruments, and validation and moderation systems. So there are

Competency map

Element	Performance criteria		Task	Assessment	Relates to page
1 Develop and extend assessment expertise	1.1	Access, read and analyse current research on assessment and incorporate into own practice	7.1, 7.2	7.1, 7.2	200–206
	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	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	7.3		207–215
	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	3.1 Influence fellow assessors through modelling high standards of *ethical and compliance practices*	7.4, 7.5		216–225
	3.2	Establish professional development needs of the assessor group and implement *approaches* to build the skills and experience of the group			226–229
4 Evaluate and improve assessment approaches	4.1	4.1 Systematically monitor the *assessment processes* and activities of the assessor group	7.5, 7.6		230–238
	4.2	Propose and implement improvements to assessment approaches			
	4.3	Participate in and reflect upon assessment moderation process			

CHAPTER 8

TAEASS502B – DESIGN AND DEVELOP ASSESSMENT TOOLS

Figure 8.1 Quality assessment instruments improve learner outcomes

Physical evidence of a person's competency is required for an assessor's decision-making process. Evidence needs to be substantiated as the work of the candidate; it has to provide sufficient samples to make a valid decision; and it has to be collected in a timely manner. A high-quality assessment instrument will help to produce better quality evidence for the assessor to evaluate.

Competency map

Element	Performance criteria		Task	Assessment	Relates to page
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	8.1		245–253
	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	8.2	8.1, 8.2	253–258
	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	8.3		258–269
	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			

Element	Performance criteria		Task	Assessment	Relates to page
4 Review and trial assessment tool	4.1	Check draft assessment tools against ***evaluation criteria*** and amend as required	n/a	8.1–8.2	269–275
	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			
	4.5	Appropriately format and file finalised assessment tool according to assessment system policies and procedures and organisational, legal and ethical requirements			

References

Department of Education and Training, WA 2008, *Designing assessment tools for quality outcomes in VET*, www.vetinfonet.det.wa.edu.au/progdev/docs/design_assessment_tools_2008.pdf, accessed 8 August 2012.

National Quality Council 2009, *Guide for developing assessment tools,* Commonwealth of Australia, www.nssc.natese.gov.au/__data/assets/pdf_file/0011/51023/Validation_and_Moderation_-_Guide_for_developing_assessment_tools.pdf, accessed 9 August 2012.

Further reading

Booth, Clayton, House & Roy 2002, *Maximising confidence in assessment decision-making, Resource kit for assessors,* Australian National Training Authority, NCVER, South Australia.

Department of Education and Training 2008, *Designing assessment tools for quality outcomes in VET*, Department of Education and Training, WA, http://vetinfonet.dtwd.wa.gov.au/home/.

Innovation and Business Industry Skills Council 2011, *BSB07 Business Skills National Training Package*, East Melbourne, Victoria.

Innovation and Business Industry Skills Council 2011, *TAE10 Training and Education National Training Package*, East Melbourne, Victoria.

CHAPTER 9

TAEASS503A – LEAD ASSESSMENT VALIDATION PROCESSES

Figure 9.1 Validation is a quality review process

According to the National Skills Standards Council (NSSC), validation is:

> *a quality review process... It includes reviewing and making recommendations for future improvements to the assessment tool, process and/or outcomes.*

The activities associated with validating assessment systems include face-to-face validation and moderation sessions, internal and external validations and coordinated

Competency map

Element	Performance criteria		Task	Assessment	Relates to page
1 Monitor assessment practice	1.1	Work with colleagues to *systematically monitor assessment practice*	9.1	9.1, 9.2	280–289
	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	9.2, 9.3		289–302
	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			

CHAPTER 10

TAEICR501A – WORK IN PARTNERSHIP WITH INDUSTRY, ENTERPRISE AND COMMUNITY GROUPS

Figure 10.1 Sealing a partnership

Competency map

Element	Performance criteria		Task	Assessment	Relates to page
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		1Q1, 2	310
	1.2	Identify skills needed by RTO staff to work effectively with the organisation, as determined by the requirements of the organisation	10.1		
	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			311
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		1Q2, Q3	313
	2.2	Determine and act on the likely strengths and weaknesses, opportunities and threats of the partnership arrangement			314
	2.3	Come to a common agreement with the organisation about the services and responsibilities of the RTO and organisation	10.2, 10.3		315
	2.4	Analyse resources needed for the partnership arrangement and determine what resources both parties will contribute to the partnership			
	2.5	Facilitate the drawing up and signing of a contract or agreement by appropriate personnel in both organisations			316

Element	Performance criteria		Task	Assessment	Relates to page
3 Implement the partnership	3.1	Design organisational processes in consultation with relevant RTO and partner organisation personnel		1Q4, 2	319
	3.2	Establish reporting and recordkeeping processes in accordance with RTO and partner organisation requirements	10.4, 10.5		320
	3.3	Set the parameters for quality assurance of the service offered to the organisation			321
	3.4	Develop a learning and development strategy in consultation with relevant RTO and organisation personnel			322
	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			
4 Maintain the partnership	4.1	Use appropriate communication and interpersonal skills to develop and maintain a professional relationship with the organisation		1Q5, 2	325
	4.2	Provide support for own staff when providing the service to the organisation	10.6		327
	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		1Q6, 2	329–334
	5.2	Evaluate the development in terms of the application of new skills, knowledge and attitude to the workplace	10.7		
	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			

Critical aspects for assessment		
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	10.1—10.7	1Q1 to 6

Further reading

ASQA standards and conditions
www.asqa.gov.au/about-asqa/national-vet-regulation/standards-for-nvr-registered-training-organisations.html

Government Skills Australia: Contextualising programs
www.governmentskills.com.au/images/file_groups/8444/contextualisation_and_packaging_of_tps.pdf

Law Live: Legal contracts and documents
www.lawlive.com.au/service-agreement-templates/

Swinburne University: Writing SMART objectives
www.swinburne.edu.au/corporate/hr/pdr/guide/Writing%20SMART%20Objectives_pd.pdf

University of Virginia: Successful collaborations
www.virginia.edu/ien/docs/Key%20Principles%20for%20Successful%20Collaboration.pdf

CHAPTER 11

TAEPDD501A – MAINTAIN AND ENHANCE PROFESSIONAL PRACTICE

Whether you wish it to or not, as an advanced practitioner your personal conduct and performance becomes a benchmark for new facilitators and staff members within your organisation. You will be a role model for behaviours, standards and personal integrity to more junior and less experienced facilitators, trainers and assessors. Modelling this conduct and behaviour should not be considered an extra chore that must be constantly worked on, but simply something that you should be mindful of in your decision-making processes.

Elements in this chapter

1. Model high standards of performance
2. Determine personal development needs
3. Collaborate with peers in professional development
4. Participate in professional development activities
5. Reflect on and evaluate professional practice

ELEMENT 1
Model high standards of performance

How do we model high standards in vocational training and assessment practice? If to model professional behaviour means to display the expected traits and behaviours of a high performing individual within the field, you could answer this question by simply

Competency map

Element	Performance criteria		Task	Assessment	Relates to page(s)
1 Model high standards of performance	1.1	Incorporate individual responsibilities and accountabilities into personal work plans in accordance with organisational and legal requirements	11.1	11.2	340–342
	1.2	Model appropriate professional techniques and strategies	11.2	11.1(2), 11.2	343
	1.3	Apply ethical and inclusive practices in professional practice	11.2	11.2	344–347
2 Determine personal development needs	2.1	Assess own knowledge and skills against relevant benchmarks to determine development needs and priorities	11.4	11.2	347–348
	2.2	Seek input from other relevant personnel about own development needs and priorities		11.1(1), 11.2	349
	2.3	Identify ways to update and maintain currency of vocational competency and prepare a vocational currency plan	11.4	11.1(1)(2)(3), 11.2	350–351
	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		11.1(1)(2), 11.2	351
	2.5	Combine vocational currency plan and VET currency plan into an overall professional development plan		11.1(1)(5), 11.2	352–356
3 Collaborate with peers in professional development	3.1	Observe facilitators in facilitation practice and provide constructive feedback	11.3	11.2	356, 357
	3.2	Invite peers to observe and provide constructive feedback on own facilitation practices	11.4	11.2	358
	3.3	Interview assessors in relation to the judgments they make in their assessment practices and provide them constructive feedback		11.2	358–360
	3.4	Invite peers to question own judgments in assessment practices and provide constructive feedback	11.4	11.2	361

Element	Performance criteria		Task	Assessment	Relates to page(s)
4 Participate in professional development activities	4.1	Select and implement development opportunities to support continuous learning and maintain currency of professional practice		11.1(2)(3), 11.2	362–363
	4.2	Participate in professional networks to support continuous learning and maintain currency of professional practice		11.1(2)(5), 11.2	363–364
	4.3	Engage in processes that include observing peers in training and assessment practices and providing feedback		11.2	364–365
	4.4	Invite peers and others to observe and provide feedback on own training and assessment practices			365
	4.5	Use technology to maintain regular communication with relevant networks, organisations and individuals			366–368
5 Reflect on and evaluate professional practice	5.1	Research developments and trends impacting on professional practice and integrate information into work performance		11.1(1)(2)(4)(5), 11.2	368–370
	5.2	Use feedback from colleagues and clients to identify and introduce improvements in work performance		11.2	370–371
	5.3	Document professional development activities, learning and planned changes in behaviours in accordance with the organisation's systems and processes		11.1(1)(2), 11.2	371

CHAPTER 12

TAETAS501B – UNDERTAKE ORGANISATIONAL TRAINING NEEDS ANALYSIS

For any organisation, large or small, success or failure depends upon the skills of the employees. Employee skills need to be established, developed, nurtured and expanded upon to meet the changing needs of both the organisation and its customers. This principle is one of the foundation stones upon which the entire profession of human resource management (HRM or just HR) is built.

All too often, business and organisational funding for the development of employee skills is a poor cousin to capital purchases or purchase and maintenance of machinery or inventory. As a result, HR, training or staff development managers have had to become more selective and targeted in their approach to directing resources for the training of employees.

For organisations to accurately direct resources to achieve their functional outcomes—whether that is to have suitably qualified staff to use new equipment, or supervisors skilled in project management—they must understand exactly what the requirement is in terms of training. To achieve this, we employ a fundamental analysis tool to determine where these training resources are needed. We undertake a form of gap analysis, known as the training needs analysis or TNA.

Elements in this chapter

1. Identify the organisation's needs
2. Conduct the training needs analysis
3. Provide advice to the organisation

Competency map

Element	Performance criteria		Task	Assessment	Relates to page(s)
1 Identify the organisation's needs	1.1	Discuss with relevant staff from the organisation their objectives, expectations and organisational requirements	12.1	12.1(1) 12.2	377, 378
	1.2	Use appropriate communication and interpersonal skills to develop a professional relationship with the organisation		12.2	379
	1.3	Identify, analyse and address any existing or potential issues that may impact on the organisation's objectives and requirements	12.1	12.1(1) 12.2	379–380
	1.4	Identify and access resources in accordance with organisational requirements		12.1(1) 12.2	379–380
	1.5	Develop a project plan with relevant persons to be negotiated and agreed by the organisation		12.2	381–383
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		12.1(2) 12.2	384–393
	2.2	Analyse the organisation's work roles to determine skills and competencies needed for effective performance	12.2	12.2	393, 394
	2.3	Follow legal, organisational and ethical requirements to gather information and data to assess the current skills and competencies of staff		12.1(2) 12.2	394, 395
	2.4	Use reliable and valid data analysis methods to determine current and emerging organisational training needs	12.3	12.2	396–402
3 Provide advice to the organisation	3.1	Provide the organisation with clear advice and recommendations on training and assessment needs	12.2 12.3	12.1(3) 12.2	402–405
	3.2	Provide the organisation with options for meeting identified training needs	12.3	12.2	405, 406
	3.3	Obtain feedback and comments from the organisation on the suitability and sufficiency of advice and recommendations		12.2	406
	3.4	Use legal requirements to process, complete and present final report to the organisation		12.1(1), (2) 12.2	406, 407