## TAA04 Training and Assessment Training Package

### Learning Environment Competency Standards

**CONTENTS**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAAENV401A</td>
<td>Work effectively in vocational education and training</td>
<td>71</td>
</tr>
<tr>
<td>TAAENV402A</td>
<td>Foster and promote an inclusive learning culture</td>
<td>85</td>
</tr>
<tr>
<td>TAAENV403A</td>
<td>Ensure a healthy and safe learning environment</td>
<td>95</td>
</tr>
<tr>
<td>TAAENV404A</td>
<td>Develop innovative ideas at work</td>
<td>105</td>
</tr>
<tr>
<td>TAAENV501A</td>
<td>Maintain and enhance professional practice</td>
<td>113</td>
</tr>
</tbody>
</table>
TAAENV401A Work effectively in vocational education and training

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

Competency Field
Learning Environment

Application of the Unit
The vocational education and training sector is responsible for developing the skills and knowledge of individuals for work. It includes vocational education and training undertaken in industries, enterprises, government agencies, and community and school settings. The vocational education and training sector encompasses both recognised training leading to a qualification or Statement of Attainment under the Australian Qualifications Framework (AQF), and non-recognised training, such as in-house and product-based training.

Recognised training is delivered by organisations registered by State/Territory Training Authorities (STAs), in accordance with the Australian Quality Training Framework (AQTF).

This unit addresses the impact of the policy and operating environment of vocational education and training on work performance in a training and/or assessment organisation.

It enables individuals to place their work role into a context of policy frameworks that guide the operations of the vocational education and training sector at a national, state/territory and organisational level. It also addresses the importance of developing a client-centred approach to work and a collegiate model of work relations.

This unit is one of four units in the TAA04 Training and Assessment Training Package which, collectively, support the outcomes of other units in the Training Package.

Other supporting units are TAAENV402A Foster and promote an inclusive learning culture, TAAENV403A Ensure a healthy and safe learning environment, and TAADES401A Use Training Packages to meet client needs. These units can be grouped together, used separately and/or grouped with other units in the TAA04 Training and Assessment Training Package for teaching/learning and/or assessment purposes.

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

The competency specified in this unit is typically required by those involved directly or indirectly in the provision of training/assessment services in a training and/or assessment organisation.
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element Performance Criteria</td>
<td>The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. <em>Italicised</em> terms are elaborated in the Range Statement.</td>
</tr>
<tr>
<td>1. Work within the vocational education and training policy framework</td>
<td>1.1 Relevant <em>national vocational education and training policies and frameworks</em> are accessed, analysed and applied to guide work practices and responsibilities</td>
</tr>
<tr>
<td></td>
<td>1.2 Key <em>vocational education and training organisations and stakeholders</em> are identified and accessed to inform and update work practices</td>
</tr>
<tr>
<td></td>
<td>1.3 <em>Commonwealth and state/territory legislation and guidelines</em> are accessed and used to ensure work practices comply with policy requirements</td>
</tr>
<tr>
<td></td>
<td>1.4 <em>Sources of information and advice</em> on vocational education and training policy and operating context are accessed on a regular basis and changes are noted</td>
</tr>
<tr>
<td></td>
<td>1.5 <em>Opportunities</em> are taken up to contribute to vocational education and training organisational policy developments</td>
</tr>
<tr>
<td></td>
<td>1.6 <em>Vocational education and training terminology</em> is used to communicate effectively within the sector</td>
</tr>
<tr>
<td>2. Work within the training and/or assessment organisation’s quality framework</td>
<td>2.1 <em>Relevant organisational documentation</em> is accessed and used to inform, support and guide work roles and responsibilities</td>
</tr>
<tr>
<td></td>
<td>2.2 Work is conducted in accordance with the <em>training and/or assessment organisation’s quality assurance strategies, processes, policies and procedures</em></td>
</tr>
<tr>
<td></td>
<td>2.3 <em>Ethical and legal responsibilities</em> are adhered to in work practices</td>
</tr>
<tr>
<td></td>
<td>2.4 Work is undertaken in accordance with prevailing industrial and employee relations systems and practices</td>
</tr>
<tr>
<td></td>
<td>2.5 Feedback and advice on work quality is actively sought from colleagues and clients</td>
</tr>
<tr>
<td>3. Manage work and work relationships</td>
<td>3.1 Work is planned, prioritised and organised to achieve agreed and expected outcomes</td>
</tr>
<tr>
<td></td>
<td>3.2 Workloads are assessed and guidance/support is sought from relevant personnel where <em>work issues</em> arise</td>
</tr>
<tr>
<td></td>
<td>3.3 <em>Relevant technological skills</em> are used to enhance work outcomes</td>
</tr>
</tbody>
</table>
3.4 Work is undertaken in a collaborative manner with colleagues through sharing of information and ideas and working together on work outcomes.

3.5 Feedback on managing work and professional relationships is obtained from clients and colleagues and is evaluated and acted upon.

4. **Demonstrate a client-focused approach to work**

4.1 *Clients and their needs and expectations* form the basis for developing effective work practices and outcomes, within *operational limits*.

4.2 *Effective communication strategies* are developed and utilised to establish and maintain client relationships.

4.3 Processes for evaluating and improving client satisfaction are developed and built into work practices.

**Range Statement**

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

*Training and/or assessment organisation* refers to:

- a Registered Training Organisation (RTO), i.e. an organisation registered to provide recognised training and assessment services; includes TAFE institutes, private commercial colleges/companies, enterprises, community organisations, group training companies and schools
- an organisation working in a partnership arrangement with an RTO to provide recognised training and assessment services
- an organisation that provides non-recognised training and assessment services

*National vocational education and training policies and frameworks* include:

- National Training Framework (NTF)
- Training Packages
- Australian Quality Training Framework (AQTF)
- Australian Qualifications Framework (AQF)
- User Choice
- traineeship and apprenticeship arrangements
- National Reporting System (NRS)
- Australian National Training Authority (ANTA) strategic planning policy documents including policies related to access and equity
Vocational education and training organisations and stakeholders may include:

- ANTA
- Department of Employment, Science and Technology (DEST)
- STAs
- Australian Qualifications Framework Advisory Board (AQFAB)
- Industry Skills Councils (ISCs)
- national and state employer and employee organisations (unions)
- New Apprenticeships Centres (NACs)
- Training and/or assessment organisations

Relevant Commonwealth and state/territory legislation and guidelines relevant to:

- guidelines on program/project funding
- User Choice
- apprenticeships/traineeships
- implementation of Training Packages
- registration
- course accreditation
- access and equity
- anti-discrimination including equal opportunity, racial vilification and disability discrimination
- industrial relations
- code of practice for assessors
- RTO code of practice
- National Reporting System (NRS)
- occupational health and safety (OHS)

Sources of information and advice may include:

- web-based information from vocational education and training organisations and stakeholders such as the National Training Information Service (NTIS)
- printed policies, newsletters, bulletins, publications of vocational education and training organisations and stakeholders
- products including revised Training Packages, support materials and professional development materials implementation guidelines
- research journals
- conference papers

Opportunities may include:

- attendance at workshops and consultations conducted by relevant vocational education and training organisations and stakeholders
- individual or organisational written submissions and feedback to relevant vocational education and training organisations and stakeholders
- participation in forums, networks, conferences
- participation in training and/or assessment organisation meetings
- participation in validation meetings
- research/consultancy
- contribution to online consultations

**Vocational education and training terminology** includes but is not limited to:

- acronyms
- language of the profession
- language styles commonly used in vocational education and training environments (refer to the Glossary for the TAA04 Training and Assessment Training Package)

**Relevant organisational documentation** may include:

- strategic plans
- business plans
- policies and procedures
- position descriptions
- responsibility statements

**Training and/or assessment organisation’s quality assurance strategies, processes, policies and procedures** may relate to:

- quality arrangements for clients covering:
  - enrolment and induction/orientation
  - complaints, grievances and appeals
  - assessment, including skills recognition, pre-assessment and appeals
  - identification of training support requirements, for example, language, literacy and/or numeracy needs
  - fees
  - privacy
  - access and equity
  - welfare and guidance
  - issuance of qualifications
  - mutual recognition of qualifications, Statements of Attainment, credit and articulation arrangements

- internal quality policies and procedures covering:
  - risk management
  - continuous improvement
  - OHS
  - equal employment opportunity (EEO)
  - discrimination and workplace harassment
  - staff disciplinary procedures
  - financial management
  - records management
  - management processes for learning resources and learning materials
  - recruitment and induction of personnel
  - staff qualifications
• learning and professional/staff development opportunities which may include:
  - nationally funded programs such as Reframing the Future and Learnscope
  - state-based initiatives
  - training and/or assessment organisation staff development programs
  - participation in networks
  - individual learning initiatives
  - membership of professional associations/networks
  - relevant university courses

Ethical and legal responsibilities may include:
• compliance with relevant Commonwealth and state/territory legislation including:
  - OHS legislation
  - EEO legislation
  - anti-discrimination legislation
  - state/territory vocational education and training acts
  - legislation relating to overseas learners
• compliance with industrial awards, enterprise agreements and employment contracts
• meeting environmental standards
• duty of care
• recognising and being sensitive to individual differences and diversity
• provision of accurate information, advice and services
• providing support to learners appropriate to their needs
• maintaining client privacy and confidentiality
• code of practice for assessors

Work issues may include:
• time pressures
• work overload
• competing demands
• unexpected contingencies
• technology problems
• relations with other personnel
• client issues/relations

Relevant technological skills may include:
• using computer word processing software to produce documents, reports and learning materials
• using computer presentation applications
• using computer data processing software to produce statistical information
• using computers/communication systems to support online learning
• conducting web searches
• participating in Internet/video conferencing
• using chat rooms
• managing email
• operating computer projection equipment
• operating overhead projectors
• operating other business equipment, e.g. fax machines, photocopiers and telephone systems

Clients, internal and/or external may include:
• individual learners, apprentices and trainees, employees
• candidates for assessment
• enterprises/industry
• other parts of the training and/or assessment organisation
• government departments/agencies, or other organisations

Clients and their needs and expectations may include:
• a focus on individual learner objectives such as:
  - new skills
  - specific competencies
  - target qualifications
  - new career
  - career advancement
  - improved language
  - literacy and numeracy skills
• preference for particular learning styles
• individualised learning support systems
• individualised organisational training
• client centred approaches
• information and advice on courses, learning programs, qualifications and assessment

Operational limits may include:
• level of responsibility, autonomy, classification level
• staffing resource limitations
• physical environment limitations
• cost
• time
• scheduling difficulties
• OHS
Effective communication strategies may include:

- establishing clarity of purpose
- ongoing liaison
- effective reporting arrangements
- continuous feedback mechanisms

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

Overview of Assessment

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

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

Evidence Requirements

Required knowledge includes:

- Training Packages, including the purpose and structure of:
  - units of competency
  - Assessment Guidelines
  - qualifications
  - Key Competencies
  - support materials
  - (Note: this knowledge is addressed in detail in TAADES401A Use Training Packages to meet client needs)
- Australian Quality Training Framework (AQTF) standards for Registered Training Organisations (RTOs)
- the Australian Qualifications Framework (AQF), for example:
  - qualifications nomenclature and structure
  - qualifications characteristics
  - Statements of Attainment
  - issuance procedures
- key organisations that operate in a vocational education and training environment and their roles and responsibilities, for example:
  - ANTA
  - state and territory training authorities
- ISCs
- state/territory industry advisory bodies
- NACs

• sources of information on vocational education and training, for example:
  - NTIS web site for accessing details on units, courses/qualifications, training organisations, and Training Packages and support materials
  - ANTA web site for accessing details on STAs, ISCs, government funding bodies
  - Department of Education, Science and Training (DEST) web site especially for information on apprenticeships/traineeships
  - DEST Literacynet web site, particularly for resources for learners with language, literacy and numeracy needs
  - STA web sites

• sources of information on legal and organisational requirements, for example:
  - organisational manuals, documents, publications
  - organisational data systems
  - publications, newsletters of relevant authorities
  - Commonwealth and state/territory government/statutory authority web sites

• competency-based training and assessment, for example:
  - competency standards define performance outcomes, applied knowledge and skills needed for work
  - competency standards form the basis for teaching and learning and training delivery in recognised VET
  - learning is outcomes focused not inputs driven
  - competency standards establish requirements for assessment
  - assessment is criterion referenced/not norm referenced
  - assessment is reported as competent/not yet competent
  - competency standards are industry defined
  - competency standards have a national focus

• the training and/or assessment organisation’s systems, policies and procedures

• relevant vocational education and training terminology appropriate to the work role
• the diversity of clients, client needs, client expectations for vocational education and training services

• relevant legal and policy requirements, codes of practice, national standards and Commonwealth and state/territory legislation, for example:
  - specific industry/workplace legal/compliance and licensing requirements
  - duty of care under common law
  - anti-discrimination including equal opportunity, racial vilification and disability discrimination
  - workplace relations, industrial awards and enterprise agreements
  - privacy/security of information
  - copyright/plagiarism

• relevant OHS knowledge relating to the work role/work context, and OHS considerations when working in vocational education and training, including:
  - internal policies and procedures to meet OHS requirements
  - hazards commonly found in the work environment
  - sources of OHS information and expertise
  - (Note: this knowledge is addressed in detail in TAAENV403A Ensure a healthy and safe learning environment)

Required skills and attributes include:

• literacy skills to:
  - read and understand vocational education and training policy and other documents, vocational education and training terminology and language styles
  - interpret legal requirements of vocational education and training policies, procedures and guidelines
  - write documents for a range of vocational education and training audiences and purposes

• language skills to:
  - communicate with personnel across all levels of the organisation and with clients
  - understand and use vocabulary and terminology specific to the vocational education and training environment
  - listen and summarise key points, make evaluative judgements and articulate verbally or in writing to a client or colleague
- facilitate discussions to encourage problem solving, sharing of strategies, and exploring different solutions to problems
- work effectively as a team member

- recognising and being sensitive to individual difference and diversity, for example:
  - being sensitive to and valuing culture
  - acting without bias/discrimination
  - responding to individuals with particular needs
  - recognising the importance of religion

- planning skills to:
  - identify and access relevant sources of national vocational education and training policies, frameworks, legislation and guidelines
  - participate in opportunities to contribute to vocational education and training organisational policy developments
  - manage work and work relationships

- research skills to access information

- technology skills to:
  - use computer hardware and relevant software
  - use office/business equipment

Key Competencies relevant to this unit

The seven Key Competencies represent generic skills considered essential for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competency to undertake tasks effectively
Level (2) represents the competency to manage tasks
Level (3) represents the competency to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how Key Competencies can be applied for this unit.

Communicating ideas and information (2)
- providing and explaining information and advice to clients, learners and stakeholders
- effectively reporting to staff and management

Collecting, analysing and organising information (2)
- providing continuous feedback
- planning, collecting and analysing client services, staff profiles and working environment and culture
- collecting and analysing national vocational education and training policies and frameworks

Planning and organising activities (2)
- planning to contribute to vocational education and training policy developments
- planning and organising processes to evaluate client satisfaction
- planning and prioritising work/workload
- managing own work in a team environment
- working effectively with clients and stakeholders

Working in a team (2)
Using mathematical ideas and techniques (1)

- calculating timeframes for service delivery
- calculating timeframes for project/client management

Solving problems (2)

- addressing interpersonal conflicts
- addressing issues arising from client satisfaction evaluations

Using technology (2)

- using a range of electronic equipment to access and disseminate information to practitioners/partners and stakeholders
- using technology, information and software responsibly

Products that could be used as evidence include:

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

Processes that could be used as evidence include:

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

Resource implications for assessment include:

- access to business, organisational, legislative and vocational education and training documentation
- access to clients
- access to colleagues
- access to a VET operating environment

The collection of quality evidence requires that:

- assessment must address the scope of this unit and reflect all components of the unit, i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies
- a range of appropriate assessment methods and evidence gathering techniques is used to determine competency
- evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided
• the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
• assessment meets the rules of evidence
• a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

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

Integrated assessment means that:
• this unit can be assessed alone or as part of an integrated assessment activity involving units in the TAA04 Training and Assessment Training Package.
TAAENV402A Foster and promote an inclusive learning culture

Unit Descriptor
This unit specifies the competency required to foster and promote an environment which supports inclusive work practices and learning culture.

Competency Field Learning Environment

Application of the Unit
This unit addresses the responsibilities of all persons in a training and/or assessment organisation to promote a positive and inclusive learning culture which actively acknowledges, respects and builds on individual differences, and integrates principles which underpin inclusivity into all training and/or assessment practices.

In this unit the principles of inclusivity are applied to working with both colleagues and clients.

This is one of four units in the TAA04 Training and Assessment Training Package which, collectively, support the outcomes of other units in the Training Package. Other supporting units are TAAENV401A Work effectively in vocational education and training, TAAENV403A Ensure a healthy and safe learning environment and TAADES401A Use Training Packages to meet client needs. These units can be grouped together, used separately and/or grouped with other units for teaching/learning and assessment purposes.

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

Element Performance Criteria

Elements define the critical outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Italicised terms are elaborated in the Range Statement.

1. Practise inclusivity

1.1 Individual differences and clients with particular needs are acknowledged, respected and valued

1.2 Personal perceptions and attitudes about difference are examined and revised to improve communication and professionalism

1.3 Principles underpinning inclusivity are integrated into all work practices

1.4 The training and/or assessment organisation’s access and equity policy is used to guide work practices

1.5 Individuals’ rights and confidentiality are respected

2. Promote and respond to diversity

2.1 The ground rules for participation and behaviour with colleagues and clients are established through a cooperative, agreed process
2.2 Individuals are encouraged to express themselves and to contribute to the work and learning environment

2.3 Individuals are provided with opportunities to indicate *specific needs* to support their participation in learning and work

2.4 Relevant research, guidelines and resources are accessed to support inclusivity

2.5 *Verbal and body language* is sensitive to different cultures and backgrounds and differences in physical and intellectual abilities

3. **Develop and implement work strategies to support inclusivity**

3.1 *Documented resources* to support and guide inclusive practices are identified and used to inform work strategies

3.2 *Support persons* are identified and included in the work and learning process where appropriate and agreed to

3.3 Relevant professional support services are identified and accessed, as appropriate

3.4 Any *physical environment support needs* are acknowledged and incorporated into work practices, where practicable and approved by appropriate personnel

3.5 *OHS issues* associated with inclusivity are identified and addressed

3.6 Inclusiveness is modelled in work performance

4. **Promote a culture of learning**

4.1 Support and advice is provided to colleagues and clients to encourage new and ongoing participation in learning opportunities

4.2 The benefits of learning are explored with colleagues and clients

4.3 Learning and competency achievement is recognised and rewarded in the work and/or learning environment

4.4 Opportunities to develop own and others *generic skills* are identified

4.5 Multiple pathways to achieve own and others future learning goals are discussed

5. **Monitor and improve work practices**

5.1 Effective work practices to enhance inclusivity and a learning culture are identified
5.2 Conscious actions are taken to modify and improve work practices

5.3 Strategies and policies to support inclusivity are regularly reviewed as part of continuous improvement processes

5.4 Proposed changes to relevant strategies and policies are documented and reported to higher management

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Training and/or assessment organisation refers to:

• a Registered Training Organisation (RTO), i.e. an organisation registered to provide recognised training and assessment services; includes TAFE institutes, private commercial colleges/companies, enterprises, community organisations, group training companies and schools

• an organisation working in a partnership arrangement with an RTO to provide recognised training and assessment services

• an organisation that provides non-recognised training and assessment services

Individual differences may include:

• learning difficulties

• literacy and numeracy needs

• language other than English (LOTE)

• cultural background, images and perceptions

• socio-economic background

• age, gender, sexuality

• religious practices

• intellectual impairment or disability

• medical conditions such as arthritis, epilepsy, diabetes and asthma

• physical impairment or disability involving hearing vision, voice or mobility

• psychological or psychiatric impairment
Clients with particular needs may include:

- Aboriginal and Torres Strait Islander people
- women where under-represented
- rural and remote learners
- people with disabilities, either permanent or temporary
- people from non-English speaking backgrounds
- youth at risk
- survivors of torture and trauma
- refugees and asylum seekers

Principles may include:

- supporting equal opportunity for participation
- fostering and advocating independence
- ensuring cooperative approaches to learning
- using client-centred approaches to learning
- supporting, encouraging and valuing individual contributions
- motivating learners
- creating opportunities for participation and success
- making reasonable adjustments to procedures, activities and assessment for equity
- acknowledging current strengths and skills as a basis for further learning

Access and equity means:

- ensuring that vocational education and training is responsive to the diverse needs of all clients. These requirements are outlined in the AQTF Standards for Registered Training Organisations

Ground rules may include:

- guidelines of behaviour and acceptance
- common understandings between learners about group interaction, respect and acceptance
- expectations of working relationships
- safety of learners and others
- comfort of learners and others
- agreed consequences for breaching ground rules

Specific needs may include:

- physical environment adjustments
- adjustments to learning and assessment activities
- OHS issues to be addressed
- language requirements
- literacy and numeracy issues
- more time/additional support to learners
- need for a broad general education
Verbal and body language may refer to:

- language that recognises and values individual differences
- language that supports inclusivity
- language that is non-discriminatory
- language that does not devalue, denote or derogate
- language that does not suggest fear, mistrust or lack of understanding
- language that does not label or suggest assumptions about capabilities

Documented resources may include:

- national, state/territory and training and/or assessment organisation policies on access and equity
- state-based guidelines and support materials on access, equity, disability and inclusive practice
- journals
- information technology resources such as the web, hardware and software
- texts and references

Support persons may include:

- family members
- government officers in specialist support services
- case workers and personal carers
- advocates for a person or group
- peer support
- interpreters
- community representatives
- note takers
- library personnel
- technical support
- human resources personnel
- administrative personnel
- career counsellors
- student services officers
- equity liaison officers

Physical environment support needs may include:

- modifications to layout of premises
- equipment modifications
- use of adaptive technologies
- changes to work schedules
- modifications to job design

OHS issues may include:

- issues relating to the learner
- issues relating to the OHS impact on others
Generic skills may include:

- Key Competencies including:
  - communicating ideas and information
  - collecting, analysing and organising information
  - planning and organising activities
  - working in a team
  - using mathematical ideas and techniques
  - solving problems
  - using technology
- self-management
- how to learn
- initiative and enterprise
- innovation
- team work
- language, literacy, numeracy and communication skills

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

Overview of Assessment

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

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

Evidence Requirements

Required knowledge includes:

- the principles underpinning inclusivity and how to integrate them into work practices
- the diversity of clients, client needs, client backgrounds and differing expectations for vocational education and training services
- ethical and inclusive behaviours expected of professional relationships with clients and colleagues
- sources of information to support inclusive practices
- availability and types of supports for clients with specific needs
relevant policies, legal requirements, codes of practice and national standards including national Commonwealth and state/territory legislation on:
- disability, discrimination, inclusiveness, human rights, equal opportunity, racial discrimination
- duty of care responsibilities
- access and equity policies
organisational work systems, practices
OHS relating to the work role/work context, and OHS considerations when fostering and promoting an inclusive learning culture including:
- internal policies and procedures to meet OHS requirements
- hazards commonly found in the work environment
duty of care of the training and/or assessment organisation and trainer for the learner and others who may be affected by actions of others within or attending the training and/or assessment organisation
language and communication skills that:
- reflect inclusive language
- address cross cultural communication, indirect communication, participation of others (family/community/elders), appropriate time and communication protocols
- involve consultation and liaison with clients, other colleagues, counsellors, experts and specialists on learning and/or assessment concerns/issues
- reflect good practice in active listening, appropriate eye contact, friendly tone, appropriate volume, clarity of diction and plain English
- encourage expression by all individuals
- involve a variety of mediums
recognising and being sensitive to individual difference and diversity, for example:
- being sensitive to and valuing culture
- acting without bias/discrimination
- responding to individuals with particular needs
- recognising the importance of religion
research skills to identify and increase knowledge of individual differences and how these impact on individuals
problem solving skills to:
- identify specific needs
- respond appropriately to cultural diversity

Required skills and attributes include:
• decision making skills to:
  - promote a culture of learning
  - monitor and improve work practices
  - identify appropriate adaptive technologies
  - modify learning and assessment activities
  - advise, act or recommend adjustments to physical space and/or equipment

**Key Competencies relevant to this unit**

The seven Key Competencies represent generic skills considered essential for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competency to undertake tasks effectively
Level (2) represents the competency to manage tasks
Level (3) represents the competency to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how Key Competencies can be applied for this unit.

- **Communicating ideas and information (3)**
  - providing and explaining information and advice in relation to inclusivity to colleagues and clients
  - promoting learning
  - recommending structural changes to support inclusivity

- **Collecting, analysing and organising information (3)**
  - analysing and researching guidelines and resources
  - monitoring and analysing work strategies

- **Planning and organising activities (2)**
  - developing and implementing work strategies
  - reviewing strategies
  - gathering feedback from colleagues and clients

- **Working in a team (3)**
  - working effectively with colleagues and clients
  - working effectively with other trainer/facilitators and support personnel

- **Using mathematical ideas and techniques (1)**
  - calculating timeframes and costs

- **Solving problems (2)**
  - addressing inclusivity issues and potential conflicts
  - addressing issues arising from colleagues and client feedback
  - addressing issues arising from practitioners and support personnel feedback

- **Using technology (1)**
  - using a range of electronic equipment to disseminate information to colleagues and clients
  - using technology, information and software to support participation in a learning and work environment
Products that could be used as evidence include:

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

Processes that could be used as evidence include:

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

Resource implications for assessment include:

- access to relevant policies, legislation, guidelines and resources to support inclusivity
- access to clients/colleagues
- access to workplace environment

The collection of quality evidence requires that:

- assessment must address the scope of this unit and reflect all components of the unit, i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies
- a range of appropriate assessment methods and evidence gathering techniques is used to determine competency
- evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided
- the evidence collected must relate to a number of performances assessed at different points in time and in a Learning and Assessment Pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated
Specific evidence requirements must include:

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

Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving units in the TAA04 Training and Assessment Training Package.
TAAENV403A Ensure a healthy and safe learning environment

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

Competency Field

Learning Environment

Application of the Unit

This unit provides a focus for occupational health and safety (OHS) in the vocational education and training sector. It covers the legislative and common law duty of care responsibilities of trainers/facilitators, assessors and other parties in the provision of training and/or assessment services.

This is a critical responsibility involving knowledge and skills to assess the learning environment for hazards and risks and to apply risk control strategies to ensure the safety, health and welfare of learners.

This unit also underpins the knowledge and skills required for the achievement of the OHS components of other units in the TAA04 Training and Assessment Training Package, including those for design, delivery and assessment.

The learning environment refers to an environment where learning/assessment takes place to develop skills and knowledge for work through a planned and organised learning process. This may include a workplace where the training and/or assessment organisation trainer/facilitator and/or assessor has no direct control over the learning environment.

This unit is one of four units in the TAA04 Training and Assessment Training Package which support other units in the Training Package. The other supporting units are TAAENV401A Work effectively in vocational education and training, TAAENV402A Foster and promote an inclusive learning culture and TAADES401A Use Training Packages to meet client needs. These units can be grouped together, used separately and/or grouped with other units for teaching/learning and assessment purposes.

The competency specified in this unit is typically required by those involved directly in the provision of training/assessment services in a training and/or assessment organisation (refer to the definition provided in the Range Statement).
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements define the critical outcomes of a unit of competency.</td>
<td>The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. <em>Italicised</em> terms are elaborated in the Range Statement.</td>
</tr>
</tbody>
</table>
| 1. **Identify OHS responsibilities** | 1.1 The *purpose and approaches of OHS* in the learning environment are defined  
1.2 Documentation outlining the *OHS legal responsibilities of the various parties* in the learning environment is accessed, read and interpreted  
1.3 *Organisational OHS documentation* is identified and accessed |
| 2. **Identify hazards in the learning environment** | 2.1 *Sources of information* are researched and accessed to identify *hazards* common within the industry in which the learning and/or assessment will take place  
2.2 The learning environment is inspected prior to use and in consultation with various parties in order to identify hazards  
2.3 Any specific OHS needs of learners and/or candidates are identified  
2.4 Any *potential hazards* created by learners and/or candidates with specific needs are identified  
2.5 Personal limitations and responsibilities in identifying hazards are recognised and *specialist advisers* are consulted when appropriate |
| 3. **Assess risks in the learning environment** | 3.1 The *likelihood of injury* as a result of exposure to the identified hazard/s is assessed  
3.2 The severity of any potential injury, illness or negative/adverse outcome arising from the identified hazard is *assessed for risk*  
3.3 Hazards are *prioritised for action* in consultation with various parties  
3.4 Personal limitations in assessing risks are recognised and specialist advisers are consulted when appropriate |
| 4. **Develop and implement actions to ensure the health safety and welfare of learners and/or candidates** | 4.1 Risk controls are developed based on the *hierarchy of control*  
4.2 A risk control action plan is identified and accessed or formulated in consultation with various parties  
4.3 Actions within the control and responsibility of the trainer/facilitator and/or assessor are implemented  
4.4 Outstanding risk control actions are referred to the various parties for implementation |
4.5 *Supervisory arrangements* appropriate to learners and/or candidates levels of knowledge/skill/ experience are monitored to ensure their health and safety

5. **Provide appropriate OHS requirements to learners and/or candidates**

5.1 Learners and/or candidates are provided with *appropriate information* related to OHS

5.2 Learners and/or candidates are assessed for knowledge of OHS requirements

5.3 Learners and/or candidates are supplied with personal protective equipment, if required

5.4 Learners and/or candidates are able to correctly use and maintain this, if required

6. **Monitor OHS arrangements in the learning environment**

6.1 Achievement against the risk control action plan is monitored and any issues addressed

6.2 The effectiveness and reliability of existing risk controls are confirmed with relevant parties

6.3 Effective hazard and incident reporting and investigation processes are confirmed on a continuing basis

**Range Statement**

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

*Training and/or assessment organisation* refers to:

- a Registered Training Organisation (RTO), i.e. an organisation registered to provide recognised training and assessment services; includes TAFE institutes, private commercial colleges/companies, enterprises, community organisations, group training companies and schools

- an organisation working in a partnership arrangement with an RTO to provide recognised training and assessment services

- an organisation that provides non-recognised training and assessment services

*Purpose of OHS is to:*

- protect the safety of the learner and/or candidate and others in the learning environment

*Approaches of OHS include:*

- the establishment and maintenance of a healthy and safe learning environment through:
  - a consultative approach
  - a systems approach

- shared responsibilities for OHS

- trainer/facilitator and assessor familiarisation with OHS requirements of the specific learning environment
OHS legal responsibilities may include:

- requirements under legislation relating to OHS and common law duty of care
- legislative requirements for consultation
- requirements under hazard-specific and other OHS regulations
- legislative requirements for reporting and record keeping related to OHS

Various parties may include:

- managers/supervisors
- designated person for OHS
- employee OHS representatives
- other people with prior OHS knowledge, for example:
  - trainers/facilitators and assessors
  - program coordinators
- training and/or assessment organisation

Organisational OHS documentation may relate to:

- the training and/or assessment organisation and/or workplace in which the training and/or assessment services take place, and may include:
  - policies and procedures
  - incident reports
  - emergency procedures
  - induction information
  - risk assessment
  - safety reports

Sources of information may include:

- OHS regulatory authorities
- industry bodies
- subject and technical specialists including OHS professionals
- hazard and injury reports from similar learning environments

Hazards are defined as:

- sources or situations with a potential for harm in terms of human injury or ill health

Potential hazards refers to:

- possible hazards created for learners and/or others as a consequence of learners and/or candidates specific needs

Specialist advisers may include:

- subject/technical specialists including OHS professionals

Likelihood of injury is defined as:

- the chance or probability that an injury will occur; this is influenced by factors such as the exposure of the person to the hazard and the effectiveness and reliability of the existing controls
**Risk** is defined as: • the likelihood and severity of injury or harm

**Assessed for risk** may involve: • in the simplest case a subjective, qualitative consideration, through to a matrix process developed under the training organisation’s management system or already existing in public documents. In this context it does not extend to detailed or complex risk assessment techniques

**Prioritised for action** refers to: • the sequence in which controls are to be implemented based upon the risk assessment and other considerations

**Hierarchy of control** refers to: • the preferred priority for risk control, emphasising hazard elimination and, where this is not possible, risk minimisation by such means as:
  - substitution with a lesser hazard
  - isolation of the hazard from people at risk
  - engineering controls
  - administrative means (eg, safe work practices, procedures and training)
  - use of personal protective equipment

**Supervisory arrangements** need to take into account the learner’s and/or candidate’s:
  • level of knowledge
  • level of experience

**Appropriate information** may include:
  • rights, responsibilities and obligations of the various parties
  • the code of conduct in the learning environment
  • types of potential hazardous events/emergencies and required responses
  • hazards and their control in the learning environment, including the use and maintenance of personal protective equipment
  • safe access and egress
  • work procedures
  • first aid provisions
  • arrangements in the learning environment for the management of OHS, including:
    - reporting procedures for hazards, incidents, injuries and faulty equipment
    - processes to use when injury does occur
    - policies and procedures, including staff handbooks
Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

Overview of Assessment

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

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

Evidence Requirements

**Required knowledge includes:**

- relevant policies, legal requirements, codes of practice and national standards including national Commonwealth and state/territory legislation, for example:
  - legislative requirements for information and consultation relevant to safety
  - legislative requirements for record keeping related to OHS
  - legislative requirements for safe workplaces
- OHS roles and responsibilities of employers, the training and/or assessment organisation, trainers/facilitators, assessors, learners and/or candidates, managers and supervisors
- duty of care obligations for training and/or assessment organisations, trainers/facilitators and assessors
- hazards and risks in the specific industry where learning and/or assessment will take place
- common risk control strategies applicable to the industry where learning and/or assessment will take place
- basics of a systematic approach to OHS
- sources of information on OHS requirements relevant to the specific industry where learning and/or assessment will take place
- organisational OHS documentation including policies, procedures and risk control strategies
Required skills and attributes include:

- literacy skills to:
  - access a range of sources of OHS information
  - read and understand OHS documentation
  - interpret OHS legal requirements
  - write hazard and incident reports
  - contribute to the development of a risk control action plan (if required)

- language skills to:
  - communicate and consult with a range of people from different levels and backgrounds
  - listen and summarise key points, make evaluative judgements and articulate verbally

- technology skills to:
  - use computer hardware and relevant software
  - use office/business equipment

- research skills to access relevant OHS information

- negotiation skills

Key Competencies relevant to this unit

The seven Key Competencies represent generic skills considered essential for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competency to undertake tasks effectively
Level (2) represents the competency to manage tasks
Level (3) represents the competency to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how Key Competencies can be applied for this unit.

Communicating ideas and information (3)
- communicating with specialist advisers
- communicating with workplace personnel

Collecting, analysing and organising information (3)
- collecting information on hazards in the learning environment
- organising the information as a basis for hazard identification and risk assessment

Planning and organising activities (2)
- planning visits to the learning environment and other activities for hazard identification and risk assessment

Working in a team (2)
- working with workplace personnel
- working with specialist advisers

Using mathematical ideas and techniques (1)
- determining minimal requirements for risk assessment
Solving problems (3)

- accessing information and working with employers to address learning environment risks to the learner and/or candidate
- liaising with specialist advisers to address OHS issues

Using technology (1)

- using a range of electronic equipment to disseminate OHS information to personnel and stakeholders

Products that could be used as evidence include:

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

Processes that could be used as evidence include:

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

Resource implications for assessment include:

- access to resources and equipment to establish and maintain the safety, health and welfare of the learner and/or candidate
- access to legislative and training and/or assessment organisation documentation on OHS

The collection of quality evidence requires that:

- assessment must address the scope of this unit and reflect all components of the unit, i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies
- a range of appropriate assessment methods and evidence gathering techniques is used to determine competency
- evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided
- the evidence collected must relate to a number of performances assessed at different points in time and in a Learning and Assessment Pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated
Specific evidence requirements must include:

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

Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving unit/s in the TAA04 Training and Assessment Training Package.
TAAENV404A Develop innovative ideas at work

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

Unit Descriptor

This unit is based on the generic guidelines unit ICS3 Develop innovative ideas at work, and has been contextualised to reflect the TAA04 Training and Assessment Training Package context.

Competency Field

Learning Environment

Application of the Unit

This unit addresses the skills needed to interpret or observe a need and to develop a detailed idea. This requires the creative generation and discussion of a number of ideas or solutions and the acceptance of positive and negative feedback. It covers the skills and knowledge required to develop new ideas or new uses for old ideas. When used as a methodology, this competency can increase the capacity for innovation within an organisation.

Ideas should be tested in order to establish and present a workable outcome that meets the needs of the end user. The skills and knowledge required for innovation are applicable to all work contexts.

In the vocational education and training context, developing new ideas and innovation is an essential process to improve the quality and provision of training and/or assessment services.

This thinking process is used across the range of work carried out in vocational education and training. Examples include designing learning programs, designing learning or assessment strategies, managing projects, developing learning resources, learning materials and assessment tools, delivering training and conducting assessment.

This unit has a broad range of applications and could be successfully implemented by anyone in the vocational education and training sector to improve their work practices.

This unit may be assessed in conjunction with a wide range of other units in this or any other Training Package as it contains generic skills that are relevant across the spectrum of work.
### Element Performance Criteria

Elements define the critical outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

#### 1. Interpret the need for innovation

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 The need or opportunity for <em>innovation</em> within the workplace context is recognised</td>
</tr>
<tr>
<td>1.2 <em>Assumptions</em> about products/processes are challenged to identify opportunities for innovation</td>
</tr>
<tr>
<td>1.3 Possible future contexts and environments for the innovation are projected</td>
</tr>
<tr>
<td>1.4 <em>End user requirements</em> are identified</td>
</tr>
<tr>
<td>1.5 <em>Resources and constraints</em> are identified</td>
</tr>
<tr>
<td>1.6 <em>Factors</em>, including ethical considerations, that may impact on the innovation are researched</td>
</tr>
<tr>
<td>1.7 Relevant organisational knowledge is accessed</td>
</tr>
<tr>
<td>1.8 Desired outcomes from innovation are identified</td>
</tr>
</tbody>
</table>

#### 2. Generate a range of ideas

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Ideas are conceptualised using a range of <em>creative thinking techniques</em></td>
</tr>
<tr>
<td>2.2 <em>Relevant knowledge</em> is applied to explore approaches</td>
</tr>
<tr>
<td>2.3 Stimulation is sought from <em>alternative sources</em></td>
</tr>
<tr>
<td>2.4 Ideas are tested against the brief and other factors</td>
</tr>
<tr>
<td>2.5 Preferred ideas are selected</td>
</tr>
</tbody>
</table>

#### 3. Collaborate with others

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Ideas are developed in conjunction with <em>relevant people</em></td>
</tr>
<tr>
<td>3.2 Feedback is sought and accepted from relevant people in an appropriate fashion</td>
</tr>
<tr>
<td>3.3 Ideas are modified according to feedback</td>
</tr>
<tr>
<td>3.4 A network of colleagues is established, maintained and utilised to develop the ideas</td>
</tr>
</tbody>
</table>

#### 4. Reflect on the ideas

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Ideas are analysed from different perspectives using structured reflection</td>
</tr>
<tr>
<td>4.2 Appropriate strategies are used to capture reflections</td>
</tr>
<tr>
<td>4.3 Time is allowed for the development and analysis of the ideas</td>
</tr>
<tr>
<td>4.4 Reflections are utilised to improve the ideas</td>
</tr>
</tbody>
</table>

#### 5. Represent the ideas

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Appropriate <em>communication methods</em> are selected for the target audience</td>
</tr>
<tr>
<td>5.2 The presentation of the ideas is developed with the audience in mind</td>
</tr>
</tbody>
</table>
5.3 The ideas are communicated to educate/inform the end users

5.4 The ideas are modified according to end user feedback

6. **Evaluate the ideas**

6.1 The ideas are reviewed using appropriate evaluation methods to ensure it meets required needs

6.2 The ideas are modified as required

**Range Statement**

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

*Innovation* is defined as:
- the process of generating new ideas or solutions, or new uses for old ideas and making them useful or a means of improvement

*Assumptions* may include:
- those views/beliefs held about work processes, training and/or assessment services, learning resources and learning materials, systems, tools and working conditions

*End user requirements* may include:
- needs
- possible uses
- advantages
- application context

*Resources and constraints* may include:
- time required
- costs
- equipment
- human resources
- work culture
- management practice
- technology needed

*Factors* may include:
- aesthetic requirements
- functionality of ideas
- information available to support ideas
- OHS considerations
- environmental considerations
- social considerations
- workplace relations considerations
Creative thinking techniques may include:

- brainstorming
- visualising
- making associations
- building on associations
- telling stories
- creative writing
- lateral thinking games
- mind mapping
- drawings
- de Bono’s Six Thinking Hats
- using prompts

Relevant knowledge may include:

- technical/subject matter/vocational knowledge
- knowledge of vocational education and training
- knowledge from different media
- knowledge from different work areas and work colleagues

Alternative sources may include:

- books and industry journals
- colleagues, friends, experts
- industry workshops, conferences and networks

Relevant people may include:

- colleagues
- team members
- supervisors
- managers
- clients

Communication methods may include:

- writing a proposal
- building a model
- showing a film
- presenting a talk
- preparing a report
- drawing a diagram
- helping the client to visualise the ideas

Reviewed may include checking that the idea:

- can be implemented
- meets the client and/or end user needs
- represents best practice
- meets financial requirements
**Evaluation methods** may include:

- developing checklists
- discussing the process with colleagues or supervisors
- writing a report of the outcomes
- surveys
- feedback

**Evidence Guide**

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

**Overview of Assessment**

To demonstrate competency against this unit, candidates must show evidence that they can recognise a need or accurately interpret a brief to develop a detailed and appropriate idea or ideas.

This requires the creative generation of a number of ideas or solutions and being able to discuss these while being open to positive and negative feedback. Ideas should be critically analysed in order to establish and present a workable outcome which meets the need of the end user.

**Evidence Requirements**

**Required knowledge includes:**

- relevant technical, job/industry or subject matter knowledge
- organisational/workplace culture and relationship to ideas generation
- different techniques for creative thinking
- evaluation and analytical methods
- relevant policies, legislation, codes of practice and national standards including national Commonwealth and state/territory legislation for example:
  - industry/workplace requirements
  - duty of care under common law
  - anti-discrimination including equal opportunity, racial vilification and disability discrimination
  - workplace relations
  - industrial awards/enterprise agreements
- relevant OHS knowledge relating to the work role/work context, and OHS considerations when developing ideas in vocational education and training, including:
- organisational OHS policies and procedures
- hazards commonly found in the work environment

Required skills and attributes include:

• language and communication skills that:
  - communicate proposed ideas with colleagues, personnel and clients
  - clarify details
  - help others to visualise the outcomes and benefits

• literacy skills to:
  - develop innovative ideas using a range of communication styles, e.g. written form, diagrams and flow charts

• research skills to:
  - access information
  - explore various options and concepts
  - identify factors and impacts of innovation

• networking skills to:
  - develop ideas with others
  - give and receive feedback
  - collaborate effectively

• reflection skills to:
  - schedule reflection
  - capture reflection
  - structure reflection
  - utilise reflection

• cognitive skills to:
  - generate relevant new ideas or solutions
  - apply new uses to old ideas
  - use a range of creative thinking techniques
  - reviewing ideas using appropriate evaluation methods

• lateral thinking skills
• the ability to analyse self and external factors

Key Competencies relevant to this unit

The seven Key Competencies represent generic skills considered essential for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competency to undertake tasks effectively
Level (2) represents the competency to manage tasks
Level (3) represents the competency to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how Key Competencies can be applied for this unit.

Communicating ideas and information (2)

• sharing ideas with others, presenting ideas to the client and obtaining feedback
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting, analysing and organising information (2)</td>
<td>• seeking or researching information from the client and other relevant sources</td>
</tr>
<tr>
<td>Planning and organising activities (2)</td>
<td>• planning and organising steps to be undertaken to develop ideas</td>
</tr>
<tr>
<td>Working in a team (2)</td>
<td>• collaborating with others and sharing knowledge to develop and present ideas</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques (1)</td>
<td>• analysing data and generating graphs, designs and measurements to test out ideas</td>
</tr>
<tr>
<td>Solving problems (2)</td>
<td>• identifying learning resources and learning materials needed and how to obtain them</td>
</tr>
<tr>
<td>Using technology (1)</td>
<td>• using computers and other relevant equipment</td>
</tr>
</tbody>
</table>

**Products that could be used as evidence include:**
- a report outlining a proposed idea including the benefits to the individual/team/organisation and the resources and/or costs required
- a diagram or representation of a proposed idea

**Processes that could be used as evidence include:**
- examples of creative thinking techniques used to develop and implement ideas
- examples of questions asked and why, and an analysis of responses

**Resource implications for assessment include:**
- work culture may not be conducive to developing innovative ideas
- time required

**The collection of quality evidence requires that:**
- assessment must address the scope of this unit and reflect all components of the unit, i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies
- a range of appropriate assessment methods and evidence gathering techniques is used to determine competency
- evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided
- the evidence collected must relate to a number of performances assessed at different points in time and in a Learning and Assessment Pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

**Specific evidence requirements must include:**
- demonstration of:
  - interpretation of needs
  - basis for generating and selecting ideas
Integrated assessment means that:

- content development and representation of ideas
- evaluation processes

- this unit can be assessed alone or as part of an integrated assessment activity involving units in the TAA04 Training and Assessment Training Package.
TAAENV501A

Maintain and enhance professional practice

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

Unit Descriptor

Applying to the Labour Force

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

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

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

Application of the Unit

Element Performance Criteria

Elements define the critical outcomes of a unit of competency. The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Italicised terms are elaborated in the Range Statement.

1. Model high standards of performance

1.1 Personal performance is consistent with the organisation’s goals and objectives

1.2 Appropriate professional techniques and strategies are modelled

1.3 Personal work goals and plans reflect individual responsibilities and accountabilities in accordance with organisational/legal requirements

1.4 Ethical and inclusive practices are applied in professional practice

2. Determine personal development needs

2.1 Personal knowledge and skills are assessed against units of competency and other relevant benchmarks to determine development needs and priorities

2.2 Changes in vocational education and training policy and operating environments are identified and the impact on professional practice and personal development needs is determined

2.3 Feedback from colleagues and clients is used to identify personal learning needs/areas of professional development

2.4 Future career options are identified

2.5 Personal learning needs are documented and updated
2.6 Personal development needs are discussed with relevant personnel for inclusion in the professional development plan

3. **Participate in professional development activities**

3.1 Development opportunities suitable to personal learning style/s are selected and used to support continuous learning and maintain currency of professional practice

3.2 Professional networks are participated in to support continuous learning and to maintain professional practice

3.3 Own performance and professional competency is continuously improved through engagement in professional development activities

3.4 Technology is used to maintain regular communication with relevant networks, organisations and individuals

4. **Reflect on and evaluate professional practice**

4.1 Developments and trends impacting on professional practice are researched and integrated into work performance

4.2 Feedback from colleagues/clients is used to identify and introduce improvements in work performance

4.3 Innovative and responsive approaches for improving professional practice are identified through the use of continuous improvement techniques and processes

4.4 Records, reports and recommendations for improvement are managed within the organisation’s systems and processes

**Range Statement**

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

*Training and/or assessment organisation* refers to:

- a Registered Training Organisation (RTO), i.e. an organisation registered to provide recognised training and assessment services; includes TAFE institutes, private commercial colleges/companies, enterprises, community organisations, group training companies and schools
- an organisation working in a partnership arrangement with an RTO to provide recognised training and assessment services
- an organisation that provides non-recognised training and assessment services

*Organisation’s goals and business plan*
objectives may relate to:

- strategic plan
- operational plan/s
- organisation’s code of conduct
- flexibility and client responsiveness
- client satisfaction
- financial performance
- people management
- marketing and client service
- quality and quality assurance

Professional techniques and strategies may include:

- techniques for initiating action and directing decision making
- strategies for presenting a confident and assured manner in challenging situations
- maintaining ethical practice in the face of opposition
- modelling behavioural and personal presentation standards
- motivation strategies
- time management
- strategies for acknowledging and respecting the attitudes and beliefs of others
- techniques for promoting active participation

Organisational/legal requirements may include:

- customer complaints, grievances and appeals
- risk identification and management, including OHS
- quality and continuous improvement processes and standards, including validation systems
- financial management, including refund policies and systems to protect fees paid in advance (if appropriate)
- recognition of qualifications issued by other training and/or assessment organisations
- access and equity
- client selection, enrolment and induction/orientation
- staff recruitment, induction and ongoing development and monitoring
- availability of policies and procedures to all personnel and learners/clients
- collaborative/partnership arrangements
- confidentiality and privacy requirements
- ethical standards
- defined resource parameters
• administrative and records management system, for example:
  - reporting/recording requirements and arrangements
  - maintenance, retention, archiving, retrieval, storage and security of assessment information
  - document version control

**Ethical and inclusive practices may include:**

• demonstrating probity in all areas of responsibility
• modelling organisational/professional codes of conduct
• reinforcing ethical conduct in interactions with and between other people
• showing respect for individual diversity, culture and religion
• recognising and utilising difference to develop both the individual and the organisation
• demonstrating sensitivity to the circumstances and background of others
• fostering a culture of inclusiveness
• new/revised policy directions in vocational education and training

**Feedback may include:**

• formal/informal performance appraisals
• obtaining comments from supervisors and colleagues
• obtaining comments from clients
• personal reflective behaviour strategies
• routine organisational methods for monitoring service delivery

**Relevant personnel may include:**

• personnel responsible for initiating and approving the professional development plan for employees in the organisation

**Professional development plan refers to:**

• the organisation’s professional development plan for each individual staff member, outlining:
  - work and personal career objectives
  - identified areas requiring development
  - learning opportunities/activities
  - relevant work activities/projects
  - links to organisational training needs profile
Development opportunities may include:
- undertaking further higher education/VET qualification
- undertaking professional development in specific areas of practice
- internal training/development programs
- relevant conferences, seminars and workshops
- reading relevant journals and literature
- networking with internal/external colleagues
- coaching and/or mentoring

Currency of professional practice may include:
- vocational competency and/or technical expertise in subject matter
- professional practice as a trainer/facilitator, assessor

Professional networks may include:
- informal networks with:
  - other trainers/facilitators, assessors
  - people working in industry/vocational area
  - contacts in vocational education and training
- formal networks such as:
  - local/interstate assessor/trainer networks
  - interest and support groups
  - regional, specialist and peak associations
  - professional/occupation associations
  - communities of practice

Technology may include:
- computer-based communication, e.g. email, Internet, Extranet and Intranet
- facsimile machines
- telephone
- video conferencing

Developments and trends may include:
- new/revised Training Packages in vocational area of expertise
- legislative/regulatory changes in vocational area of competency
- new developments/directions/trends in vocational education and training
- policy changes in vocational education and training

Continuous improvement techniques and processes may include:
- limited and systemic evaluation
- records review and maintenance
- self-assessment
- strategic business/operational planning
- ongoing education and training
- team meetings and networking
Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

Overview of Assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they have managed their personal professional development. This includes documenting personal learning needs, having input into the professional development plan, in consultation with relevant personnel, participating in relevant industry networks and maintaining currency of professional practice.

Candidates must show that they have participated in relevant industry/professional development events or activities; identified and prioritised individual networking needs; shown how networks have been used to gain information and other support appropriate to workplace or work role; shown how feedback was used to identify further areas for development; used reflection strategies to identify new ways of improving performance; and used technology to access new information.

Evidence Requirements

**Required knowledge includes:**

- organisational goals/objectives
- organisational processes, procedures and opportunities relating to professional development
- a range of continuous improvement techniques and processes and their application
- social and education trends and changes impacting on the vocational education and training environment, for example:
  - policy changes
  - technological changes
  - cultural changes
  - economical changes
- networks relevant to professional practice
- standards/principles, ethnical/inclusive principles and practices
- types and availability of training development activities and opportunities
- relevant policies, legislation, codes of practice and national standards including national Commonwealth and state/territory legislation for example:
  - Training Packages, competency standards, other relevant benchmarks
  - licensing requirements
  - industry/workplace requirements
- duty of care under common law
- recording information and confidentiality requirements
- anti-discrimination including equal opportunity, racial vilification and disability discrimination
- workplace relations
- industrial awards/enterprise agreements
- National Reporting System

- relevant OHS knowledge relating to the work role/work context, and OHS when managing own professional practice and performance

**Required skills and attributes include:**

- reflection skills to:
  - systematically evaluate personal work practices to improve performance or understanding
  - reduce or prevent stress
- leadership skills to present a professional image
- self-evaluation skills to:
  - identify gaps in skills or knowledge
  - obtain competencies to meet current and future organisational objectives
- research skills to:
  - keep up with trends in vocational education and training to obtain current information
  - identify relevant industry affiliations
  - keep up with trends/changes/developments in the vocational area of competency
- communication skills to:
  - obtain feedback from colleagues and clients
  - participate in professional networks
  - consult with colleagues and clients
- interpersonal skills to:
  - participate in industry events and activities
  - build professional relationships
- networking skills to build an industry network
- literacy skills to:
  - document personal learning needs
  - read and interpret vocational education and training information such as legal/organisational policy documents
  - complete and maintain records related to professional development
- time management skills to:
  - organise professional development activities
  - analyse and identify career options
- create a balance between work, study, personal and recreation activities

**Key Competencies relevant to this unit**

The seven Key Competencies represent generic skills considered essential for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competency to undertake tasks effectively
Level (2) represents the competency to manage tasks
Level (3) represents the competency to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how Key Competencies can be applied for this unit.

| Communicating ideas and information (3) | • communicating personal development needs  
| Collating, analysing and organising information (3) | • sharing professional experiences within a network  
| Planning and organising activities (3) | • evaluating personal professional competency against industry benchmarks  
| Working in a team (3) | • assessing suitable learning strategies  
| Using mathematical ideas and techniques (2) | • selecting and using available learning methods to maintain current competency  
| Solving problems (2) | • routinely reviewing tasks or projects and evaluating where future improvements can be made  
| Using technology (2) | • building relationships and networks with colleagues  
| • seeking feedback on personal performance  
| • applying basic mathematics to everyday tasks  
| • interpreting graphs and charts to identify patterns or trends  
| • identifying gaps in personal skills and knowledge  
| • evaluating appropriateness of strategies for maintaining currency of competency  
| • maintaining regular communication with networks  
| • using computers to access up-to-date information about professional development activities  

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

• documented personal learning needs  
• examples of developments and trends researched  
• examples of continuous improvement techniques and processes used  

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

• how organisational ethics and/or practices were accessed and applied within organisational requirements  
• how and why personal development needs were identified  
• how feedback was obtained from clients and colleagues and used to improve work performance  
• how and why professional practice was reflected on and evaluated
| Resource implications for assessment include: | • relevant organisational/legal documentation  
| | • access to relevant benchmarks  
| | • access to networks, technology, communication  |
| The collection of quality evidence requires that: | • assessment must address the scope of this unit and reflect all components of the unit, i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies  
| | • a range of appropriate assessment methods and evidence gathering techniques is used to determine competency  
| | • evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided  
| | • the evidence collected must relate to a number of performances assessed at different points in time and in a Learning and Assessment Pathway these must be separated by further learning and practice  
| | • assessment meets the rules of evidence  
| | • a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated  |
| Specific evidence requirements must include: | • evidence of contribution to professional development plan  
| | • evidence of networking and using technology to gain information and other support  
| | • evidence of participating in professional development activities and maintaining currency  
| | • evidence of incorporating self reflection, feedback obtained from clients/colleagues into professional practice |
Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the TAA04 Training and Assessment Training Package. Suggested units include but are not limited to:
  - TAAASS501A Lead and coordinate assessment systems and services
  - TAACMQ505A Lead a team to foster innovation
  - TAADEL503A Provide advanced facilitation to support learning.