

EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time, in a range of contexts on multiple occasions, involving a combination of direct, indirect and supplementary forms of evidence.

(1) Critical Aspects of Evidence

Assessment requires evidence of the following products to be collected:

- Evaluation reports in accordance with performance criteria (trainer, trainees and appropriate personnel).
- Training and assessment records
- Reports on the outcomes of the training sessions and training program.
- Plans for current and future training programs and activities.
- Promotional materials/reports
- Costs incurred.

Assessment requires evidence of the following processes to be provided:

- How and why evaluation methods were selected.
- How evaluation information was gathered and acted upon.
- How the report on training sessions/programs was made to appropriate personnel.
- How records are maintained, kept confidential and secured.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- relevant competency standards, including industry or enterprise standards of performance
- legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements and other policies relevant to the specified context
- policies and procedures relating to the organisation's training system including those requirements for recording and maintaining confidential, secure and accurate records
- evaluation and review methodologies including those that produce qualitative and quantitative data
- establishment of criteria to evaluate training programs
- adaptation and use of training record systems for formative and summative assessment

Underpinning Knowledge and Skills (Cont'd)

Skills

The ability to:

- planning own work including predicting consequences and identifying improvements
 - collect, organise and analyse data
 - prepare reports, questionnaires and promotional material
 - present qualitative and quantitative data in a clear and coherent manner
 - use probing questioning and active listening techniques to seek feedback on training
 - adjust spoken and written language to suit audience
- awareness of language, literacy and numeracy issues and principles in the context of training and assessment, including the integration of LL&N with technical training
- application of cultural understanding in the context of training and assessment

(4) Resource Implications

- Access to training record systems, programs, and appropriate personnel.

Opportunities to discuss training outcomes with appropriate personnel. Access to unit(s) of competency to be assessed, relevant training programs and materials and resources for the development of training arrangements.

(5) Method of Assessment

Review of a portfolio containing the following

- Evaluation reports in accordance with performance criteria (trainer, trainees and appropriate personnel)
- Training and assessment records
- Reports on the outcomes of the training sessions and training program.
- Plans for current and future training programs and activities
- Promotional materials/reports
- Costs incurred.

Questioning – oral/written relating to:

- How and why evaluation methods were selected
- How evaluation information was gathered and acted upon
- How the report on training sessions/programs was made to appropriate personnel.
- How records are maintained, kept confidential and secured.

(6) Context of Assessment

- Assessment should occur on the job or in a simulated workplace.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

CSETDP0064A: Design and establish the training system

Competency Descriptor:

This unit describes the skills and knowledge required to design and establish a training system.

Competency Field:

Education and Training

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Determine boundaries of the training	1.1	Services are determined and established through consultation with the client and stakeholders and a training policy documented.
		1.2	Stakeholder relationships are maintained through a range of communication mechanisms and the establishment of a service support structure.
		1.3	The financial, physical and human resources available to support the system are identified within agreed quality assurance procedures.
2.	Determine training system features	2.1	The key operational features and constraints of the training system are determined in consultation with stakeholders.
		2.2	The key operational features of the system are verified with appropriate personnel and clients and the agreed features of the system are documented.
3.	Match needs with resources	3.1	The expertise and roles of internal and external individuals and organisations/partners are identified.
		3.2	A budget, detailing development costs, implementation and maintenance costs of the proposed system, is developed, including partner organisations, if applicable.
4.	Design and develop a training records system	4.1	The record keeping system is designed to allow easy tracking of training participants' progress as well as other agreed features.
		4.2	The record keeping system allows for the storage of detailed information and is designed to be secure, confidential, easy to administer and update.

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| | 4.3 | The record keeping system is developed to allow for appropriate quality assurance requirements and verified for compliance with accepted enterprise/ industry procedures for record keeping and legislative requirements. | |
| | 4.4 | The record keeping system is designed and verified to allow for fair and consistent responses to grievances. | |
| | 4.5 | The record keeping system is designed to ensure that relevant legislative and regulatory requirements are met. | |
| 5. | Establish procedures for the review of training | 5.1 | Review procedures are developed and documented in consultation with stakeholders. |
| 6. | Select and provide for training of system users | 6.1 | The required mix of personnel and competencies to implement the training system are identified. |
| | | 6.2 | Appropriate training strategies are identified modified or developed for trainers and other personnel involved in the training system to acquire competencies. |
| | | 6.3 | The training programs selected or developed for assessors and trainers are verified to meet the Assessment and Workplace Training Competency Standards and other relevant competency standards. |
| 7. | Establish quality assurance procedures | 7.1 | A quality assurance team or committee is established in consultation with appropriate personnel. |
| | | 7.2 | Quality assurance procedures, including verification processes are developed in consultation with appropriate personnel. |
| | | 7.3 | The verification processes involves a representative sample of training activities and makes effective use of resources. |
| | | 7.4 | The quality assurance procedures are piloted for fairness, efficiency and effectiveness |
| | | 7.5 | The quality assurance procedures are documented and distributed to trainers and other appropriate personnel. |
| | | 7.6 | Procedures are established to determine the level of compliance with the training system. |

RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

The following variables may be present

Stakeholders may include:

- industry/professional/trade associations
- trainers/teachers and assessors
- team leaders/managers/employers
- training and assessment coordinators
- participants/employees/learners
- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- relevant industry training advisory bodies
- funding bodies
- Statutory Training/Recognition Authorities e.g. HEART/NTA, NCTVET
- achievement of community priorities
- achievement of government priorities
- licensing/accreditation requirements
- Ministry of Education Youth and Culture
- Independent School Unit registration requirements

Clients' needs may include:

- increased productivity
- increased enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities
- licensing or accreditation requirements

Partners may include:

- public/private/community training providers
- schools, universities
- enterprises
- industry organisations
- international organisations
- government agencies
- community organisations
- individuals including technical experts, training and/or assessment specialists

Key operational features may include:

- the purpose of the training and the relevant competency outcomes of the training
- competencies and certification required of trainers
- record keeping system requirements, procedures and policies
- training context requirements and procedures to match identified competencies
- characteristics of training participants
- any allowable adjustments to the training methods for training participants
- access and equity considerations
- relevant commonwealth/state or territory legislative and regulatory requirements
- arrangements for recognition of competencies
- partnership arrangements
- location of training
- the review and evaluation process including quality assurance procedures
- allocation of costs/fees (if applicable)
- marketing/promotion of system

Operational constraints may include:

- time available
- relative cost implications
- budgetary constraints
- geographical and resource constraints
- availability of stakeholders and other personnel

Quality assurance procedures may include:

- conduct of regular internal and external reviews (person(s) being trained, peer, self and supervisor)
- professional development of participants
- implementation of competencies
- assessment of the assessors'/trainers' competencies
- modifications of the competency system based on evaluation and reviews
- promotion of regular networking amongst developers, assessors/trainers and peer
- moderation - review amongst persons responsible for planning, conducting and reviewing assessments/training within the system

Policy may include:

- purposes of training
- industrial relations issues
- what and who is to be trained
- timing of training
- links with other human resources functions
- appeal/review mechanisms
- criteria for making decisions of competent, or not yet competent
- number of trainers
- allowable adjustments to training /assessment to suit characteristics of training participants
- record keeping requirements
- recognition of prior learning/recognition of current competencies
- development costs and resources
- evaluation
- licensing arrangements
- qualifications

Purpose of training may include:

- productivity improvement
- professional development requirements
- competency acquisition
- induction of new employees
- refresher training for competency maintenance
- legislative or government regulatory requirements
- access and equity considerations

Characteristics of participants may include:

- language, literacy and numeracy needs
- cultural, language and educational background
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- experience with topic
- learning styles
- reasons for undertaking training

Sources of information may include:

- industry/enterprise competency standards, including international information
- training packages
- curriculum and other training program information
- licensing requirements
- government legislation, policies and practices
- job descriptions
- observations of competent workers
- enterprise skills audit reports
- industry skills audit reports
- workplace conditions, policies and standard operating procedures
- benchmarking reports
- industry publications or reports
- market needs analysis reports
- quality assurance procedures

Record system may be:

- paper based system, such as forms or checklists
- computer-based system using magnetic or optical storage
- a combination of both paper and computer-based system.

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(1) Critical Aspects of Evidence

Assessment requires evidence of the following products to be collected:

- training policy
- description of the client and stakeholders
- documentation on the features of the training system
- report on sources of information researched to determine training system
- summary of available financial, physical and human resources
- analysis of possible constraints for training implementation
- report of the design, development, maintenance and security of the record keeping system
- documented review procedures for training system
- description of selection criteria and training programs for trainers and other personnel involved in the training system
- documentation of quality assurance mechanisms

Assessment requires evidence of the following processes to be provided:

- how stakeholders were consulted and agreement was reached on operational features and quality assurance procedures
- how the following criteria were incorporated in the training system:
 - fairness, equity and accessibility of the training system
 - security and access requirements of the record keeping system
 - selection criteria for training personnel
 - selection and training of training personnel
 - feasibility, cost effectiveness and practicability of training system
 - review procedures, currency of records
 - currency of records
- how and why information needed in the development of the training system was sourced
- how the resources needed were researched and availability confirmed
- how the features of the training system, implementation plan and quality assurance procedures were verified

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- language and literacy skills to comprehend sources of information and to prepare required documentation
- familiarity with relevant industry/enterprise competency or performance standards
- analysis of competencies to determine appropriate training system requirements
- knowledge of quality assurance methodology
- knowledge of record keeping systems, particularly those related to training
- knowledge of compliance requirements for copyright and other regulatory requirements
- knowledge of client work systems and equipment
- Knowledge of review/evaluation methodology, particularly as it relates to training

Skills

The ability to:

- identification and correct use of equipment, processes and procedures:
- planning own work including predicting consequences and identifying improvements
- communication skills appropriate to the culture of the workplace

(4) Resource Implications

- access to clients, sources of information and resources for the development of a training system

(5) Method of Assessment

Review of a portfolio containing the following

- training policy
- description of the client and stakeholders
- documentation on the features of the training system
- report on sources of information researched to determine training system
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Questioning – oral/written relating to:

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(6) Context of Assessment

- Assessment should occur on the job or in a simulated workplace.

CRITICAL EMPLOYABILITY SKILLS

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Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 3	
Use technology	Level 2	

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CSETDP0074A: Design training courses

Competency Descriptor:

This unit describes the skills and knowledge required for designing training courses as part of a training system to meet client identified outcomes and where appropriate, receive formal recognition.

Competency Field: Education and Training

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Determine the need for a course	1.1	Stakeholders are identified and consulted to establish training aims and requirements.
		1.2	Course proposal is outlined in terms of stakeholders' aims.
		1.3	Relevant endorsed training packages and curriculum are sourced and assessed for relevance to course proposal.
		1.4	Any licensing/regulatory or government policies relevant to the course proposal are identified.
		1.5	Potential employment markets and career opportunities for training participants are recorded and documented.
		1.6	Results of monitoring activities for related courses are sourced and analysed, where appropriate.
2.	Identify the learner profile	2.1	Potential learners are identified.
		2.2	Profiles of learners on entry to the course are developed and learner profiles are examined to determine language and literacy requirements.
3.	Develop course structure	3.1	Core and elective units/modules are identified.
		3.2	The relationship between units of competence/modules and course outcomes is documented.
		3.3	Entry and exit points are identified and documented.
		3.4	Prerequisites for the course and for specific units/modules within the course are identified and documented.

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| 4. | Determine the training and assessment requirements | 4.1 | The professional development and competency requirements of trainers and assessors are identified in consultation with appropriate personnel. |
| | | 4.2 | The trainer and assessor requirements are checked for consistency with industry/training package assessment guidelines, where appropriate. |
| | | 4.3 | Essential learning resources, materials, facilities, equipment and human resources are identified. |
| 5. | Define the training content | 5.1 | The competencies to be acquired by learners are clearly specified. |
| | | 5.2 | Entry-level competencies are identified and documented. |
| | | 5.3 | Requirements for on the job training or assessment are identified and documented. |
| | | 5.4 | Appropriate evidence and assessment methods are identified and documented. |
| 6. | Develop course monitoring arrangements | 6.1 | Mechanisms for ongoing course monitoring are negotiated, agreed and documented in consultation with appropriate personnel. |
| | | 6.2 | Arrangements to enable course outcomes to be evaluated against relevant performance indicators including industry/enterprise competency standards and learner needs are defined and documented. |
| 7. | Identify career/educational pathways | 7.1 | Course entry and exit points are linked to occupational and educational opportunities. |
| | | 7.2 | Articulation points with higher or related qualifications are identified, negotiated with course owners and documented. |

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