Student Workbook

 › Use training packages and accredited courses to meet client needs (TAEDES402A)
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Getting Started

About the unit
The unit TAEDES402A Use training packages and accredited courses to meet client needs covers the performance outcomes, skills and knowledge required to conceptualise, design, develop and review learning programs to meet an identified need for a group of learners. The unit addresses the skills and knowledge needed to identify the parameters of a learning program, determine the design, outline the content and review its effectiveness.

Sections in this student workbook
This Student Workbook consists of the following sections:

Learning
This section provides background information to support this unit of competency, and where to go for further information. It also includes some case studies to illustrate the unit of competency in practice.

Throughout this student workbook, you will notice small text boxes included. These text boxes provide definitions, notes and information on additional resources.

Throughout the learning material the following icons may appear. The icons indicate when you are required to undertake an activity, do research, watch a video, complete a case study and so on. The icons are:

**Learning Activities**
Learning activities are the tasks and exercises that assist you in gaining a clear understanding of the content in this workbook. It is important for you to undertake these activities, as they will enhance your learning. In some cases, activities can be used for the completion of assessments. Refer to the assessments before you commence so that you are aware which activities will assist you in completing your assessments.

Activities are contained in the activities booklet located in the learning material section in OpenSpace as word documents.

**Case Studies**
Case studies help you to develop advanced analytic and problem-solving skills; they allow you to explore possible options and/or solutions to complex issues and situations, and to subsequently apply this knowledge and these newly acquired skills to your workplace and life.

**Discussions**
Whether you discuss your learning in an online forum or in a face-to-face environment, discussions allow you to create and consolidate new meaningful knowledge with your fellow students.
**Readings**
Recommended and required readings generally consist of articles from newspapers, journals, professional publications or books. Readings may also include copies of legislation or government reports or sections thereof. Providing these readings to you saves you having to find each article or book chapter separately or having to buy many different textbooks.

**Research**
Research is defined as searching for information. It can also be described as an organised investigation into a given subject or topic in order to establish facts and reach new conclusions.

**Reference**
A reference will refer you to a piece of information that will assist you with understanding the information in the Student Workbook or required text. References may be in the required text, another textbook or on the internet.

**Self-check**
A self-check is an activity that allows you to assess your own learning progress. It is an opportunity to determine the levels of your learning and to identify areas for improvement.

**Video**
Videos are provided by IBSA for the Certificate IV in TAE. You should watch and listen to these videos where indicate as they provide an understanding and context for your learning. The videos are located in the additional resources section for the unit on OpenSpace.

**Toolbox**
The Toolbox is a simulated RTO in OpenSpace. Follow the link to the toolbox in OpenSpace. Here you will find additional resources and information to assist you with your learning. The simulated RTO includes templates, policy and procedures, student profiles etc which are needed to complete activities and assessments. You should use the resources in the simulated RTO to complete the various learning activities and assessments if you are currently not working or do not have access to an RTO.

**Resources**
Resources are additional resources provided to enhance your learning. The additional resources include glossary of terms, power point presentations, templates and additional readings and references supplied by your trainer. Resources are designed to complement the learning materials and assist you throughout your learning.

**Formative assessment**
These assessment activities will assist you in developing a deeper understanding of the unit and they will assist you in furthering your understanding by means of peer-to-peer collaboration. We highly recommend you complete these activities as you progress through the course.
Appendices
Appendices are contained in the Appendices booklet located in the learning material section in OpenSpace. It contains templates, examples or other sample documents to help illustrate some aspects of the unit of competency. These helpful templates have been made available to you in Word format so that you can edit and modify them as part of your learning. References to the appendices workbook have been made throughout this workbook.

References
Throughout the student workbook you will be directed to websites for additional information. Given that web addresses can change you will need to cut and paste the link into your Internet address line. If the link does not work use search tools to find updated links.

Glossary
A glossary of terms is included in the Learning Material section in Study Period 1 in OpenSpace. Use the glossary to clarify the meaning of terms used in this student workbook and throughout your course.

Context
To complete this unit you need a learning and assessment environment where you can access information and apply your skills. This environment is called the ‘practice environment’ throughout the student workbook and in learning activities.

If you are already employed in an organisation that delivers training and assessment, you should be able to complete the learning activities in the RTO. If you do not have direct access to an actual workplace or practice environment, your trainer may need to help you by providing advice on simulations or case studies that meet the assessment requirements for this unit. For example, you could practise your skills and knowledge by organising to develop a course, make a presentation or deliver training in a community service organisation as a volunteer.

Compiling your own resources
As you work through this student workbook, compile a resource kit (electronic and/or paper-based, which you can use to assist with your learning. This could include, for example, information that you print out or ‘bookmark’ from websites and research, resources you download, newspaper articles about your industry, specific policies or procedures and answers to completed activities.

What you decide to put in your resource kit is up to you. Over time, it can become your resource companion containing information about current work practice and ideas.

The resource kit is for your own professional development and is different to any portfolio or file that you might keep for assessment purposes, although some resources may be included in both.
Assessment procedures and advice

All assessments including formative assessments, activities to be undertaken as assessment and the final assessment for this unit of competency are located in the Assessment section in OpenSpace.

Formative assessment instructions are in this workbook. These assessment activities are designed to give you an opportunity to practice your skills and receive feedback from other students or peers in the course.

Students are expected to refer to the following information, in conjunction with information regarding assessment, at Open Colleges published in “Open Colleges Assessment Policy and Procedures” available via the Open Colleges website at http://www.opencolleges.edu.au/policies.aspx#PoliciesProcedures

You may download an electronic copy of your assessment(s) from your unit on OpenSpace.

Presentation of Assessment Tasks

Assessment tasks should be submitted online via OpenSpace.

You should present all your written work (unless otherwise instructed) so that:

- it is easily printed on A4 size paper
- the total word count indicated in each assessment is acknowledged
- there is at least a 2 cm margin around the text on each page for comments from the assessor

Submission details

All students are required to submit assessments (appended with any required evidence) via the unit on OpenSpace. If you are unable to submit your assessments online, you can print and post your assessment to:

Open Colleges
PO Box 1568
Strawberry Hills, NSW 2012.

Please ensure that you use the Open Colleges Assessment Cover Sheet (available in the Student Lounge in OpenSpace). Where assessments are submitted by post, grades and feedback will be released in OpenSpace.

Assessment file-naming convention

Please ensure that you use the following file-naming convention when you save your assessment tasks in MS Word.

1. Your file should be named and saved to your computer’s hard drive using your: student number assessment number.doc
For example:
12345678_21850a_01.docx
or
12345678_21888a_01.doc

Your student number allows your assessor to identify to whom the assessment belongs and the assessment number indicates which assessment is being submitted.

Tips to study success

Below are some links that may help you to improve your study skills:

- How to MindMap – learn how to mind map

- Webspiration – free online mind mapping tool. Watch a video on how to use Webspiration on YouTube http://www.youtube.com/watch?v=ToEXLbQC_F8&feature=related

- Example of a mind map at MindMeister –
  http://www.mindmeister.com/23290325/western-philosophy

- Bubbl.us – free online mind mapping tool https://bubbl.us/

- Mind42.com – free online mind mapping application http://mind42.com/signin

- Top 10 Free Online Mind Mapping Tools –
  http://freenuts.com/top-10-free-online-mind-mapping-tools/

- Study Stack – Online flash cards: use the ones available or create your own
  http://www.studystack.com/

- Basic Study Skills - ALISON Online Training Course – http://alison.com/courses/Study-Skills

- Math Help and Tutorials by Subject and/or Topic – http://math.about.com/od/mathhelpandtutorials/Math_Help_and_Tutorials_by_Subject_and_or_Topic.htm

- Computer basics – http://www.gcflearnfree.org/computers


- Writing essays – http://www.greatsource.com/iwrite/educators/e_forms.html


  (University of Canberra)
Topic 1: Introduction to Training Packages and Accredited Courses

Before training begins, you must be aware of the purpose of the training and the outcomes required of learners. These are set out in training specifications which describe the ‘what’ – what learners need to know and be able to do as a result of the training. These training specifications do not prescribe how an individual should be trained. Using these specifications, you can then develop the ‘how’, by designing learning and assessment strategies to support learner’s needs, abilities and circumstances. The ‘how’ may be different for different groups of learners.

In the Australian vocational education and training (VET) sector, the specifications are mainly set out in training packages; and in some cases in accredited courses. These specifications are related to your vocational competency.
This topic will cover the basics of training packages and accredited courses and provide opportunities to examine a range of training specifications.

**CASE STUDIES**

**Winnifred Cemetery and Memorial Park**

An RTO has been asked to provide training for new and existing workers at Winnifred Cemetery and Memorial Park.

The cemetery and memorial park is situated in a regional Australian location. It is a non-profit organisation serving the local community and surrounding areas and is administered by the Winnifred Cemetery Trust. The site provides burial and memorial choices for a diverse range of religions and cultures. Services can be conducted in its onsite non-denominational chapel.

Due to rapid growth in the regional area, the Trust has had to purchase additional ground to the north of the original cemetery. It is expected that this area will serve the needs of the community for the next 50 years.

As you work through this Student Workbook, you will be exploring how you can meet the needs of the organisation through a range of training solutions.

**Valley Tree Services**

An RTO has been asked to provide training for new and existing workers at Valley Tree Services.

Valley Tree Services is located in the Latrobe Valley, Victoria. The company provides forestry and arboriculture services on a contractual basis for private companies such as logging companies and paper mills, for which it evaluates potential cutting areas, fells trees and replants in accordance with licensing conditions of clients. The company also provides services for state government agencies such as the Department of Sustainability and Environment, Victoria. Services include bushfire management, parks management and conservation projects.

The business has expanded rapidly in the 2 years since its founding as has experienced some difficulty in attracting skilled and qualified employees.

As you work through this Student Workbook, you will be exploring how you can meet the needs of the organisation through a range of training solutions.
Vocational competency

If you are undertaking this qualification so that you can train and assess, you must possess vocational competence in a specific industry, subject or technical area. The development and assessment of your competence in this qualification, particularly in the learning design, delivery and assessment fields, will be focused around your vocational competence. This will provide a relevant and meaningful reference point for assessment.

Your vocational competency refers to your expertise in a specific area gained through qualifications and experience in a particular subject or technical area, for example plumbing, gravedigging, accounting, cooking, mining ...

Training packages

What are training packages?

Training packages specify the skills and knowledge required to perform effectively in the workplace, but do not prescribe how an individual should be trained. They support nationally consistent, portable qualifications, so Australians can use their skills and training anywhere.

Training packages set out the requirements trainers and assessors working in registered training organisations (RTO) need to follow to deliver and assess most qualifications. However, they encourage learning and assessment in a work-related environment which leads to workplace outcomes and the development and delivery of flexible training which suits individual and industry requirements. They also allow for nationally recognised VET qualifications to be awarded through direct assessment of workplace competencies.

Use the Internet to search for video clips using the string: What is a national training package? The video presented by RTO News provides an excellent overview on this topic.

Why were training packages created?

Training packages were developed in the 1990s as part of training reform in Australia, in a move to make Australia more competitive on world markets. Part of this reform required a national approach to workforce skills development and recognition.

Please download the powerpoint presentation entitled “Restructure of Training Packages - Streamlining” on IBSA website:

http://www.youtube.com/watch?v=gk1gmLwJjVM
Previously, training providers and individual states and territories developed their own qualifications through accredited courses. This meant that people receiving a qualification in one state or territory might have different skills and training to people receiving a qualification with a similar name in another state or territory. People moving from one location to another often found that their qualifications were not recognised in the new location.

By involving industry and all states and territories in a national approach to identifying skills and qualifications, training packages have provided a consistent basis for workforce skills recognition across Australia.

**Development and review of training packages**

The development and endorsement process for training packages ensures the specifications are developed to an agreed quality standard and are highly responsive to industry’s existing and future demand for skills. Training packages are developed for an industry, industry sector or organisation by the Industry Skills Council (ISC) that covers the particular industry or sector.

**Industry Skills Councils (ISCs)**

*Develop and maintain training packages specific to the industry areas which they are responsible for.*


Training package development involves a comprehensive national research and consultation process involving a wide range of individuals and organizations. The training package is validated by the industry or industry sector. Registered training organisations (RTOs) along with their trainers and assessors are usually invited to be involved in the consultation process.

Once they have been developed, training packages are endorsed by the National Skills Standards Council (NSSC).
National Skills Standards Council (NSSC)

Has specific decision-making powers in relation to the endorsement of training packages and other aspects of quality assurance for the national VET system.


This diagram illustrates the training package development process.¹

Training Packages are not static documents. They are reviewed and modified regularly to reflect the latest industry practices and are version controlled. It is important to always check the version number before starting training or assessment. To check the latest version number, go to the Training.gov.au (TGA) website <http://www.training.gov.au/>, which contains a register of training packages, qualifications, courses, and units of competency.

TGA also provides the details of the relevant ISC and all RTOs registered to provide training for particular qualifications.

Structure of an endorsed training package

There are several parts to an endorsed training package. Trainers and assessors can choose how they deliver and assess using training packages as long as they follow the rules in the endorsed components. The training package endorsed components must be used in training and assessment that leads to Australian Qualifications Framework (AQF) qualifications and Statements of Attainment.

AQF

The agreed national framework for qualifications in the school, VET, and higher education sectors in Australia.

Along with an introduction to the training package that provides background information, each endorsed training package has three main components.

**Units of competency**
Units of competency are the specifications of knowledge and skill, and the application of that knowledge and skill to the standard of performance required in the workplace. Units of competency cover a range of functions relevant to the workplace and appropriate to either an organisation, industry or cross-industry application.

**Assessment guidelines**
The assessment guidelines provide the industry approach for assessing competency in the specified industry, industry sector or organisation.

**Qualifications framework**
Qualifications are created by packaging units of competency into meaningful groups defined in accordance with the Australian Qualifications Framework (AQF). These three components will be explained more fully through this workbook.

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**LEARNING ACTIVITIES**

**ACTIVITY 1**
Complete Activity 1: Training package review.

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**TOOLBOX**

Go to the toolbox on OpenSpace and review the summary of “Assessment Guidelines, Packaging Rules and Implementation Guides”.

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**Accessing training packages and support resources**
Training packages come with a range of supporting resources which are not endorsed and can be selected to provide the most effective delivery and assessment strategies. These are often developed by the ISC that has responsibility for the training package, but can also be developed by any other organisations or individuals. RTOs are free to choose the most suitable resources to meet client needs, or develop their own.

You can access training packages and support resources in a number of ways.

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**LEARNING ACTIVITIES**

**ACTIVITY 2**
Complete Activity 2: Getting to know a training package.
The RTO
Each RTO should have copies of the training package being used for training and assessment of qualifications. Relevant parts of these training packages must be available to trainers and assessors. It is important for the RTO to have the most current version of the training package.

Training.gov.au (TGA)

Industry Skills Councils
Training packages and support materials can be purchased from the relevant Industry Skills Council. For instance, the TAE10 Training and Education Training Package can be purchased from Innovation and Business Skills Australia (IBSA) at <http://www.ibsa.org.au/>. ISCs can be found on the ISC website, <http://www.isc.org.au/>.

TOOLBOX

Go to the toolbox on OpenSpace for the following discussion: “Is it necessary to use a Training Package for training?”

CASE STUDIES

Winnifred Cemetery and Memorial Park
In order to find a training solution, the RTO will need to explore what training is available for cemetery workers. They decide that SIF08 Funeral Services Training Package will be a useful source of training specifications for the new and existing workers.

Valley Tree Services
In order to find a training solution, the RTO will need to explore what training is available for forestry workers. They decide that FP11 Forest and Forest Products Training Package will be a useful source of training specifications for the new and existing workers.
Accredited courses

What are accredited courses?

Accredited courses are developed to address an education or training gap, where the skill requirements are not covered by a training package. This might be in some niche or general education areas, or where there is a rapid change in skill needs. When this is the case, courses can be designed by training organisations or individuals and accredited by state and territory course accrediting bodies. Under the Australian Quality Training Framework (AQTF) and Standards for VET Accredited Courses, regulated by the new national regulator, the Australian Skills Quality Authority (ASQA), an accredited course cannot be developed if it will duplicate a training package.

Australian Quality Training Framework (AQTF)
A set of nationally agreed quality assurance arrangements for training and assessment services delivered by training organisations.

Courses accredited through state and territory accrediting bodies also become nationally recognised, and an RTO can issue a nationally recognised qualification or Statement of Attainment following its full or partial completion. In some instances the course copyright owner is the organisation or person which developed the course, and they can choose to license or franchise the course to other training providers.

Statement of Attainment:
Issued by an RTO when someone has completed one or more units of competency rather than a whole qualification.
Introduction to Training Packages and Accredited Courses | TOPIC 1

Development and review of accredited courses

The development of accredited courses is similar to the development of training packages. The Standards for VET Accredited Courses 2011 can be found at the ComLaw site at <http://www.comlaw.gov.au/Series/F2011L01330>.

Accredited courses are based on units of competency or modules of training. Where units are used, these can be existing units imported from endorsed training packages, or new units developed by the course developer following the requirements of the online Training Package Development Handbook. Where the copyright owner can establish that it is not possible to develop an appropriate unit of competency, a module can be developed with a set of learning outcomes.

Course developers must provide information about how the course will be monitored and evaluated to maintain its relevancy and currency. They must also notify the course accrediting body of any significant changes to the course as a result of the course monitoring and evaluation process.

Like training packages, accredited courses also require supporting materials, as the units or modules provide the framework but do not provide the tools or full suite of resources needed for delivery and assessment.

Structure of an accredited course

Although an accredited course usually contains units of competency, in the same format as appear in training packages, the course has a slightly different structure. This structure is set out in the Standards for VET Accredited Courses, and consists of three main sections.

**Section A**
This provides information about copyright and course classification.

**Section B**
This contains details of industry need, and the rules under which the course may be accessed, delivered and assessed.

**Section C**
This includes the units of competency or modules that are contained in the course.

Visit the website of the National Skills Standards Council for information detail information about the development and standards for accredited courses.
Accessing accredited courses

Accredited courses can be accessed in a number of ways.

**Training.gov.au (TGA)**

**State and territory accrediting bodies**
State and territory accrediting bodies maintain copies of all accredited courses for their state or territory. A full list of these bodies can be found on the Department of Education, Employment and Workplace Relations (DEEWR), at [http://www.deewr.gov.au/skills/overview/policy/tpdh/stakeholders/Pages/Home.aspx](http://www.deewr.gov.au/skills/overview/policy/tpdh/stakeholders/Pages/Home.aspx).

**The copyright owner**
The copyright owner can be contacted to provide access to the course, such as through licensing or franchising. The name of the copyright owner is found when searching for the course on the TGA website.

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**LEARNING ACTIVITIES**

**ACTIVITY 3**

Complete **Activity 3: Searching for an accredited course.**
Topic 2: Selecting the Training Package or Accredited Course

Endorsed training packages have been developed with flexibility in mind. There are rules to follow but once you learn how training packages work and how they can be used, you will be able to make choices to maximise the responsiveness of the training package to suit your clients’ needs. There is also some flexibility within accredited courses.

This topic will cover how to consider your clients and how to choose the training package, training package component or accredited course to best respond to their needs.

*Be creative – but stick to the rules …*

Who are the clients?

Client is a generic term to describe people or organisations needing a solution that can be met by a training package or accredited course. They could be:

<table>
<thead>
<tr>
<th>People</th>
<th>Organisations</th>
</tr>
</thead>
<tbody>
<tr>
<td>a target learner group</td>
<td>a commercial business</td>
</tr>
<tr>
<td>an individual learner</td>
<td>a not-for-profit organisation</td>
</tr>
<tr>
<td>a candidate or group of candidates for assessment.</td>
<td>a government department or agency.</td>
</tr>
</tbody>
</table>
In some circumstances there will be more than one client in the same context – for example, the client could be a group of learners in an organisation.

Client

The term 'client' is used in this unit as an all encompassing term. Most trainers and assessors would use the term applied in their training and assessment organisation such as learner, student, Student, apprentice, trainee, candidate for assessment ...

CASE STUDIES

Winnifred Cemetery and Memorial Park

Because of the growth of the cemetery and memorial park operations, the Trust aims to up-skill existing workers who are mainly mature aged men with no formal education in grounds maintenance. They also want to take on three new apprentices to cover grounds maintenance and gravedigging. The Trust feels that both categories can undertake the same qualification, although the existing workers may be able to apply for recognition of prior learning for some of the course.

In this instance, both the Winnifred Cemetery Trust, and the existing and new employees are clients.

CASE STUDIES

Valley Tree Services

Because of the growth of the company’s operations and the need to attract new employees, the company aims to up-skill existing workers who are mainly mature aged men with no formal education in forestry services, particularly with respect to sustainability. The company also wants to attract younger male and female employees who may lack formal training, but are looking to commit long-term to a company that is willing to invest in their future. Management feels that both categories can undertake the same qualification, although the existing workers may be able to apply for recognition of prior learning for some of the course.

In this instance, both the management of Valley Tree Services, and the existing and new employees are clients.
What are the clients’ needs?

Once the clients are identified or confirmed, a picture of their needs can be developed to see if a training package component or accredited course might be appropriate.

Often negotiation about client needs and decisions about the training package to be used and how it is to be used has already been made before the trainer or assessor begins working with the client.

People as clients

If the client is an individual or a group of learners, or candidates for assessment, it is important to know something about them in order to select, use effectively and modify a training package or accredited course to best meet their needs. The more you know about the potential learner or learner groups, the easier it will be to determine and source the most appropriate training package or accredited course for them.

To make appropriate choices about training package use, you may need to find out information about the clients depending on the client, and also depending on the level of information given during negotiation. Here are some areas to explore:

› What is their industry or vocational focus?
› What are their career options and ambitions?
› What is their background – are they employed, school leavers, graduates or special target groups?
› Why are they undertaking the learning and assessment – what is the purpose?
› What is their previous experience of formal learning?
› What are their existing skills, expertise and experience?
› Do they have time or other constraints – what mode of learning will best suit?
› Do they have special needs? For example, they might have physical or intellectual disabilities, or English might not be their first language.

Go to the toolbox on OpenSpace and read: “Why should units of competency be analysed?”
Further information about meeting the needs of clients can be found in a number of other Student Workbooks, in particular:

- **TAEDES401A** Design and develop learning programs
- **TAEDEL402A** Plan, organise and deliver group-based delivery
- **TAEASS401A** Plan assessment activities and processes.

**Case studies**

When you are discussing the needs of the client, you will need to consider the people who will be involved in the training. You may find that because the existing workers have not undergone training for a long time they may be fearful of the training and assessment process. However, they will have well developed practical skills.

Some limitations may be put on training due to employees’ hours of work, or there may be language, literacy and numeracy issues to be addressed.

**Organisations as clients**

If the client is an organisation, it is important to find out their needs to determine if a training package or an accredited course will provide a solution and if so which aspect of the training package or course. Here are some areas to explore:

- Why does the client need help?
- Has the client identified training as a solution? Why?
- What are the client’s requirements and priorities?
- What are the client’s constraints, for example, budget, timelines or location?
- Are there any other stakeholders? If so, who are they?
- What is the target learner group for the training and assessment?
- Where is the target learner group located?
- What is the skill or knowledge that needs to be developed and assessed?

**VIDEO**

Watch the video clip, Birthday card (1), to see the importance of finding out the needs of the client. [http://www.youtube.com/watch?v=RwQRFsbZb-I]
If the organisation wants formal training then a training package would be the first consideration. If the need is not covered by a training package, then an accredited course might meet the needs.

A training package can also be used for purposes other than training, such as for guidance on job descriptions, recruitment and selection, performance management or to support organisational change.

**LEARNING ACTIVITIES**

*ACTIVITY 4*

Complete Activity 4: Who are your clients, what are their needs?

**CASE STUDIES**

**Winnifred Cemetery and Memorial Park**

When you are discussing the needs of the client, you must consider the organisational requirements. You have already seen that the Winnifred Cemetery Trust wants to expand their area, so need to up-skill existing workers and take on new apprentices. In discussion you might find that there are some suitable people working in the cemetery who could be mentors for the apprentices.

You would need to assess the skills and knowledge of the existing workers so that a training solution can be proposed. One important consideration would be whether there was a need for accredited training, and the delivery of full qualifications. Maybe you only need to deliver a part of a qualification.
Valley Tree Services

When you are discussing the needs of the client, you must consider the organisational requirements. You have already seen that Valley Tree services Management wants to support continued expansion and ensure its ability to attract potential employees by offering workplace training and a formal qualification. In discussion you might find that there are already some suitable people working in the company who could provide some training, coaching or act as mentors for the new employees or other, under-skilled existing employees.

You would need to assess the skills and knowledge of the existing workers so that a training solution can be proposed. One important consideration would be whether there was a need for accredited training, and the delivery of full qualifications. Maybe you only need to deliver a part of a qualification.

Australian Government response to skill needs

An Australian Government report, Australian Workforce Futures: A National Workforce Development Strategy, Skills Australia, 2010, available at <http://www.awpa.gov.au/national-workforce-development-strategy/Australian-Workforce-Futures/documents/WWF_strategy.pdf> outlines a number of workforce threats and opportunities. It also urges a ‘new national approach to workforce development that maximises people’s capabilities, lifts productivity and increases workforce participation.’ Your existing or future role in the training sector will assist with this approach, to help people build new skills and also develop higher level skills and qualifications as jobs become more complex.

The report also aims to lift levels of adult language, literacy and numeracy, quoting research that finds that ‘a one per cent increase in a country’s literacy score leads to a 2.5 per cent increase in labour productivity’.

There is also an emphasis in the report on the need to use the skills in the workplace more strategically in order to improve productivity. This would benefit the individual, the organisation and the community.
According to the Australian Workforce Futures strategy, Australia has the workforce capability required for a productive, sustainable and inclusive future. Australian enterprises have the capacity to develop and use the skills of their workforce to maximum advantage for industry and community benefit.

CASE STUDIES

Case Studies
The work of the RTOs at the Winnifred Cemetery and Valley Tree Services supports the Australian Workforce Futures report. By providing training to existing and new workers, the RTO will be helping the organisations to better use existing skills in the workplace. Additionally, each job presents a good opportunity to increase the language, literacy and numeracy skills of workers.

Skill Set
A single unit or combination of units within training packages which links to a licence or regulatory requirement, or defined industry need. It is not a full qualification, but can lead to qualifications.

TOOLBOX
Go to “How do you unpack a Training Package?” in the toolbox on OpenSpace.
Selecting the training package or accredited course

If a tailored training solution is required for a client, here are the next steps:

Select the most suitable training package or accredited course.

Select the relevant components of that training package or course – whether it be a qualification, Skill Set or individual units of competency.

Contextualise units of competency to create a relevant training solution.

Plan and organise the assessment arrangements, including any recognition of prior learning (RPL).

If the organisational client is not looking for a formal training solution to meet their needs, then a training package may still be the most suitable resource to support the development of in-house, non-formal training.

Contextualisation

Some parts of units of competency can be changed to make them more relevant to learners and enterprises, for example inserting enterprise specific terminology or equipment.

Working within standards and quality assurance policies and procedures

You must use training packages or accredited courses in line with national standards and organisational quality assurance policies and procedures.

VET Quality Framework and SNR standards

In 2011, new legislation was enacted to establish one national VET regulator, the Australian Skills Quality Authority (ASQA), responsible for registering training organisations and accrediting courses across Australia. Most states have referred their regulatory powers to ASQA. Present exceptions include WA and Victoria.
New regulator terminology has accompanied the Act. The VET Quality Framework replaces the Australian Quality Training Framework (AQTF) in most jurisdictions. The VET Quality Framework comprises:

- the Standards for National VET Regulator (NVR) Registered Training Organisations (SNRs)
- the Fit and Proper Person Requirements
- the Financial Viability Risk Assessment Requirements
- the Data Provision Requirements, and
- the Australian Qualifications Framework.

One of the core conditions of registration is that relevant applicants and RTOs comply with the requirements set out in the new VET Quality Framework, including Standards for National VET Regulator RTOs (SNR standards). Note that these standards are not substantially different from AQTF standards and differ mainly with respect to the publishing, naming and numbering of standards.

For most RTOs in jurisdictions that have not adopted the VET Quality Framework and SNR standards, assume the continued application of the AQTF as the relevant quality standard.

### Australian Quality Training Framework (AQTF)

The AQTF is a set of nationally agreed quality assurance standards for training and assessment services delivered by training organisations. The first version of AQTF was implemented in 2002, and has gone through several revisions. It is important for RTOs to check the latest versions of any AQTF documentation.

For further information on the VET Quality Framework and ASQA, go to the ASQA website at <http://www.asqa.gov.au>
The AQTF comprises:

- Essential Standards for Registration
- Essential Standards for Continuing Registration
- Standards for State and Territory Registering bodies
- Excellence Criteria
- Standards for Accredited Courses
- Standards for State and Territory Course Accrediting Bodies.

RTOs in jurisdictions that have not referred their powers to the national regulator are regularly audited against the AQTF, and you may be involved in these audits. Information about the AQTF can be found at [http://www.nssc.natese.gov.au/vet_standards/standards_for_rtos](http://www.nssc.natese.gov.au/vet_standards/standards_for_rtos).

Organisational quality assurance policies and procedures

RTOs delivering training or assessment services under the AQTF or VET Quality Framework SNR standards, and organisations receiving the training or assessment services, also operate within their own quality assurance policies and procedures. In the case of RTOs, these are generally linked to the relevant standard, although there may be other organisational quality assurance policies to comply with.

When working with organisations, you need to remember that any training and assessment services must be provided in line with their own policies and procedures. For example, organisational work health and safety (OHS/WHS) procedures must be followed when working on-site, or working with apprentices in the workplace. Other quality assurance procedures may exist around staff training, record-keeping and confidentiality.
Topic 3: The Qualifications Framework

In endorsed training packages, qualifications are created by combining units of competency into meaningful groups within that training package’s Qualifications Framework. These qualifications are aligned to the Australian Qualifications Framework (AQF). In accredited courses, qualifications are also based on a combination of units of competency or modules, and are also aligned to the AQF.

The use of the term ‘framework’ can be confusing, as there is the Australian Qualifications Framework, as well as the training package qualifications framework. This topic will cover how the AQF is used, and how to analyse and interpret the training package qualifications framework to meet client needs.

**Qualifications Frameworks**

*There are two layers of the qualifications framework in the VET sector.*

**Australian Qualifications Framework (AQF)** – *the overarching framework for qualifications.*

**Training Package Qualifications Framework** – *the combination of units into qualifications at different levels in a training package.*
Australian Qualifications Framework (AQF)

What is the AQF?

The Australian Qualifications Framework (AQF) links qualifications in the different education sectors in Australia’s diverse education and training system.

It is the agreed national policy framework for qualifications in the school, vocational education and training (VET), and higher education sectors in Australia. The AQF comprises titles and guidelines that define each qualification, as well as the principles and protocols covering cross-sectoral qualification links and the issuing of qualifications and Statements of Attainment.

An AQF qualification is recognised all around Australia and by other countries.

Aim of the AQF

The aim of the AQF is to:

- provide consistency of titles for all qualifications
- provide consistency in scope and quality of qualifications with the same title
- encourage access to, and pathways between, qualifications
- support recognition, transparency and transferability between qualifications.

The AQF helps all learners, employers and education and training providers to participate in and navigate the qualifications system. Under the framework, learners can start at the level of learning that suits them and then move onto further qualifications as their needs and interests develop and change over time. The AQF assists learners to plan their career progression regardless of their stage in life or location. In this way, it supports national standards in education and training, and encourages lifelong learning.

Current trends suggest that it is likely that most of us will make at least five major career and lifestyle changes in our lifetime. The linkages between qualifications in the AQF can assist these changes.
AQF qualifications titles by sector

The national qualification titles and sectors within the AQF are shown in the following graphic.

Guidelines for each qualification are provided in the Australian Qualification Framework, which can be downloaded from the AQF website, <http://www.aqf.edu.au>. The guidelines set out the characteristics of learning outcomes for each qualification title as well as explaining the responsibilities for assessment, issuance of qualifications and certification. They are set out in a consistent format to enable comparisons and assist in distinguishing between qualifications.

Complete Activity 6: Finding out about the AQF.
Training package qualifications framework

What is a training package qualifications framework?

Qualifications are created by packaging units of competency into meaningful groups defined in line with the AQF. The training package qualifications framework helps guide which qualification may be the most appropriate for clients and how to use the qualification packaging of units to best reflect their needs.

Each training package qualification is unique; only the ISC that has coverage for the training package can develop the qualification. Where a training package qualification already exists then it cannot be duplicated through an accredited course.

The qualifications component of each training package consists of:

- the range of AQF qualifications and their titles
- the composition and packaging rules of each qualification and any other relevant information about an individual qualification.

The qualifications section of the training package also contains advice and information on Employability Skills and Skill Sets.

The range of qualifications

The range and number of qualifications varies from training package to training package. The need for a particular qualification is identified as part of the training package development process. The ISC working with the industry or industry sector determines what qualifications are necessary to reflect the vocational skills and work encompassed in that industry or industry sector.

Most training packages offer a number of AQF qualifications across a number of levels. These will vary, in some cases ranging across the spectrum of all VET authorised AQF qualifications to only a small range of qualifications. This depends on the scope and needs of the workforce in the particular industry and the scope of the industry covered by the training package.

For example, The WRF04 Floristry Training Package contains only three qualifications, at Certificate II, III and IV, while the BSB07 Business Services Training Package has over 64 qualifications across the full range of qualification titles: Certificates I–IV, Diploma, Advanced Diploma, Vocational Graduate Certificate and Vocational Graduate Diploma.

The composition of each AQF qualification

Each qualification comprises a range of units of competency. These are identified through the unit code and title of each selected unit of competency within a qualification. The range of units will come primarily from the relevant industry training package but may also include units imported into the qualification from other training packages.

The exact number and combination of units necessary to achieve the qualification from this range of units is specified in the qualification packaging rules.
Most training package qualifications identify some core units which every person undertaking the qualification must achieve. Other units may be selected from the rest of the units set out in the qualification range. These may be grouped as a bank of electives or grouped into streams, sectors and general electives. Units can also be chosen from other training packages or accredited courses.

Other information in each qualification provides guidance to the user on such aspects as pathways, occupational outcomes and legal requirements. This is usually set out first, with the qualification packaging rules following.

**What does a training package qualification look like?**

Individual qualifications in a training package Qualifications Framework include the following main sections:

**Code and title**

Every qualification must be given a distinct code and title by the training package developer. The DEEWR online Training Package Development Handbook sets out the process to be followed and titles must conform with the requirements of the AQF.

**The qualification notes**

The qualification notes express information that helps users understand who the qualification is aimed at: what sort of employment outcomes it relates to, any particular limitations on access and particular legal requirements which must be addressed. When considering a training package qualification for clients it is important to read and address this information and any requirements that may be included to ensure the qualification is suitable.

The qualification notes may cover:

- information on the characteristics of each qualification title from the AQF
- information about pathways to and from the qualification
- job roles carried out by employees with this qualification
- prerequisite units
- any licensing or regulatory requirements
- apprenticeship and traineeship information.

**The qualification packaging rules**

The packaging rules set out the allowable combinations of units of competency required for a particular training package AQF qualification.

The packaging rules provide a basis for alignment to the AQF guidelines in the Australian Qualifications Framework document to ensure the characteristics of the group of competencies in the proposed qualification reflects the relevant AQF characteristics. They also provide internal integrity for a qualification and ensure that the group of units included in the qualification relates to a meaningful industry or employment outcome.
There is no rule about how many units are appropriate for a particular qualification title as this will depend on the size of the units and the industry’s needs for particular groupings of competencies to work in various job roles and occupations.

There is significant variability in the packaging rules of different training package qualifications. Some qualifications with the same title will contain many more units in one industry training package than in another. Some are very flexible, comprising a bank of electives to give the user maximum choice, others have very little choice and are comprised of mainly core units.

The training package developers aim for simplicity and flexibility in packaging to give users choice but they also need to ensure that the integrity of the qualifications is retained.

Qualification packaging rules may cover:

- the number of units required to achieve the qualification
- the numbers of core units required
- sector specific units
- the number of elective units required
- rules governing the selection of electives.

### Core units

*Those units which must be completed in order to achieve a qualification. The number of core units will vary but they always represent the core component of the qualification and are mandatory.*

### Elective units

*These are units you may select to accompany the core units in making up the required number of units for a qualification. This allows freedom of choice when developing an application.*

To respond to requests from industry, employers and learners for more choice and greater flexibility within training packages, the NQC (now NSSC) made changes to the packaging rules in 2010 for the majority of qualifications. This allows for one third of the total units required to gain a VET qualification to be electives; and the choice of elective can be broadened, to allow one sixth of total units to be included from other training package qualifications or accredited courses. Licensed and trade occupations will not be affected by this decision.

**LEARNING ACTIVITIES**

Complete *Activity 7: Examining a training package qualifications framework.*
The Employability Skills summary

This section of the qualification sets out the identified Employability Skills evident within each qualification in the training package.

Employability Skills are a way of defining generic skills that underpin work and which can be used across a large range of different occupations. Employability Skills are seen to be so important to clients in the Australian VET system that they are incorporated into each unit of every training package and summarised for each qualification.

The Employability Skills were identified by employer organisations in 2002 and have since been incorporated into training package development to ensure that these skills are effectively addressed in the VET system.

The eight interrelated Employability Skills identified are:

- Communication
- Teamwork
- Problem-solving
- Initiative and enterprise
- Planning and organising
- Self-management
- Learning
- Technology

These eight generic skills were further refined and developed into an Employability Skills Framework which sets out facets or examples of each skill.

The Employability Skills have been incorporated into training packages by a process of mapping, embedding and strengthening units of competency.

Further discussion on the Employability Skills is found in the next topic.
Using the packaging rules to meet client needs

The packaging rules can be used to choose units which best fit the needs of clients, but the rules themselves cannot be changed. Most training package qualifications provide room for flexibility and choice to suit particular training needs and circumstances. As long as the rules are followed – choosing from a given group of units, ensuring the correct number and type of units are undertaken, and delivering the core units – the qualification may be tailored, through choice of electives, to suit individual and local needs.

Most training packages also allow for units to be chosen from other training packages or accredited courses. These are called imported units and should be directly relevant to the learners’ current or intended job role or function. Many training packages also enable selection of some elective units from the next qualification in the qualifications framework. This can be very useful for clients who may have a special interest in these more complex units or for career progression purposes.

Some qualifications provide a wide range of units which can be selected in consultation with the client. In other qualifications, the packaging rules may have a specialist or other focus which requires reduced choice to ensure the breadth and depth of skills required for the work function or occupation.

Training packages may also contain advice providing flexibility in relation to the packaging of units of competency for a particular purpose or application. This may include:

- Suggested sequencing of particular units
- Suggested choice of elective units, for example for particular job roles
- Allowable substitutions for units, consistent with specifications in the training package
- Clustering particular units for specific work functions
- Suggested imported units from other training packages.

Skill Sets

Skill Sets are another component within the qualifications section of a training package. These are separate from the qualifications within the training package and can provide further options to meet client needs.
What are Skill Sets?
Skill Set is the term used to describe particular clusters or groups of units of competency that, when grouped together, constitute a particular industry skills focus or skills development need. Skill Sets are developed for two main reasons:

› because the industry identifies that a group of units is needed to address a clearly defined industry requirement

› because of a licensing or regulatory need for a particular combination of skills.

Skill Sets might be considered as sub-sets of qualifications where the Skill Set is made up of a group of units already packaged within a qualification. In some instances, Skill Sets sit side by side with the qualifications because the combination may contain a mix of units that are not necessarily packaged within one qualification, although this will be rare.

Why and when were Skill Sets introduced?
Skill Sets became part of the National Quality Council (now the National Skills Standards Council) policy for training packages in 2007 and were introduced in response to the identified need for greater flexibility and improved recognition within training packages.

The flexibility aspect reflects the need to package units in ways that can meet a critical, special employment, or industry need for specific skills, without the need to complete a whole qualification. By packaging up the units into clusters, immediate skills and training needs can be met more quickly and more directly.

Skill Sets can also be used as a stepping stone to qualifications, breaking the training into chunks that may be more useful and relevant to the clients. The capacity to create training programs around a smaller group of units has always existed and has been used widely but it has never had any official recognition at national industry level within a training package. People completing a Skill Set will receive a Statement of Attainment, detailing the Skill Set and the units of competency completed.

How are Skill Sets developed?
Skill Sets are developed as part of the training package development or review process and are endorsed as part of the training package.

Industries may decide that Skill Sets are not always applicable or relevant. There is no requirement to have Skill Sets within a training package as long as the option was considered as part of development or review.

In developing a Skill Set, the training package developer can identify options for the units from within the training package or consider also choosing some units from another training package to meet the identified industry requirement.

Here is an example of a Skill Sets from the TAE10 Training and Assessment Training Package. In some organisations, workplace supervisors need to undertake some training and assessment, and also mentor people they supervise, as part of their job role, for example apprentices. Training is not their only job role, and they often do not need to undertake a full qualification. Therefore, they could complete the Skill Set to enable them to have skills in providing instruction, contributing to assessment and mentoring. If they wished to continue with the full qualification, they already will have completed three of the units.
LEARNING ACTIVITIES

Complete Activity 10: Examining Skill Sets.

**TAE10 Training and Education Training Package: Workplace Supervisor Skill Set**

<table>
<thead>
<tr>
<th>Target group</th>
<th>Supervisors and managers involved in developing the skills of their team. In particular these competencies are identified as essential skills for those engaged in supervising apprentices.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units</td>
<td>TAEASS301B</td>
</tr>
<tr>
<td></td>
<td>TAEDEL301A</td>
</tr>
<tr>
<td></td>
<td>TAEDEL404A</td>
</tr>
<tr>
<td>Pathway</td>
<td>These units provide credit towards TAE40110 Certificate IV in Training and Assessment.</td>
</tr>
<tr>
<td>Suggested form of words for Statement of Attainment</td>
<td>These units from TAE10 Training and Education Training Package meet industry requirements for mentoring apprentices and trainees.</td>
</tr>
</tbody>
</table>

**CASE STUDIES**

**Winnifred Cemetery and Memorial Park**

After discussion with the Winnifred Cemetery Trust, the RTO is suggesting that the SIF30208 Certificate III in Gravedigging, Grounds and Maintenance might be appropriate. However, this qualification consists of 19 units of competency, and the Trust feels that this could be off-putting for the existing workers. Therefore, they are considering the Safe Gravedigging Skill Set, which consists of seven units of competency. This will give them the basic skills they need, and the workers would have an opportunity later to complete the whole qualification.
Valley Tree services

After discussion with the company, the RTO suggests that the FPI30211 Certificate III in Harvesting and Haulage might be appropriate. However, this qualification consists of 13 units of competency, and the company management feels that this could be off-putting for the existing workers. In addition, the strategic directions of the company require the employee base to have strong sustainability and native forest management skills. Therefore, they are considering the Skill set for a native forest operator, which consists of six units of competency. This will give Valley Tree Services employees the basic skills they need, and the employees would have an opportunity later to complete the whole qualification.

SIF08 Funeral Services Training Package: Safe Gravedigging Skill Set

<table>
<thead>
<tr>
<th>Target group</th>
<th>Those working in a cemetery preparing, digging and backfilling graves. This Skill Set targets those existing cemetery workers who currently fulfil a generalist grounds maintenance and labouring role, many of whom may have completed a Certificate II qualification in Horticulture (Parks and Gardens) and require specialist technical skills in safe gravedigging to allow them to operate as multi-skilled cemetery personnel.</th>
</tr>
</thead>
</table>
| Units | SIFBCR017A Prepare for gravedigging  
SIFBCR020A Dig a grave manually  
SIFBCR023A Dig a grave using machinery  
SIFBCR025A Exhume burial sites  
SIFBCR018A Backfill and make good graves  
SIFOHS007A Identify hazards and assess risks in a cemetery or crematorium  
SIFBCR021A Consolidate collapsed graves |
| Pathway | These units provide credit towards a SIF30208 Certificate III in Gravedigging, Grounds and Maintenance. These competencies are drawn from the Certificate III in Gravedigging, Grounds and Maintenance, allowing those who achieve the Safe Gravedigging Skill Set to more readily complete a Certificate III qualification. |
| Suggested form of words for Statement of Attainment | These competencies from SIF08 Funeral Services Training Package meet industry requirements for ground maintenance personnel involved in grave digging. |
**FP111 Forest and Forest Products Training Package: Skill set for a native forest operator**

<table>
<thead>
<tr>
<th>Target group</th>
<th>This skill set is for people wishing to work as a Forest or harvesting technical officer in a commercial native forest operation in the harvesting and haulage and forest growing and management sectors of the forest and forest products industry.</th>
</tr>
</thead>
</table>
| Units         | FPICOR2205B  Follow OHS policies and procedures  
|               | FPICOT3256   Apply biodiversity protection principles  
|               | FPICOT3257   Follow cultural heritage requirements  
|               | FPICOT3258   Comply with soil and water protection  
|               | FPICOR2203B  Follow environmental care procedures  
|               | FPICOT3255   Apply silviculture principles  |
| Pathway       | These units provide credit towards a number of qualifications including FPI30111 Certificate III in Forest Growing and Management and FPI30211 Certificate III in Harvesting and Haulage. |
| Suggested form of words for Statement of Attainment | These competencies from the FP111 Forest and Forest Products Training Package meet the industry requirements for Native Forest Operator. |

**Designing your own ‘skill sets’**

Training organisations can also put together a group of units of competency to meet a particular client need, and issue a Statement of Attainment for this group of units. It is not an official training package skill set but is still a legitimate way of offering training. Units of competency can come from different qualifications and different qualification levels to meet the particular organisation’s skill development needs.

The Framework document provides guideline on the wording of Statements of Attainment if a group of units of competency have been delivered, and suggests that the Statement of Attainment could include the words:

*These competencies have been identified as meeting [insert brief statement of enterprise need] by [insert enterprise].*

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CASE STUDIES

**Winnifred Cemetery and Memorial Park**
Some entry level workers may find that the units of competency offered in the Safe Gravedigging Skill Set, or the full Certificate III Gravedigging, Grounds and Maintenance, are not appropriate for their skill levels or needs. The RTO suggests that some units from the Certificate II in Funeral Operations are delivered to introduce people to the work at Winnifred.

- SIFIND001A Work effectively in the funeral services industry
- SIFBGM002A Maintain property and structures
- SIFBGM001A Provide general grounds care.

People completing the three units of competency would receive a Statement of Attainment, which could include the statement:
These competencies have been identified as meeting the needs of entry level workers by Winnifred Cemetery and Memorial Park.

CASE STUDIES

**Valley Tree Services**
Some entry level workers may find that the units of competency offered in the skill set for a native forest operator, or the full Certificate III in harvesting and haulage, are not appropriate for their skill levels or needs. The RTO suggests that some units from the FPI20211 Certificate II in Harvesting and Haulage are delivered to introduce people to the work at the company.

- FPICOR2201B Work effectively in the forest and forest products industry
- FPICOR2202B Communicate and interact effectively in the workplace
- FPICOR2203B Follow environmental care procedures.

People completing the three units of competency would receive a Statement of Attainment, which could include the statement:
These competencies have been identified as meeting the needs of entry level workers by Valley Tree services.
Topic 4: Using Units of Competency

Topic 1 introduced units of competency as a part of a training package or accredited course, and modules which can be used in accredited courses. A unit of competency or module is a benchmark used for learning and assessment.

This topic will cover the parts of a unit of competency and a module; how to use the units and modules effectively; and how to select and cluster them for particular client needs. You will be developing these skills further as you undertake the delivery and assessment units.

A broad concept of competence

In both developing and using units of competency it is important to understand the concept of competence which underpins the units of competency in a training package or accredited course.

Competence refers to the ability to consistently perform a particular area of work to the standard of performance expected in the workplace. Even though competence involves the ability to perform individual workplace tasks, the concept of competence is much broader than this. It involves the application of all the specified technical and generic knowledge and skills relevant to an occupation. However, particularly at higher qualification levels, competence may require a combination of higher order knowledge and skills and involve complex thinking and learning processes.
TOPIC 4 | Using Units of Competency

Competence covers all aspects of workplace performance including:

- performing individual tasks
- managing a range of different tasks
- responding to contingencies or breakdowns
- dealing with responsibilities of the workplace, including working with others.

Competence also requires the demonstrated ability to apply specified knowledge and skills consistently over time in a sufficient range of work contexts.

Thinking and learning processes include reflection, analysis, synthesis, generation of ideas, problem-solving, decision-making, conflict resolution, innovation, design, negotiation, strategic planning and self-regulated learning.

Overview of units of competency

Units of competency in training packages are developed by industry to meet the identified skill needs of the industry. An individual unit of competency describes work outcomes, and can logically stand alone when applied in a work situation. They are nationally agreed, and must be adhered to in assessment to ensure consistency of outcomes. However, they do not describe the procedures necessary to perform a particular role, as these may be different from organisation to organisation.

A unit of competency is not a training course, but could provide the basis for:

- development of training
- assessment
- certification
- recognition of skills within and across industries
- credit transfer and articulation between courses
- work organisation reviews and options.

Units of competency are also sometimes referred to as ‘units’, ‘competency standards’, ‘competencies’ or ‘units of competence’.

TOOLBOX

Go to the toolbox on OpenSpace “What are units of competency and where will I find them?” for a worked example.
By examining different aspects of units of competency, people implementing training packages will be able to determine the:

- work activity and what it involves
- particular skills, and level of skills, that are needed to perform the work activity
- conditions under which the work activity may be conducted
- knowledge and skills that are required to perform the work activity
- generic work skills, or Employability Skills that are needed
- evidence that should be gathered to demonstrate competency.

**Format of units of competency**
All units of competency in a training package are developed in a similar format to support this broad concept of competence and to provide clarity, consistency and ease of use.

**The unit scope and relevance to clients**
The front-end parts of the unit can give a snapshot of the unit from which relevant decisions on applicability and use can be made. These components assist in determining whether a unit will be relevant to the client’s needs. In reading and interpreting a unit of competency, these parts of the unit format provide general information about the scope of the unit.

**The unit code**
The unit code is a quick reference point and unique identifier that should give the user immediate information about the unit including:

- which training package it comes from
- the field of competency
- the AQF level where the unit first appears (even though the unit may be included in qualifications at varying levels)
- a sequence number of the unit
- the version identifier.

For example, the unit code for the unit of competency TAEDES402A Use training packages and accredited courses to meet client needs, which this Student Workbook supports, consists of the following.

<table>
<thead>
<tr>
<th>TAE</th>
<th>DES</th>
<th>4</th>
<th>02</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signifies the TAE10 Training and Education Training Package.</td>
<td>Signifies that this unit is part of the Learning Design field of the package.</td>
<td>Signifies that this unit first appears in a Certificate IV level qualification.</td>
<td>Indicates that this is the second in the design series of units.</td>
<td>Indicates that it is the first version of this unit code.</td>
</tr>
</tbody>
</table>

Knowing a unit code can make it easier to search for units or read training package qualifications to see if the unit is included.
The unit descriptor for AHCARB204A Undertake standard climbing techniques is:

‘This unit covers the process of climbing small trees with ropes and harness for the purpose of pruning and defines the standard required to: carry out pre-operational and safety checks; identify and report site and tree hazards and implement risk controls; select, prepare and inspect ropes, harnesses and other equipment associated with climbing trees; safely climb/ascend and descend a tree with rope and harness; climb using documented low risk work methods; inspect for faults and store ropes, harnesses and other climbing and safety equipment and record and replace if worn or faulty.’

**Unit title**
The unit title is a succinct statement of the overall work outcome of the unit of competency. It should express the focus of the overall work activity which the unit addresses. Here are some examples.

- Use training packages and accredited courses to meet client needs
- Set up and monitor in-line printing operations
- Dig a grave manually.

The unit title should allow people to visualise the area of work and assist with knowing whether the unit may be relevant to clients.

**Unit descriptor**
The unit descriptor expands on the information in the unit title, providing clear and accurate information on the purpose and intent of the unit, its content and the skill areas it addresses. It may also include:

- any prerequisite skills that maybe required
- any licensing or regulatory requirements
- whether the unit has been contextualised from the original.

The unit SIFBCR020A Dig a grave manually has a prerequisite:
SIFOHS007A Identify hazards and assess risks in a cemetery or crematorium.

AHCARB204A Undertake standard climbing techniques has no prerequisite
Employability Skills
This section simply states that the unit contains Employability Skills. This is a standardised comment in units. There is no explicit identification of the Employability Skills at the unit level, only in the qualifications framework summary.

However it is important to be able to identify the Employability Skills at unit level through an interpretation of the unit content. This is explained in more detail later in this workbook.

Prerequisite units
If a unit has any prerequisite units – units of competency that a learner must achieve before commencing the particular unit – they will be set out under this heading with unit codes and titles. If prerequisites have been identified, then they must be achieved before the unit in question is undertaken by a client.

Application of the unit
This component describes the unit’s scope, purpose and operation in different contexts, for example, by showing how the competency applies in the workplace. It may indicate various environments, complexities and situations in which the skills and knowledge can be applied. The application of the unit should provide information in a way industry will find useful for the purposes of job descriptions, recruitment advice or job analysis. This additional information may reduce the capacity for misinterpretation by readers.

The Application of the unit AHCARB204A Undertake standard climbing techniques states:

This unit applies to the basic techniques used to climb trees in Arboriculture and applies to a climbing tree worker. This standard involves working under routine supervision with intermittent checking by supervisors or qualified arborists. Climbing techniques follow documented low risk work methods and procedures.

Competency field (optional)
The industry competency field can be added where applicable. Wording can derive from the name of the industry sector, specialisation or function, or reflect the way the units of competency are categorised in the training package.

Unit sector (optional)
The industry’s sector can be added where applicable as a further categorisation of the competency field, identifying the next classification.

The unit AHCARB204A Undertake standard climbing techniques includes:

Sector – Arboriculture.
Elements and performance criteria
Elements and performance criteria are the central focus for each unit of competency and form the basis of the benchmark for learning and assessment.

One Element in AHCARB204A Undertake standard climbing techniques is:
'Prepare for climbing operations.'

Elements
The elements define the essential outcomes which must be met to achieve competency. These are expressed as particular work functions, processes, actions or skills that collectively address the scope of the unit and its overall outcome as represented by the unit title. Elements are often described as the building blocks of the unit.

Sometimes, the element structure follows a functional or life cycle approach, for example, plan, do, review. Other units contain discrete elements that are critical to a broader function or job role, which together support a whole unit of competency. Again, other units may mix up the element structure to reflect particular industry or sector needs.

Most units of competency contain three to five elements — some may be larger but three to five elements provide a breadth that is a manageable and realistic work activity. Sometimes units can be very large where the scope of the work activity may itself be extensive. Sometimes training package developers may split the function into two or more units. This may also be appropriate where different aspects of the work activity may be undertaken by different people.

Performance criteria
Performance criteria specify what is to be assessed. They may include particular actions, tasks, applied skills and knowledge, and level of performance to be met, that is, what the candidate has to be able to do to demonstrate they have achieved the outcome represented by the element.

One performance criterion in AHCARB204A Undertake standard climbing techniques is:
'Hazards associated with the climb are identified and reported to the supervisor.'
Required skills and knowledge

This component of the unit follows after the elements and performance criteria and consists of specific lists of the skills and knowledge needed for competent performance. It lists all the skills and knowledge that may be explicit or implicit in the elements and performance criteria. Knowledge, as used in a unit of competency, identifies what people need to know to perform the work activities addressed by the unit in an informed and effective manner; so that they understand the ‘hows’ and ‘whys’ of what they are doing, not just the ‘whats’ involved. Skills describe the application of knowledge and situations where understanding is converted into a workplace outcome. Skills are the tools needed to perform mental and physical work activities and include, cognitive, manual, motor, perceptual and social skills. These skills are often directly linked to the Employability Skills.

In the unit AHCARB204A Undertake standard climbing techniques, one required area of skill is:
‘identify hazards and report risks’.

Listing the detailed requirements of skills and knowledge helps draw boundaries for learning and assessment and ensures that these requirements are captured in the learning and assessment process. It also ensures knowledge and skill development is directly related to the unit, not some additional or extraneous requirements beyond the industry’s expectations of competent performance.

In the unit AHCARB204A Undertake standard climbing techniques, one required area of knowledge is:
‘safe working limit of ropes’.

Range statement

The range statement indicates the range of different industry contexts and operating conditions which may apply to a particular unit of competency. It provides you with guidance on the industry’s perspective of the variations in this operational context. This enables you to adapt the specification to meet the particular context in which the training and assessment occurs. You can select the particular variables within the range that apply to the workplace or simulated environment. However, sometimes the range statement may specify that all parts of the range are to be addressed.

The Range Statement in AHCARB204A Undertake standard climbing techniques lists many different types of trees and appropriate knots for climbing.
Evidence guide

The evidence guide helps to interpret the assessment requirements of the elements and performance criteria. It provides guidance about what evidence can be used to demonstrate the competency. The evidence guide usually has the following sections:

**Overview of assessment**
This provides a general overview of how assessment could be undertaken, rather than what is to be assessed. This section is not always included in a unit of competency.

**Critical aspects for assessment and evidence required to demonstrate competency in this unit**
This section reflects what someone competent in the workplace is able to do and what is acceptable evidence to permit an assessor to make a professional judgement. Where interpretation of the units is for assessment only purposes, this component can be the best place to start because it sets out the evidence that must be gathered in an assessment process.

*One of the critical aspects for assessment for AHCARB204A Undertake standard climbing techniques is evidence of:*
*‘identify and report site and tree hazards, and implement risk controls’.*

**Context of and specific resources for assessment**
This section includes advice on the context and conditions under which assessment may take place, and suitable methodologies for conducting assessment. For example it may specify that it is necessary to conduct assessment in an actual workplace environment. It may also provide advice on how consistency of performance can be assessed over time, and specific resources that are essential for assessing this particular unit. The essential resources identified are for assessment rather than training purposes.

*The unit AHCARB204A Undertake standard climbing techniques specifies that demonstration of skills requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.*
Method of assessment
This section provides suggested strategies for assessment that relate directly to the content and the environment for the unit. Assessors need to be aware that these are suggestions only, and assessment needs to be designed to suit clients’ needs. However, this section could identify unacceptable assessment methods for the particular unit.

Guidance information for assessment
This includes any other information that may assist or guide assessment. It may include the relationship with the assessment of any other units of competency.

The embedded components of a unit of competency
So far, the specific components found in every unit of competency as set out in the required format have been explored. However, there are also aspects of competency embedded in the unit, which must be addressed in delivery and assessment. These are:

- relevant Employability Skills
- language, literacy and numeracy (LLN) skills
- the dimensions of competency.


Employability Skills
An overview of the Employability Skills was provided in Topic 3 as part of the discussion on the qualifications framework. However, they are also embedded in each unit of competency, reflected in the content of the components of each unit.

Sometimes this is obvious, for example an element and performance criteria about working in a team clearly addresses the Employability Skill of ‘teamwork’. In other circumstances, the Employability Skill underpins a particular aspect of competency. You will need to be able to identify the Employability Skills to ensure they are addressed as part of the learning and assessment process.

In the unit AHCARB204A Undertake standard climbing techniques, Performance Criteria 2.3 is:
‘All knots are checked on completion in accordance with established workplace practice’.
Employability Skills are not assessed separately but as part of meeting the content specifications of the unit. The evidence needed to meet those specifications will include the evidence for the relevant Employability Skills, once they have been identified.

As well, Employability Skills can be developed as part of a delivery strategy, rather than being developed separately. For example, by encouraging learners to work in groups, they are developing the Employability Skill of teamwork.

In the unit AHCARB204A Undertake standard climbing techniques, Performance Criteria 1.2 is:

‘Hazards associated with the climb are identified and reported to the supervisor’.

Not every Employability Skill will be relevant to a unit of competency. Sometimes, all the Employability Skills will be evident and easily identified, in others only three or four Employability Skills will be relevant. This means that at the unit level, for assessment, only evidence for the relevant Employability Skills will need to be gathered.

The process of identifying, assessing and reporting on Employability Skills is covered in more detail in TAEASS401A Plan assessment activities and processes, and TAEASS402A Assess competence.

**Language, literacy and numeracy (LLN) requirements**

The process of identifying the employability skill of communication also provides a mechanism to establish the language, literacy and numeracy requirements of the unit of competency.

When planning delivery and assessment, it is important to be able to interpret the LLN expectations of work performance to ensure that both learning and assessment processes are appropriate to learners and candidates and that it reflects what is actually required by the unit in relation to LLN.

The required skills and knowledge component of a unit of competency may also directly state the LLN requirements.
Dimensions of competency

The dimensions of competency reflect the understanding of competency as a broad concept that includes all aspects of work performance. Many people think of competency in terms of the tasks that need to be demonstrated but this is a very narrow approach to competency. Broadly based units of competency need to include tasks, and the knowledge and skills to undertake those tasks but should also reflect other aspects of competence. These are referred to as the dimensions of competency. There are four dimensions of competency.

Task skills
Task skills involve being able to perform the task at an acceptable level to the organisation or industry. This may include carrying out individual tasks such as:
- operating equipment
- serving customers
- using a presentation software application.

Task management skills
Task management skills refer to the ability to manage a number of different tasks that form part of the job. This involves being able to integrate a number of different tasks to achieve a complete work outcome. This may include:
- following WHS procedures while operating machinery
- completing documentation for an order while serving a customer
- responding to an audience while making a presentation using a software application.

Contingency management skills
Contingency management skills refer to the ability to respond appropriately when things go wrong or if there are irregularities and breakdowns in routine. This may include responding to:
- equipment breakdowns
- difficult customers
- emergency evacuation.
Job role or environment skills
Job role or environment skills refer to the need to fulfil the requirements and expectations of the organisation. Each workplace is unique and requires the individual to be able to adjust to their working environment. This may include:

- working in different teams
- following workplace procedures
- communicating effectively with colleagues
- interacting with clients.

Like Employability Skills, the dimensions of competency are not separate components but are written into the content. You need to be able to interpret the unit content to identify the dimensions of competency as they relate to both the unit and the context in which it may be applied.

**CASE STUDIES**

**Winnifred Cemetery and Memorial Park**
An example of interpreting the dimensions of competency as they relate to the unit SIFCR020A Dig a grave manually could look like this:

<table>
<thead>
<tr>
<th>Task skills</th>
<th>Manually dig grave</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task management skills</td>
<td>Undertake progressive grave shoring requirements according to job requirements using safe and appropriate shoring method</td>
</tr>
<tr>
<td>Contingency management skills</td>
<td>Constantly monitor excavation for grave collapse warning signs</td>
</tr>
<tr>
<td>Job/role environment skills</td>
<td>Determine gravedigging requirement according to work requirements, risk assessment and relevant legislation and regulations</td>
</tr>
</tbody>
</table>

**Valley Tree Services**
An example of interpreting the dimensions of competency as they relate to the unit AHCARB204A Undertake standard climbing techniques could look like this:

<table>
<thead>
<tr>
<th>Task skills</th>
<th>Manually dig grave</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task management skills</td>
<td>Undertake climbing according to job requirements using safe and appropriate methods</td>
</tr>
<tr>
<td>Contingency management skills</td>
<td>Constantly monitor ropes for signs of wear and tear.</td>
</tr>
<tr>
<td>Job/role environment skills</td>
<td>Determine climbing requirement according to work requirements, risk assessment and relevant legislation, Australian Standards and regulations, such as local government tree protection and preservation</td>
</tr>
</tbody>
</table>
Clustering to develop specific client focused training programs

Units of competency can be clustered to provide training and assessment solutions for particular industry or other client needs. A cluster is a grouping of units which together represents a particular work focus, area of competency development or other need that is relevant to the client.

The cluster may form the basis of a specific training or learning program for particular competency requirements in an organisation which may be different or additional to those identified through industry Skill Sets.

Selecting combinations of units

To help decide which mix of units to choose, the breakup of units into functional areas in a training package can be considered. The cluster should be meaningful and logical and provide the basis for providing the client with the skills they need. The cluster should be limited to support a training program that can be implemented by the RTO and the client and be manageable in terms of time and costs.

Sometimes the unit code could assist with working out the functional area of particular units. For instance, DEL in the unit code for the TAE10 Training and Education Training Package indicates that the unit is ‘delivery’ oriented.

Integrated delivery and assessment

Identifying these linkages and building training and assessment around them is helpful to the learner in allowing them to see the links between various aspects of a job role, as well as making the learning and assessment more relevant and holistic. This practice can also be more cost effective for the client, as it reduces any potential duplication in delivery or assessment activities.
CASE STUDIES

Winnifred Cemetery and Memorial Park
The RTO has suggested combining some units from suggested qualification, SIF30208 Certificate III in Gravedigging, Grounds and Maintenance. Here is one suggested grouping of units.

- Follow OHS procedures
- Prepare for gravedigging
- Dig a grave manually
- Work in confined spaces.

CASE STUDIES

Valley Tree Services
The RTO has suggested combining some units from suggested qualification, FPI30211 Certificate III in Harvesting and Haulage. Here is one suggested grouping of units.

- Contribute to team effectiveness
- Work effectively in the forest and forest products industry
- Communicate and interact effectively in the workplace

Contextualising units of competency
The skill of being able to contextualise units of competency is one of the most critical skills to be developed in using a training package to meet clients’ needs.

What is contextualisation?
Contextualisation is about ensuring that the delivery and assessment of units of competency within a training package reflect the work or learning environment of the clients and the particular characteristics of learners. It is about flexibility and means tailoring units of competency to suit specific needs. For example, contextualisation could involve additions or amendments to the unit of competency to suit:

- different learner profiles
- specific organisational equipment and tools
- specific organisational policies, procedures, processes, forms and requirements
- specific legislative requirements.
However, the integrity of the intended outcome of the unit of competency must be maintained, and there are stringent guidelines to ensure this happens. The training package will give guidelines on contextualisation, and these must be followed. As well as what is detailed in the training package, when contextualising units of competency, trainers and assessors:

- must not remove the number and content of elements and performance criteria
- may add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes
- may make amendments and additions to the range statement, as long as such changes do not diminish the breadth of application of the competency and reduce its portability
- may add detail to the evidence guide in areas such as the critical aspects of evidence or resources and infrastructure required, where these expand the breadth of the competency but do not limit its use.

In the unit SIFBCR020A Dig a grave manually, performance criteria 1.1 includes 'Determine gravedigging requirement according to work requirement.' The organisation may have specific terminology for work requirements, for example 'XYZ operating manual', so could make this change to the unit.

How to contextualise

Contextualisation is achieved by including, modifying or substituting text within units of competency and usually within the range statement or evidence guide. It is about providing training and assessment that is specific to an organisation or individual learner. Any modifications to a unit of competency must maintain the integrity of the industry skill and portability requirements, including all legislative, licensing and any other regulatory requirements.

Following are some suggestions for contextualising units of competency to make them more relevant for specific industries or workplaces:
1. Refer to the guidelines in the relevant training package. Usually, it will be possible to replace generic terms and general descriptions of equipment or processes and procedures with specific examples. The wording of range statements and the evidence guide can also be altered to make them more specific.

2. Analyse the generalised statements about the range of work and job tasks specified in the units of competency. These may need to be aligned to a particular job profile and translated to highlight particular tasks and levels of performance that are relevant to a particular workplace.

3. Identify the kinds of evidence that candidates may be able to provide in their job roles to satisfy the evidence requirements of a particular unit of competency.

Some training packages also have excellent generic guidelines for training and assessment of people with special needs, and within Aboriginal and Torres Strait Islander contexts. Modifying delivery and assessment to suit learners in these situations is a form of contextualisation.
Topic 5: Using Assessment Guidelines

Each training package will contain assessment guidelines. These contain an overall industry framework for carrying out all activities relating to assessment within the training package in the specified industry, industry sector or organisation. This needs to be distinguished from the evidence guide in a unit of competency, which provides the specific details about assessment for that particular unit.

Assessment
The process of collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

Assessment guidelines relate to the total training package.
Evidence guide relates to an individual unit of competency.
What is contained in the assessment guidelines?

The assessment guidelines of each training package contain system wide text on assessment which is mandatory – all training package developers must include this advice in the assessment guidelines. However, there is the capacity to add industry specific examples where agreed by industry, for example, expanded information on possible reasonable adjustments. The mandatory advice is directed principally at RTOs and those working in RTOs involved in assessment. They must be followed to ensure the integrity of assessment leading to nationally recognised qualifications and Statements of Attainment.

The mandatory information includes:

- assessment system overview
- benchmarks for assessment
- AQTF or VET Quality Framework SNR standards assessment requirements including:
  - registration of training organisations
  - quality training and assessment
  - assessor competency requirements
  - assessment requirements
  - assessment strategies
  - national recognition
- access and equity and client outcomes
- monitoring assessments
- recording assessment outcomes
- issuing AQF qualifications and Statements of Attainment
- licensing and registration requirements (where relevant)
- pathways, including learning and assessment pathways and assessment only or recognition of prior learning pathways and combination of pathways
- assessor requirements
- designing, developing and using assessment tools
- how the assessment process should be conducted
- mandatory assessment requirements
- assessing Employability Skills
- access and equity
- reasonable adjustments
- further sources of assessment information
- contact information.

**Reasonable adjustment**

Reasonable adjustment refers to measures or actions taken to provide a learner or candidate for assessment with the same educational opportunities as everyone else. It may involve the use of alternative methods and practices which demonstrates flexibility, without diminishing the integrity of the unit of competency.

RTOs can develop flexible approaches to assessment in order to meet specific needs of learners and candidates for assessment, as well as the specific needs of their learning environments and the organisations involved.

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**Reasonable adjustment**

*Adjustments can be made to the way in which evidence for assessment can be collected. However, the evidence criteria remain the same.*

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Groups of learners or candidates for assessment where they may be a requirement for reasonable adjustment include, but are not limited to the following:

- Indigenous learners
- women in non-traditional industries
- learners with physical or intellectual disabilities, or with sensory impairment
- learners in remote locations
- learners with literacy or numeracy difficulties, or who do not have English as their first language.

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**VIDEO**

Watch the video: <http://www.youtube.com/watch?v=ldotOkryPE8>

*Because of changes in policy, can you see some that have now changed? What are they?*

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Reasonable adjustment could take many forms, including:

- adapting the physical environment and equipment, e.g. allowing for wheelchair access; allowing note-taking support
- making learning materials and assessment tools accessible, e.g. use of large print or enlarged computer screen adjustments; verbal rather than print based assessment; use of plain English material
TOPIC 5  | Using Assessment Guidelines

> making adjustments to procedures for conducting assessment, e.g. allowing extra time to complete a task; conducting assessment at a different time to suit candidate availability; negotiating assessment arrangements with individual learners

> making adjustments to the evidence gathering techniques, for example allow a verbal report rather than a written report; assessing on an on-going basis rather than conducting a formal summative assessment.

Complete **Activity 12: Analysing assessment guidelines.**