



Learning Design field

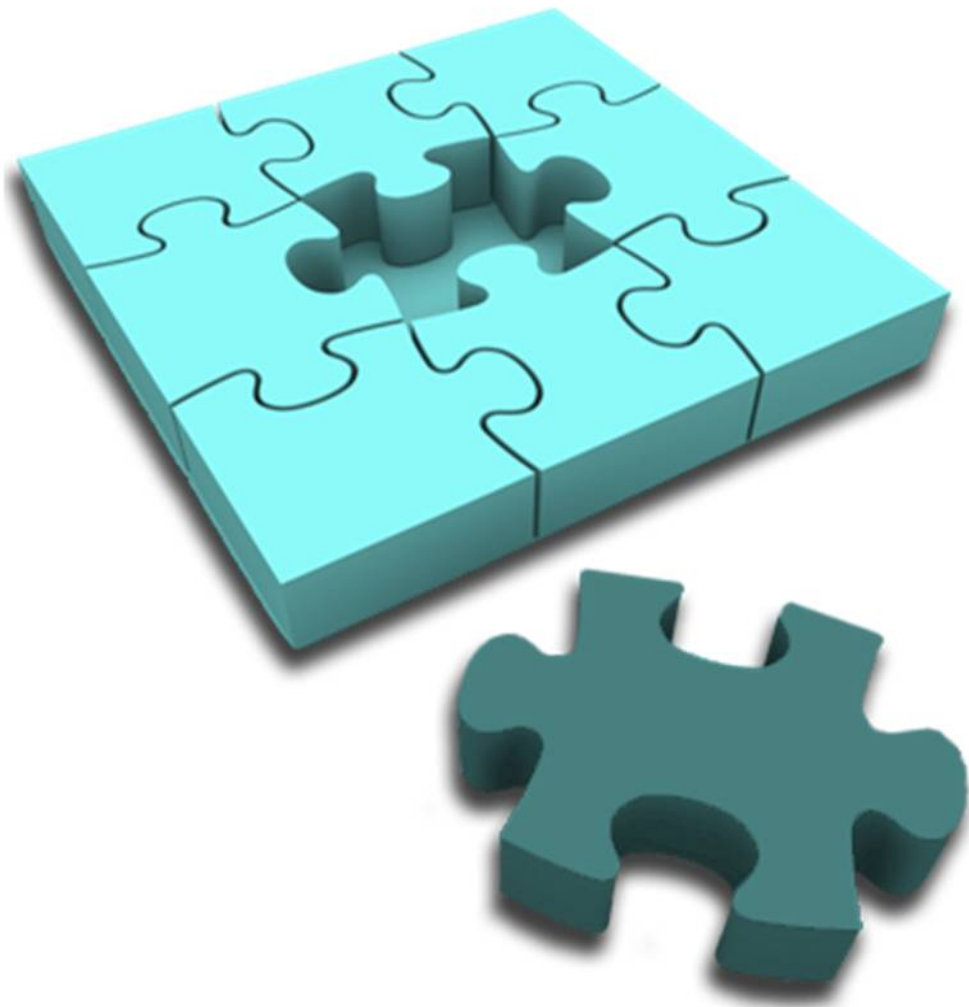
TAEDES401A

Design and develop learning programs

TAEDES402A

Use training packages and accredited courses to meet client needs

Learning Design field



learner guide

SAMPLE

Learner Guide to support:

- TAEDES401A Design and develop learning programs (core)
- TAEDES402A Use training packages and accredited courses to meet client needs (core)

Why has this Learner Guide been developed?

Shea Business Consulting has developed a single Learner Guide to support two core learning design units from the *TAE40110 Certificate IV in Training and Assessment*:

- *TAEDES401A Design and develop learning programs* (which replaces the core unit *TAADES402B Design and develop learning programs* from the previous *TAA40104 Certificate IV in Training and Assessment*)
- *TAEDES402A Use training packages and accredited courses to meet client needs* (which replaces the core unit *TAADES401B Use Training Packages to meet client needs* from the previous *TAA40104 Certificate IV in Training and Assessment*).

The two new units have not been deemed equivalent to the units they replace in the mapping advice provided in the new *TAE10 Training and Education Training Package*, as they have been re-written to incorporate elements of the three core learning environment units from the previous *TAA40104 Certificate IV in Training and Assessment* (all of which have been removed from the *TAE40110 Certificate IV in Training and Assessment*).

Strong aspects of this Learner Guide are as follows:

- It contains all the essential information and is fully comprehensive; it encourages the learner to see working through this Guide as a part of a much broader learning experience including interaction with a trainer, practical application in actual learning design, full understanding of the concepts, all the latest references and definitions.
- There are numerous references to further resources that learners can access and add to their resource kit.
- It is fully up-to-date; there are many references to the *AQTF 2010 Essential Conditions and Standards for Registration* and other current references.

Who is this Learner Guide for?

This Learner Guide has been developed for entry-level trainers, teachers, facilitators and assessors.



You are invited to use the *Continuous Improvement Form* on page 182 to identify changes that you think would improve this Guide.

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Published by:

Shea Business Consulting

193 Oak Street

Parkville Victoria 3052

Telephone: +61 3 9387 5320

Email: shea@sheaconsulting.com.au

Web: www.sheaconsulting.com.au

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Disclaimer

No patent liability is assumed with respect to the use of the information contained herein. While every precaution has been taken in the preparation of this work, the publisher and the authors assume no responsibility for errors or omissions. Neither is any liability assumed for damages resulting from the use of the information contained herein. This work has been prepared for use as part of a structured vocational education and training course and should only be used within that context. The information contained herein was correct at the time of preparation. Documents sourced during the development of this Guide are listed on page 141.

Acknowledgement

This resource was developed for Shea Business Consulting by Andrew Jones and Renika Muthaya of **purple infinity**.

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In the National Quality Council (NQC) report titled *VET Products for the 21ST Century – Final Report (June 2009)*, a recommendation was made to revise the definition of competency as follows:



"Competency is the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments."

You can download a copy of the *VET Products for the 21ST Century* report from the NQC website at www.nqc.tvetaustralia.com.au/nqc_publications

In June 2010, the Ministerial Council for Tertiary Education and Employment (MCTEE) agreed to establish a National Standards Council (NSC) which will replace the NQC. At the time printing, this new Council was not operational, so the NQC has been referenced throughout this resource.

Symbols

The following symbols are used throughout this Guide:



Important points



Compliance-friendly mapping advice



Useful resources



Useful activities



Assessment points



Case studies



Valuable checklists

Acronyms

AAC	Australian Apprenticeships Centre
ACSF	Australian Core Skills Framework
ANTA	Australian National Training Authority (function now responsibility of DEEWR)
AQF	Australian Qualifications Framework
AQFC	Australian Qualifications Framework Council
AQTF	Australian Quality Training Framework
AVETMISS	Australian Vocational Education and Training Management Information and Statistical Standard
CALD	Culturally and Linguistically Diverse
DEEWR	Department of Education, Employment and Workplace Relations (formerly DEST)
DEST	Department of Education, Science and Training (now DEEWR)
DIAC	Department of Immigration and Citizenship
IBSA	Innovation and Business Skills Australia
ISC	Industry Skills Council
LLN	Language, Literacy and Numeracy
MCTEE	Ministerial Council for Tertiary Education and Employment
NARA	National Audit and Registration Agency
NCVER	National Centre for Vocational Education Research
NISC	National Industry Skills Committee
NQC	National Quality Council (now NSC)
NRT	Nationally Recognised Training
NSC	National Standards Council (formerly NQC)
NSF	National Skills Framework (formerly NTF)
NSOC	National Senior Officials Committee
NTF	National Training Framework (now NSF)
NTIS	National Training Information Service
NTS	National Training System
NTSC	National Training Statistics Committee
OHS	Occupational Health and Safety
RCC	Recognition of Current Competency
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
STA	State/Territory Training Authority
TAFE	Technical and Further Education
TVET	Technical and Vocational Education and Training
VET	Vocational Education and Training
VETiS	Vocational Education and Training in Schools
WELL	Workplace English Language and Literacy

Glossary

The following definitions have been sourced from the *AQTF 2010 Users' Guide to the Essential Conditions and Standards for Initial Registration*.

Apprenticeship/traineeship – a structured training arrangement for a person employed under an apprenticeship/traineeship training contract (usually involving the person receiving training and being assessed both on and off-the-job).

Articulation – the arrangements that facilitate the movement or progression of learners from one qualification to another, or from one education and training sector to another.

Assessment – the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of an accredited course.

Assessment guidelines – the endorsed component of a Training Package that underpins assessment and sets out the industry's approach to valid, reliable, flexible and fair assessment.

Assessment tool – a tool that specifies the context and conditions for an assessment, the tasks to be administered to the candidate, the evidence to be gathered from the candidate and the evidence criteria used to judge the quality of performance (i.e. the assessment decision making rules). It also includes the administration, recording and reporting requirements.

Authenticity – one of the rules of evidence. To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.

Competency – the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Currency – one of the rules of evidence. In assessment, currency relates to the age of the evidence presented by a candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

Dimensions of competency – dimensions are part of the broad concept of competency, which includes all aspects of work performance as represented by task skills, task management skills, contingency management skills and job/role environment skills.

Fairness – one of the principles of assessment. Fairness requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.

Flexibility – one of the principles of assessment. To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and support continuous competency development.

Learner – an individual who is receiving, responding to and processing information in order to acquire and develop competence. This incorporates the processes of preparing and presenting for assessment.

Learning – the process followed by a learner.

- a) Formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of a formal qualification or award (for example, a certificate, diploma or university degree)
- b) Non-formal learning refers to learning that takes place through a structured program of instruction but does not lead to the attainment of a formal qualification or award (for example, in-house professional development programs conducted by a business)
- c) Informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example, the acquisition of interpersonal skills developed through several years as a sales representative).

Moderation – the process of bringing assessment judgements and standards into alignment. It is a process that ensures the same standards are applied to all assessment results within the same unit/s of competency. It is an active process in the sense that adjustments to assessor judgements are made to overcome differences in the difficulty of the tool and/or the severity of judgements.

Packaging requirements – the process of grouping competencies in a Training Package into meaningful combinations which represent whole jobs or key functions in the workplace.

Principles of assessment – to ensure quality outcomes, assessment should be fair, flexible, valid, and reliable. (See also: **Fairness, Flexibility, Reliability and Validity**).

Qualification – formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs.

Reasonable adjustment – adjustments that can be made to the way in which evidence of candidate performance can be collected. Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making competent/not yet competent decisions (and/or awarding grades) should not be altered in any way. That is, the standards expected should be the same irrespective of the group and/or individual being assessed; otherwise comparability of standards will be compromised.

Recognition of prior learning (RPL) – an assessment process that assesses an individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification.

Registered Training Organisation (RTO) – a training organisation registered by a state or territory registering body in accordance with the *AQTF Essential Conditions and Standards for Continuing Registration* within a defined scope of registration.

Reliability – one of the principles of assessment. There are five types of reliability: internal consistency; parallel forms; split-half; inter-rater; and, intra rater. In general, reliability is an estimate of how accurate or precise the task is as a measurement instrument. Reliability is concerned with how much error is included in the evidence.

Rules of evidence – these are closely related to the principles of assessment and provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic and current.

Statement of Attainment – issued by a registered training organisation when an individual has completed one or more units of competency/modules from nationally recognised qualification(s) or course(s).

Sufficiency – one of the rules of evidence. Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

Training – the process used by an RTO to facilitate learning.

Training and assessment strategy – a framework that guides the learning requirements and the teaching, training and assessment arrangements of a VET qualification. It is the document that outlines the macro-level requirements of the learning and assessment process, usually at the qualification level.

Training Package – a nationally endorsed, integrated set of competency standards, assessment guidelines and AQF qualifications for a specific industry, industry sector or enterprise.

Training plan – a documented program of training and assessment required for an apprenticeship/traineeship training contract. It is developed by an RTO in consultation with the parties to the contract as the basis for training and assessing a person undertaking an apprenticeship or traineeship.

Training program – a program (also known as a learning program) developed by an RTO that meets the training and assessment requirements of a qualification from a Training Package, one or more designated units of competency, or an accredited course. The training program may specify such matters as essential and elective units, the sequence and timing of training and assessments, and the resources required. It may form part of a training and assessment strategy.

Unit of competency – the specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.

Validation – a quality review process. It involves checking that the assessment tool produced valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the relevant aspects of the Training Package or accredited course have been met. It includes reviewing and making recommendations for future improvements to the assessment tool, process and/or outcomes.

Validity – one of the rules of evidence and one of the principles of assessment. There are five major types of validity: face, content, criterion (i.e. predictive and concurrent), construct and consequential.

Vocational competency – broad industry knowledge and experience, usually combined with a relevant industry qualification. A person who has vocational competency will be familiar with the content of the vocation and will have relevant current experience in the industry. Vocational competencies must be considered on an industry-by-industry basis and with reference to the guidance provided in the Assessment Guidelines of the relevant Training Package.



1. Getting Started

Introduction

This Learner Guide supports two core units of competency from the *TAE40110 Certificate IV in Training and Assessment*:

- *TAEDES401A Design and develop learning programs*
- *TAEDES402A Use training packages and accredited courses to meet client needs.*

TAEDES401A Design and develop learning programs

This unit describes the skills and knowledge required to conceptualise, design, develop and review learning programs to meet an identified need for a group of learners. It addresses the skills and knowledge needed to identify the parameters of a learning program, determine the design, outline the content and review its effectiveness.

TAEDES402A Use training packages and accredited courses to meet client needs

This unit describes the skills and knowledge required to use training packages and accredited courses as tools to support industry, organisation and individual competency development needs.



This Guide has been arranged in a series of Learning Topics that allow you to work through one or both units of competency:

- Learning Topic 1 is common to both units and covers the basic concepts that you must understand before working through the units themselves
- Learning Topics 2-5 relate to the unit *TAEDES401A Design and develop learning programs*
- Learning Topics 6-10 relate to the unit *TAEDES402A Use training packages and accredited courses to meet client needs.*

By working through Learning Topic 1 in this Guide, you will explore the structure, documentation and relationships of competency-based training and assessment, and you will also explore the policy and regulatory environment of vocational education and training (VET).

By working through Learning Topics 2 to 5 in this Guide, you will learn how to design and develop learning programs, which will involve:

- defining the parameters of learning programs
- working within the VET policy framework
- developing the content of learning programs
- designing the structure of learning programs.

By working through Learning Topics 7 to 10, you will learn how to use training packages and accredited courses to meet client needs, which will involve:

- selecting training packages and accredited courses
- analysing and interpreting qualifications frameworks
- analysing and interpreting units and modules
- contextualising units and modules for client applications
- analysing and interpreting assessment guidance.

What documents do you need?

To successfully work through this Guide, you will need access to the following documents:

- *Introduction to the Learner Guides*, which has been specifically designed to complement the suite of *TAE10 Training and Education Learner Guides*
- Copies of *TAEDES401A Design and develop learning programs* and *TAEDES402A Use training packages and accredited courses to meet client needs*, the actual units of competency you are seeking to demonstrate competence in.



If you have not yet purchased a copy of *Introduction to the Learner Guides*, see page 138 for details.

Copies of the TAE10 units of competency can be accessed from the National Training Information Service (NTIS) at www.ntis.gov.au

What resources do you need?

Your Registered Training Organisation should help you with access to the following:

- a facilitator (to help you work through the Guide)
- an assessor (to assess you against the units of competency)
- training products (such as training packages and accredited course documentation).



You will need access to a learning environment where you can design and develop learning programs, use training packages and accredited courses to meet client needs and apply the skills you are developing.

What is a resource kit?

As you work through this Guide, it is a good idea to compile an electronic and/or paper-based resource kit to use for your work and assist with your learning. This kit may include:

- information that you print or bookmark from websites
- resources you download from websites
- newspaper articles about your industry
- specific policies or procedures from your workplace.

What you decide to put in this kit is up to you. Over time it will become a very useful source of information, containing information about current work practice and ideas within your industry.



The resource kit is for your own professional development and is different to the *evidence portfolio* that you will keep for assessment purposes (although some resources may be included in both).

Where are you heading?

When you reach the end of Learning Topic 5 in this Guide, you will need to show that you can design, develop and review learning programs within a vocational education and training (VET) context. In order to demonstrate this, you will need to provide evidence that you have prepared and developed a minimum of two learning programs where you:

- incorporated differentiated designs to reflect particular needs, contexts and timelines
- based at least one learning program on competency standards or an accredited course (and in which you covered at least one entire unit of competency or accredited course module).

When you reach the end of Learning Topic 10 in this Guide, you will need to show that you can analyse a training package or accredited course by examining its component parts, identifying relevant units of competency/modules and contextualising these to meet a specific client need. You will need to provide evidence that you have undertaken this process on a minimum of two occasions, and on at least one occasion you will need to have used a training package to meet a specific client need. The other occasion may involve a training package or an accredited course.

Where should you go if you need help?

The aim of this Guide is to put you in control of the learning process. However, only a qualified assessor can formally recognise your skills, and only a Registered Training Organisation (RTO) can issue you with a *Statement of Attainment* when you successfully complete *TAEDES401A Design and develop learning programs* and *TAEDES402A Use training packages and accredited courses to meet client needs*. If at any stage you are not sure of something and want to ask a question, it is well worth talking with your RTO. A simple phone call can make all the difference.

If you have not yet enrolled with an RTO, the National Training Information Service (NTIS) is a great resource that you can use. This is an online database that lists all RTOs, qualifications and units of competency. You will need to find an RTO that has the most recent version of the *TAE10 Training and Education Training Package* within its scope of registration. It will also help if the RTO is local (or at least based in your own State/Territory).



Finding an RTO:

1. Go to www.ntis.gov.au and click on *Training Packages*
2. Scroll down and select *TAE10 Training and Education Training Package*
3. Click on *RTO with Scope* from the *Tools* menu on the right hand side
4. Select your State/Territory from the top of the *Browse Results* area.



You will require Internet access and a basic level of IT (computing) literacy to work through this Guide, as the online environment contains current and up-to-date information on vocational education and training. If you are unable to access the Internet or you require basic computing assistance, you will need to discuss this with your facilitator.



Getting Started Checklist

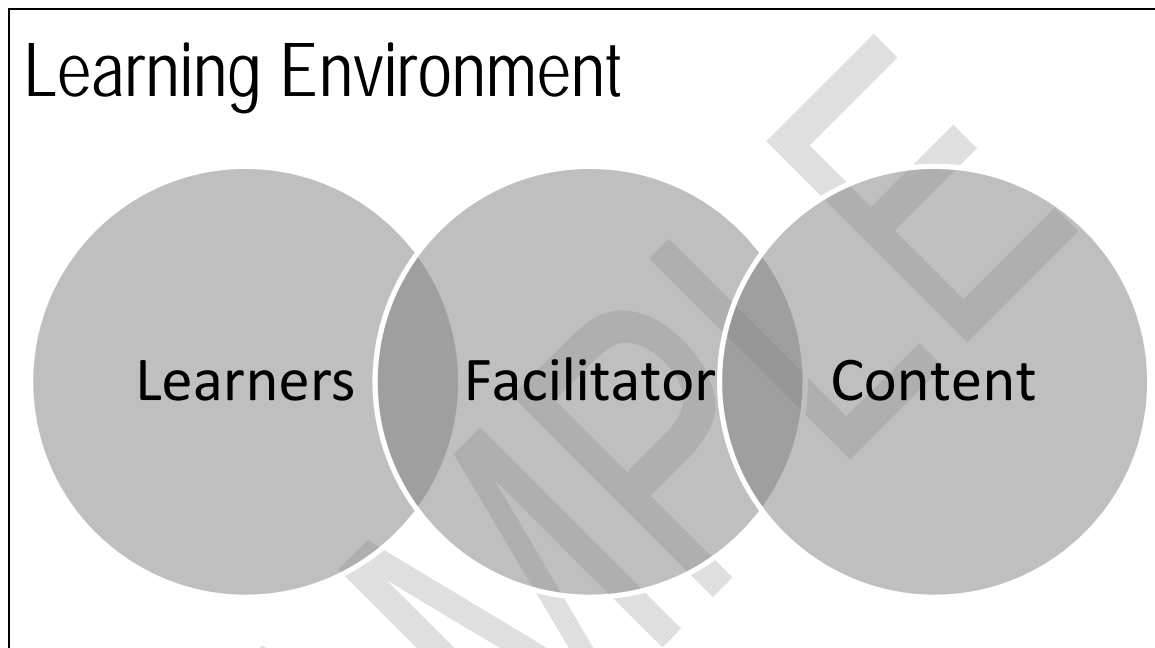
Before moving to the next section, you should be able to tick all of the following:

- Have you been allocated a facilitator by your RTO to help you work through this Guide?
- Are you clear on the skills and knowledge you will gain by working through this Guide?
- Are you clear on the resources you need to successfully work through this Guide?
- Do you have access to a learning environment?
- Do you have access to the Internet?
- Have you started a resource kit that you can add to as you work through this Guide?
- Have you purchased a copy of *Introduction to the Learner Guides*?
- Have you downloaded a copy of *TAEDES401A Design and develop learning programs*?
- Have you downloaded a copy of *TAEDES402A Use training packages and accredited courses to meet client needs*?
- Have you checked with your facilitator that you have all the resources you need to develop competency in these units?

When you develop learning programs and use training packages to meet the specific needs of clients, you will be working in a learning environment that contains three main components:

- the *learners*
- the *content* of the learning
- the *facilitator* (or trainer).

There is a very clear relationship between these three components, and this Guide will show you how to bring them together to create effective learning environments. With an understanding of how people learn and an awareness of your role in the learning process, you will be well placed to develop learning programs and use training packages to meet the specific needs of clients.




3. Competency-based training and assessment

Competency-based training is a training method that focuses on an individual's ability to receive, respond to and process information in order to acquire and develop competence. It is geared to the attainment and application of knowledge and skills in order to achieve competency standards (rather than to an individual's achievement relative to that of others).

Competency-based assessment is the process of collecting evidence and making judgements about whether or not an individual has achieved competence. It is sometimes referred to as *criterion referenced* or *standards-based assessment*, because it involves individuals being assessed against fixed criteria or predetermined benchmarks (such as those expressed within competency standards). It is significantly different to *norm referenced assessment*, where an individual's performance is compared, assessed and ranked against the performance of others.



While *norm referenced assessment* is used to determine the fastest runner in a sporting event or to rank students in terms of their tertiary entrance rating, *criterion referenced assessment* is used to determine if someone can drive a car or can apply first aid.



In the following table, identify the activities you think would need a *criteraion referenced* or *norm referenced* assessment approach. A list of answers has been provided at Appendix E (see page 158).

Quiz Table 1 – Criterion Referenced versus Norm Referenced Assessment		
<i>Activity</i>	<i>Criterion Referenced</i>	<i>Norm Referenced</i>
Judging competitors in a series of individual time trials		
Assessing participants undertaking a chainsaw safety course		
Judging participants in a national cooking competition		
Assessing participants in a senior first aid course		
Assessing fire fighters during a simulated house fire		
Judging participants in a national talent quest		
Assessing employees at the end of an OHS induction day		
Selecting students for a school based on their score in an IQ Test		
Assessing candidates undertaking a practical driving test		
Assessing candidates capacity to hold a restricted electrical licence		
Tallying player scores after a game of scrabble		
Assessing candidates against the <i>Certificate IV in Training and Assessment</i>		

Features and principles of competency-based training and assessment

The following table summarises the main features and principles of competency-based training and assessment (as they apply to the VET sector):

Features and Principles of Competency-Based Training and Assessment	
It is criterion referenced	Candidates are assessed against predetermined benchmarks
It is evidence-based	Candidates provide evidence to support their competence
It is participatory	Candidates interact with their assessors and the assessment process
Learning...	...is <i>outcomes focused</i> and not <i>inputs driven</i>
Competency standards...	...define the performance outcomes, skills and knowledge needed for work ...form the basis for teaching, learning and training delivery ...are industry defined ...have a national focus ...establish the requirements for assessment
Assessment...	...is <i>criteraion referenced</i> and not <i>norm referenced</i> ...is reported as either <i>Competent</i> or <i>Not Yet Competent</i>

The design cycle of learning programs

In this section you will explore three of the following four steps to ensure the learning programs that you design are logical, innovative and engaging for your learners. The fourth step involves implementing learning programs, and this is comprehensively addressed in the Learner Guides developed to support the *Assessment* and *Delivery and Facilitation* fields in the *TAE10 Training and Education Training Package*. If you are interested in purchasing copies of these Guides, see page 138 for details.

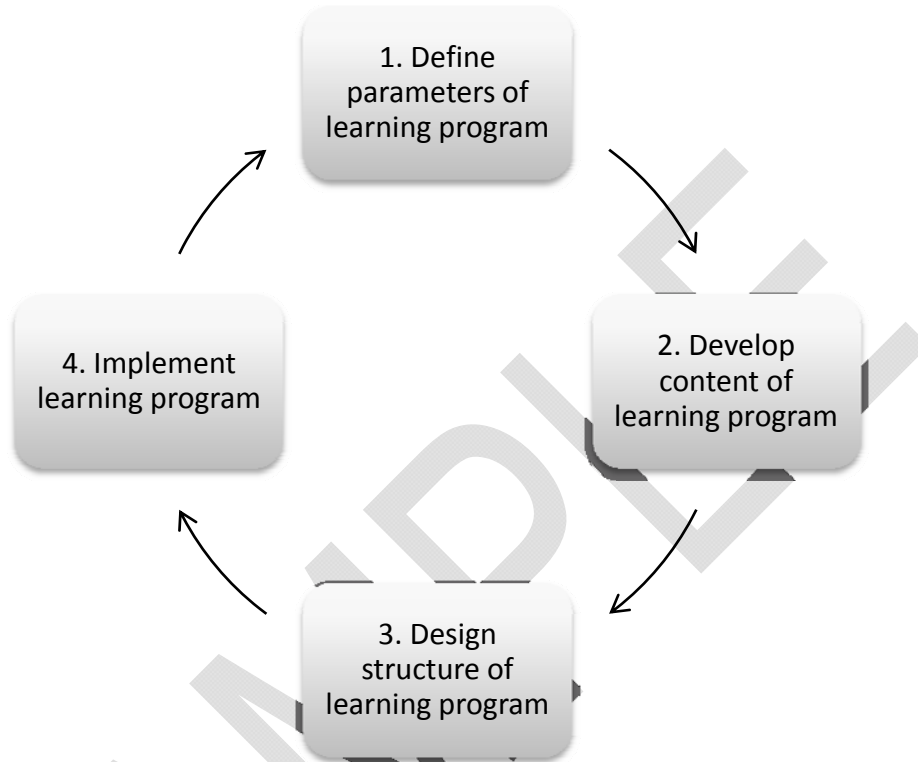


Figure 8: Design cycle for learning programs



When designing and developing learning programs, you must be flexible enough to re-visit any (or all) of the steps in the design cycle.

Learning Topic 2: Defining the parameters of learning programs

In order to design a learning program, you first need to define its parameters in consultation with your client, and this will involve:

1. Clarifying the purpose and type of the learning program
2. Accessing and confirming the benchmarks that will underpin the learning program
3. Identifying the language, literacy and numeracy requirements of the learning program
4. Identifying and considering the characteristics of the target learner group.



This Learning Topic covers Element 1 of *TAEDS401A Design and develop learning programs* (Define parameters of the learning program).

1. Clarifying the purpose and type of the learning program

To design an effective learning program, you need to know why you are designing it (its purpose) and how it will be used (its type), and you can only obtain this information from the client who has requested that it be developed. If you don't clarify the purpose of the learning program, you won't know what to develop.



Use the following table to list the various *reasons* why learning programs are designed for clients of the VET sector, and also list as many *types* of learning programs that you can think of. A list of possible answers has been provided at Appendix E (see page 158).

Quiz Table 3 – Purpose and Types of Learning Programs	
<p>Purpose of learning programs</p> <p>Record your thoughts in the space provided. A sample suggestion has been provided to get you started.</p>	<p><i>To develop vocational competency or vocational skills</i></p>
<p>Types of learning programs</p> <p>Record your thoughts in the space provided. A sample suggestion has been provided to get you started.</p>	<p><i>A subset of a learning strategy</i></p>

The VET sector provides training for people of all ages and backgrounds, for small and large businesses, for industry sectors and for many communities. This training is provided through the National Skills Framework, which assures high quality, flexible and consistent VET which meets the needs of industry and which employers can trust. The National Skills Framework ensures the quality of VET through the Australian Quality Training Framework and quality training products.

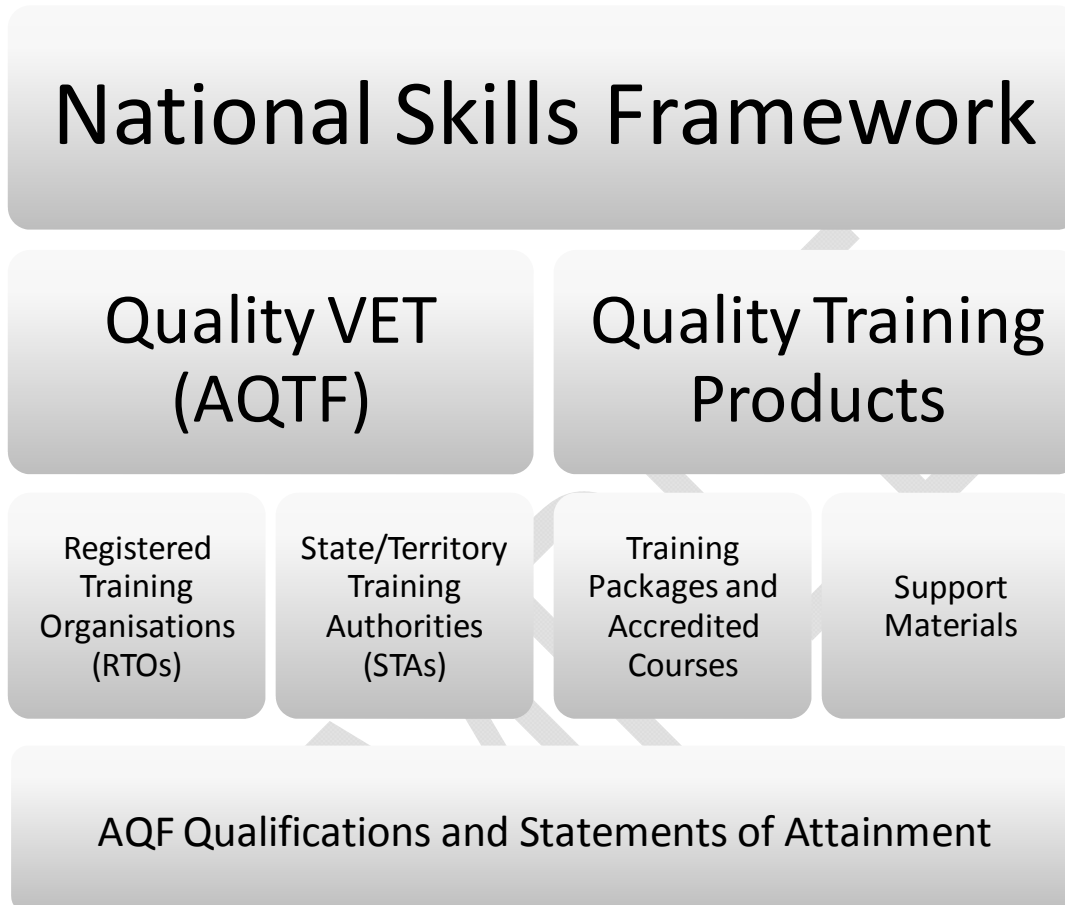


Figure 10: National Skills Framework



RTOs must be registered by STAs under the AQTF 2010 to deliver, assess and issue AQF qualifications and Statements of Attainment from nationally endorsed Training Packages and accredited courses.



You can further explore the National Training System at the DEEWR website at www.deewr.gov.au/Skills/Overview/Governance/Pages/NTS.aspx

It usually takes a while to familiarise yourself with VET terminology when you enter the National Training System. However, as you will mainly be operating within the National Skills Framework, the following diagram provides a basic summary of what you need to know (remembering all the time that the Australian VET system is client-focused and industry led).

National Skills Framework

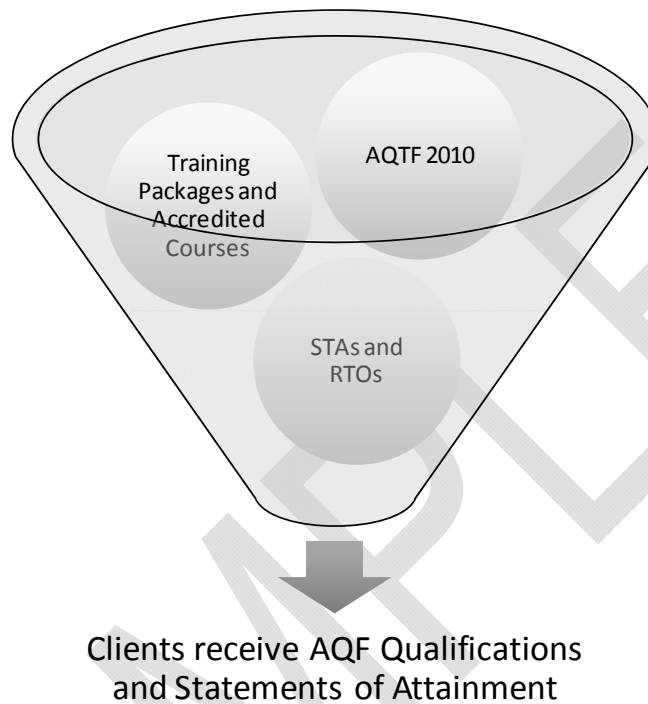


Figure 11: National Skills Framework (Summary)

By subscribing to the NQC's regular newsletter (*Quality Council Focus*), you can stay up-to-date with NQC policy. For details on how to subscribe, go to www.nqc.tvetaustralia.com.au/nqc_publications

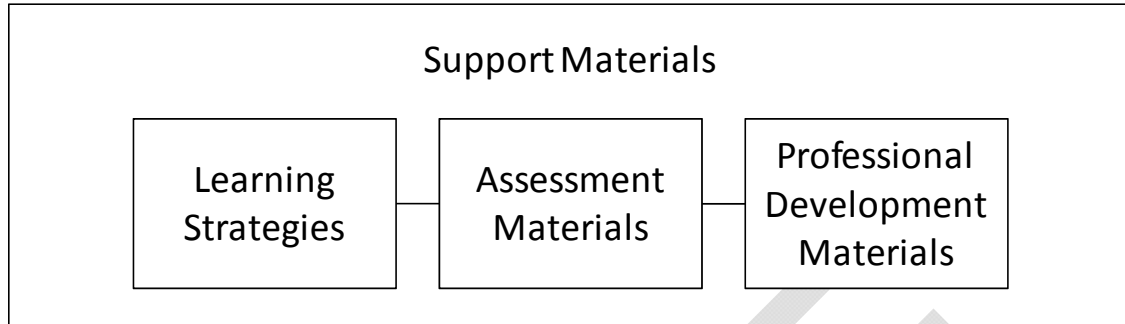
The National VET Regulator will be responsible for the registration and audit of RTOs and the accreditation of courses from 2011 onwards. Sign up to the mailing list to receive updates at www.deewr.gov.au/Skills (select *Policy* and then *National VET Regulator*).

You can also stay in touch with current VET news and events by participating in the following forums and networks:

- Australian Flexible Learning Framework (www.flexiblelearning.net.au)
- Education Network Australia (www.edna.edu.au)
- VETnetwork Australia (www.vetnetwork.org.au)

Training package support materials

Specifically designed for learners, trainers, assessors and employers, training package support materials underpin the delivery and assessment of endorsed training packages. They can relate to single or multiple units of competency, single qualifications, industry sectors or entire training packages, and they tend to fall into one or more of the following three categories:



These support materials are produced by RTOs, trainers and assessors, private and commercial developers and government agencies. They are developed in a range of formats for a variety of audiences, including printed materials, DVDs, CD-ROMs and web-based resources.

Quality assurance for training package support material

Following a review of the *noting process* for training package support materials, an interim quality assurance process is currently being trialled. When support materials have been quality assured and *noted* by the National Quality Council (NQC), they display the official *noted tick* logo.

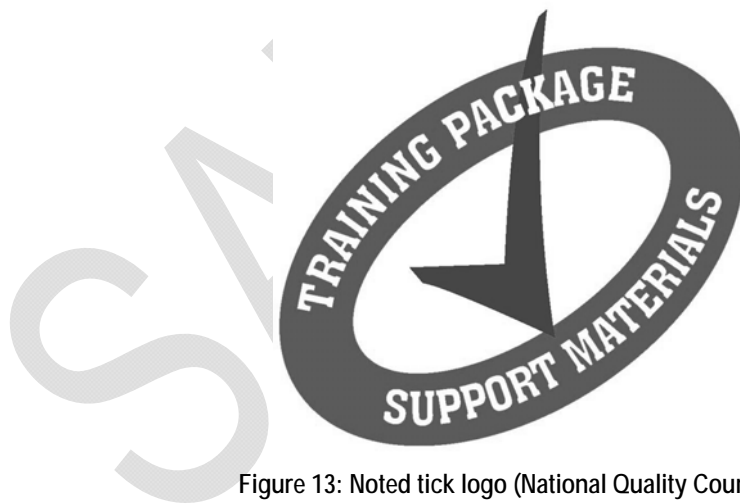



Figure 13: Noted tick logo (National Quality Council)




It is not compulsory for training package support materials to be noted by the NQC. Any resource that meets the requirements of a training package can be used to support its implementation.

Both Software Publications (www.softwarepublications.com.au) and TVET Australia (www.productservices.tvetaustralia.com.au) have comprehensive catalogues of support materials for all training packages.



Use the Internet to research learning resources that have been developed for target groups, and record the resources you discover in the following table. A great place to start is DEEWR's LiteracyNet website, which you can access at www.deewr.gov.au/Skills/Programs/LitandNum/LiteracyNet

Resource Title	Type	Location	Usage
<i>The Retail Experience: Reading, Reporting and Recording in Retail For Retail Employees</i>	PDF	Free download from LiteracyNet website	Provide to learners in Certificate III in Retail
<i>The Retail Experience: Training Guide</i>	PDF	Free download from LiteracyNet website	Provide to employers / trainers who work with learners in Certificate III in Retail



You may be interested in browsing LORN, the Australian Flexible Learning Framework's online portal that connects training providers with free or low-cost learning resources from around the country. The site can be accessed at <http://lorn.flexiblelearning.net.au>

You may wish to transfer some of the resources you discover to the *Learning Program Template* provided at Appendix B (see page 148).




Use the following *Risk Assessment Table* to determine the *likelihood* and *severity* of injury or illness that will result from exposure to the hazards.

Risk Assessment Table		Version 1.0 (November 2010)		
Step 1: Assess Likelihood Assess the <i>likelihood</i> of people being injured:		Step 2: Assess Severity Assess the <i>severity</i> of their potential injury:		
<ul style="list-style-type: none"> • Very likely • Likely • Unlikely • Highly unlikely 		<ul style="list-style-type: none"> • Fatal • Major • Moderate • Minor 		
Step 3: Assess Risk Rate the <i>likelihood</i> and <i>severity</i> of injuries arising from exposure to the identified hazards				
	Severity			
Likelihood	<i>Fatal</i>	<i>Major</i>	<i>Moderate</i>	<i>Minor</i>
<i>Very likely</i>	Extreme	High	High	Medium
<i>Likely</i>	High	High	Medium	Medium
<i>Unlikely</i>	High	Medium	Medium	Low
<i>Highly unlikely</i>	Medium	Medium	Low	Low
Risk Levels: <ul style="list-style-type: none"> • Extreme (do not commence training until hazard is controlled) • High (control hazard as soon as possible) • Medium (control hazard by target date) • Low (control hazard through routine procedures) 				

Using the risk assessment table

The balance between *likelihood* and *severity* is very important. For example, if your workplace is office-based, workers may be *Very Likely* to cut themselves with scissors, but the severity of their injury would be *Minor* (e.g. a cut finger), so the risk would be assessed as *Medium*. However, if your workplace is a food processing factory, workers may be *Very Likely* to become entangled in a processing machine, and the severity of their injury would be *Major* (e.g. an amputated finger), so the risk would be assessed as *high*.





Use the space provided in the following *Hazard List and Risk Assessment Table* to record the results your risk assessment. A few sample suggestions have been provided to get you started.

Hazard List and Risk Assessment Table			Version 1.0 (November 2010)
<i>Hazard</i>	<i>Likelihood</i>	<i>Severity</i>	<i>Risk Level</i>
<i>Slippery walkways on campus</i>	<i>Very likely</i>	<i>Major</i>	<i>High</i>
<i>Poor ventilation in training rooms</i>	<i>Likely</i>	<i>Moderate</i>	<i>Medium</i>
1.			
2.			
3.			
4.			
5.			

Learning Topic 6: Selecting training packages and accredited courses

If you are going to use training packages and accredited courses to meet the needs of clients in the VET sector, you will first need to determine who your clients are, why they need training and what the type of training products they need, and this involves:

1. Confirming the training and assessment needs of clients
2. Identifying training packages or accredited courses to satisfy the needs of clients
3. Using training products in line with quality assurance policies and procedures.



This Learning Topic covers Element 1 of *TAEDES402A Use training packages and accredited courses to meet client needs* (Select appropriate training package or accredited course).

1. Confirming the training and assessment needs of clients

While the clients of the vocational education and training (VET) sector are many and varied, they can be divided into three main groups:

- individual learners
- candidates for assessment
- organisations or enterprises with specific training and assessment needs.



Use the following table to list the reasons why you feel these groups choose to participate in training and assessment activities.

A sample suggestion has been provided to get you started. A list of possible answers has been provided at Appendix E (see page 158).

Quiz Table 12 – Reasons for Participating in Training and Assessment

To meet a gap in their existing skills or competencies

Identifying training and assessment needs

In order to identify the training and assessment needs of a client, you need to clarify exactly what they want to achieve from participating in training and assessment activities.

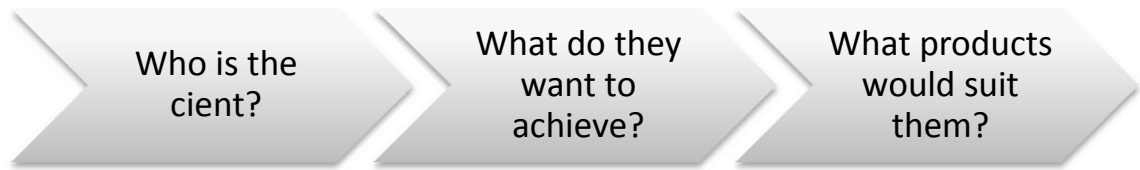


Figure 17: Identifying the training and assessment needs of clients

When you meet with a client, there are a few basic issues you need to clarify:

- What industry sector do they operate in?
- What occupations and job roles are involved?
- If it is a training need, what specific skills and knowledge need to be developed?
- If it is an assessment need, what specific skills and knowledge need to be recognised?
- Are there any constraints to their participation (such as budget limits or critical deadlines)?

The client

- What industry sector do they operate in?
- What occupations and job roles are involved?

Their training and assessment needs

- What skills and knowledge do they need to develop?
- What skills and knowledge do they need recognised?

Critical issues to consider

- Is there historical data on clients with similar needs?
- Are there any constraints to participation?

Figure 18: Clarifying the training and assessment needs of clients



The training.com.au website at www.training.com.au has a great section on identifying the training needs of businesses and employees. All you need to do is click on *Assess your needs* in the business and employers section.

3. Using training products in line with quality assurance policies and procedures

Whenever you use training products – such as training packages and accredited courses – in the VET sector, you need to ensure that you use them in accordance with relevant quality assurance policies, and these include:

- the Australian Quality Training Framework (AQTF)
- your own training and assessment organisation's quality assurance policies and procedures.

Australian Quality Training Framework (AQTF)

You explored the Australian Quality Training Framework in Learning Topic 1 (see page 33), and the *AQTF Essential Conditions and Standards for Registration* are regularly cited throughout this Learner Guide. When it comes to using training products in line with the AQTF, you must ensure they are current – training packages must be currently endorsed and accredited courses must be currently accredited. The best way to do this is to regularly visit the NTIS to keep abreast of:

- the status and review dates of training packages
- the expiry dates of accredited courses.



In order to comply with the *AQTF Essential Conditions and Standards for Registration*, an RTO must manage the transition from superseded training packages and accredited courses (within twelve months of their publication on the NTIS) so that it only delivers currently endorsed training packages or currently accredited courses (Condition 9).

Organisational quality assurance policies and procedures

In Learning Topic 3 you discovered the importance of identifying and working in accordance with the quality assurance policies and procedures of your training and assessment organisation (see page 69). You may even have worked through the *Quality Framework Checklist* (see page 70) to ensure your organisation has appropriate quality assurance policies/procedures in place. It would be a good idea to revisit this section if you are not sure of your RTOs internal quality policies and procedures.

Learning Topic 7: Analysing and interpreting qualifications frameworks

Having selected an appropriate training package or accredited course, you now need to analyse and interpret its qualifications framework, and this will involve:

1. Reading and interpreting the qualification rules
2. Determining licensing requirements and prerequisites
3. Determining suitable electives to meet client needs and job roles.



This Learning Topic covers Element 2 of *TAEDES402A Use training packages and accredited courses to meet client needs* (Analyse and interpret the qualifications framework).

1. Reading and interpreting the qualification rules

A qualifications framework identifies the qualifications that are available within a training package or an accredited course. Qualification frameworks differ substantially between training packages. Some frameworks comprise a relatively small number of qualifications (e.g. the *TAE10 Training and Education Training Package* comprises seven qualifications), while others comprise a large selection of qualifications (e.g. the *HLT07 Health Training Package* comprises 86 qualifications). Accredited courses usually only have single qualification outcomes, but some have substantial frameworks (e.g. the *Hyperbaric Operations* course contains 47 qualifications).

Qualifications are created by packaging units of competency into groups that meet meaningful outcomes, and then aligning these groups of units to qualification guidelines within the AQF.

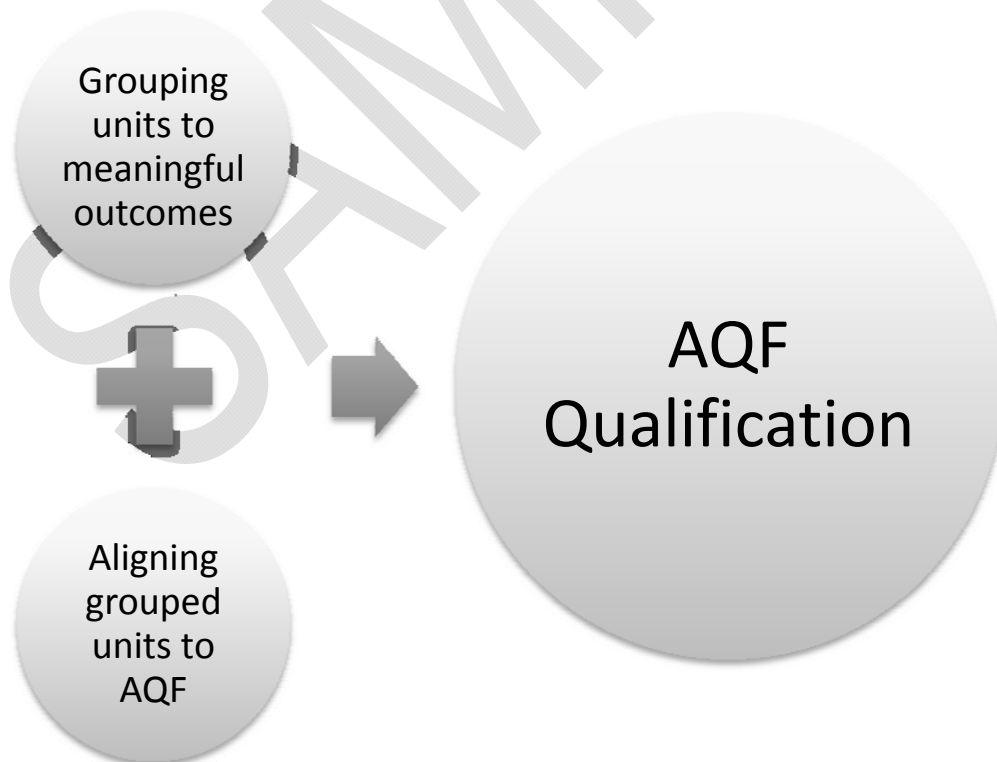


Figure 19: Packaging an AQF qualification

Learning Topic 9: Contextualising units and modules for client applications

Having identified suitable units and modules for client applications, you may find that you need to contextualise these to the specific needs of your clients, and this will involve:

1. Using information from clients
2. Using contextualisation advice from training package or course developers.



This Learning Topic covers Element 4 of *TAEDES402A Use training packages and accredited courses to meet client needs* (Contextualise units and modules for client applications).

1. Using information from clients

Whenever you contextualise a unit of competency or accredited module, you actually link it to the work environment of a particular client or client group, and this can involve:

- identifying specific types of tools and equipment that may be relevant to the unit or module
- identifying specific organisational policies, procedures, processes and forms that may be relevant to the unit or module
- linking organisational-specific terminology to the unit or module
- identifying specific people that may be relevant to the unit or module.

There will always be situations where the units or modules that you select for client applications do not fully reflect the client's operating environment. By changing the wording in certain parts of a unit or module, you can better reflect a client's operating environment. You can only gather this information from the client themselves, so it is imperative that you involve them in your analysis and interpretation processes. It is a good idea to record the parts of a unit that need contextualising in your *Analysing a Unit – Client Application Record* (see page 124).

2. Using contextualisation advice from training package or course developers

If you find that you do need to contextualise a unit or module for a particular client or client group, you must do so in accordance with the contextualisation advice that has been provided by either the training package developer or the course developer:

- If you are contextualising a module, this advice will appear in the *Delivery Modes* section of the course documentation, where the developer will have given advice as to how the course may be varied to reflect the needs of learner groups.
- If you are contextualising a unit, this advice will appear in the Competency Standards section of the training package, and it will reflect the guidelines that surround the *contextualisation of units of competency by RTOs*.




The guidelines that govern the *contextualisation of units of competency by RTOs* are found in the Competency Standards section of training packages.

The policy underpinning these guidelines is outlined in the *Training Package Development Handbook* at www.deewr.gov.au/Skills/Overview/Policy/TPDH

Contextualisation guidelines

Units of competency can be contextualised to suit particular delivery methods, learner profiles, enterprise equipment requirements or to meet local needs. While the intended outcomes of the unit must be maintained, additions or amendments can be made to cover an industry's specific context of work. Contextualisation must only be used where necessary, and it must only involve additional information relevant to the following component parts of a unit of competency:

- Performance Criteria (as long as it does not distort or narrow the competency outcomes)
- Range Statement (as long as the changes do not diminish the unit's breadth of application or reduce its portability)
- Evidence Guide (where these expand the unit's breadth of application but do not limit its use).



The following *Analysing a Unit – Contextualisation Record* demonstrates how you can contextualise a unit of competency to the needs of a particular client. You are free to use this layout to document your additions and amendments to a unit. Alternatively, you can use the *Analysing a Unit – Client Application Record* (see page 124) for this task.

Analysing a Unit – Contextualisation Record		Version 1.0 (November 2010)
Client	<i>John Smith (OHS Trainer, City Scaffolds)</i>	
Unit of Competency	<i>BSBCMM401A Make a presentation</i>	
<i>Component</i>	<i>Specific Requirements of Client's Operating Environment</i>	<i>Changes Needed to Reflect Specific Requirements of Client</i>
Performance Criteria	<p><u><i>1. Prepare a presentation</i></u></p> <p><i>When preparing a public OHS presentation, it is essential to check that all the presentation aids are operational prior to the presentation. It is also essential to access technical support for assistance when setting up presentation aids (such as data projectors and laptop computers)</i></p> <p><u><i>2. Deliver a presentation</i></u></p> <p><i>When delivering a public OHS presentation, it is imperative to organise the OHS content into relevant segments and then to present this information in a logical sequence</i></p>	<p><u><i>1. Prepare a presentation</i></u></p> <p><i>Two additional performance criteria are required:</i></p> <p><i>1.6 Check all presentation aids and materials are operational prior to presentation</i></p> <p><i>1.7 Access technical and/or administrative support to assist in preparation of presentation aids and materials</i></p> <p><u><i>2. Deliver a presentation</i></u></p> <p><i>One additional performance criteria is required:</i></p> <p><i>2.2 Present information in a logical sequence</i></p>


Reviewing your client application process

If you find that you regularly interpret and apply training packages and accredited courses to the operating environments of clients, it is important to review the way you undertake this process to ensure you are achieving your purpose (i.e. meeting the needs of your clients). When you review your client application process, you will be able to identify:

- whether clients find it easy to follow
- whether the outcomes match the original purpose
- any challenges arising for yourself and your clients
- any gaps in your knowledge of training packages and accredited courses.


By addressing the findings of your review, you will be able to:

- make improvements to your client application process
- ensure the outcomes are achievable (and achieved)
- provide a better service to your clients
- address the gaps in your knowledge of training packages and accredited courses.



Use the following *Client Application – Review Checklist* to assess the way in which you apply training packages and accredited courses to the particular needs of your clients

Client Application – Review Checklist		Version 1.0 (November 2010)	
<i>Did your application of the training package or accredited course...</i>	<i>Yes</i>	<i>No</i>	
...satisfy and address the needs of your client?	<input type="checkbox"/>	<input type="checkbox"/>	
...reflect the intent and overall purpose of the training package or accredited course?	<input type="checkbox"/>	<input type="checkbox"/>	
...meet the requirements of the Australian Quality Training Framework (AQTF)?	<input type="checkbox"/>	<input type="checkbox"/>	
...ensure the integrity of the packaging rules within the qualifications framework?	<input type="checkbox"/>	<input type="checkbox"/>	
...ensure the integrity of the units of competency or accredited modules?	<input type="checkbox"/>	<input type="checkbox"/>	
...address the <i>whole competency standard</i> (where a unit of competency was used)?	<input type="checkbox"/>	<input type="checkbox"/>	
...meet any relevant contextualisation guidelines and advice?	<input type="checkbox"/>	<input type="checkbox"/>	
...ensure the integrity of assessment (as specified in the assessment guidance)?	<input type="checkbox"/>	<input type="checkbox"/>	



You should now contact your facilitator to show them evidence of at least two examples where you have analysed and contextualised a training package or accredited course to meet a specific client need.



Training Package Application Checklist

Having reached the end of Learning Topics relating to *TAEDES402A Use training packages and accredited courses to meet client needs*, you should be able to tick all of the following:

- Can you select appropriate training packages and accredited courses?
- Can you analyse and interpret qualifications frameworks?
- Can you analyse and interpret units and modules?
- Can you contextualise units and modules for client application?
- Can you analyse and interpret assessment guidance?
- Have you analysed a training package (and contextualised its component parts) on at least one occasion to meet a specific client need?
- Have you analysed a training package or an accredited course (and contextualised its component parts) on at least one occasion to meet a specific client need?

Where to from here?

Having assembled an evidence portfolio by working through this Guide and applying your skills, you will now need to arrange for a qualified assessor from your RTO to evaluate your competence in *TAEDES402A Use training packages and accredited courses to meet client needs*. If you are deemed competent, you will be issued with a Statement of Attainment that formally recognises your ability to use training packages and accredited courses as tools to support industry, organisation and individual competency development needs.

Appendix B: Learning Program Template

Learning Program		Version 1.0 (November 2010)	
Program Title			
RTO			
Client	Name: Organisation: Contact:		
Objectives	Purpose of learning program:		
Learners	Target learner characteristics:		
	Learner Special Needs:		
	<i>Description</i>	<i>Management Strategy</i>	
Benchmarks	Training Package:		
	AQF Qualification:		
	Units of Competency:		
	<i>Code</i>	<i>Title</i>	<i>Status</i>

Learning Program		Version 1.0 (November 2010)
Content	Overview:	
	Structure:	
Resources	Existing learning resources and materials:	
	Required learning resources and materials:	
Delivery and Assessment	Delivery strategy:	
	Learning environment/context:	
	Assessment points (to measure learner progress):	
	Cost summary:	
	Timelines:	

Appendix E: Learning Activity Answers

Quiz Table 1 (from page 31)

Criterion-Referenced or Norm-Referenced Assessment		
Activity	Criterion Referenced	Norm Referenced
Judging competitors in a series of individual time trials		✓
Assessing participants undertaking a chainsaw safety course	✓	
Judging participants in a national cooking competition		✓
Assessing participants in a senior first aid course	✓	
Assessing fire fighters during a simulated house fire	✓	
Judging participants in a national talent quest		✓
Assessing employees at the end of an OHS induction day	✓	
Selecting students for a school based on their score in an IQ Test		✓
Assessing candidates undertaking a practical driving test	✓	
Assessing candidates capacity to hold a restricted electrical licence	✓	
Tallying player scores after a game of scrabble		✓
Assessing candidates against the <i>Certificate IV in Training and Assessment</i>	✓	

Crossword 1 (from page 35)

Competency-based Training and Assessment in VET														
Solution:														
S				D										D
T	R	A	I	N	I	N	G	P	A	C	K	A	G	E
A				P										E
				L				A						W
		R	T	O		A	Q	F			V			R
				M			T				E			
		Q	U	A	L	I	F	I	C	A	T	I	O	N
						S								
						C								

Puzzle made at puzzle-maker.com

Quiz Table 2 (from page 45)

Training Package Qualifications and Accredited Course		
<i>Training Package Qualification or Accredited Course?</i>	<i>Qualification</i>	<i>Course</i>
Course in Indigenous Mentoring		✓
Certificate IV in Electrotechnology – Systems Electrician	✓	
Advanced Diploma of Cross-Cultural Church Planting		✓
Certificate I in Arabic		✓
Certificate II in Hospitality	✓	
Certificate II in Retail	✓	
Diploma of Hypnotherapy		✓
Certificate III in Business Administration	✓	

Quiz Table 3 (from page 57)

The purpose of learning programs (i.e. why they are needed by clients of the VET sector):

- To develop vocational competency or vocational skills
- To develop language, literacy and numeracy skills
- To develop general education skills
- To meet new legislation, licensing or registration requirements
- To meet regulatory and OHS requirements
- To develop generic skills
- To flesh out and add content to learning strategies (or components of learning strategies)
- To achieve organisational change
- To support organisational skill development
- To underpin professional development initiatives
- To develop teams
- To meet funding body requirements.

The types of learning programs (i.e. how they are used in the VET sector):

- As a subset of a learning strategy
- As a short course or vocational program
- As a professional development program
- As a community education program
- As a workplace learning program
- As part of a VET in Schools program
- As part of an apprenticeship/traineeship
- As a short-term development plan (e.g. developed by a coach)
- As a short-term induction program.

Quiz Table 4 (from page 61)

Specific learner needs/characteristics that may need to be catered for in learning programs:

- Existing generic and underpinning skills
- Existing technical skills (e.g. in operating specific equipment)
- Past learning and work experiences
- Level of formal education in Australia or overseas

Learning Topic Matrix TAEDES402A Use training packages and accredited courses to meet client needs		Learning Topics (see Learning Topic Guide for description)								Comments
		1	6	7	8	9	10			
Elements / Performance Criteria										
1	Select appropriate training package or accredited course									
1.1	Confirm training and/or assessment needs of <i>client</i>		✓							
1.2	Identify and source training packages and/or accredited courses which could satisfy client needs		✓							
1.3	Use training products in line with the <i>training and assessment organisation's quality assurance policies</i> and procedures		✓							
2	Analyse and interpret the qualifications framework									
2.1	Read and interpret qualification rules			✓						
2.2	Review and determine applicable licensing requirements and prerequisites			✓						
2.3	Determine suitable electives that meet client needs and job roles			✓						
3	Analyse and interpret units of competency and accredited modules									
3.1	Select individual unit or accredited module to meet client needs				✓					
3.2	Read, analyse and interpret all parts of the unit or accredited module for application to client needs				✓					
3.3	Analyse links between unit and/or accredited module to develop effective applications for the client				✓					
3.4	Document analysis of unit or accredited module in a clear and accessible manner				✓					
4	Contextualise units and modules for client applications									
4.1	Use information from the client to <i>contextualise the unit</i> or accredited module to meet client needs					✓				
4.2	Use advice on contextualisation produced by the training package developer or course developer to meet client needs					✓				
5	Analyse and interpret assessment guidance									
5.1	Read, analyse and apply the assessment guidance of the relevant training package or accredited course						✓			
5.2	Determine any special requirements for assessment or reasonable adjustment to suit client needs						✓			

Learning Topic Matrix TAEDES402A Use training packages and accredited courses to meet client needs	Learning Topics (see Learning Topic Guide for description)								Comments
	1	6	7	8	9	10			
Required Skills									
Communication and interpersonal skills to collaborate with others in using training products		✓	✓	✓	✓	✓			
Planning skills to develop a structure for a particular application of training packages and accredited courses		✓	✓	✓	✓	✓			
Cognitive skills to analyse, interpret and apply the various components of selected training packages and accredited courses		✓	✓	✓	✓	✓			
Research skills to analyse and interpret training package and accredited course content to meet client needs		✓	✓	✓	✓	✓			
Required Knowledge									
Australian Qualifications Framework (AQF) guidelines, including characteristics of AQF qualification levels	✓								
Functions and responsibilities of training package developers and course accreditation agencies, and their roles as key vocational education and training (VET) organisations	✓								
Dimensions of competency				✓	✓				
Format and structure of accredited courses	✓	✓	✓	✓	✓	✓			
Format and structure of competency standards	✓	✓	✓	✓	✓	✓			
Function of training packages and accredited curriculum as benchmarks in a competency-based VET training and assessment system	✓								
Methodology relating to analysing and using competency standards for a range of applications and purposes to meet the needs of a diverse range of VET clients				✓	✓				
Language and terminology used in training packages and accredited courses	✓	✓	✓	✓	✓	✓			
Parts of training packages that can be contextualised and parts that cannot					✓				
Structure of training packages and the role and purpose of each endorsed component	✓								
Sources of training package information	✓								