COMPETENCY STANDARDS

National Certificate 4 in Training and Assessment

LEVEL 4
Senior Trainer
NC4TRA40022B

Approved and Endorsed by National Training Council 2010

Version 2.0 Reviewed 2015
National Training Council and PSWDP Funded Project Officer
ACKNOWLEDGEMENT:

The National Qualifications in Training and Assessment was developed by the National Training Council to complement the NQF qualifications structure and the NQA institution registration and accreditation requirements.

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The project advisor:
Dr. Paul Brady, ASF Advisor; 2008- January 2010

Editor:
Joe Lokes; 2010 - 2015

Reviewer:
Joe Lokes; 2010-2015
Papua New Guinea
National Qualification Framework

NATIONAL COMPETENCY STANDARDS FOR TRAINER

Qualification Code: NC4TRA40022B

Qualification Title: NQF National Certificate 4 in Training and Assessment – NC4TRA40022B

Code description:

NC: National Certificate
TRA: Training and Assessment
4: Level
00: Sequence digits (e.g. 400/401/402)
2: Version
2: Year of Endorsement – 2010
B: Reviewed version 2015
Introduction

Competency standards - National Certificate 4 in Training and Assessment

This competency standard was developed and endorsed by the National Training Council (NTC) in 2008. Competency standard is grouped into units of competency, which describe major functions of an occupation or major work roles.

The challenge now facing us is to put into practice these principles and features of the competency-based training and assessment system and to judge whether indeed the new system is producing a more flexible and highly skilled workforce that can adapt to change.

UNITS OF COMPETENCY

<table>
<thead>
<tr>
<th>NATIONAL CERTIFICATE 4 IN TRAINING AND ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification Code: – NC4TRA40022B</td>
</tr>
</tbody>
</table>

**Purpose of qualification:**
The holders of this qualification are expected to work as a Senior Trainer and will be working under the supervision of a Master/Consultant Trainer or Training & Development Manager

<table>
<thead>
<tr>
<th>Regulations for the qualification</th>
<th>NC4 in Training and Assessment will be awarded to those who are competent in units; 1+2+3+4+5+6</th>
</tr>
</thead>
</table>

**Schedule of units**

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Unit Code</th>
<th>Credit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undertake organisational training needs analysis</td>
<td>NC4MTRAS40122B</td>
<td></td>
</tr>
<tr>
<td>Research and develop competency standards</td>
<td>NC4TRADES40222B</td>
<td></td>
</tr>
<tr>
<td>Lead and coordinate training systems</td>
<td>NC4TRADEL40322B</td>
<td></td>
</tr>
<tr>
<td>Lead and coordinate assessment systems and services</td>
<td>NC4TRAASS40422B</td>
<td></td>
</tr>
<tr>
<td>Lead and conduct training and/or assessment evaluations</td>
<td>NC4TRAeva40522B</td>
<td></td>
</tr>
<tr>
<td>Develop teams and individuals</td>
<td>NC4TRADEL40622B</td>
<td></td>
</tr>
</tbody>
</table>

**Accreditation Requirements**
The training provider should have a class room and computer lab or similar training facility to provide the trainees the hands-on experience related to this qualification.

**Packaging Rules: Recommended sequencing of units**

40
Trainers Certifications Level

The trainer’s competency standard is divided into five national qualifications. The five qualifications relate to the NQF/NQA trainer registration compliance standards and links to the trainer’s job functions in the workplace.

<table>
<thead>
<tr>
<th>Master/Consultant Trainer</th>
<th>National Diploma of Training and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Senior Trainer</strong></td>
<td><strong>National Certificate 4 in training and assessment</strong></td>
</tr>
<tr>
<td>Trainer</td>
<td>National Certificate 3 in training and assessment</td>
</tr>
<tr>
<td>Instructor</td>
<td>National Certificate 2 in instructing</td>
</tr>
<tr>
<td>Assessor</td>
<td>Statement of Attainment in assessing</td>
</tr>
</tbody>
</table>
## EXPLANATION OF TERMS

**COMPETENCY STANDARDS**
This is a set of statements which describe, in outcome terms, the skills and knowledge which are needed to perform important tasks or role in the workplace.

**UNITS OF COMPETENCE**
Describes one component or groups of skills and knowledge.

**RANGE STATEMENT**
Defines the boundaries of the unit, also links any equipment and reference material that may be used.

**ELEMENT OF COMPETENCE**
Elements of competence are the basic building blocks of the competence. The elements of competence:

- May vary in number between units of competence.
- Are expressed as things an employee can do as an action or outcome.
- Must be able to be demonstrated and assessed.
- Are the key activities or elements of the skills and knowledge covered in the unit.

**PERFORMANCE CRITERIA**
Performance criteria relate directly to each element of competency. They show the required level of performance expected in employment. These statements include the outcomes to be assessed and the level of performance required to be considered competent.

**EVIDENCE GUIDE**
Specifies how evidence is collected to determine if the required competence has been achieved. It also states the essential underpinning knowledge that is to be assessed.

**RANGE OF VARIABLES**
Place a defined competency in the context in which it will be applied. These include industry and enterprise specific factors which apply to the standard, i.e. particular technology or equipment.
Competency Standard for

National Certificate 4 in Training and Assessment

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit Title</th>
<th>Credit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Undertake organisational training needs analysis</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Research and develop competency standards</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Lead and coordinate training systems</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Lead and coordinate assessment systems and services</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Lead and conduct training and/or assessment evaluations</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Develop teams and individuals (Elective)</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Value

DESCRIPTION OF A SENIOR TRAINER

Senior Trainer is a professional training personal who provides educational leadership including:

Research and develop competency standards, Develop teams and individual, Undertake organisational training needs analysis, Determine and manage scope of training and assessment services, Lead and conduct training and/or assessment evaluations, Lead and coordinate assessment systems and services, Lead and coordinate training services, Use competency standards to meet client needs, Design and develop learning programs, Plan and organise assessment, Develop assessment tools, Design and organise learning resources, Facilitate group based delivery, Assess competence and review training and assessment to meet the identified competency requirements of the target group, to the standard required by the PNG Quality Assurance Framework and external accreditation authorities. He is expected to work under the supervision of a Master/Consultant Trainer or Director of Training Institution/Training Provider.

SKILLS AND INTEREST

Senior Trainer need to:

• communicate effectively at all level both within and outside the organisation
• be competent and confident in a specific technical/occupational skills area,
• have a good knowledge of adult learning,
• develop and procures learning program,
• have a good management and leadership skills,
• make good judgment before making a decision
• be familiar with a range of training resources and training material,
• be computer literate
• be good at solving problems,
COMPETENCY STANDARD DEVELOPMENT PROCESS

The competencies were determined based on the analysis of the tasks expected to be performed by the senior trainer in Papua New Guinea. The task analysis was based on the existing job descriptions used in both private and public sector. Competency standards used for similar type of training in other countries were also examined.

CURRICULUM/LEARNING PROGRAM DESIGN AND DEVELOPMENT

The curriculum or syllabus for the TVET provider to guide training delivery, should consist of:

- Training Standards – extracted from the National Training Regulation
- Modules of Instructions – The components are: Unit of Competency; Code; Module Title, Module Descriptor; Nominal Duration; Qualification Level; Prerequisite; Summary of Learning Outcomes; Details of each Learning Outcome, Assessment Criteria, Contents, Conditions/Resources, Methodologies, Assessment Methods.

In addition to the above, the following should also be considered with regard to workplace training and assessment:

- Self Assessment
- Training Needs Analysis
- Learners Learning Style and Characteristics
<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Undertake organisational training needs analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptor</td>
<td>This unit defines the competency required to undertake organisational training needs analysis</td>
</tr>
<tr>
<td>Code</td>
<td>NC4TRAS40122B</td>
</tr>
<tr>
<td>Level</td>
<td>4 (Senior Trainer)</td>
</tr>
<tr>
<td>Credit</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Identify organisational/ client needs | 1.1 Discussions are held with clients to identify and verify client objectives, expectations and organisational requirements  
  1.2 Appropriate communication and interpersonal skills are used to develop a professional relationship with the client  
  1.3 Existing or potential issues to be addressed are identified and analysed to determine the impact on client objectives and requirements  
  1.4 Resources are identified and accessed in accordance with organisational requirements  
  1.5 A consultation plan is developed with relevant |
| 2. Conduct training needs analysis | 2.1 Reliable and appropriate methods for collecting information and data on current, emerging and future training needs are employed which make efficient use of resources  
  2.2 Work is analysed to determine skills and competencies required for effective performance  
  2.3 Information and data is gathered to determine current skills/competency profile of staff in accordance with legal/organisational/ethical requirements  
  2.4 Information is analysed using reliable and valid data analysis methods to determine skills competency match and identification of current/emerging/future organisational training needs  
  2.5 Conclusions on organisational training needs are supported by verifiable evidence and are consistent with research objectives |
| 3. Provide advice to clients | 3.1 Clients are provided with clear advice and recommendations on training and assessment needs  
  3.2 Clients are provided with options for meeting identified training needs  
  3.3 Feedback and comments on suitability and sufficiency of advice and recommendations are obtained  
  3.4 Final report is completed and presented to the client, and processed in accordance with legal/organisational requirements |
**Range statement**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

| Methods for collecting information and data may include:                      | • surveys, interviews, discussions, focus groups  
| • critical incident technique  
| • observations of personnel at work  
| • accessing relevant government legislation, policies and practices  
| • analysing industry and/or enterprise skills audit reports  
| • analysing human resource management records/performance management records  
| • reviewing industry publications or reports  
| • concept mapping  
| • job and task analysis  
| • analysing assessment and/or training records |

| Information and data may be gathered at the following levels:                  | • organisational  
| • workgroup/work unit  
| • individual |

| Data analysis methods may include:                                           | • qualitative/quantitative processes  
| • feedback on results  
| • review of previous research  
| • peer review  
| • data sampling  
| • statistical analysis |

| Report may be presented using:                                               | • visual, audio-visual, graphics, multimedia  
| • demonstrations/presentations  
| • written text or equivalent medium  
| • plans, diagrams, charts, posters |
**Evidence guide**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range statement.

| Overview of assessment | To demonstrate competency against this unit candidates must be able to provide evidence that they can consult effectively with clients to identify their needs and provide recommendations for training and/or assessment. The advice provided as evidence must show how consultative processes were used to verify client needs; detail research methods undertaken to identify suitable training and/or assessment; include an implementation plan for the training needs analysis; include presentations outlining advice and recommendations; and identify

| Products that could be used as evidence include: | • report highlighting outcomes of workshops and stakeholder consultation  
• report detailing recommendations  
• feedback gathered  
• consultation/communication plans |

| Processes that could be used as evidence include: | • how information was collected  
• how relevant data was analysed  
• how future support was determined |

| Resource implications for assessment include: | • access to competency standards  
• access to assessment materials and tools  
• access to suitable assessment venue/equipment  
• workplace documentation  
• cost/time considerations  
• personnel requirements |

| 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 Guide  
• a significant level of evidence must be gathered in the teaching/assessment environment the learner is normally working in or is likely to work in  
• 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: | • an outline of client needs  
• a report of research undertaken  
• recommendations made to the client  
• a plan outlining the delivery of future services, if required |

| Integrated assessment means that: | • this unit can be assessed alone or as part of an integrated assessment activity involving relevant units |
Skills and Knowledge

Required skills:

Required skills and attributes include:

- research skills to:
  - design research processes for collecting reliable and valid information
  - objectively observe processes
- literacy skills to:
  - prepare written reports incorporating advice and recommendations
  - critically evaluate the relevance, reliability and authority of information
- integrative thinking skills to:
  - conceptualise and synthesise issues by 'making links'
  - explore issues from a number of different or contrasting points of view
- observation skills to:
  - identify current work practices
  - analyse future training requirements
- consultation skills to:
  - analyse and determine client requirements
  - ensure full participation of relevant individuals and groups in providing feedback on recommendations
- communication skills to:
  - interpret information from a variety of people
  - promote and explain recommended development activities
- interpersonal skills to:
  - maintain appropriate relationships with stakeholders
  - establish trust
  - be open to the opinion of others
  - actively listen
- numerical skills to:
  - document and present statistical information to illustrate key aspects of a problem or question
- negotiation and facilitation skills to:
  - work with people at all levels of the organisation to ensure client objectives are being met
  - support ideas in a polite manner when challenged
- problem solving skills to:
- apply effective approaches to defining and analysing issues
Required knowledge:

Required knowledge includes:

- competency standards and national qualifications to:
  - match suggested training to client needs
  - work with competency standards to design training solutions
  - work within the quality framework
  - risk identification and management strategies
- industry and enterprise knowledge, for example:
  - relevant assessment and training strategies
  - client organisation's culture and expectations
  - underpinning skills and knowledge likely to be required in the industry
  - changes likely to impact on the industry/sector and training implications of those
- range of evaluation and research methodologies, for example:
  - literature research
  - DACUM analysis
  - Delphi analysis
  - interviewing techniques
- the external environment relating to social, political, economic and technological developments, for example:
  - new developments in adult learning techniques
  - available funding
- principles of intellectual property, for example:
  - various ways to give appropriate credit when using another's ideas or work
  - training and development strategies
  - learning organisation concepts
  - change management concepts/strategies
- data retrieval and interpretation systems, for example:
  - training needs analysis
  - analysis of job functions
- relevant policy, legislation, codes of practice and national standards including legislation, for example:
  - plagiarism
  - national qualifications, competency standards/other criteria
  - copyright and privacy laws in terms of electronic technology
  - security of information
  - recording information and confidentiality requirements
  - duty of care
  - the industrial relations system, industry/workplace relations, and industrial awards/enterprise agreements
  - anti-discrimination including equal opportunity, racial vilification and disability discrimination
  - vocational education and training
• OHS relating to undertaking an organisational training needs analysis, including:
  o sources of information on OHS as it applies to the training and/or assessment organisation
  o risks that should be addressed by a training and/or assessment organisation
  o legislative requirements for OHS record keeping and reporting requirements
  o OHS obligations of the training and/or assessment organisation, the trainer/facilitator, assessor and learner
  o requirements for consultation under OHS legislation

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<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Research and develop competency standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptor</td>
<td>This unit defines the competency required to conduct research and develop competency standards</td>
</tr>
<tr>
<td>Code</td>
<td>NC4TRADES4022B</td>
</tr>
<tr>
<td>Level</td>
<td>4 (Senior Trainer)</td>
</tr>
<tr>
<td>Credit</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Interpret requirements and research competency area | 1.1 The scope and purpose of developing competency standards is clarified with the client  
1.2 Systems and processes for managing the competency development process are confirmed with relevant persons and potential issues and risks are identified  
1.3 Initial research is undertaken to identify relevant information within the defined scope  
1.4 Further research is undertaken using a variety of research methods to distinguish:  
1.4.1 critical and discrete work area/s  
1.4.2 the range of work activities or tasks within each work area  
1.4.3 technical and generic skills, knowledge and attributes required to perform the identified tasks/activities  
1.5 Researched information is collated, reviewed, rearranged and organised using relevant thinking skills to create a conceptual overview of all the factors involved in competent performance in each work area/activity  
1.6 Research outcomes are confirmed with relevant people |
| 2. Formulate competency standards | 2.1 Relevant guidelines are accessed and interpreted to format and structure the competency standards  
2.2 Draft competency standards are developed from the synthesised research in accordance with relevant guidelines  
2.3 The draft competency standards are written to reflect plain English, clear writing and the technical language of the audience  
2.4 All parts of the competency standard format and structure are developed and written to create a cohesive, user-friendly and meaningful document  
2.5 Draft competency standards are confirmed with relevant people |
<table>
<thead>
<tr>
<th>3. Validate competency standards</th>
<th>3.1 A comprehensive consultative process is planned to review and validate the draft competency standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.2 Mechanisms are developed to manage feedback</td>
</tr>
<tr>
<td></td>
<td>3.3 The consultation process is undertaken in accordance with the consultation plan and matters raised by stakeholders are addressed</td>
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<tr>
<td></td>
<td>3.4 Feedback is collated and analysed using criteria and a judgment is made to modify, amend or maintain draft</td>
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<tr>
<td></td>
<td>3.5 Consultation outcomes are documented</td>
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<tr>
<td></td>
<td>3.6 If required, a further process of consultation is undertaken and further iterations of draft competency standards are developed</td>
</tr>
<tr>
<td></td>
<td>3.7 Findings are confirmed with relevant people</td>
</tr>
<tr>
<td>4. Finalise competency standards</td>
<td>4.1 Draft competency standards are checked and edited to ensure all relevant changes have been made and that the product meets all requirements</td>
</tr>
<tr>
<td></td>
<td>4.2 Any final issues are considered and addressed and final draft is confirmed and handed over to the client</td>
</tr>
<tr>
<td></td>
<td>4.3 The development process is evaluated and reflection is used to identify changes and improvements</td>
</tr>
</tbody>
</table>
Range statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

| Using a variety of research methods may include: | • focus groups with people performing the job/work  
• functional analysis workshops using DACUM or similar technique  
• structured interviews with personnel regarded as expert, highly competent, very experienced  
• evaluation of documentation, e.g. job profiles, recruitment information  
• discussions with people in industry or professional networks |
|---|---|
| All parts of the competency standard format and structure may include: | • unit title and descriptor  
• application section  
• competency field  
• industry sector  
• pre-requisites  
• Elements  
• Performance Criteria  
• Range Statement  
• the Evidence Guide, including  
  o Required Knowledge and Skills  
  o Critical aspects of assessment  
• Context and resource implications of assessment  
• Methods of assessment  
• Products and processes that could be used as evidence  
• Integrated assessment/co-assessment relationships  
• guidance information |
**Evidence guide**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range statement.

<table>
<thead>
<tr>
<th>Overview of assessment</th>
<th>To demonstrate competency against this unit candidates must be able to provide evidence that they have developed a number of competency standards which accurately define identified work functions/processes/roles/vocational outcomes. Evidence must show that an extensive research, consultative and validation process was used in developing the competency standards-assessment relationships guidance information</th>
</tr>
</thead>
</table>

| Products that could be used as evidence include: | • draft competency standards  
• developed competency standards  
• documentation seeking and receiving feedback on draft competency standards  
• literature review  
• reports of consultations  
• functional analysis documentation  
• workshop materials |
| --- | --- |

| Processes that could be used as evidence include: | • how information has been analysed for inclusion in the competency standard  
• how consultation and research processes were established and why  
• how industry and end user requirements were met |
| --- | --- |

| Resource implications for assessment include: | • access to research materials  
• access to industry/organisational staff and experts  
• access to consultation participants  
• access to competency standards  
• access to guides |
| --- | --- |

| 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 Guide  
• a range of appropriate assessment methods/evidence gathering techniques is used to determine competency  
• a significant level of evidence must be gathered in the teaching/assessment environment the learner is normally working in or is likely to work in  
• 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 |
| --- | --- |

<table>
<thead>
<tr>
<th>Specific evidence requirements must include:</th>
<th>• a minimum of three units of competency that encompass the design features, structure and format for competency standards</th>
</tr>
</thead>
</table>

| Integrated assessment means that: | • this unit can be assessed alone or as part of an integrated assessment activity involving relevant units |
Skills and Knowledge

Required skills:

Required skills and attributes include:

- **communication skills to:**
  - identify and clarify the purpose and scope of competency standards development
  - elicit relevant information from people during research
  - consult widely and effectively
  - convey ideas and information
  - conduct interviews and ask relevant questions
  - discuss issues and matters relating to competency standards development

- **research and analysis skills to:**
  - gather information from a range of sources
  - analyse information for validity and reliability
  - undertake literature reviews
  - use a variety of research methods
  - analyse competency standards

- **thinking skills to:**
  - conceptualise competency
  - synthesise information
  - order and determine relevant information
  - think laterally
  - process and sort information from a range of sources and determine what is useful or relevant
  - filter, order, critique and evaluate information
  - identify and respond to different stimuli and 'discover' new or important information

- **literacy skills to:**
  - read and interpret written information, guidelines and other documents
  - write clear and cohesive specifications
  - use plain English
  - use appropriate technical language in the area of vocational competency
  - use the language of training/vocational education and training
  - translate the range of processes and procedures followed in a job to a set of skills and knowledge
• facilitation skills to:
  o undertake consultative processes
  o run workshops and focus groups
  o ensure effective participation by stakeholders and individuals
  o obtain support from stakeholders
• presentation skills to:
  o present information, feedback and advice to stakeholders in consultation processes
• technology skills to:
  o develop the competency standard in the format requested by the brief
  o distribute and gather information
• reflection skills to:
  o own work
  o other developers' work
  o the processes used to develop the competency standard

Required knowledge:

• Required knowledge includes:
• sound knowledge of competency standards, including:
  o the structure and format of competency standards
  o how the different parts of a competency standard work together and how to link them
  o how and where assessment requirements are defined in the competency standard
  o the language and terminology used
• current guidelines for developing competency standards and any other related guidelines
• who to collaborate with to get information about competency standards and their development, for example:
  o other developers
  o trainers/facilitators and/or assessors
  o employer organisations and unions
  o international organisations
  o regulatory authorities including OHS
  o professional bodies
• the difference between:
  o skills, knowledge and attributes
  o technical skills and generic skills
  o tasks and work functions
  o the dimensions of competency and the format of competency standards
• a range of research methods, for example:
  o focus groups
  o functional analysis workshops
  o structured interviews
  o observation
  o evaluation of documentation
  o desk research
  o using international standards
• the vocational education and training environment, for example:
  o different organisations and the information they can provide
  o accreditation processes
  o the role of national qualifications and competency standards
  o developments relating to national qualifications and competency standards
• relevant policy, legislation, codes of practice and national standards including legislation, for example:
  o plagiarism, copyright, ethical practice
  o major policy impacting on competency standards development e.g. Bridging Pathways
  o licensing requirements
  o duty of care under common law
  o anti-discrimination including equal opportunity, racial vilification and disability discrimination
  o industrial relations requirements including relevant awards/enterprise agreements
• relevant OHS knowledge relating to the work role and OHS considerations which need to be included in the content of competency standards
• OHS obligations of the training and/or assessment organisation, the trainer/facilitator and/or assessor and learner
<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Lead and coordinate training systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptor</td>
<td>This unit defines the competency required to lead and coordinate training systems</td>
</tr>
<tr>
<td>Code</td>
<td>NC4TRADEL40322B</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Organise and arrange training services | 1.1 Documentation relating to scope and legal/organisational requirements for training services is identified, accessed and interpreted  
1.2 Availability and suitability of relevant trainers/facilitators is identified including across sites  
1.3 Availability of material and physical requirements is confirmed with relevant personnel within budget specifications  
1.4 Capacity to provide training services in accordance with scope and legal/organisational requirements is determined and partnership arrangements are developed, organised, agreed and documented as written agreements, where relevant  
1.5 The training schedule is developed, discussed and agreed with relevant persons |
| 2. Organise and lead training personnel | 2.2 Communication and reporting arrangements are determined and agreed  
2.3 Leadership skills and coaching and mentoring assistance is provided to guide and support trainers/facilitators in carrying out their work and issues/irregularities are identified and addressed in a timely and appropriate manner  
2.4 Opportunities for professional/staff development and internal/external networking are established |
| 3. Monitor training operations | 3.1 The training schedule is monitored and contingencies are addressed  
3.2 Partnership arrangements are monitored in accordance with written agreements, where relevant  
3.3 Training records and reports are monitored to ensure legal/organisational requirements are met  
3.4 Feedback from clients and stakeholders is initiated, monitored and addressed  
3.5 Outcomes and recommendations of internal/external evaluations of training services are implemented and changes in training services operations are documented and monitored  
3.6 Directions for continuous improvement in the provision of training services are identified and reported to relevant persons |
**Range Statement**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

| **Scope of training services refers to:** | • operational parameters, for example:  
  ○ single training site  
  ○ across a number of sites  
  ○ across the nation  
  ○ international  
  • operational status, for example:  
    ○ recognised training and/or assessment services through registration in accordance with the quality framework  
    ○ unrecognised/internal/organisational  
    ○ in partnership arrangement  
  • operational methods, for example:  
    ○ using national qualifications  
    ○ using internal benchmarks and programs  
    ○ using internal/external learning resources  
    ○ product-based |
| **Material and physical requirements may include:** | • required national qualifications  
  • documented learning strategies  
  • documented learning programs  
  • learning materials and learning resources  
  • curriculum  
  • organisational competency standards/benchmarks  
  • IT equipment and associated software/hardware  
  • materials and equipment relevant to the unit of competency/subject area being delivered venues |
| **Quality requirements refers to:** | • the quality framework specifications and competency standards for trainers  
  • organisational standards/qualifications for trainers/facilitators |
## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the assessment guidelines for the units of competency.

### Overview of assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they have taken responsibility for the operational parameters for training provision in a specified vocational area/field of training services; provided leadership, direction and support to other trainers/facilitators; and have effectively monitored training services in a training and assessment organisation.

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

- how information and feedback was analysed to address contingencies and irregularities/issues
- how partnership arrangements were discussed and agreed upon
- how trainer/facilitator support and guidance needs were identified and met
- in the case where coordination and management is across two or more sites, how the consistency of delivery and service was ensured

### Resource implications for assessment include:

- access to legal/organisational documentation
- access to operating/simulated training environment
- access to trainers/facilitators and assessors access to clients

### 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 Guide,
- a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
- a significant level of evidence must be gathered in the teaching/assessment environment the learner is normally working in or is likely to work in
- 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:

- demonstrated performance in coordinating training services in one or more areas of service delivery and which encompasses:
  - establishing operational parameters and requirements
  - developing training schedules
  - providing leadership, support and guidance to trainers/facilitators
  - reporting on operational arrangements for training services, including advice on future directions

### Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving relevant units
Required skills:

Required skills and attributes include:

- **language and literacy skills to:**
  - communicate in spoken and written forms with a range of trainers/facilitators and clients in a training context
  - interpret legal/organisational requirements, policies and procedures
  - prepare relevant documentation
  - establish and maintain professional working relationships with colleagues/staff and clients
- **planning and organisational skills to:**
  - develop training schedules
  - organise trainers/facilitators
  - organise material/physical requirements
- **coaching and mentoring techniques, including how to:**
  - provide encouragement, feedback, advice and guidance
  - deal with issues/problems
  - promote safety
- **analysis and interpretation skills to:**
  - evaluate delivery and facilitation practices
  - access and interpret organisation's standards and values
  - determine service provision requirements
- **observation skills to:**
  - assess the effectiveness of the organisation's provision of training services
  - distinguish different types of problems, e.g. technical, people and theoretical
- **problem solving skills to:**
  - combine different modes of thinking such as creative and analytic for practical problem solving
  - anticipate future implications for own and others' decisions
  - reliably evaluate alternative solutions
  - manage continuous improvement processes
- **leadership skills to:**
  - set direction for others
  - influence and motivate others
  - guide and support others
  - manage conflict
  - make informed decisions and recommendations
- **skills to accurately calculate material and physical operational requirements**
- **skills to manage diversity policies and procedures**
- **skills to develop and initiate support systems for trainers/facilitators**
Required knowledge:

Required knowledge includes:

- relevant legal/organisational requirements for the scope of training services
- organisational policies and procedures relating to the scope of training services
- organisation’s quality management systems and processes
- content of relevant competency standards or other organisational benchmarks for training services
- content of relevant documented learning strategies to guide and support the provision of training services
- content of relevant documented learning programs and/or work-based learning pathways to guide and support the provision of training services, where relevant
- how to develop delivery plans, learning activities
- delivery and facilitation methods and practices
- conflict resolution techniques
- coaching and mentoring techniques
- evaluation techniques
- OHS relating to the provision of training services, including:
  - OHS obligations of the training and assessment organisation, the trainer/facilitator and learner
  - legislative requirements for information and consultation relevant to safety
  - elements of an OHS management system as it applies to a training and assessment organisation
- nature of OHS risks that should be addressed by a training and assessment organisation
<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Lead and coordinate assessment systems and services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptor</td>
<td>This unit defines the competency required to Lead and coordinate assessment systems and services</td>
</tr>
<tr>
<td>Code</td>
<td>NC4TRAASS40422B</td>
</tr>
<tr>
<td>Level</td>
<td>4 (Senior Trainer)</td>
</tr>
<tr>
<td>Credit</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop and extend assessment expertise</td>
<td>1.1 Relevant and current research on assessment is accessed, read and incorporated into own and others' assessment practice</td>
</tr>
<tr>
<td></td>
<td>1.2 Opportunities to extend assessment expertise are sourced and accessed and new/extended assessment skills and knowledge are incorporated into own and others' assessment practice</td>
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<td></td>
<td>1.3 A range of assessment methods is demonstrated in assessment practice</td>
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<td>1.4 Cognitive skills are used to guide and support quality assessment practice and address issues in assessment practice</td>
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<td></td>
<td>1.5 Ethical standards underpin assessment practice</td>
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<tr>
<td></td>
<td>1.6 Reflection is used to explore and extend expertise in assessment</td>
</tr>
<tr>
<td>2. Lead assessment activities</td>
<td>2.1 Assessment strategies are developed and confirmed in assessment only pathways</td>
</tr>
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<td></td>
<td>2.2 Roles, responsibilities and accountabilities of relevant persons in assessment are discussed and confirmed</td>
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<tr>
<td></td>
<td>2.5 Strategies for communication and networking are established and maintained with and between assessors</td>
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<td></td>
<td>2.6 Leadership skills are used to provide clear direction, advice and support to assessors</td>
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<tr>
<td></td>
<td>2.7 Professional development needs and opportunities for assessors are identified and recommendations made to relevant personnel</td>
</tr>
<tr>
<td>3. Monitor assessment practice</td>
<td>3.1 Assessment practice of assessors is systematically monitored in relation to:</td>
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<tr>
<td></td>
<td>3.1.1 how client/candidate needs are being met</td>
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<td>3.1.2 how effectively and accurately the designated competency</td>
</tr>
<tr>
<td></td>
<td>standards are being interpreted by assessors as the</td>
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<td></td>
<td>benchmarks for assessment</td>
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<td>3.1.3 how the principles of assessment are being</td>
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<td></td>
<td>applied in assessment practice</td>
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<td></td>
<td>3.1.4 assessors' application of assessment methods</td>
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<td></td>
<td>and assessment tools</td>
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<td>3.1.5 how the rules of evidence are being applied in gathering</td>
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<td>evidence</td>
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<td>3.1.6 whether assessment is being conducted in accord with the</td>
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<td></td>
<td>policies and procedures of the organisation's assessment system</td>
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<td>3.1.7 whether organisational/legal/ethical requirements are being</td>
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<td></td>
<td>met</td>
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<td></td>
<td>3.2 Individual facilitation techniques are used to guide and</td>
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<td>support assessors as they work and to improve assessment practice</td>
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<td></td>
<td>3.3 Assessment records are analysed to ensure</td>
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<tr>
<td></td>
<td>legal/organisational/ethical requirements are being met and</td>
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<tr>
<td></td>
<td>appropriate advice is provided to improve record keeping</td>
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<td></td>
<td>arrangements where issues arise</td>
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<td>3.4 Validation documentation is finalised and processed in</td>
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<tr>
<td></td>
<td>accordance with assessment system/legal/organisational procedures</td>
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<tr>
<td></td>
<td>and presented to relevant people, within an agreed timeframe</td>
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<td></td>
<td>3.5 Recommendations from validation processes are</td>
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<tr>
<td></td>
<td>identified and forwarded to the appropriate authority</td>
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<tr>
<td>4. Coordinate assessment</td>
<td>4.1 Assessment system policies and procedures relating to validation</td>
</tr>
<tr>
<td>validation activities</td>
<td>are accessed and interpreted, and validation is initiated in line</td>
</tr>
<tr>
<td></td>
<td>with organisational/legal/ethical requirements</td>
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<td></td>
<td>4.2 Risk assessment/analysis is undertaken to determine the</td>
</tr>
<tr>
<td></td>
<td>purpose, focus and context of validation activities</td>
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<td>4.3 Approaches to validation are considered and determined</td>
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<td>4.4 Participants in validation are determined and/or confirmed,</td>
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<td></td>
<td>and materials and resources needed for validation activities are</td>
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<td></td>
<td>organised</td>
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<td>4.5 Guidance and leadership is provided to direct and support</td>
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<td></td>
<td>participants throughout the validation process</td>
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<td></td>
<td>4.6 Validation documentation is finalised and processed in</td>
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<tr>
<td></td>
<td>accordance with assessment system/legal/organisational procedures</td>
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<tr>
<td></td>
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<tr>
<td></td>
<td>4.7 Recommendations from validation processes are</td>
</tr>
<tr>
<td></td>
<td>identified and forwarded to the appropriate authority</td>
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</tbody>
</table>
| 5. Manage assessment appeals | 5.1 Assessment system policies and procedures for assessment appeals are accessed and interpreted  
5.2 Documented appeal claims are accessed, read and interpreted  
5.3 Relevant parties to the appeal are interviewed, and negotiation skills are used to achieve resolution prior to formal appeal, where appropriate  
5.4 Appeal panel is constituted and a timetable is set to hear unresolved claims  
5.5 Guidance and leadership are provided to panel members and other parties during the appeal process to ensure fairness, equity, verity and relevance  
5.6 All documentation relevant to the appeal process is checked for accuracy and completeness  
5.7 Panel decision is confirmed and recorded in accordance with organisational policy and procedures, and outcomes are communicated to the parties |
**Range statement**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

| A range of assessment methods includes: | simulations such as hypothetical’s, problem-based exercises and simulated 'real world' scenarios |
| A range of assessment methods includes: | structured aural/written questioning techniques, such as invitation, exploration, confirmation, investigation and reflection |
| A range of assessment methods includes: | practical and theoretical tests |
| A range of assessment methods includes: | workplace projects |
| A range of assessment methods includes: | structured activities such as role-plays, presentations, completion of assessment activity sheets |
| A range of assessment methods includes: | portfolios |
| A range of assessment methods includes: | observation |
| A range of assessment methods includes: | third party feedback |
| A range of assessment methods includes: | product review |

**Assessment strategies are documented frameworks to guide and structure assessment arrangements for a vocational education and training qualification and may include:**

| Assessment strategies are documented frameworks to guide and structure assessment arrangements for a vocational education and training qualification and may include: | the identification and interpretation of competency standards for assessment purposes |
| Assessment strategies are documented frameworks to guide and structure assessment arrangements for a vocational education and training qualification and may include: | the identification and interpretation of related assessment documentation for assessment purposes |
| Assessment strategies are documented frameworks to guide and structure assessment arrangements for a vocational education and training qualification and may include: | arrangements for recognition of existing competence (RCC/RPL), including provision of guidance and assistance to candidates in gathering and evaluating own evidence |
| Assessment strategies are documented frameworks to guide and structure assessment arrangements for a vocational education and training qualification and may include: | determination of assessment methods for identified competency standards |
| Assessment strategies are documented frameworks to guide and structure assessment arrangements for a vocational education and training qualification and may include: | selection of assessment tools for identified competency standards |
| Assessment strategies are documented frameworks to guide and structure assessment arrangements for a vocational education and training qualification and may include: | organisational arrangements for assessment, including physical and human resources, roles and responsibilities, team assessment and partnership arrangements (where relevant) |
| Assessment strategies are documented frameworks to guide and structure assessment arrangements for a vocational education and training qualification and may include: | nominated quality assurance mechanisms |
| Assessment strategies are documented frameworks to guide and structure assessment arrangements for a vocational education and training qualification and may include: | identified risk management strategies |

**Partnership arrangements refer to:**

| Partnership arrangements refer to: | collaborative arrangements between a Registered Training Organisation (RTO) and other organisations including other RTOs which enable the partners to share for mutual benefit their resources, effort, time, costs, responsibility and expertise in the provision of training and/or assessment services. These arrangements are regulated by the quality framework. |

**Principles of assessment guide the assessment process and must address:**

| Principles of assessment guide the assessment process and must address: | validity |
| Principles of assessment guide the assessment process and must address: | reliability |
| Principles of assessment guide the assessment process and must address: | flexibility |
| Principles of assessment guide the assessment process and must address: | fairness |
## Evidence guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range statement.

### Overview of assessment
To demonstrate competence against this unit candidates must be able to provide evidence that they have undertaken continuous development of own assessment expertise; provided leadership, direction and support to other assessors, including role-modeling good assessment practice; monitored the work of assessors and taken responsibility for initiating, organising and facilitating assessment validation and appeals processes; accurately interpreted the organisation's quality assurance goals and strategies.

| Products that could be used as evidence include: | • assessment strategies including quality requirements developed and implemented  
• documented outcomes of an initiated and facilitated assessment validation process  
• documented outcomes of an initiated and facilitated assessment appeals process  
• products and materials organised for validation and appeals processes  
• analysis of assessment records  
• risk assessment analysis |
| Processes that could be used as evidence include: | • how opportunities have been provided for assessors to practise and maintain current competence  
• new and/or extended assessment expertise incorporated into own and others' assessment practice  
• how support was given to the implementation of quality assurance procedures  
• leadership, direction and support given to other assessors, including role-modelling of good assessment practice  
• how improvements were made to assessment and recognition processes |
| Resource implications for assessment include: | • operating assessment system with working assessors and defined assessment system in place including documented policies and procedures for assessment, validation and appeals  
• access to competency standards and other assessment documentation  
• access to assessment materials and tools  
• access to suitable assessment venue/equipment  
• workplace documentation  
• cost/time considerations  
• personnel requirements |
| 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 Guide  
• a range of appropriate assessment methods/evidence gathering techniques is used to determine competency |
- a significant level of evidence must be gathered in the teaching/assessment environment the learner is normally working in or is likely to work in
- 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 competence 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

<table>
<thead>
<tr>
<th>Specific evidence requirements must include:</th>
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</thead>
<tbody>
<tr>
<td>- demonstrated continuing development of own assessment expertise</td>
</tr>
<tr>
<td>- providing leadership, direction and support to other assessors, including role-modelling good assessment practice</td>
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<tr>
<td>- monitoring the work of assessors and others involved in carrying out assessments</td>
</tr>
<tr>
<td>- taking responsibility for initiating, organising and facilitating assessment validation and appeals processes</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Integrated assessment means that:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- this unit can be assessed alone or as part of an integrated assessment activity involving relevant units</td>
</tr>
</tbody>
</table>
Skills and Knowledge

Required skills:

Required skills and attributes include:

- analysis and interpretation skills to:
  - evaluate assessment methods and tools
  - access and interpret organisation’s standards and values
- observation skills to:
  - assess the effectiveness of the organisation’s assessment process
  - distinguish different types of problems, e.g. technical, people and theoretical
- technology skills to:
  - use appropriate equipment and software to systematically monitor assessment process and practice
  - distribute information
- evaluation skills to:
  - evaluate validation process and determine and implement improvements
  - determine sampling methods to be used to access information
  - systematically evaluate personal or others’ practice to improve performance or understanding
- research skills to:
  - determine sampling methods to be used to access information
  - access and analyse relevant documents
  - use a range of source documents to access information for validation
- problem solving skills to:
  - combine different modes of thinking such as creative and analytic for practical problem solving
  - anticipate future implications for own and others’ decisions
  - reliably evaluate alternative solutions
- literacy skills to:
  - read, interpret and evaluate policies and procedures to monitor assessment and recognition processes
  - prepare required documentation and information for those involved in the assessment process
  - prepare written reports regarding validation outcomes
- leadership skills to:
  - set direction for others
  - influence and motivate others
  - guide and support others
  - manage conflict
  - make informed decisions and recommendations
  - schedule validation processes
  - gain commitment to validation processes and make recommendations to improve processes
- communication skills to:
  - obtain feedback on validation strategy
  - explain the purpose of reports and other documentation used in the work area
  - use language to influence others
  - promote and implement quality standards
- individual facilitation techniques:
  - guide and support assessors one on one
- conflict resolution techniques to:
- manage difficulties with and between assessors and between assessors/candidate and/or assessors/other persons
- address appeals situations and process
- team and group skills to:
  - conduct group discussions to gather ideas
  - recognise different abilities or knowledge
  - build relationships and networks with colleagues
- attributes, including capacity to encourage, accept and utilise feedback
- awareness and sensitivity to individual difference and culture
Required knowledge:

Required knowledge includes:

- competency-based assessment including:
  - vocational education and training as a competency-based system
  - assessment is criterion referenced/distinction to norm referenced assessment
  - reporting of competency-based assessment
  - competency standards as the basis of qualifications
  - the principles of competency-based assessment
- the structure and application of competency standards
- how to interpret competency standards and other related assessment information to determine the evidence needed to demonstrate competency including:
  - the components of competency
  - dimensions of competency and OHS requirements
  - the qualification level of units
- quality framework requirement for assessment
- the organisation's assessment system policies and procedures
- different assessment methods, purposes and applications
- appeals mechanisms within the organisation
- different types of assessment tools, what tools work for what types of evidence, what are well-constructed assessment tools and why
- what are the principles of assessment and how they guide assessment, validation, appeals processes
- what are the rules of evidence, why are they important, particularly in a validation context
- what is an assessment strategy and assessment plan and what are the components of assessment strategies and assessment plans
- what is validation, purpose/focus of carrying out validation, different approaches to assessment validation and the critical aspects of validation
- different activities and tools for validation and their appropriateness to the purpose/focus
- a range of technology and its application to improve or assist in quality assessment
- roles and responsibilities of workplace trainers/facilitators, assessors and others - such as vocational experts, workplace supervisors and support persons - in the assessment process, including OHS obligations and duty of care
- strategies which ensure the assessment process is transparent and credible, such as:
  - identifying common pitfalls or errors that affect judgement
  - open/ongoing communication between assessors
  - self-assessment
  - networking
  - professional development activities for assessors
  - ongoing contact with industry
  - using assessment panels or teams
  - conflict resolution techniques
  - motivating others
• team and group roles and processes, such as:
  o monitoring progress against key goals
  o leading others
  o encouraging team contribution
• legal, organisational and ethical responsibilities associated with the assessment system, including:
  o maintaining client privacy and confidentiality
  o providing accurate information
  o duty of care under common law
  o meeting environmental standards
  o the industrial relations system, industry/workplace relations, and industrial awards/enterprise agreements
  o compliance with quality framework requirements
  o copyright and privacy laws in terms of electronic technology
  o security of information
  o plagiarism
  o competency standards/other assessment documentation
  o licensing requirements
• compliance requirements of relevant legislation, including OHS, equal employment opportunity, anti-discrimination and state/territory vocational education and training
• Code of Practice for assessors
• relevant OHS legislation, codes of practice, standards and guidelines relating to providing assessment advice and guidance

end
<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Lead and conduct training and/or assessment evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptor</td>
<td>This unit defines the competency required to Lead and conduct training and/or assessment evaluations</td>
</tr>
<tr>
<td>Code</td>
<td>NC4TRAEEVA40522B</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>1. Investigate scope of training and/or assessment services</td>
<td>1.1 Scope of existing training and/or assessment services provided by the training/assessment organisation is researched, analysed and evaluated, where relevant</td>
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<tr>
<td></td>
<td>1.2 The purpose/s of providing/obtaining training and/or assessment services are clarified with senior personnel and other relevant stakeholders</td>
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<td></td>
<td>1.3 Research and analysis is carried out to determine internal/external market demand for training and/or assessment services</td>
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<td></td>
<td>1.4 Existing sources of provision and preferred source of provision that reflect purpose/s and market demand are investigated</td>
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<tr>
<td>2. Identify organisational capacity and appropriateness of providing training and/or assessment services</td>
<td>Costs and benefits of directly providing training and/or assessment services are estimated and documented</td>
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<td>2.2 Costs and benefits of outsourcing/partnering training and/or assessment services are estimated</td>
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<td>2.3 Funding sources to support services are identified</td>
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<td>2.4 Recommendations relating to scope including operational parameters, operational status and modus operandi are made to relevant personnel, where required</td>
</tr>
<tr>
<td>3. Coordinate legal/organisational requirements</td>
<td>Legal/organisational requirements to maintain/modify scope of training and/or assessment services are identified and interpreted</td>
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<tr>
<td></td>
<td>3.2 Relevant documentation is finalised and submitted to the appropriate authority</td>
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<td>3.3 Communication and interactions with appropriate authority are coordinated and maintained</td>
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<td></td>
<td>3.4 Issues/irregularities identified by self and/or others are addressed and managed in an appropriate timeframe and manner</td>
</tr>
<tr>
<td>4. Monitor scope of training and/or assessment services</td>
<td>4.1 Legal/organisational requirements relating to scope are monitored and maintained</td>
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<td></td>
<td>4.2 The environment is monitored for changes that may impact on scope and advice is provided to relevant persons, as required</td>
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<td></td>
<td>4.3 Information relating to scope is disseminated to relevant persons and organisations</td>
</tr>
</tbody>
</table>
**Range statement**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

| Scope refers to: | • operational parameters, for example:  
| | o single training site  
| | o across a number of sites  
| | o across the nation  
| | o international  
| • operational status, for example:  
| | o recognised training and/or assessment services through registration in accordance with the quality framework  
| | o unrecognised/internal/organisational  
| | o in partnership arrangement  
| • operational modus operandi, including:  
| | o using competency standards  
| | o using registered courses  
| | o using internal benchmarks and programs  
| | o using internal/external learning resources  
| | o product-based training  
| | o a mix of the above  
| Outsourcing may include: | the contracting of a training and/or assessment organisation to provide the training and/or assessment service  
| Partnering means: | are collaborative arrangements between a Registered Training Organisation (RTO) and other organisations including other RTOs which enable the partners to share for mutual benefit their resources, effort, time, costs, responsibility and expertise in the provision of training and/or assessment services. These arrangements are regulated by the quality framework. |
### Evidence guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range statement.

<table>
<thead>
<tr>
<th>Overview of assessment</th>
<th>To demonstrate competency against this unit candidates must be able to provide evidence that they have investigated and determined the scope of training and/or assessment services in an organisation and have coordinated and monitored legal/organisational processes and requirements relevant to the effective scope</th>
</tr>
</thead>
</table>
| Products that could be used as evidence include: | • analysis of the current scope of the training and/or assessment organisation in terms of focus and scope  
• analysis of trends and market demand for existing and potential training and/or assessment services  
• examples of consultation processes used  
• completed and signed registration documentation  
• cost-benefit analysis of potential change to scope  
• documentation of processes used to maintain scope of training and/or assessment services |
| Processes that could be used as evidence include: | • what consultation processes were used to obtain feedback from personnel, current/potential clients and stakeholders, and why  
• how costs and benefits of proposed services were analysed and calculated  
• how personnel, material and physical operational requirements were calculated to determine the organisation’s capability  
• how evidence to support the registration documentation was identified and accessed/developed  
• how internal changes were identified and reported to authorities  
• how changes to the vocational education and training industry were sourced and disseminated to personnel, if relevant  
• how potential funding was sourced |
| Resource implications for assessment include: | • access to legal and organisational documentation  
• time in liaising with a range of relevant personnel |
| 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 Guide.  
• a range of appropriate assessment methods/evidence gathering techniques is used to determine competency  
• a significant level of evidence must be gathered in the teaching/assessment environment the learner is normally working in or is likely to work in  
• 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 |
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 Guide.
- a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
- a significant level of evidence must be gathered in the teaching/assessment environment the learner is normally working in or is likely to work in
- 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:

- investigation and evaluation of current scope of training and/or assessment services
- completed analysis to identify market trends
- consultation processes and outcomes with personnel, clients and stakeholders
- research outcomes and recommendations on the organisation's capacity and requirements to support existing and/or proposed training and/or assessment services
- management of legal and organisational documentation
- processes/systems for monitoring the scope of training and/or assessment services and dissemination of relevant information

Integrated assessment means that:

- investigation and evaluation of current scope of training and/or assessment services
- completed analysis to identify market trends
- consultation processes and outcomes with personnel, clients and stakeholders
- research outcomes and recommendations on the organisation's capacity and requirements to support existing and/or proposed
Skills and Knowledge

Required skills:

Required skills and attributes include:

- literacy skills to:
  - read and interpret state/territory and organisational policies and procedures
  - read and interpret legal requirements and training and/or assessment organisation standards
  - analyse information
- language skills to:
  - communicate information
  - conduct consultations
  - liaise with appropriate authorities
- problem solving skills to:
  - identify/recognise issues/irregularities
  - effectively address issues/irregularities
- commitment to quality and improvement
- research and analysis skills to determine new business opportunities and recognise industry trends and directions
- cost-benefit analysis skills to determine capability and viability to extend scope of training and/or assessment services and evaluate operational effectiveness
- interpersonal skills, including:
  - maintaining appropriate relationships internally and with clients/stakeholders
  - being open to the opinion of others
  - communicating effectively
  - listening actively
  - negotiating
- computer/technical skills, for example:
  - using a range of software programs
  - using the internet for research
  - using organisation's information management system
Required knowledge:

Required knowledge includes:

- purposes/needs for training and/or assessment services
- relevant legal and organisational requirements and where to access them, for example:
  - quality framework
  - relevant system for registration
  - relevant competency standards
  - the industrial relations system, industry/workplace relations, and industrial awards/enterprise agreements
  - anti-discrimination requirements including equal opportunity, racial vilification and disability discrimination
  - quality systems
- authoritative responsibilities and parameters within organisation
  - types of scope including implications and benefits to the training and/or assessment organisation
  - types of and how to access potential funding
  - strategic directions of the training and/or assessment organisation
  - existing training and/or assessment services provided by the organisation
  - research methodologies
  - OHS relating to scope including:
    - risks that should be addressed by a training and/or assessment organisation
    - legislative requirements for OHS record keeping and reporting requirements
    - OHS obligations of the training and/or assessment organisation, the trainer/facilitator, assessor and learner
    - requirements for consultation under OHS legislation

..........................................................end..........................................................
<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Develop teams and individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptor</td>
<td>This unit defines the competency required to develop teams and individuals</td>
</tr>
<tr>
<td>Code</td>
<td>NC4TRADEL40622B</td>
</tr>
<tr>
<td>Level</td>
<td>4 (Senior Trainer)</td>
</tr>
<tr>
<td>Credit</td>
<td>N/A</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>1. Determine development needs</td>
<td>1.1 Learning and development needs are systematically identified and implemented in line with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>1.2 A learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented</td>
</tr>
<tr>
<td></td>
<td>1.3 Individuals are encouraged to self evaluate performance and identify areas for improvement</td>
</tr>
<tr>
<td></td>
<td>1.4 Feedback on performance of team members is collected from relevant sources and compared with established team learning needs</td>
</tr>
<tr>
<td>2. Develop individuals and teams</td>
<td>2.1 Learning and development program goals and objectives are identified to match specific knowledge and skill requirements of competency standards</td>
</tr>
<tr>
<td></td>
<td>2.2 Learning delivery methods are appropriate to the learning goals, the learning style of participants, and availability of equipment and resources</td>
</tr>
<tr>
<td></td>
<td>2.3 Workplace learning opportunities and coaching and mentoring assistance are provided to facilitate individual and team achievement of competencies</td>
</tr>
<tr>
<td></td>
<td>2.4 Development opportunities incorporate a range of activities and support materials appropriate to the achievement of identified competencies</td>
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<tr>
<td></td>
<td>2.5 Resources and timelines required for learning activities are identified and approved in accordance with organisational</td>
</tr>
<tr>
<td>3. Monitor and evaluate workplace learning</td>
<td>3.1 Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements</td>
</tr>
<tr>
<td></td>
<td>3.2 Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the extent of additional development support</td>
</tr>
<tr>
<td></td>
<td>3.3 Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning</td>
</tr>
<tr>
<td></td>
<td>3.4 Records and reports of competency are documented and maintained within organisational requirements</td>
</tr>
</tbody>
</table>
Range statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

| Learning and development needs may include: | • coaching, mentoring and/or supervision  
| • formal/informal learning programs  
| • internal/external training provision  
| • work experience/exchange/opportunities  
| • personal study  
| • career planning/development  
| • performance appraisals  
| • workplace skills assessment  
| • Recognition of Prior Learning |

| Feedback on performance may include: | • formal/informal performance appraisals  
| • obtaining feedback from supervisors and colleagues  
| • obtaining feedback from clients  
| • personal, reflective behaviour strategies  
| • routine organisational methods for monitoring service delivery |

| Learning delivery methods may include: | • on-the-job coaching or mentoring  
| • problem solving  
| • presentations/demonstrations  
| • formal course participation  
| • work experience  
| • involvement in professional networks  
| • conference and seminar attendance  
| • induction |

| Coaching and mentoring assistance may include: | • providing feedback to another team member  
| • fair and ethical practice  
| • non-discriminatory processes and activities  
| • respecting the contribution of all participants and giving credit for achievements  
| • presenting and promoting a positive image of the collective group  
| • problem solving  
| • providing encouragement |
Evidence guide
The evidence guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the range statement.

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

Skills and Knowledge

| Underpinning Skills | • Literacy skills to read and understand a variety of texts; prepare general information and papers according to target audience; spell with accuracy; use grammar and punctuation effectively as an aid to understanding; maintain records of learning
|                     | • Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management
|                     | • Planning skills to organise required resources and equipment to meet learning needs
|                     | • Coaching and mentoring skills to provide support to colleagues
|                     | • Report writing skills to organise information; assess information for relevance and accuracy; identify and elaborate on learning outcomes
|                     | • Facilitation skills to conduct small group training sessions
|                     | • Time management skills for scheduling learning programs within work activities
|                     | • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

| Underpinning Knowledge | • The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
|                        | • Knowledge of the principles of coaching and mentoring for development of competence
|                        | • Understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspectives
|                        | • Understanding how to facilitate team development and improvement
|                        | • Knowledge of the organisation's policies, plans and procedures
|                        | • Understanding methods and techniques for eliciting and interpreting feedback
|                        | • Understanding methods for identifying and prioritising personal development opportunities and options
|                        | • Knowledge of career paths and competency standards in the industry
|                        | • At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts. |
References:

National Training Council – Development and Endorsement of NQF and NQTF 2008
Stakeholders – TVET-DoE and OHE
Dr. Paul Bray – Development of Units of Competency Level 4 - Senior Trainer 2008 - AusAids funding support
Joe Lokes – Editor; PNGQA-TVET Competency Standards for NC4TRA40022B0 – 2010-2015
NQF-TVET Competency Standard for NC3TRA30022B Level 3 Trainer
NQF-TVET Competency Standard for NC2TRA20022B Level 2 Instructor