

# Diploma of Training & Assessment TAA50104

## Public Program Unit Overview



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## Introduction



APCOT, a world leading learning & development organisation are dedicated to feeding your inner beast, the LEARNAVORE that lurks within us all.

The LEARNAVORE is yours and your organisation's capability to continuously learn, change and adapt to today's global business demands. We work with leaders at all levels and help them feed the LEARNAVORE in order for them to lead, develop and inspire others. This focus on learning, development and skills acquisitions has direct, tangible results to the productivity and efficiency of business processes and the empowerment and morale of the people who work within the organisation.

The APCOT Public Diploma of Training and Assessment Qualification Program is made up of the following 5 core and 7 elective units.

**Note: 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.**

### Core:

TAAENV501B	Maintain and enhance professional practice
TAADES501B	Design and develop learning strategies
TAADEL 503B	Provide advanced facilitation to support learning
TAAASS501B	Lead and coordinate assessment systems and services
TAACMQ503B	Lead and conduct training and/or assessment evaluations

### Electives:

TAADEL502B	Facilitate action learning projects
TAACMQ505B	Lead a team to foster innovation
TAATAS504B	Facilitate group processes
TAADES504B	Develop and evaluate e-learning resources
TAADEL501B	Facilitate e-learning
TAADEL504B	Lead and coordinate training services

**The final elective may be selected from the TAA40104 Certificate IV in Training and Assessment electives or from any other Certificate IV.**

## The APCOT Public Diploma Program Overview

MODULE	Units of Competency	Unit descriptor	Elements (Learning Outcomes)
<b>Module One</b>  <b>Use advance facilitation techniques and the action learning approach to improve learning and work performance</b>	Core:  TAADEL503B Provide advanced facilitation to support learning	This unit specifies the competency required to integrate and extend delivery and facilitation practices to support learning of a diverse client base operating in a range of contexts within the vocational education and training sector.	<ol style="list-style-type: none"> <li>1. Develop and extend teaching, facilitation and learning practices.</li> <li>2. Develop learner independence</li> <li>3. Manage learning</li> <li>4. Reflect on teaching, facilitation and learning practices.</li> </ol>
	Elective:  TAADEL502B Facilitate action learning projects	This unit specifies the competency required to facilitate a group to engage in action learning projects. Action learning involves a group based learning model in which the participants contribute their knowledge and expertise to guide the learning experience. The members learn from each other and through their experiences in participating in and directing the action learning process, guided by the trainer/facilitator.	<ol style="list-style-type: none"> <li>1. Prepare for action learning</li> <li>2. Introduce action learning</li> <li>3. Facilitate action learning</li> <li>4. Continuously evaluate action learning</li> <li>5. Identify ongoing group purpose and sustainability</li> <li>6. Facilitate group evaluation</li> <li>7. Reflect on personal facilitation skills</li> </ol>

<p><b>Module Two</b></p> <p><b>Drive continuous improvement processes through leading innovative team work practices.</b></p>	<p>Core:</p> <p>TAAENV501B</p> <p>Maintain and enhance professional practice</p>	<p>This unit addresses the processes required to maintain a high level of professional performance in the vocational education and training field. It includes modelling high standards of performance in accordance with professional standards and procedures, and the processes and outcomes involved in determining professional development needs and participating in associated activities.</p>	<ol style="list-style-type: none"> <li>1. Model high standards of performance</li> <li>2. Determine personal development needs</li> <li>3. Participate in professional development activities</li> <li>4. Reflect on and evaluate professional practice.</li> </ol>
	<p>Elective:</p> <p>TAACMQ505B</p> <p>Lead a team to foster innovation</p>	<p>This unit addresses the skills that are needed by individuals who are leading work teams on individual projects or work in general.</p> <p>It includes the skills and knowledge required to put a team together, from the perspective of innovation. This unit also involves structuring work to ensure innovative processes are being used, and to ensure that personnel have the information and skills to apply innovation at work skills</p>	<ol style="list-style-type: none"> <li>1. Provide a model of innovative practice</li> <li>2. Organise teams to maximise innovation</li> <li>3. Organise work to facilitate innovative practices</li> <li>4. Provide guidance and monitor innovation at work practices</li> <li>5. Review the use of innovation at work skills in a team environment</li> </ol>
	<p>Elective:</p> <p>TAATAS504B</p> <p>Facilitate group processes</p>	<p>Group facilitation is a competency involving the effective management of a group in circumstances where the facilitator provides a pathway for the group to achieve identified and agreed outcomes.</p> <p>This competency requires high-level communication and interpersonal skills as well as knowledge of various group process techniques and activities to explore and analyse a focus/subject area, maximise group involvement and interaction and develop common/agreed solutions/outcomes.</p>	<ol style="list-style-type: none"> <li>1. Establish group objectives and processes</li> <li>2. Manage facilitation</li> <li>3. Develop group outcomes</li> <li>4. Finalise group process</li> </ol>

Module Three			
<b>Energise the Learning Function with Engaging E-Learning</b>	Elective: TAADES503B Research and design e-learning resources	This unit specifies the competency required to research the requirements for e-learning resources and to design resources based on that research. Learning resources are designed to enhance and support the effectiveness of the learning process. They provide guidance, materials, learning and assessment activities, and relevant information that address the competencies/learning outcomes to be achieved by the learner.  An e-learning resource is any learning resource that is assisted by information and communication technology.	<ol style="list-style-type: none"> <li>1. Research and interpret the e-learning resource requirements</li> <li>2. Generate options for e-learning resource</li> <li>3. Create the design concept</li> <li>4. Finalise the e-learning concept</li> </ol>
	Elective: TAADES504B Develop and evaluate e-learning resources	This unit specifies the competency required to develop and evaluate e-learning resources based on an agreed design concept. Learning resources are designed to enhance and support the effectiveness of the learning process. They provide guidance, materials, learning and assessment activities, and relevant information that address the competencies/learning outcomes to be achieved by the learner.	<ol style="list-style-type: none"> <li>1. Participate in the development process.</li> <li>2. Develop the e-learning resource prototype in conjunction with others</li> <li>3. Trial and evaluate the e-learning resource prototype</li> <li>4. Collaborate in developing the full e-learning resource</li> </ol>
	Elective: TAADEL501B Facilitate e-learning	This unit specifies the competency required to facilitate learning delivered via electronic media. Facilitating e-learning involves transferring competency in other modes to the e-learning environment where technology is the medium for delivery.	<ol style="list-style-type: none"> <li>1. Establish the e-learning environment</li> <li>2. Introduce e-learning</li> <li>3. Guide and facilitate e-learning</li> <li>4. Monitor e-learning</li> </ol>

<p><b>Module Four</b></p> <p><b>Manage the learning, training and assessment functions</b></p>	<p>Core: TAADES501B Design and develop learning strategies</p>	<p>This unit specifies the competency required to design, develop and evaluate learning strategies.</p> <p>Learning strategies document a framework for the learning requirements and the teaching/delivery and assessment arrangements of a vocational education and training qualification. The learning strategy is the umbrella document that outlines the requirements for designing the learning and assessment process at the qualification level.</p>	<ol style="list-style-type: none"> <li>1. Determine the parameters of the learning strategy</li> <li>2. Develop the framework for the learning strategy</li> <li>3. Devise the content and structure of the learning strategy</li> <li>4. Review the learning strategy</li> <li>5.</li> </ol>
	<p>Core: TAAASS501B Lead and coordinate assessment systems and services</p>	<p>This unit specifies the competence required to provide leadership in assessment and to coordinate assessment validation and appeals processes. Assessment leadership and coordination involves a complex mix of extending own and others' expertise in assessment practice, guiding and leading assessors, monitoring assessment practice and taking responsibility for assessment validation and appeals processes.</p>	<ol style="list-style-type: none"> <li>1. Develop and extend assessment expertise</li> <li>2. Lead assessment activities</li> <li>3. Monitor assessment practice</li> <li>4. Coordinate assessment validation activities</li> <li>5. Manage assessment appeals</li> <li>6.</li> </ol>
	<p>Core: TAACMQ503B Lead and conduct training and/or assessment evaluations</p>	<p>This unit specifies the competency required to lead and conduct training and/or assessment evaluations.</p> <p>Evaluation represents a critical function that forms part of the quality management of the training and/or assessment services provided by a training and/or assessment organisation. Evaluation can be carried out as a separate and complete activity focusing on an area of risk or need.</p>	<ol style="list-style-type: none"> <li>1. Identify the basis for the evaluation</li> <li>2. Plan evaluation of training and/or assessment services/system</li> <li>3. Conduct evaluation of training and /or assessment services/systems</li> <li>4. Determine and report evaluation outcomes</li> </ol>



How hungry are you?  
Start feeding that LEARNAVORE soon!

