



The College of Nursing  
creating nursing's future

*Skills recognition plan*  
and  
*Evidence guide*

*TAA 40104 Cert IV in  
Training and Assessment*

# Skills recognition plan

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## What is skills recognition?

*Skills recognition* involves the assessment of a person's skills, experience and knowledge from a variety of sources including formal education, work and life experience.

The College of Nursing's Skills recognition process will help you to gather evidence for assessment of your existing learning and skills.

## What are the benefits of skills recognition?

- Have your prior work recognised!
- Save time by not having to re-train in areas in which you are already competent!
- Complete your studies and achieve your qualification earlier!

## How do I apply for skills recognition?

- Download the *Evidence guide* from the College website [www.nursing.edu.au](http://www.nursing.edu.au)
- Consider if you have the required knowledge, skills, competence and evidence to support an application for skills recognition
- Contact the College and discuss your situation with the course coordinator
- Collect your evidence and submit your completed portfolio.

## Formal learning

You may have completed some study that you think is quite similar to the course you are enrolling in; if so you may be able to get some recognition for the work you have completed if you can provide statements of attainment or certificates etc. We will verify this with the educational institution—see the requirements for authentication below.

You should provide *authenticated copies* of your academic transcripts and keep the originals in a safe place. An authenticated copy is where the original document has been sighted and the copy has been signed by a JP (Justice of the Peace), any Officer of the Court or the course coordinator of your course or qualification.

If you want more information about statutory declarations please see:

[www.nswja.org.au/content/training/forms/statutory\\_declarations/index.shtml](http://www.nswja.org.au/content/training/forms/statutory_declarations/index.shtml) or go to the Attorney-General's website: [www.ag.gov.au/statdec](http://www.ag.gov.au/statdec)

## Informal learning and learning on the job

The process of skills recognition of informal learning such as through work and life experiences requires you to build a *portfolio of evidence* to support your claim. Read through this information and then start collecting your evidence as outlined in the *Evidence guide*.

## What types of evidence can I provide?

The types of evidence you can use to demonstrate your competence are many and varied. Primary evidence is material that you have created yourself. Secondary evidence includes what other people such as supervisors say about your skills and knowledge. Different types of evidence will be appropriate for the different units.

Evidence could include the following:

- Correspondence you have written such as letters, faxes, emails
- Diary records, journals, logs, minutes of meetings, discussions
- Work programs, plans or projects you have drawn up and participated in
- Resume, including your list of qualifications and any volunteer or unpaid work if relevant
- Job descriptions for roles you have held, performance reviews / appraisals / references from past or current employers
- Third-party reports from previous and/or current supervisors, trainers, managers and customers or clients
- Work you have produced as part of your job role or as unpaid work such as budgets, project plans, written reports, presentations, rosters, policy development, training materials or other documentation
- Videos of your work, verified letters of recommendation, emails regarding the duties you perform at work or volunteering activities and awards
- Personal statements including description and details of the situations and / or circumstances in which you have carried out work, activities or projects

### Important

The evidence should relate directly to the competency for which you are seeking skills recognition. The assessors will be looking for evidence that is sufficient, valid, reliable, current and authentic.

- *Sufficient* – You need to provide enough information for the assessor to be satisfied that you are competent. (See the Questions and answers section towards the end of the document.)
- *Valid* – The evidence in your portfolio should be relevant to the competency in which you are seeking recognition
- *Reliable* – You must be able to show that you consistently meet the requirements of the unit of competency
- *Current* – Your evidence must apply to present day workplace practices and to your current capacity to perform the work
- *Authentic* – Your evidence must be authenticated: statements of attainment from an educational institution must be accompanied by a signed statutory declaration and authenticated copies of original documents

We will verify your evidence with educational institutions, employers and so on.

Do not use unauthorised information in your evidence portfolio. Check privacy and confidentiality policies of the organisation before using the material. Client names, personal information and any copyright and intellectual property should not be referred to in your evidence.

## **Submitting your evidence—Use the *Evidence guide* to compile your portfolio**

The *Evidence guide*, which follows, describes each unit and provides examples of the types of evidence you could submit. In the *Evidence guide*, there is space for you to summarise and number each of the pieces of evidence. Place your numbered evidence into a portfolio; for instance, you could place each piece of evidence into a numbered plastic sleeve and put it into a folder.

You should provide evidence that covers all of the elements of the unit, as outlined in the *Evidence Guide*. Remember that we are looking for sufficient, valid, authentic and current evidence to support your skills recognition claim.

Some of the units of competence offered at the College are grouped or *clustered*: that is, there is more than one unit offered together. This makes the learning more holistic and meaningful. In these cases, skills recognition may involve breaking down the group or cluster; and recognition may cover more than one unit of competence.

Some of the units have pre-requisite units; you will need to provide evidence of competency in these units as well.

When you are considering what to include in your portfolio you may want to provide evidence that meets requirements for more than one unit of competency. Projects where you have been involved from planning through to review, for instance, are likely to provide evidence for more than one unit of competency.

Submit your portfolio along with your completed *Evidence guide*. Clear presentation ensures that your assessor can locate relevant documents; this may prevent the need for resubmission. If you are submitting a large document please highlight the specific area of the document that is relevant to your claim.

Post your completed portfolio to the Course coordinator of the course for which you are applying for skills recognition. For example, if you are submitting an application for Skills recognition for the Diploma of Nursing, send your application to

Course Coordinator, Diploma of Nursing  
College of Nursing  
Locked Bag 3030  
Burwood NSW 1805

## Assessment

Once you have submitted your portfolio your evidence will be checked. You may be contacted by an educator from the College for an interview. The interview will give you the chance to discuss your evidence and provide any further support for your claim. You may be required to demonstrate your knowledge by answering questions that relate to different aspects of the unit(s) for which you are seeking skills recognition.

In instances where an assessor deems there is insufficient or inadequate evidence for a judgement of competence to be made you will be offered the opportunity to resubmit with additional evidence. Your portfolio will then be reassessed.

If we assess you as competent you will not need to complete the training or any further assessment for that unit.

## Outcome and appeal

You will be advised in writing of the outcome of the Skills recognition process. You may appeal the outcome of assessment by contacting your course coordinator.

## Questions and answers

*What if I have already completed one of the units in another qualification?*

If the unit is the same (check the unit code and unit title) you will be granted an exemption for the unit, once we have authenticated your statement of attainment. If the unit is very similar, you can apply for skills recognition, as explained above.

*What sorts of evidence can I provide?*

Think widely about the ways in which you may be able to convince us that you have the required skills. For example, you may be able to provide any of the following:

- Employer or supervisor (third-party) reports
- A letter from your supervisor stating what you do, the skills, knowledge and attitudes you bring to the job, how long you have been in the job and any other positions you may have held
- Resume outlining your qualifications, experience, skills and duties, especially within the last two years. You could include a duty statement, appraisal report etc

*How much evidence should I provide?*

- The *quality of your evidence* that you provide is more important than the quantity
- Direct evidence is more valid than indirect evidence; however, we will expect to see a *variety of evidence*. While a single piece of evidence may be relevant to meet the performance criteria of one or more elements, you may be required to demonstrate your competency via a range of examples

*Is skills recognition cheaper?*

No, enrolment in the course incurs the same fee whether you complete the assessment via a training or skills recognition pathway.

The attached *Evidence guide* will outline detailed examples for each of the units of the course in which you are enrolling.

If you have any further questions, please contact your course coordinator—they are there to help you! We look forward to assisting you with your application for skills recognition.

## Checklist

Make sure you have done the following:

- A self-assessment to confirm you have the knowledge, skills and experience to apply for Skills recognition for a particular unit
- Filled out the Skills recognition application form
- Completed the *Evidence guide* for the units for which you want recognition
- Assembled a portfolio containing numbered evidence supporting your claim for recognition

Now mail your application form, portfolio and *Evidence Guide* to the Course Coordinator for that qualification at the College of Nursing

## Useful websites

<https://www.skillsonline.net.au/>

<http://www.skillsrecognition.nsw.gov.au/>

<http://www.ntis.gov.au/Default.aspx>

## Contact information

College of Nursing  
14 Railway Parade  
Burwood NSW 2134

Locked Bag 3030  
Burwood NSW 1805

Phone 61 2 9745 7500    Freecall 1800 2655343    Fax 61 2 9745 7502

Course information and enrolment

Phone 02 9745 7500    Fax 02 9745 7501    Email: [sas@nursing.edu.au](mailto:sas@nursing.edu.au)

# Application for Skills recognition

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If you think you already possess the skills, knowledge and experience required for a Unit of competency please fill out this application form and the *Evidence guide* and send to the College of Nursing for assessment.

**First name** \_\_\_\_\_

**Family name** \_\_\_\_\_

**Address** \_\_\_\_\_

**Best phone number** \_\_\_\_\_

**Email** \_\_\_\_\_

I wish to apply for Skills recognition for the following units:

**Course name** \_\_\_\_\_

**Unit code(s) and name(s)**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## Skills recognition evidence guide

### TAA40104 Certificate IV in Training and assessment

#### Purpose

The TAA40104 Certificate IV in Training and Assessment specifies the competencies required to deliver training in an industry area or area of subject matter expertise, and to conduct competency-based assessment in a range of contexts.

#### Structure

<b>Qualification requirements: 14 units packaged as 12 core units PLUS 2 elective units</b>		
<b>Field</b>	<b>Unit code</b>	<b>Unit title</b>
<i>Core units</i>		
<b>Learning environment</b>	TAAENV401A	Work effectively in vocational education and training
	TAAENV402A	Foster and promote an inclusive learning culture
	TAAENV403A	Ensure a healthy and safe learning environment
<b>Learning design</b>	TAADES401A	Use Training Packages to meet client needs
	TAADES402A	Design and develop learning programs
<b>Delivery and facilitation</b>	TAADEL401A	Plan and organise group-based delivery
	TAADEL404A	Facilitate work-based learning
	TAADEL403A	Facilitate individual learning
<b>Assessment</b>	TAAASS401A	Plan and organise assessment
	TAAASS402A	Assess competence
	TAAASS403A	Develop assessment tools
	TAAASS404A	Participate in assessment validation
<i>Elective units</i>	Select 2 elective units. Alternatively, 1 elective unit can be selected from any other Diploma or Certificate IV under certain conditions.	
<b>Delivery and Facilitation</b>	TAADEL301A	Provide training through instruction and demonstration of work skills
	TAADEL402A	Facilitate group-based learning
	TAADEL405A	Coordinate and facilitate distance-based learning
<b>Learning Environment</b>	TAAENV404A	Develop innovative ideas at work
<b>Training Advisory Services</b>	TAATAS401A	Maintain information requirements of training and/or assessment organisations
<b>Language, literacy and numeracy practice</b>	TAALLN401A	Address language, literacy and numeracy issues within learning and assessment practice
<b>Imported units</b>	BSBMKG406A	Build client relationships
	BSBLED401A	Develop teams and individuals
	BSBCM405A	Analyse and present research information
	BSBCM409A	Promote products and services
	BSBAUD402A	Participate in a quality audit

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## TAAENV401A Work effectively in vocational education and training

This unit specifies the competency required to work effectively in the policy and operating environment of the vocational education and training sector.

To demonstrate competency against this unit candidates must be able to provide evidence that they have acquired knowledge of the key policies and features of the national vocational education and training system and integrate this knowledge into all aspects of their work in a vocational education and training organisation.

Evidence must also establish that candidates can take responsibility for organising their own work, work in a team environment and show a client-focused approach to their work.

<b>To be assessed as competent in this unit you will need to provide evidence that you can:</b>
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- |   |
|---|
| <ol style="list-style-type: none"><li>1. Work within the vocational education and training policy framework</li><li>2. Work within the training and/or assessment organisation's quality framework</li><li>3. Manage work and work relationships</li><li>4. Demonstrate a client-focused approach to work</li></ol> |
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*Specific evidence requirements* must include

- reports/documents outlining processes and procedures to effectively identify, meet the needs of clients and evaluate client satisfaction
- documented applications of the organisation's quality framework into work practices
- documented client communication strategies that have been developed and implemented
- demonstrated knowledge of vocational education and training policy frameworks, key organisations and sources of information

*Products* that could be used as evidence include

- report of a developed client-focused approach to vocational education and training practice within the organisation
- examples of work practices that have incorporated the outcomes from learning and professional staff development opportunities
- teaching/learning materials incorporating evidence of knowledge of policies and frameworks in vocational education and training
- survey/s of client satisfaction with services provided

*Processes* that could be used as evidence include

- how guidance was sought from personnel to identify where additional support is needed
- how and what changes were identified, considered appropriate and implemented in the workplace
- how and when communication took place with clients and stakeholders
- how sources of information on VET were accessed and why

## TAAENV402A Foster and promote an inclusive learning environment

To demonstrate competency against this unit candidates must be able to provide evidence that they have acquired and integrated knowledge of how to develop and maintain an environment which facilitates an inclusive learning culture.

Evidence must also establish that candidates can take responsibility for practising and integrating inclusivity principles into work practices; responding to diversity; and developing, implementing and monitoring work strategies that support and improve an inclusive work and learning environment.

**To be assessed as competent in this unit you will need to provide evidence that you can:**

1. Practice inclusivity
2. Promote and respond to diversity
3. Develop and implement work strategies to support inclusivity
4. Promote a culture of learning
5. Monitor and improve work practices

*Specific evidence requirements* must include

- reports/documents outlining processes and procedures used to identify specific needs of colleagues and clients
- evidence of accessing documented resources and support personnel to guide inclusive practices
- evidence of identifying and responding to diversity and individual needs
- evidence of encouraging individuals to contribute to the work and learning environment
- evidence of implementing work strategies that promote learning

*Products* that could be used as evidence include

- completed and implemented work strategies designed to support inclusivity
- third party reports that have incorporated activities/strategies to support inclusivity
- examples of work practices that have incorporated strategies to support inclusivity
- examples of reasonable adjustments to learning and assessment activities
- examples and recommendations involving structural changes

*Processes* that could be used as evidence include

- how guidance was sought from personnel to identify where additional support is needed
- how and what changes were identified, considered appropriate and implemented in the workplace
- how and when communication took place with clients and stakeholders
- analysis/report of the workplace culture

## TAAENV403A Ensure a healthy and safe learning environment

This unit specifies the competency required to ensure the health, safety and welfare of learners and candidates.

To demonstrate competency against this unit candidates must be able to provide evidence that they have undertaken activities to identify hazards and assess risk within a learning and/or assessment environment and that they have liaised with employers and consulted others, as appropriate, regarding actions to provide a learning and/or assessment environment that is healthy and safe.

Evidence must show how the learning environment was assessed and the basis for hazard identification and risk assessment, consultative processes undertaken and how the learning environment was monitored to ensure agreed actions and arrangements were in place.

<b>To be assessed as competent in this unit you will need to provide evidence that you can:</b>
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- |  |
|--|
| <ol style="list-style-type: none"><li>1. Identify OHS responsibilities</li><li>2. Identify hazards in the learning environment</li><li>3. Assess risks in the learning environment</li></ol> |
|--|

*Specific evidence requirements* must include

- processes undertaken to identify potential/real hazards/risks in the learning environment
- examples of communication and consultative processes undertaken
- report on how the learning environment was monitored to ensure agreed actions and arrangements were in place
- provision of clear OHS information to learners and/or candidates
- completed OHS checklist and/or other OHS proforma reports

*Products* that could be used as evidence include

- reports, letters and emails relating to OHS, produced as part of communication within the learning environment
- completed checklists on OHS and other proforma reports for hazard identification and risk assessment
- completed risk control action plans

*Processes* that could be used as evidence include

- reports from the learning environment or third parties consulted in the process
- how information was collected and how the learning environment was monitored

## TAADES401A Use Training Packages to meet client needs

This unit specifies the competency required to use Training Packages and accredited courses as a tool to support industry, organisation or individual competency development needs.

To demonstrate competency against this unit candidates must be able to provide evidence that they can source, analyse, interpret and use a Training Package and an accredited course to contextualise or adapt competency standards for an industry, organisation or individual.

<b>To be assessed as competent in this unit you will need to provide evidence that you can:</b>
<ol style="list-style-type: none"><li>1. Define the basis for using Training Package/s and accredited courses</li><li>2. Analyse and interpret the qualifications framework</li><li>3. Analyse and interpret competency standards and accredited modules for client application/s</li><li>4. Contextualise competency standards and accredited courses for client applications</li><li>5. Analyse and interpret assessment guidance for client application</li><li>6. Use Training Package/s and accredited courses as an integrated tool for client application</li></ol>



*Specific evidence requirements* must include

- a minimum of two examples of unpacking training specifications including at least one Training Package. The other may be another Training Package or accredited courses which meets the vocational outcomes of the learner. It is strongly recommended that this evidence be collected through integrated assessment with other units. This may be in a real or simulated work environment.

*Products that could be used as evidence include*

- learning or organisational applications that have been developed using a Training Package and/or accredited courses as a framework

*Processes that could be used as evidence include*

- how different components of the Training Package and/or accredited courses were analysed
- how different parts of the competency standards were analysed
- how the Training Package/s and/or accredited courses were used to meet the needs of a particular industry or organisation
- how Training Package/s and/or accredited courses operate in vocational education and training

## TAADES402A Design and develop learning programs

This unit specifies the competency required to conceptualise, design, develop and evaluate learning programs to meet an identified need for a group of learners, using appropriate criteria. Criteria may include endorsed competency standards and other specifications such as organisational performance standards, product equipment specifications and workplace procedures.

To demonstrate competency against this unit candidates must provide evidence that they can design a range of learning programs to meet different learner needs/learning contexts. The learning programs provided as evidence must establish the learning context; identify learner and client needs; identify the competency standards or other relevant criteria which best reflect these needs; and be structured and sequenced to maximise learning. The program must also be logical and innovative enough to engage the learner group; identify the delivery methods which enhance flexibility; and identify the resources needed for delivery. The ability to map the learning program to the competency standards or other relevant criteria used must also be demonstrated to ensure all content and specifications of the standards or criteria are addressed in the learning program.

<b>To be assessed as competent in this unit you will need to provide evidence that you can:</b>
<ol style="list-style-type: none"><li>1. Define the parameters of the learning program in consultation with the client/s</li><li>2. Generate options for designing the learning program</li><li>3. Develop the learning program content</li><li>4. Design the structure of the learning program</li><li>5. Review the learning program</li></ol>



*Specific evidence requirements* must include

- the preparation and development of a minimum of two learning programs. These must contain:
  - differentiated learning program designs to reflect particular needs, contexts and timelines
  - at least one learning program must be based on competency standards or accredited courses

*Products that could be used as evidence include*

- documented learning program/s
- evaluations of learning program/s
- materials and processes used to develop learning program/s

*Processes that could be used as evidence include*

- how competency standards and other documents were analysed
- why learning content was included
- how learning content was developed
- how learning was sequenced
- how activities were developed and what was their purpose
- how learning resources/learning materials were identified and gathered; why they were selected

## TAADEL401A Plan and organise group-based delivery

This unit specifies the competency required to plan and organise training for individuals within a group.

To demonstrate competency against this unit candidates must be able to provide evidence that they have planned and organised training for a group of learners to be trained in a face-to-face learning environment. Evidence should show that candidates can develop a delivery plan that incorporates: interpreting a specific learning environment; interpreting an existing learning program to develop and document specific training sessions that address a whole or part of a learning program and which reflect the needs and characteristics of a specific learner group; selecting and modifying existing learning resources, learning materials and learning activities and developing new learning materials and learning activities; planning and organising the resources required in delivery.

<b>To be assessed as competent in this unit you will need to provide evidence that you can:</b>
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- |   |
|---|
| <ol style="list-style-type: none"><li>1. Interpret the learning environment and delivery requirements</li><li>2. Prepare session plans</li><li>3. Prepare resources needed for delivery</li></ol> |
|---|

*Specific evidence requirements* must include

- the ability to transfer skills to different training environments and learner groups
- evidence of the preparation of a minimum of two delivery plans:
  - one of which addresses a learning program that is linked to competency standards or an accredited curricula
  - another which addresses the whole or substantial part of a learning program and contain session plans for a series of training sessions
- assessment must also include evidence of both developing and contextualising learning activities for the delivery plan and of developing new learning materials such as handouts, overheads, etc., and organising the material and physical requirements for delivery

*Products* that could be used as evidence include

- documented delivery plan
- individual session plans forming part of the delivery plan
- feedback forms from learners on quality/effectiveness of delivery planning
- modified/contextualised learning resources and learning materials
- new learning materials and documented learning activities

*Processes* that could be used as evidence include

- how the learning program was interpreted
- how responsibilities were identified and clarified
- why sessions were planned as documented
- how ideas for delivery were generated
- how individual learning needs were managed in the planning and organising process

## TAADEL404A Facilitate work-based learning

This unit specifies the outcomes required to use work effectively as a learning process.

To demonstrate competency against this unit candidates must be able to provide evidence that they have developed work based learning pathways that integrate learning through work. This includes identifying learning needs, analysing work practices, the environment and work tasks; organising and allocating work in a way that reflects the learning needs and provides effective learning opportunities, and monitoring the effectiveness of the selection of work based learning pathway.

<b>To be assessed as competent in this unit you will need to provide evidence that you can:</b>
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- |  |
|--|
| <ol style="list-style-type: none"><li>1. Establish an effective work environment for learning</li><li>2. Develop a work-based learning pathway</li><li>3. Implement the work based learning pathway</li><li>4. Monitor learning and address barriers to effective participation</li><li>5. Review the effectiveness of the work based learning pathway</li></ol> |
|--|

*Specific evidence requirements* must include

- a minimum of two examples of developing work based learning pathways, that includes:
  - identifying needs for learning
  - analysing work practices, work environment and work activities
  - organising and allocating work in a way that reflects the learning needs and which provides effective learning opportunities through work processes

*Products* that could be used as evidence include

- redesigned individual/group work plans
- documented individual work based learning pathways
- training gap identification materials
- documented reviews of work based learning pathways
- performance management feedback

*Processes* that could be used as evidence include

- how learning needs were identified and why
- how learning opportunities were matched to work
- how work was organised/reorganised to reflect learning needs
- how learning was promoted

## TAADEL403A Facilitate individual learning

This unit specifies the competency required to facilitate individual learning through a one-on-one relationship between a learner and facilitator.

To demonstrate competency against this unit candidates must be able to provide evidence that they can establish and maintain an effective learning/facilitation relationship with an individual learner. The trainer/facilitator must demonstrate the development of a relationship, in one or more delivery modes which is learner centred, adaptable to individual needs, and appropriate to the learning area or focus of the relationship. Demonstration of effective techniques, communication, interpersonal skills and problem solving skills are pivotal to demonstrated competency in this unit.

<b>To be assessed as competent in this unit you will need to provide evidence that you can:</b>
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- |  |
|--|
| <ol style="list-style-type: none"><li>1. Identify individual learning facilitation requirements</li><li>2. Establish the learning/ facilitation relationship</li><li>3. Maintain and develop the learning/facilitation relationship</li><li>4. Close and evaluate the learning/facilitation relationship</li></ol> |
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*Specific evidence requirements* must include

- a minimum of two examples of a learning facilitation relationship being conducted, with different individuals to demonstrate communication skills and flexibility; one or more of the processes/techniques identified must be demonstrated

*Products* that could be used as evidence include

- individual learning plan
- facilitation activities
- evaluations from participants or organisation
- evidence of self evaluation and improvement of skills, for example, a learning journal
- audio or video of a facilitation session

*Processes* that could be used as evidence include

- how communication skills have been used in facilitating/learning, particularly questioning techniques, listening and interpretation, and why
- how the individual's learning area, style and context were matched to the learning facilitation methods, process and activities utilised
- how learning was structured to build new skills, and why
- how reflection and insight into learning was developed in the learner
- how the trainer/facilitator relationship was terminated, and why

## TAAASS401A Plan and organise assessment

This unit specifies the competence required to plan and organise the assessment process in a competency-based assessment system.

To demonstrate competence in this unit candidates must be able to provide evidence that they have developed an assessment plan and organised the material resources and personnel to support the assessment process. The evidence provided must describe how the purpose of assessment was identified; contain structured plans that detail the selection/confirmation of assessment methods and tools, and assessment environments; include appropriate communication strategies with relevant people regarding the assessment process; outline resource requirements and special assistance required throughout the assessment process; and include recording and reporting requirements.

<b>To be assessed as competent in this unit you will need to provide evidence that you can:</b>
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- |   |
|---|
| <ol style="list-style-type: none"><li>1. Determine focus of assessment</li><li>2. Prepare the assessment plan</li><li>3. Contextualise and review assessment plan</li><li>4. Organise assessment arrangements</li></ol> |
|---|

*Specific evidence requirements* must include

- evidence of planning and organising the assessment process on a minimum of two occasions. The evidence collected must:
  - address the provision of documented assessment plans
  - cover a range of assessment events
  - cater for a number of candidates
  - relate to different competency standards or accredited curricula
  - address recognition assessment
  - involve the contextualisation of competency standards and the selected assessment tools, where required
  - incorporate consideration of reasonable adjustment strategies
  - include organisational arrangements

*Products* that could be used as evidence include

- assessment plans
- modified/adjusted assessment tools to allow for specific needs
- contextualised competency standards
- documentation of consultations with clients and other stakeholders regarding the assessment purpose and context

*Processes* that could be used as evidence include

- how competency standards and other documents were interpreted
- how assessment activities were scheduled
- how resources were identified and obtained
- how communication systems were used to include relevant stakeholders in the planning process
- how assistance was sought from individuals providing specialist support

## TAAASS402A Assess competence

This unit specifies the competence required to assess the competence of a candidate.

To demonstrate competence in this unit candidates must provide evidence that they can assess the competence of another through a process of collecting and reviewing evidence and making an informed judgement. The evidence must show how the assessment environment was established and how the candidate's needs were met; how the units of competency were interpreted to determine the evidence requirements; how the assessment plan was followed; how the assessment tools were used in collecting evidence; the basis for the assessment decision using the rules of evidence; communication skills used to guide, support and provide feedback to the candidate during the assessment process; records and reports; and how the assessment process was reviewed.

<b>To be assessed as competent in this unit you will need to provide evidence that you can:</b>
<ol style="list-style-type: none"><li>1. Establish and maintain the assessment environment</li><li>2. Gather quality evidence</li><li>3. Support the candidate</li><li>4. Make the assessment decision</li><li>5. Record and report the assessment decision</li><li>6. Review the assessment process</li></ol>



*Specific evidence requirements* must include

- carrying out assessment of a number of candidates, assessed against different units of competency or accredited curricula, following the relevant assessment plan
- at least one candidate must be assessed through an assessment only pathway
- at least one assessment must include consideration of reasonable adjustment and the reasons for decisions and approach All must show:
  - application of different assessment methods and tools involving a range of assessment activities and events
  - demonstration of two-way communication and feedback
  - how judgement was exercised in making the assessment decision
  - how and when assessment outcomes were recorded and reported
  - completion of assessment records/reports in accordance with assessment system - legal/organisational ethical requirements
  - how the assessment process was reviewed and the review outcomes documented

*Products* that could be used as evidence include

- completed assessment tools/templates/checklists
- documentation of evidence collected and assessment decisions
- feedback from candidate/assessor/supervisor and, if relevant, recommendations for future options
- completed assessment records/reports
- reviews of assessment practices and recommended changes to future practices

*Processes* that could be used as evidence include

- how competency standards and other documents were interpreted
- how assessment activities were scheduled
- how the assessment plan was modified to meet candidate needs
- how evidence was collated and evaluated against the rules of evidence

## TAAASS403A Develop assessment tools

This unit specifies the competence required to develop assessment tools.

To demonstrate competence against this unit candidates must be able to provide evidence that they have developed assessment tools that support different assessment methods and which address at least three units of competency packaged at different Australian Qualifications Framework (AQF) levels.

These tools must include the instruments for collecting evidence reflecting the principles of assessment and the rules of evidence and the related instructions to assessor/s and candidates. They must also show how the contextual needs of different environments were addressed. Evidence must also include a report on the trial and review of the assessment tools, including any proposed changes.

<b>To be assessed as competent in this unit you will need to provide evidence that you can:</b>
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| <ol style="list-style-type: none"><li>1. Determine the focus of the assessment tool</li><li>2. Determine assessment tool needs</li><li>3. Design and develop assessment tools</li><li>4. Review and trial assessment tools</li></ol> |
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*Specific evidence requirements* must include

- evidence of the development and trialling of new assessment tools that support a range of different assessment methods
- the tools must address at least three units of competency or accredited curricula, packaged in qualifications at different AQF levels
- the processes used to trial and review the tools, including feedback obtained from relevant personnel
- documentation setting out the specific instruments and procedures that have been developed

*Products* that could be used as evidence include

- a plan for developing the assessment tools
- draft assessment tools including instruments and related procedures
- documents demonstrating version control
- reports on the trialling of the assessment tools, including any proposed changes
- identified amendments addressing trial/review outcomes
- final assessment tools

*Processes* that could be used as evidence include

- how competency standards and other documents were interpreted
- how the target group was identified
- why certain instruments were developed
- how the assessment tools meet the components of competency for the target group and why
- how the assessment tools were reviewed

## TAAASS404A Participate in assessment validation

This unit specifies the competence required to participate in an assessment validation.

To demonstrate competence against this unit candidates must be able to provide evidence that they have actively participated in and have contributed to a minimum of two validation sessions, using different validation approaches and validation activities. The evidence provided must explain the validation purpose and context and the legal and ethical responsibilities of assessors; include the collation of documentation to be submitted to the validation process; demonstrate access and interpretation of the competency standard and evidence requirements; demonstrate communication and liaison with relevant people and participation in providing feedback and interpreting documentation in validation sessions; demonstrate how the critical aspects of validation were addressed; show involvement in reviewing findings/outcomes, including, where relevant, contributing to the finalised validation documentation.

<b>To be assessed as competent in this unit you will need to provide evidence that you can:</b>
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| <ol style="list-style-type: none"><li>1. Prepare for validation</li><li>2. Contribute to validation process</li><li>3. Contribute to validation outcomes</li></ol> |
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*Specific evidence requirements* must include

- active participation in a minimum of two validation sessions/meetings which, in combination, address the critical aspects of validation using different validation approaches and activities
- clear explanations of the purposes of validation and the legal and ethical responsibilities of assessors
- collation of all documentation relating to the validation process in a logical manner
- demonstration of communications and liaison with relevant people
- provision of feedback and interpretation of documentation in validation sessions
- record of contribution to validation findings

*Products* that could be used as evidence include

- recommendations as a result of reviewing assessments, and why
- evaluations of the quality of assessment tools against the identified competency standards
- evaluations of the evidence collected against identified competency standards, and whether it meets the rules of evidence
- suggested recommendations discussed for modification

*Processes* that could be used as evidence include

- how competency standards and other documents were interpreted and evidence requirements identified
- how assessment decisions were evaluated
- how assessment feedback was collated and evaluated
- what contribution was made to validation activities

## **TAADEL301A Provide training through instruction and demonstration of work skills (Elective)**

This unit specifies the competency required to conduct individual and group instruction and demonstration of work skills.

To demonstrate competency against this unit candidates must be able to provide evidence that they can provide instruction and demonstration of work skills using resources and materials provided for training purposes.

The instruction/demonstration should be conducted using appropriate communication and interpersonal skills to enhance learning and build rapport and trust. The learning must be logically sequenced and paced in such a way as to ensure new skills/knowledge/competencies are achieved. The instruction/demonstration should engage the learner/s and a range of delivery techniques should be used.

<b>To be assessed as competent in this unit you will need to provide evidence that you can:</b>
1. Organise instruction and demonstration
2. Conduct instruction and demonstration
3. Check training performance

*Specific evidence requirements* must include

- a minimum of three training sessions involving demonstrating and instructing of particular work skills for different groups. Each session must address different learning objectives, a range of techniques and effective communication skills appropriate to the audience

*Products* that could be used as evidence include

- video/observation of a demonstration/instruction
- learner evaluations
- peer evaluations

*Processes* that could be used as evidence include

- what learning techniques were used and why
- how learning achievement was checked
- how practice opportunities were provided
- what resources were organised and why

## TAADEL402A Facilitate group-based learning (Elective)

This unit is about the competency needed to facilitate learning by individuals within a group.

To demonstrate competency against this unit candidates must provide evidence that they have delivered training and facilitated learning within a group in a face-to-face learning environment, on a number of occasions, that involves a series of training sessions covering a number of learning outcomes. They should also provide evidence of reviewing and evaluating the effectiveness of the delivery plan and their personal performance in training delivery.

Evidence should show that they can provide training using appropriate sequencing and activities to develop the skills and knowledge of learners, as well as enhancing motivation, interest and enthusiasm. Trainers must demonstrate high-level facilitation, observation, communication and interpersonal skills to support and teach each learner effectively.

<b>To be assessed as competent in this unit you will need to provide evidence that you can:</b>
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| <ol style="list-style-type: none"><li>1. Establish an environment conducive to group learning</li><li>2. Deliver and facilitate training sessions</li><li>3. Demonstrate effective facilitation skills</li><li>4. Support and monitor learning</li><li>5. Review and evaluate effectiveness of delivery</li></ol> |
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*Specific evidence requirements* must include

- the ability to transfer delivery/facilitation skills to different training environments/learner groups
- evidence of the delivery, facilitation and review of a series of training sessions including at least two consecutive sessions that follow a learning program design:
  - at least one session (minimum) should be based on a learning program that is derived from Training Package competency standards or accredited curricula
  - at least one session must be based on using learning outcomes from another source
  - at least one session must be delivered to a different learner group with evidence of how the characteristics and needs of this group were addressed
  - at least one training session should be one hour minimum duration

*Products* that could be used as evidence include

- identified generic skills relevant to the learning objectives
- feedback forms and other evaluation evidence from learners
- observations or videotaped examples of presentation, group facilitation, oral communication and interpersonal and observation skills used during the training sessions
- examples of completed learning activities that are product- or document-based
- notes showing reflection on own performance and own learning

*Processes* that could be used as evidence include

- how the delivery plan was followed and why
- how group or individual conflict was managed
- how individual learning needs were managed
- ways in which initial relationships in the group were established
- how the trainer/facilitator reflected on own performance
- learning achieved by the learners

## **TAADEL405A Coordinate and facilitate distance-based learning (Elective)**

This unit specifies the competency required to coordinate, organise and facilitate a distance-based learning process.

To demonstrate competency against this unit candidates must be able to provide evidence that they can coordinate a number of learners who are participating in distance -based learning. This involves planning and organising relevant learning resources; developing a distance delivery management plan; managing the learners; setting up and providing support mechanisms; providing appropriate feedback on progress and formative assessment; and ensuring that learning outcomes are reached.

<b>To be assessed as competent in this unit you will need to provide evidence that you can:</b>
<ol style="list-style-type: none"><li>1. Prepare for distance based learning</li><li>2. Manage distance-based learners</li><li>3. Monitor learner progress</li><li>4. Support and monitor learning</li><li>5. Review the distance based learning process</li></ol>



*Specific evidence requirements* must include

- the facilitation of one or more distance-based learning programs or qualifications which individually or collectively enable the outcomes, Performance Criteria, skills and knowledge of this competency standard to be demonstrated

*Products* that could be used as evidence include

- documentation of feedback given to learners
- documentation of feedback given to trainers/ facilitators
- documentation produced by learners
- emails
- support activities or resources given to learners
- documentation describing the systems and protocols set up
- contact logs or register

*Processes* that could be used as evidence include

- how to give appropriate feedback via distance
- the different methods of learning involved with resource-based learning and why they are used
- how to encourage self-directed learning
- contact management systems
- access to distance learners
- access to relevant

## TAAENV404A Develop innovative ideas at work (Elective)

This unit specifies the competency required to develop innovative ideas in the workplace.

To demonstrate competency against this unit, candidates must show evidence that they can recognise a need or accurately interpret a brief to develop a detailed and appropriate idea or ideas. This requires the creative generation of a number of ideas or solutions and being able to discuss these while being open to positive and negative feedback. Ideas should be critically analysed in order to establish and present a workable outcome which meets the need of the end user.

To be assessed as competent in this unit you will need to provide evidence that you can:
<ol style="list-style-type: none"><li>1. Interpret the need for innovation</li><li>2. Generate a range of ideas</li><li>3. Collaborate with others</li><li>4. Reflect on the ideas</li><li>5. Represent the ideas</li><li>6. Evaluate the ideas</li></ol>



*Specific evidence requirements* must include

- demonstration of:
  - interpretation of needs
  - basis for generating and selecting ideas
  - content development and representation of ideas
  - evaluation processes

*Products* that could be used as evidence include

- a report outlining a proposed idea including the benefits to the individual/team/organisation and the resources and/or costs required
- a diagram or representation of a proposed idea

*Processes* that could be used as evidence include

- examples of creative thinking techniques used to develop and implement ideas
- examples of questions asked and why, and an analysis of responses

## TAATAS401A Maintain information requirements of training and/or assessment organisations (Elective)

This unit specifies the competency required to maintain training and/or assessment information requirements.

To demonstrate competency against this unit candidates must be able to provide evidence that they have maintained training/assessment reporting and recording requirements and have applied this knowledge within an established system within a training and/or assessment organisation.

Evidence must also establish that candidates can provide learners with relevant and current learning program information on training and/or assessment services; obtain and collate critical statistical information; record this information using the appropriate information management systems of the training and/or assessment organisation; and complete reporting requirements.

<b>To be assessed as competent in this unit you will need to provide evidence that you can:</b>
1. Provide initial and ongoing information and advice on training and/or assessment services
2. Complete training/ assessment records
3. Complete reporting requirements

1. Provide initial and ongoing information and advice on training and/or assessment services
2. Complete training/ assessment records
3. Complete reporting requirements

*Specific evidence requirements* must include

- provision of initial and ongoing advice on training and/or assessment services/programs/specific information requirements to a range of learners
- records management relating to a range of learners
- organisation of certification processes for a range of learners
- completed AVETMISS/in-house reporting documentation for a learning program, covering a range of learners

*Products* that could be used as evidence include

- completed AVETMISS/in-house reporting documentation for a learning program
- completed qualification/Statement of Attainment/internal organisational award
- learner progress report
- examples of learning resources organised for a specific learning program

*Processes* that could be used as evidence include

- demonstration of personal learner information collected and recorded
- demonstration of learning program information collected and recorded
- demonstration of additional requirements collected and recorded (if relevant)

## TAALLN401A Address language, literacy and numeracy issues within learning and assessment practice (Elective)

This unit specifies the competency required to recognise the language, literacy and numeracy (LLN) demands of training and assessment and tailor training and assessment to suit individual skill levels, including accessing relevant support resources.

To demonstrate competency against this unit candidates must be able to provide evidence that they have the required knowledge and skill to create a supportive environment for adult learners, and have a range of appropriate strategies to adjust their practice to accommodate the English language, literacy, and/or numeracy needs of the learner.

Assessment is based on observation, documentary evidence of planning and training activities, and oral questioning and reflection.

### To be assessed as competent in this unit you will need to provide evidence that you can:

1. Determine the language, literacy and numeracy requirements of the workplace training specifications, the learning program and assessment process
2. Drawing on the assistance of specialist advice when required, interpret and apply validated tools and other sources of information to determine the language, literacy and numeracy
3. Develop vocational learning program and assessment methodology to take account of learner's language, literacy and numeracy skill levels and those required in the training specification
4. Deliver and monitor a vocational learning and assessment program which takes account of learner's language, literacy and numeracy skill levels and those required in the training specification
5. Access specialist learning support where required on the basis of evidence

*Specific evidence requirements* must include

- documentation setting out activities, resources and individual learning plans for a particular learner. It should also include third party observations of the trainer and/or assessor with a range of learners

*Products* that could be used as evidence include

- pre and post tests developed to determine language, literacy and numeracy requirements
- learner progress report
- examples of learning resources organised for a specific learning program
- developed vocational learning program and assessment methodology

*Processes* that could be used as evidence include

- questioning to establish underpinning knowledge and application of adult learning principles and language, literacy and numeracy learning support strategies

## **BSBMKG406A Build client relationships (Elective)**

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

<b>To be assessed as competent in this unit you will need to provide evidence that you can:</b>
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| <ol style="list-style-type: none"><li>1. Initiate interpersonal communication with clients</li><li>2. Establish client relationship management strategies</li><li>3. Maintain and improve ongoing relationships with clients</li></ol> |
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### *Critical aspects of evidence*

- Integrated demonstration of all elements of competency and their performance criteria
- Demonstration of effective interpersonal communication skills which initiate and build ongoing positive relationships with clients

## **BSBLED401A Develop teams and individuals (Elective)**

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

<b>To be assessed as competent in this unit you will need to provide evidence that you can:</b>
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| <ol style="list-style-type: none"><li>1. Determine development needs</li><li>2. Develop individuals and teams</li><li>3. Monitor and evaluate workplace learning</li></ol> |
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### *Critical aspects of evidence*

- Identifying and implementing learning opportunities for others
- Giving and receiving feedback constructively
- Facilitating participation of individuals in the work of the team
- Negotiating learning plans to improve the effectiveness of learning
- Preparing learning plans to match skill needs
- Accessing and designing learning opportunities

## **BSBCMN405A Analyse and present research information (Elective)**

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

**To be assessed as competent in this unit you will need to provide evidence that you can:**

1. Gather and organise information
2. Research and analyse information
3. Present information

### *Critical aspects of evidence*

- Presenting information and data
- Maintaining and handling data and documents systematically
- Reviewing data for relevance and accuracy
- Analysing and interpreting data to support organisational activities
- Distributing information in an effective manner to gain access to a wider audience
- Clarifying assumptions to assess validity of conclusions

## **BSBCMN409A Promote products and services (Elective)**

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

**To be assessed as competent in this unit you will need to provide evidence that you can:**

1. Plan promotional activities
2. Coordinate promotional activities
3. Review and report on promotional activities

### *Critical aspects of evidence*

- Designing and organising meetings and presentations
- Evaluating promotional impacts
- Presenting and advocating promotional strategies within the organisation
- Assessing and reporting on customer satisfaction
- Calculating costs of promotions

## BSBAUD402A Participate in a quality audit (Elective)

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 auditor, and participating in exit meetings.

A person who demonstrates competence in this unit must be able to provide evidence that they have participated in a range of quality audits as a member of a quality audit team. Evidence will demonstrate participation in entry and exit meetings, gathering of data and information by a range of methods, and analysis of the information gathered to arrive at findings to be included as part of overall report to the exit meeting. Participation in the audit will be under the supervision of a lead auditor.

<b>To be assessed as competent in this unit you will need to provide evidence that you can:</b>
<ol style="list-style-type: none"><li>1. Participate in an entry meeting</li><li>2. Identify and gather information</li><li>3. Analyse information</li><li>4. Evaluate information</li><li>5. Report findings</li><li>6. Participate in exit meeting</li></ol>



### *Specific evidence requirements – None*

- documentation setting out activities, resources and individual learning plans for a particular learner. It should also include third party observations of the trainer and/or assessor with a range of learners

### *Products that could be used as evidence include*

- notes made to record interviews for audit
- notes made in analysis and evaluation phase
- corrective action reports
- documented findings
- correspondence with other audit team members, lead auditor and auditees

### *Processes that could be used as evidence include*

- how individual participated in entry and exit meetings
- how determination was made of relevance of information gathered
- how required information was gathered and how process was selected for information gathering
- how information was analysed and evaluated against prescribed benchmarks
- how findings were formulated and reported to lead auditor