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TAA50104 Diploma of Training and Assessment



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TAA50104 Diploma of Training and Assessment

PURPOSE:

The TAA50104 Diploma of Training and Assessment specifies the competencies required to engage in advanced training and assessment practice which may also include competence in one or more of the following areas:
development of training products,
provision of training advisory and consultancy services and
leadership and co-ordination of training and assessment services

Entrants to the Diploma must have the core units of the TAA40104 Certificate IV in Training and Assessment or be able to demonstrate equivalent competence

QUALIFICATION REQUIREMENTS:

The TAA50104 Diploma of Training and Assessment comprises 12 units packaged as:
5 core units PLUS **7 elective units**

| FIELD | UNIT CODE | UNIT TITLE | Prerequisite Units | Recommended Prior Units |
|---|------------|---|---|--------------------------|
| Learning Environment | TAAENV501A | Maintain and enhance professional practice | Nil | Nil |
| Learning Design | TAADES501A | Design and develop learning strategies | Nil | TAADES401A TAADES402A |
| Delivery & Facilitation | TAADEL503A | Provide advanced facilitation to support learning | TAADEL402A TAADEL403A Plus one of: TAADEL404A TAADEL405A TAADEL501A TAADEL502A | |
| Assessment | TAAASS501A | Lead and coordinate assessment systems and services | TAAASS401A TAAASS402A TAAASS403A TAAASS404A | |
| Coordination, Management and Quality of Training and/or Assessment Services | TAACMQ503A | Lead and conduct training and/or assessment evaluations | Nil | Nil |



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ELECTIVE UNITS:

Select 7 elective units.

A minimum of 5 units must be TAA coded units packaged within the Diploma listed below.

Up to 2 of the 7 elective units may be selected from the identified imported units listed below or from any other Diploma qualification. 1 of the 2 elective units may be selected from the TAA40104 Certificate IV in Training and Assessment electives or from any other Certificate IV

| FIELD | UNIT CODE | UNIT TITLE | Prerequisite Units | Recomm. Prior Units |
|---|----------------------------------|---|--|--|
| Learning Design | TAADES502A | Design & develop learning resources | Nil | Nil |
| | TAADES503A | Research and design e-learning resources | Nil | TAADES502A |
| | TAADES504A | Develop and evaluate e-learning resources | Nil | TAADES502A TAADES503A |
| | TAADES505A | Research and develop competency standards | Nil | TAADES401A |
| Delivery & Facilitation | TAADEL501A | Facilitate e-learning | Nil | TAADEL402A |
| | TAADEL502A | Facilitate action learning projects | Nil | Nil |
| | TAADEL504A | Lead and coordinate training services | TAADES402A TAADES501A TAADEL401A TAADEL402A | |
| Training Advisory Services | TAATAS501A | Undertake organisational training needs analysis | Nil | |
| | TAATAS502A | Prepare a tender bid | Nil | BSBMGT503A |
| | TAATAS503A | Manage contracted work | Nil | BSBMGT504A |
| | TAATAS504A | Facilitate group processes | Nil | Nil |
| Coordination, management and Quality of Training and/or Assessment Services | TAACMQ501A | Develop training and/or assessment organisational policies & procedures | Nil | Nil |
| | TAACMQ502A | Coordinate training and/or assessment arrangements for apprenticeships/traineeships | Nil | TAADES401A TAADES402A TAADES501A |
| | TAACMQ504A | Determine and manage scope of training and/or assessment services | Nil | Nil |
| | TAACMQ505A | Lead a team to foster innovation | Nil | Nil |
| Imported units | BSBMKG501A | Evaluate marketing opportunities | Nil | |
| | BSBEBUS508A | Build a virtual community | Nil | |
| | BSBMGT503A | Prepare budgets and financial plans | Nil | |
| | BSBMGT504A | Manage budgets and financial plans | Nil | |
| | BSBMGT506A | Recruit, select and induct staff | Nil | |
| | BSBHR504A | Manage industrial relations policies and processes | Nil | |
| | BSBRKG502A | Manage and monitor business or records systems | Nil | |
| | BSBFLM512A | Ensure team effectiveness | Nil | |
| | BSBFLM514A | Manage people | Nil | |
| | CHCCAR501A | Provide careers guidance | Nil | Community Services Train.Pkge |
| PSPGOV504A | Coordinate research and analysis | Nil | Public Sector Training Package | |



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QUALIFICATION REQUIREMENTS:

The TAA50104 Diploma of Training and Assessment comprises **12 units** packaged as:
5 core units PLUS 7 elective units
Further details are provided in this document.

DURATION

The time frame in which these units are completed will vary from person to person and Industry to Industry, mainly because it is dependent on the existing skills and knowledge of the person attempting the TAA04 Units, as well as the use of Skills Recognition: RPL/RCC (Recognition of Prior Learning and Recognition of Current Skills).

TRAINING CALENDAR

As this Initiative is customised to meet your individual development needs, your training calendar will be formalised with you upon commencement of the Initiative.

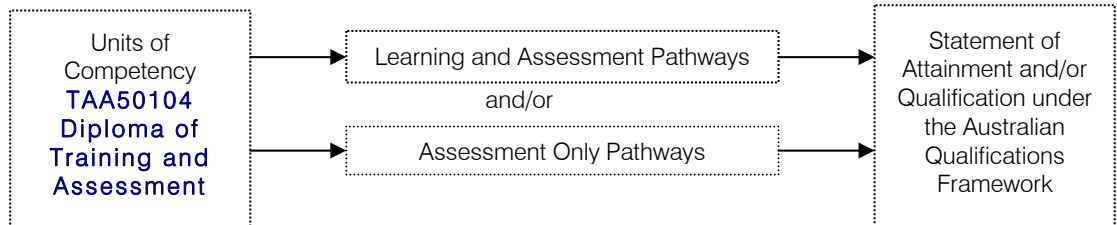
QUALIFICATION PATHWAYS

The competencies in this Qualification may be attained in a number of ways including:

- Formal or informal learning experiences
- Work experiences
- General life experiences, and/or any combination of the above.

To be awarded the Qualification or Statement of Attainment, recognition of achievement of these competencies requires a formal process of assessment which:

- Takes place as part of a learning and assessment pathway involving formative and summative assessment activities via face to face training programs; or
- Is the focus of an assessment only pathway; or
- A combination of the two.



ASSESSMENT ONLY PATHWAYS

This Pathway has many names – Assessment Only, Skills Recognition, Recognition of Current Competence (RCC) and Recognition of Prior Learning (RPL). These are all terms used interchangeably within the vocational education and training sector when referring to this Pathway.

Skills Recognition recognises what you have already learnt from other courses, other life experiences, from work experience and from any training provided at work and measures it against the course or units you are doing or wish to do. If what you have learnt previously is relevant to the course, you may not have to do those parts of the course again.

It is important to apply for skills recognition if you think you have already gained some experience that might be relevant to your course. Our detailed Skills Recognition Policy and relevant application forms are in our information kits or available on our web site www.scopevision.com.au

NATIONAL RECOGNITION

Where a student seeks advanced standing on the basis of a qualification received from another Registered Training Organisation, SCOPE Vision will recognise that qualification under the principles of National Recognition.



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YOUR INVESTMENT

The prices outlined represent the value of the TAA50104 Diploma of Training and Assessment **Qualification**.

When enrolling in Individual units, the investment is \$250.00 per unit.

The full TAA50104 Qualification: 12 units completed individually without any credit transfers is \$3,000.00.

EVIDENCE GATHERING TECHNIQUES

- Portfolio of Evidence
- Practical Demonstration/ Trainer Observation
- 3rd Party Reports/Testimonials *where applicable*
- Workplace observation *where applicable*

APPEALS PROCESS

SCOPE Vision has a policy and a process to allow learners to challenge assessment decisions. Before lodging an appeal, you are encouraged to discuss your results with your facilitator. Your Appeal Notification will contain details of:

- The grounds upon which the appeal is made
- Any supporting evidence

All appeals must be lodged in writing to the General Manager, Joanne Viegas, no later than 30 days from the official notification of your results. Where necessary, an independent Assessor will be nominated to review your evidence portfolio at \$0 cost to you.

LITERACY and NUMERACY

SCOPE Vision recognises individual needs of students in relationship to literacy and numeracy skills and cultural differences in the learning and assessment program. For further assistance, please ask your facilitator.

LECTURER/FACILITATOR/ACADEMIC COURSE COORDINATOR

Maria-Jane Satterthwaite (M.J.) for further details of MJ's qualification and experience, please visit our website www.scopevision.com.au.

E-mail: mj@scopevision.com.au

Mobile: 0412 476 933.

Joanne Viegas

E-mail: joviegas@scopevision.com.au

Mobile: 0402 018 249.

GRIEVANCE PROCESS

SCOPE Vision has a policy and a process to allow learners to advise us of any complaints and/or grievances that they may have. Please access our Grievance Notification Schedule from our website www.scopevision.com.au and forward this to the General Manager.



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ENROLMENT

To enrol in this initiative, please complete the attached Enrolment Form and either:

Post to: SCOPE Vision
PO Box 301, Guildford WA 6935, or
Fax to: (08) 9300 5867
Email to: mailbox@scopevision.com.au

SCOPE Vision will confirm your successful enrolment via the telephone and schedule your pre-brief meeting time with Maria-Jane, (M.J.) and/or Joanne.

ENTRY REQUIREMENTS

ACCESS to a PRACTICE ENVIRONMENT and TAA40104 or equivalent

Entrants to TAA50104 Diploma of Training and Assessment must have the core units of the TAA40104 Certificate IV in Training and assessment or be able to demonstrate equivalent competence.

The units in the Training and Assessment Training Package (TAA04) are designed to be practised and assessed in the workplace. Workplace application is desirable to ensure that competence to the standard required by this industry sector has been attained.

Ideally participants should be working in **or** have access to an operating training and assessment environment such as a Registered Training Organisation (RTO), a training division or community organisation.

In the event that a participant does not have such access, please contact SCOPE Vision to discuss options, and all effort will be made to accommodate and assist, where appropriate.

ELEMENTS of COMPETENCY

Once you have selected from the units outlined, your customised Student Record Book will be given to you at your Pre-brief meeting.

You can of course visit the NTIS website, for further details: www.ntis.gov.au

RESOURCES REQUIRED

When a skills/knowledge deficiency has been identified, the Learner is required to purchase further Training Pathways and/or Resources and agrees to pay the nominated fee chosen.

5 DIMENSIONS of COMPETENCY

In addition to meeting the underpinning knowledge and skills, and the performance criteria in a range of different applications, you must also be able to demonstrate competency at the following 5 levels, or dimensions of competency which will be explained to you in further detail during the Initiative:

5 Dimensions of Competency:

| | |
|-------------------------------|--|
| Task Skills | Performing tasks to the required skill level - eg Competently developing and delivering a training Session within the workplace |
| Task Management Skills | Managing a number of different tasks within one or more jobs - eg Evaluating and enhancing training programs; processes and/or systems |
| Contingency Management Skills | Responding and acting appropriately when things go wrong – eg how to facilitate clients with special need interests What will you do when a problem arises within your organisation? |
| Job Role/ Environment Skills | Fulfilling the expectations and responsibilities of your workplace in regards to contextualising your knowledge of training and assessing people |
| Transfer skills | Being able to transfer skills and knowledge to new situations – eg from one workplace to another; from one learner to another; from one task to another |



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ASSESSMENT PLAN

Formal Assessment

During this Initiative you are required to collate a **Portfolio of Evidence** substantiating your competence against the **elements** and **performance criteria** of your units of competence selected.

Assessment of underpinning knowledge is validated via any of the following methodologies:

- Oral questioning
- Scenarios
- Case studies
- Simulated work environment tasks
- On the job completion of projects
- Self-paced workbooks

For this Qualification, a range of assessment strategies to gather evidence to cover the full range of the learning outcomes and the assessment criteria have been designed:

Skills practice and learning activities which are observed using checklists. These relate to key assessment criteria and are completed during on the job visit/s to your workplace. They particularly relate to the key competencies that will be included in the Assessment Portfolio and the on-the-job assignment(s).

Evidence Portfolio. Participants will generate evidence against the generic principles/content and then produce documentation which is specific to their work situation.

On-the-job assignment. This forms a major part of the assessment and involves the participant researching, designing, delivering, evaluating, reporting, moderating and validating a minimum of 5 Training Programs; aligned to national Training Packages.

SCOPE Vision will conduct an on-site visit as part of the assessment to ensure that the assessment is valid, reliable, consistent, fair, and meets the standards required. Feedback will be given to the participant at an appropriate time as soon as is possible after the assessment.

STEPS of ASSESSMENT

There are **four** main steps to follow to provide evidence for each unit of competency:

1. Review the unit of competence (the standards)
2. Note any evidence of competency you believe you have (current evidence)
3. Assess your current competency and identify any skills gaps (alignment/self-assessment)
4. Liaise with your facilitator to address these identified skill gaps via one-on-one training and mentoring (validation)

Step 1 – Review the Diploma unit(s) of competence

Identify day-to-day work and experience in the workplace.

Identify what examples of work demonstrate the TAA04 units of competency.

Example:

Look at the first chosen unit. Read the performance criteria and the evidence guide, and talk to people who know your work and abilities. Ask them to give examples where you demonstrate competency.

These people could include: members of your work team; your manager; fellow workers; your coach; clients past and present; trainers/teachers; community peers; fellow volunteer worker; fellow students/learners family

Step 2 – Note any evidence of your competency

The next step is to make a note of the evidence you can provide to the Assessor. You need to provide evidence so that the Assessor can decide whether the skills and knowledge you have developed through your experience match the TAA04 competencies. Your evidence may include information and demonstrated performance that shows that you have achieved competency or a number of competencies.



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Evidence can come in many forms and some examples of types of evidence are given below. It can often be the case that one piece of evidence is relevant to more than one competency. You may have developed competence in one or more TAA04 units of competency in a number of ways: through life experience, through work experience or through training.

These examples of current workplace competence are only a suggestion: evidence will be different for every person. Your Assessor will help you choose which methods would be the best suited to providing valid, fair, reliable and flexible assessment evidence in your situation.

Past Experience

Think over what you have done in the past. You may, for instance, have been responsible for designing and delivering a training initiative at your workplace. Through this experience you may have developed skills and knowledge related to the competencies (or to the elements of the competencies).

The kind of evidence that you might present to the Assessor could include:

- notes or records of interviews from when you researching the training need
- written or spoken feedback from your team members
- minutes from team meetings
- an evaluation of training delivered
- an action plan for the development of a training initiative
- a training report prepared for management

Demonstration/Observation

Another form of evidence is the demonstration of your skills and knowledge. If you feel that you are currently using TAA04 competencies, you should organise for your Assessor to be present when this is happening. For example, you could invite the Assessor to a training initiative which you are facilitating. It is the application of your skills and knowledge that is important, not how or where you learned them.

An Individual Development Plan and Evidence Portfolio will be developed by each participant, which will then form the basis for assessment evidence.

Assessment will be conducted on-the-job, through one-on-one interviews, and through the compilation of a substantial Portfolio of Evidence.

Step 3 - Assess your current competency and identify any skills gaps (alignment)

A good idea is to complete a self-assessment against the Performance Criteria in your chosen unit/s of competence.

Where ever it has been identified that you have a skills and/or knowledge deficiency, provision will be made for training. This will be invoiced at an agreed rate depending on the course of action chosen by the Learner.

Step 4 - Liaise with your facilitator to address these identified skill gaps via one-on-one training and mentoring (validation)

We work together once skill gaps have been identified and agree on the best course of action for you to take reflecting on your learning style.



ENROLMENT FORM – Fax Back to (08) 9300 5867

To secure your place in your desired workshop, please complete and return this enrolment form along with the following page relevant to your program of enrolment to SCOPE Vision:

Email: mailbox@scopevision.com.au
 Facsimile: (08)93005867
 Mail: P.O. Box 301 Guildford WA 6935



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| CONTACT DETAILS: Personal | |
|---------------------------|--|
| Name: | |
| Address: | |
| Home Telephone: | |
| Mobile Telephone: | |
| Email Address: | |

| CONTACT DETAILS: Business | |
|---------------------------|--|
| Company: | |
| Position Held: | |
| Telephone: | |
| Facsimile: | |
| Work Email: | |

| PAYMENT OPTIONS: | |
|--|---|
| I will be paying using the following method (please tick) | |
| <input type="checkbox"/> Cash | |
| <input type="checkbox"/> Cheque | Please make cheques payable to 'SCOPE Vision' |
| <input type="checkbox"/> Please debit the following credit card | <input type="checkbox"/> Visa Card <input type="checkbox"/> Master Card <input type="checkbox"/> Bank Card Card Number: _____ Expiry Date: __/__/__ Cardholders Name (please print): _____ Cardholders Signature: _____ |
| <input type="checkbox"/> Direct Deposit | Account Name : SCOPE VISION Bank : NATIONAL AUSTRALIA BANK BSB : 086420 Account # : 493266439 |
| <input type="checkbox"/> Invoice 3 rd Party | Please attach appropriate approval forms and complete details below: |
| Third Party Invoice information: | |
| Name of company: | |
| Attention: | |
| Postal Address: | |
| Telephone: | |



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| TAA50104 Diploma of Training and Assessment | | Unit Price |
|--|--|------------|
| Diploma Core Units (select all 5) | | |
| <input type="checkbox"/> TAAENV501A – Maintain and enhance professional practice | | \$250.00 |
| <input type="checkbox"/> TAADES501A – Design and develop learning strategies | | \$250.00 |
| <input type="checkbox"/> TAADEL503A – Provide advanced facilitation to support learning | | \$250.00 |
| <input type="checkbox"/> TAAASS501A – Lead and coordinate assessment systems and services | | \$250.00 |
| <input type="checkbox"/> TAACMQ503A – Lead and conduct training and/or assessment evaluations | | \$250.00 |
| Diploma Elective Units (select 7) | | |
| A minimum of 5 units must be TAA coded units packaged within the Diploma listed below. Up to 2 of the 7 elective units may be selected from the identified imported units listed below or from any other Diploma qualification. 1 of the 2 elective units may be selected from the TAA40104 Certificate IV in Training and Assessment electives or from any other Certificate IV | | |
| <input type="checkbox"/> TAADES502A – Design and develop learning resources | | \$250.00 |
| <input type="checkbox"/> TAADES503A – Research and design e-learning resources | | \$250.00 |
| <input type="checkbox"/> TAADES504A – Develop and evaluate e-learning resources | | \$250.00 |
| <input type="checkbox"/> TAADES505A – Research and develop competency standards | | \$250.00 |
| <input type="checkbox"/> TAADEL501A – Facilitate e-learning | | \$250.00 |
| <input type="checkbox"/> TAADEL502A – Facilitate action learning projects | | \$250.00 |
| <input type="checkbox"/> TAADEL504A – Lead and coordinate training services | | \$250.00 |
| <input type="checkbox"/> TAATAS501A – Undertake organisational training needs analysis | | \$250.00 |
| <input type="checkbox"/> TAATAS502A – Prepare a tender bid | | \$250.00 |
| <input type="checkbox"/> TAATAS503A – Manage contracted work | | \$250.00 |
| <input type="checkbox"/> TAATAS504A – Facilitate group processes | | \$250.00 |
| <input type="checkbox"/> TAACMQ501A – Develop training &/or assessment organisational policies & procedures | | \$250.00 |
| <input type="checkbox"/> TAACMQ502A – Coordinate training &/or assessment arrangements for apprenticeships/traineeships | | \$250.00 |
| <input type="checkbox"/> TAACMQ504A – Determine & manage scope of training and/or assessment services | | \$250.00 |
| <input type="checkbox"/> TAACMQ505A – Lead a team to foster innovation | | \$250.00 |
| Diploma Imported Units | | |
| <input type="checkbox"/> BSBMKG501A – Evaluate marketing opportunities | | \$250.00 |
| <input type="checkbox"/> BSBEBUS508A – Build a virtual community | | \$250.00 |
| <input type="checkbox"/> BSBMGT503A – Prepare budgets and financial plans | | \$250.00 |
| <input type="checkbox"/> BSBMGT504A – Manage budgets and financial plans | | \$250.00 |
| <input type="checkbox"/> BSBMGT506A – Recruit, select and induct staff | | \$250.00 |
| <input type="checkbox"/> BSBHR504A – Manage industrial relations policies and processes | | \$250.00 |
| <input type="checkbox"/> BSBPKG502A – Manage and monitor business or record systems | | \$250.00 |
| <input type="checkbox"/> BSBFLM512A – Ensure team effectiveness | | \$250.00 |
| <input type="checkbox"/> BSBFLM514A – Manage people | | \$250.00 |
| TOTAL ENROLMENT FEE: | | |

Unit mapping analysis: BSZ50198 Diploma of Assessment and Workplace Training to TAA50104 Diploma of Training and Assessment

Overview

The mapping of BSZ98 Training Package for Assessment to TAA04 Training and Assessment Training Package involves a detailed analysis of the units in each Training Package to identify:

- which TAA units and what TAA unit content is addressed by and within the BSZ units
- what the gaps are between the specifications of TAA units and the BSZ units.

The analysis is undertaken at unit level through setting out each TAA unit and then mapping a BSZ unit or combination of units that most closely relates to the specifications of the TAA unit.

The mapping determines which BSZ unit, or BSZ units in combination, have equivalence to a TAA unit, which units have partial equivalence and which units have no equivalence.

In undertaking the mapping some critical points need to be clarified.

In this context, the term 'equivalence' is used to mean that a BSZ unit or combination of units has the same outcome as the TAA unit. Any gaps that are identified are classified as being of such insignificance that overall competency is not compromised.

Partial equivalence indicates that a BSZ unit or combination of units exist that has some similarity in focus, scope and specifications but the identified gaps are of significance, for example coverage may address a number of elements. No equivalence is determined when it is clear that no BSZ units exist that have a similar focus, scope or specifications to the TAA unit or where the similarity between the units is so limited that no elements are addressed

The following Table summarises the mapping analysis for units packaged within the TAA50104 Diploma of Training and Assessment in relation to the BSZ98 Training Package for Assessment and Workplace Training. The detailed unit analysis follows.

| Summary of Mapping Analysis – Diploma | |
|--|---|
| TAA50104 Diploma of Training and Assessment | BSZ98 Diploma of Assessment and Workplace Training |
| TAAENV501A Maintain and enhance professional practice | No equivalent or partially equivalent unit in BSZ98 |
| TAADES501A Design and develop learning strategies | BSZ508A Design training courses is equivalent |
| TAADES502A Design and develop learning resources | No equivalent or partially equivalent unit in BSZ98 |
| TAADES503A Research and design e-learning learning resources | No equivalent or partially equivalent unit in BSZ98 |
| TAADES504A Develop and evaluate e-learning resources | No equivalent or partially equivalent unit in BSZ98 |
| TAADES505A Research and develop competency standards | No equivalent or partially equivalent unit in BSZ98 |
| TAADEL501A Facilitate e-learning | No equivalent or partially equivalent unit in BSZ98 |
| TAADEL502A Facilitate action learning projects | No equivalent or partially equivalent unit in BSZ98 |
| TAADEL503A Provide advanced facilitation to support learning | No equivalent or partially equivalent unit in BSZ98 |
| TAADEL504A Lead and coordinate training services | BSZ504A is equivalent |
| TAAASS501A Lead and coordinate assessment systems and services | No equivalent or partially equivalent units in BSZ98 |
| TAATAS501A Undertake organisational training needs analysis | BSZ501A is equivalent |
| TAATAS502A Prepare a tender bid | No equivalent or partially equivalent unit in BSZ |
| TAATAS503A Manage contracted work | No equivalent or partially equivalent unit in BSZ |
| TAATAS504A Facilitate group processes | No equivalent or partially equivalent unit in BSZ |
| TAACMQ501A Develop training and/or assessment organisational policies and procedures | BSZ502A, BSZ503A and BSZ504A together provide equivalence |
| TAACMQ502A Coordinate training and/or assessment arrangements for apprenticeships/traineeships | No equivalent or partially equivalent unit in BSZ98 |
| TAACMQ503A Lead and conduct training and/or assessment evaluations | BSZ505A Evaluate the training and assessment system is equivalent |
| TAACMQ504A Determine and manage scope of training and/or assessment services | No equivalent or partially equivalent unit in BSZ98 |
| TAACMQ505A Lead a team to foster innovation | No equivalent or partially equivalent unit in BSZ98 |

Unit Mapping Analysis: BSZ50198 Diploma in Assessment and Workplace Training to TAA50104 Diploma in Training and Assessment

| TAA unit | BSZ unit | Other BSZ units of relevance | Gap | Comments |
|---|--|--|-----|----------|
| TAAENV501A Maintain and enhance professional practice | There is no unit in BSZ that addresses this competence | There are no other units in BSZ that partially address this competence | Yes | |
| Element 1: Model high standards of performance | No specific element in BSZ | | Yes | |
| Element 2: Determine personal development needs | No specific element in BSZ | | Yes | |
| Element 3: Participate in professional development activities | No specific element in BSZ | | Yes | |
| Element 4: Reflect on and evaluate professional practice | No specific element in BSZ | | Yes | |
| SUMMARY | | | | |
| This is a new unit with no clear parallel in BSZ98. | | | | |

| TAA unit | BSZ unit | Other BSZ units of relevance | Gap | Comments |
|---|--|-------------------------------------|------------|---|
| TAADES501A Design and develop learning strategies | BSZ508A Design training Courses | | No | Both units address the same area of competence |
| Element 1: Determine the parameters of the learning strategy | Element 1: Determine the need for a course & Element 2: Identify learner profile | | No | |
| Element 2: Develop the framework for the learning strategy | Element 3: Develop course structure | | No | |
| Element 3: Devise the content and structure of the learning strategy | Element 3: Develop course structure Element 5: Define the training content and Element 7: Identify career/educational pathways | | No | |
| Element 4: Review the learning strategy | Element 6: Develop course monitoring arrangements | | No | Standard evaluation – covered in 508A, Element 6 and other BSZ units. |
| SUMMARY | | | | |
| BSZ508A goes further than TAADES501A as it specifically includes identifying career and educational pathways. TAADES501A goes beyond BSZ508A in the way in which review and evaluation is concurrent with development. In summary the two should be seen as equivalent. | | | | |

| TAA unit | BSZ unit | Other BSZ units of relevance | Gap | Comments |
|---|-----------------------------------|---|------------|-----------------------------|
| TAADES502A Design and develop learning resources | There is no similar unit in BSZ98 | There are no other units in BSZ that in combination address this unit of competency | Yes | BSZ406 has a narrower focus |
| Element 1: Research and interpret the learning resource requirements | No specific element in BSZ | | Yes | |
| Element 2: Design the learning resource and plan the content | No specific element in BSZ | | Yes | |
| Element 3: Develop the learning resource content | No specific element in BSZ | | Yes | |
| Element 4: Review learning resource prior to implementation | No specific element in BSZ | | Yes | |
| Element 5: Evaluate the design and development process | No specific element in BSZ | | Yes | |
| <p>SUMMARY</p> <p>TAADES502A has a focus on producing ‘learning materials that have been specifically developed to address a substantive area of teaching/learning and or assessment guidance and support’. This takes the area beyond what is addressed in some of the elements in BSZ406 where the focus is much narrower.</p> | | | | |

| TAA unit | BSZ unit | Other BSZ units of relevance | Gap | Comments |
|--|-----------------------------------|---|------------|-----------------|
| TAADES503A Research and design e-learning resources | There is no similar unit in BSZ98 | There are no other units in BSZ that in combination address this unit of competency | Yes | |
| Element 1: Research and interpret the e-learning resource requirements | No specific element in BSZ | | Yes | |
| Element 2: Generate options for e-learning resource | No specific element in BSZ | | Yes | |
| Element 3: Create the design concept | No specific element in BSZ | | Yes | |
| Element 4: Finalise the e-learning design concept | No specific element in BSZ | | Yes | |
| SUMMARY | | | | |
| There is no unit in BSZ98 that focuses on e-learning. | | | | |

| TAA unit | BSZ unit | Other BSZ units of relevance | Gap | Comments |
|---|-----------------------------------|---|------------|-----------------|
| TAADES504A Develop and evaluate e-learning resources | There is no similar unit in BSZ98 | There are no other units in BSZ that in combination address this unit of competency | Yes | |
| Element 1: Participate in the development process | No specific element in BSZ | | Yes | |
| Element 2: Develop the e-learning resource prototype in conjunction with others | No specific element in BSZ | | Yes | |
| Element 3: Trial and evaluate the e-learning resource prototype | No specific element in BSZ | | Yes | |
| Element 4: Collaborate in developing the full e-learning resource | No specific element in BSZ | | Yes | |
| SUMMARY | | | | |
| There is no unit in BSZ98 that focuses on e-learning. | | | | |

| TAA unit | BSZ unit | Other BSZ units of relevance | Gap | Comments |
|---|---|-------------------------------------|------------|---|
| TAADES505A Research and develop competency standards | BSZ501A Analyse competency requirements | | Yes | Gap exists |
| Element 1: Interpret requirements and research competency area | Element 1: Identify client competency needs & Element 2: Confirm findings of research | | Yes | Competency area must be researched |
| Element 2: Formulate competency standards | | | Yes | |
| Element 3: Validate competency standards | Element 5: Validate competencies and implementation plan | | Yes | The validation in BSZ is that the competencies chosen for use are agreed by the client, not validation of competencies themselves |
| Element 4: Finalise competency standards | No specific element | | No | Covered by Element 5, PC 5.3 |
| SUMMARY | | | | |
| <p>There is a substantial difference in outcome between these two units. The focus of BSZ501A is on a TNA and the identification of competencies required to be developed by the individuals themselves. The emphasis of TAADES505A is on the development of the standard itself. BSZ501A assumes the documented competencies already exist and choices are being made, based on research, about which ones are suitable for a particular context. TAADES505A requires the competencies to be developed. It is a different skill.</p> | | | | |

| TAA unit | BSZ unit | Other BSZ units of relevance | Gap | Comments |
|---|-----------------------------------|---|------------|--|
| TAADEL501A Facilitate e-learning | There is no similar unit in BSZ98 | There are no other units in BSZ that in combination address this unit of competency | Yes | While BSZ407A refers to interactive delivery as a training delivery method applicable to this unit, the elements and PCs are not focused on an e-learning model, and do not meet the TAA specifications. |
| Element 1: Establish the e-learning environment | No specific element in BSZ | | Yes | |
| Element 2: Introduce e-learning | No specific element in BSZ | | Yes | |
| Element 3: Guide and facilitate e-learning | No specific element in BSZ | | Yes | |
| Element 4: Monitor e-learning | No specific element in BSZ | | Yes | |
| Element 5: Review e-learning processes | No specific element in BSZ | | Yes | |
| SUMMARY | | | | |
| There are no equivalent units in BSZ98. | | | | |

| TAA unit | BSZ unit | Other BSZ units of relevance | Gap | Comments |
|--|-----------------------------------|---|------------|--|
| TAADEL502A Facilitate action learning projects | There is no similar unit in BSZ98 | There are no other units in BSZ that in combination address this unit of competency | Yes | While BSZ407A refers to action learning as a training activity applicable to this unit, the elements and PCs are not focused on an action learning process or cycle and do not meet the TAA specifications |
| Element 1: Prepare for action learning | No specific element in BSZ | | Yes | |
| Element 2: Introduce action learning | No specific element in BSZ | | Yes | |
| Element 3: Facilitate action learning | No specific element in BSZ | | Yes | |
| Element 4: Continuously evaluate action learning | No specific element in BSZ | | Yes | |
| Element 5: Identify ongoing group purpose and sustainability | No specific element in BSZ | | Yes | |
| Element 6: Facilitate group evaluation | No specific element in BSZ | | Yes | |
| Element 7: Reflect on personal facilitation skills | No specific element in BSZ | | Yes | |
| SUMMARY | | | | |
| There is no equivalence with units in BSZ98. | | | | |

| TAA unit | BSZ unit | Other BSZ units of relevance | Gap | Comments |
|---|-----------------------------------|---|------------|-----------------|
| TAADEL503A Provide advanced facilitation to support learning | There is no similar unit in BSZ98 | There are no other units in BSZ that in combination address this unit of competency | Yes | |
| Element 1: Develop and extend teaching, facilitation and learning practices | No specific element in BSZ | | Yes | |
| Element 2: Develop learner independence | No specific element in BSZ | | Yes | |
| Element 3: Manage learning | No specific element in BSZ | | Yes | |
| Element 4: Reflect on teaching, facilitation and learning practices | No specific element in BSZ | | Yes | |
| SUMMARY | | | | |
| There is no equivalence with units in BSZ98. | | | | |

| TAA unit | BSZ unit | Other BSZ units of relevance | Gap | Comments |
|--|---|--|------------|---|
| TAADEL504A Lead and coordinate training services | BSZ504 Manage the training and assessment system | BSZ502A and BSZ503A | Part | These BSZ units address some of the specifications of TAADEL504A. The emphasis in TAADEL504A is coordinator function whereas emphasis in two of the BSZ units is on design |
| Element 1: Organise and arrange training services | | No specific element with this focus PCs are addressed across BSZ units | Part | BSZ502A &BSZ503A both contain elements about determining training/assessment boundaries – TAA unit is addressing these aspects at coordination level BSZ504A Element 2 addresses a number of the PC of the TAA element |
| Element 2: Organise and lead training personnel | | BSZ504A Element 2: Support trainers/and or assessors | No | |
| Element 3: Monitor training operations | | Related to BSZ504A Element 4: Maintain quality assurance procedures and evaluation elements in other units | No | |
| SUMMARY | | | | |
| TAADEL504A is equivalent to BSZ504A. This is because the key outcomes are the same and there are only minor differences in low risk areas. | | | | |

| TAA unit | BSZ unit | Other BSZ units of relevance | Gap | Comments |
|---|------------------------------|-------------------------------------|------------|--|
| TAAASS501A Lead and coordinate assessment systems and services | There is no similar BSZ unit | Limited parts of BSZ503A & BSZ504A | Yes | |
| Element 1: Develop and extend assessment expertise | No specific element in BSZ | | Yes | |
| Element 2: Lead assessment activities | No specific element in BSZ | | Yes | |
| Element 3: Monitor assessment practice | No specific element in BSZ | | No | Links to Element 4 of BSZ504A if applied to assessment context |
| Element 4: Coordinate assessment validation | No specific element in BSZ | | Yes | |
| Element 5: Manage assessment appeals | No specific element in BSZ | | Yes | Whilst BSZ504A Element 4 PC addresses monitoring QA procedures, the range statement on QA does not include appeals and there is certainly no element addressing management of this process |
| <p>SUMMARY</p> <p>There is no equivalence between TAAASS501A and BSZ98 units. BSZ504A has some features in common but the greater emphasis in TAAASS501A on details of assessment and appeals as well as the other differences outlined above mean that they are not equivalent.</p> | | | | |

| TAA unit | BSZ unit | Other BSZ units of relevance | Gap | Comments |
|--|--|------------------------------|------|---|
| TAATAS501A Undertake organisational training needs analysis | BSZ501A Analyse competency requirements | | Part | TAATAS501A is focused on training analysis at an organisational level. Such an analysis can be used to inform competency or training needs. BSZ501A addresses researching and analysing competency requirements. Competency requirements can be interpreted to mean defining competency specifications or determining competency /training needs In the TAA Training Package these two possible interpretations are separated into distinct units |
| Element 1: Identify organisational/ client needs | Element 1 Identify client competency needs | | No | |
| Element 2: Conduct training needs analysis | Element 2 Undertake needs analysis | | No | Competency needs in Range Statement of BSZ has much narrower focus |
| Element 3: Provide advice to clients | Element 3 Confirm findings of research | | Part | BSZ element has different flavour |
| <p>SUMMARY</p> <p>The units TAATAS501A and BSZ501A are equivalent. The outcomes are the same. Both are about analysing the competency development needs of a group of individuals, whether through a TNA within an enterprise or across some other grouping. The differences between the units are not significant.</p> | | | | |

| TAA unit | BSZ unit | Other BSZ units of relevance | Gap | Comments |
|--|----------------------------|---|------------|-----------------|
| TAATAS502A Prepare a tender bid | No similar unit in BSZ | No parts of other BSZ units that are similar/address focus and scope of this unit | Yes | |
| Element 1: Determine tender requirements | No specific element in BSZ | | Yes | |
| Element 2: Develop tender content | No specific element in BSZ | | Yes | |
| Element 3: Prepare tender bid | No specific element in BSZ | | Yes | |
| SUMMARY | | | | |
| There is no equivalent unit in BSZ98. | | | | |

| TAA unit | BSZ unit | Other BSZ units of relevance | Gap | Comments |
|--|----------------------------|---|------------|-----------------|
| TAATAS503A Manage contracted work | No similar unit in BSZ | No parts of other BSZ units that are similar/address focus and scope of this unit | Yes | |
| Element 1: Develop effective planning instruments | No specific element in BSZ | | Yes | |
| Element 2: Organise resources and support processes | No specific element in BSZ | | Yes | |
| Element 3: Manage implementation of contractual requirements | No specific element in BSZ | | Yes | |
| Element 4: Evaluate management efficacy | No specific element in BSZ | | Yes | |
| SUMMARY | | | | |
| There is no equivalent unit in BSZ98. | | | | |

| TAA unit | BSZ unit | Other BSZ units of relevance | Gap | Comments |
|---|----------------------------|--|------------|--|
| TAATAS504A Facilitate group processes | No similar unit in BSZ | No parts of other BSZ units are similar/address focus and scope of this unit | Yes | TAATAS504A focuses on group facilitation to identify an outcome; it is quite different in focus and specifications to TAADEL402A & BSZ407A |
| Element 1: Establish group objectives and processes | No specific element in BSZ | | Yes | |
| Element 2: Manage facilitation | No specific element in BSZ | | Yes | |
| Element 3: Develop group outcomes | No specific element in BSZ | | Yes | |
| Element 4: Finalise group process | No specific element in BSZ | | Yes | |
| SUMMARY | | | | |
| There is no equivalent unit in BSZ98. | | | | |

| TAA unit | BSZ unit | Other BSZ units of relevance | Gap | Comments |
|--|---------------------------|---|------|--|
| TAACMQ501A Develop training and/or assessment organisational policies and procedures | No similar unit in BSZ | BSZ502A, BSZ503A and BSZ504A address the development of training/assessment policies and procedures as PC of these units | No | The development of procedures is strong in BSZ504A |
| Element 1: Gather and analyse information for policy and procedure development | | No similar element in BSZ units | No | Researching information is in several BSZ units |
| Element 2: Develop the policies and procedures | | Element 2 is partially addressed as PCs in BSZ units | Part | |
| Element 3: Identify implementation requirements | | No similar element in BSZ | Yes | |
| Element 4: Monitor and review policies and procedures | | Partially addressed in BSZ504A Element 4 in relation to QA procedures | Yes | |
| SUMMARY | | | | |
| The outcomes of TAACMQ501A are linked to those of BSZ502A, 503A and 504A. An individual holding all three of these units would be deemed to have met equivalence requirements. | | | | |

| TAA unit | BSZ unit | Other BSZ units of relevance | Gap | Comments |
|--|----------------------------|---|------------|-----------------|
| TAACMQ502A Coordinate training and/or assessment arrangements for apprenticeships/ traineeships | No similar unit in BSZ | No parts of other BSZ units that are similar/address focus and scope of this unit | Yes | |
| Element 1: Establish training and/or assessment requirements for apprenticeships/ traineeships | No specific element in BSZ | | Yes | |
| Element 2: Plan and organise training and/or assessment arrangements | No specific element in BSZ | | Yes | |
| Element 3: Monitor workplace training and/or assessment | No specific element in BSZ | | Yes | |
| Element 4: Manage compliance requirements | No specific element in BSZ | | Yes | |
| Element 5: Review apprenticeship/ traineeship arrangements | No specific element in BSZ | | Yes | |
| SUMMARY | | | | |
| There is no equivalent unit in BSZ98. | | | | |

| TAA unit | BSZ unit | Other BSZ units of relevance | Gap | Comments |
|--|---|--|------------|-----------------|
| TAACMQ503A Lead and conduct training and/or assessment evaluations | BSZ505A Evaluate the Training and Assessment system | BSZ504A also addresses internal audit and report | No | |
| Element 1: Identify the basis for the evaluation | Element 1: Plan a system evaluation | | No | |
| Element 2: Plan evaluation of training and/or assessment services/system | Element 1: Plan a system evaluation | | No | |
| Element 3: Conduct evaluation of training and/or assessment services/systems | Element 2: Conduct the evaluation | | No | |
| Element 4: Determine and report evaluation outcome/s | Element 3: Report evaluation findings | | No | |
| SUMMARY | | | | |
| TAACMQ503A and BSZ505A should be seen as equivalent as outcomes are equivalent. Differences are minor and insignificant. | | | | |

| TAA unit | BSZ unit | Other BSZ units of relevance | Gap | Comments |
|--|------------------------|--|------|---|
| TAACMQ504A Determine and manage scope of training and/or assessment services | No similar unit in BSZ | BSZ502A & BSZ504A | | BSZ 502A identifies determining training services in PC 1.1 but the whole process of defining the scope is not addressed; BSZ504A could address managing scope as part of QA but Range Statement for QA procedures does not incorporate scope |
| Element 1: Investigate scope of training and/or assessment services | | Element 1 of BSZ502A & Element 3 of BSZ503A – determine boundaries | Part | PCs that cover these BSZ elements have quite different focus to TAA unit |
| Element 2: Identify organisational capacity and appropriateness of providing training and/or assessment services | | No specific element in BSZ | Yes | PC 1.3 of BSZ502A and PC 2.3 of BSZ503A both address resources to support the system (organisational capacity) but this does not address the critical outcome of whether the organisation should provide the training/assessment service |
| Element 3: Coordinate legal/ organisational requirements | | No specific element in BSZ | Yes | |
| Element 4: Monitor scope of training and/or assessment services | | No specific element in BSZ | Yes | |
| SUMMARY | | | | |
| There is no equivalent unit in BSZ98. | | | | |

| TAA unit | BSZ unit | Other BSZ units of relevance | Gap | Comments |
|---|----------------------------|---|------------|-----------------|
| TAACMQ505A Lead a team to foster innovation | No similar unit in BSZ | No parts of other BSZ units that are similar/address focus and scope of this unit | Yes | |
| Element 1: Provide a model of innovative practice | No specific element in BSZ | | Yes | |
| Element 2: Organise teams to maximise innovation | No specific element in BSZ | | Yes | |
| Element 3: Organise work to facilitate innovative practices | No specific element in BSZ | | Yes | |
| Element 4: Provide guidance and monitor innovation at work practices | No specific element in BSZ | | Yes | |
| Element 5: Review the use of innovation at work skills in a team environment | No specific element in BSZ | | Yes | |
| SUMMARY | | | | |
| There is no equivalent unit in BSZ98. This unit is based on the generic guideline unit IC55 Lead a team to foster innovation. Elements and performance criteria show no significant contextualisation to the TAA context. It could be deemed equivalent to other units derived from ICS5. | | | | |