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Competency in this unit needs to be assessed over a period of time, in a range of contexts and 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:

- Description of client and stakeholders
- Evaluation plan
- List and review of information relevant to evaluation.
- Description of evaluation method selected.
- Evidence gathering instruments and procedures .
- Evaluation report, including any proposed changes.

Assessment requires evidence of the following processes to be provided:

- How client, stakeholders were identified .
- Why the evaluation of the system was proposed .
- How the evaluation plan was developed and confirmed with client and stakeholders .
- Why particular evaluation model and evidence gathering instruments were selected .
- How the evaluation was conducted .
- How the evaluation report was drafted and confirmed with client and stakeholders .
- How any changes to the system are to be implemented

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- knowledge of program evaluation models
- skills in applying evaluation models
- skills in validating evaluation procedures
- NCTVET assessment guidelines

Skills

The ability to:

- planning own work including predicting consequences and identifying improvements
- compliance with requirements for copyright and other regulatory requirements
- language and literacy skills to collect and interpret information relevant with the unit and communicate with client, stakeholders and others
- application of cultural understanding in the workplace
- skills in applying relevant workplace policies and procedures and any related legislation or regulatory requirements

**(4) Resource Implications**

- access to clients, stakeholders, information and resources needed to address the required skills and knowledge and to conduct an evaluation of a training and assessment system

**(5) Method of Assessment**

Review of a portfolio containing the following:

- Description of client and stakeholders .
- Evaluation plan
- List and review of information relevant to evaluation .
- Description of evaluation method selected.
- Evidence gathering instruments and procedures .
- Evaluation report, including any proposed changes.

Questioning – oral/written relating to:

- How client, stakeholders were identified .
- Why the evaluation of the system was proposed .
- How the evaluation plan was developed and confirmed with client and stakeholders .
- Why particular evaluation model and evidence gathering instruments were selected .
- How the evaluation was conducted .
- How the evaluation report was drafted and confirmed with client and stakeholders
- How any changes to the system are to be implemented

**(6) Context of Assessment**

- Assessment may 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 work place practices.

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

|   |         |  |
|---|---------|--|
| Collect, analyse and organise information | Level 3 |  |
| 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 |  |

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

**CSETDP0014A: Train small groups**

## Competency Descriptor:

This unit describes the skills and knowledge required to plan, deliver and review training provided for the purposes of developing competency on a one-to-one or small group basis.

## Competency Field:

Education and Training

| ELEMENT OF COMPETENCY |                                     | PERFORMANCE CRITERIA |  |
|-----------------------|-------------------------------------|----------------------|--|
| 1.                    | Prepare for training                | 1.1                  | Specific needs for training are identified and confirmed through consultation with appropriate personnel.                              |
|                       |                                     | 1.2                  | Training objectives are matched to identified competency development needs.  |
|                       |                                     | 1.3                  | Training approaches are planned and documented.  |
| 2.                    | Deliver training                    | 2.1                  | Training is conducted in a safe and accessible environment.  |
|                       |                                     | 2.2                  | Training delivery methods are selected appropriate to training participant(s) needs, trainer availability, location and resources.     |
|                       |                                     | 2.3                  | Strategies and techniques are employed which facilitate the learning process.  |
|                       |                                     | 2.4                  | Objectives of the training, sequence of activities and assessment processes are discussed with training participant(s).                |
|                       |                                     | 2.5                  | A systematic approach is taken to training and the approach is revised and modified to meet specific needs of training participant(s). |
| 3.                    | Provide opportunities for practices | 3.1                  | Practice opportunities are provided to ensure that the participant achieves the components of competency.                              |
|                       |                                     | 3.2                  | Various methods for encouraging learning are implemented to provide diverse approaches to meet the individual needs of participants.   |



- |    |                 |     |   |
|----|-----------------|-----|---|
| 4. | Review training | 4.1 | Participants are encouraged to self evaluate performance and identify areas for improvement.  |
|    |                 | 4.2 | Participants' readiness for assessment is monitored and assistance provided in the collection of evidence of satisfactory performance.  |
|    |                 | 4.3 | Training is evaluated in the context of self-assessment, participant feedback, supervisor comments and measurements against objectives. |
|    |                 | 4.4 | Training details are recorded according to enterprise and legislative requirements.   |
|    |                 | 4.5 | Results of evaluation are used to guide further training.   |

## 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:

Relevant information to identify training needs includes:

- industry/enterprise or other performance competency standards
- endorsed components of relevant industry training package
- industry/workplace training practices
- job descriptions
- results of training needs analyses
- business plans of the organisation which identify skill development requirements
- standard operating and/or other workplace procedures

Appropriate personnel may include:

- team leaders/supervisors/ technical experts
- managers/employers
- training and assessment coordinators
- training participants
- representative government regulatory bodies
- union/employee representatives
- consultative committees
- assessors

Training delivery methods and opportunities for practice may include:

- presentations
- demonstrations
- explanations
- problem solving
- mentoring
- experiential learning
- group work
- on the job coaching
- job rotation
- a combination of the above

Characteristics of training participant may include information in relation to:

- language, literacy and numeracy needs
- cultural, language, and educational background
- gender
- physical ability

Resources may include:

- time
- location
- personnel
- materials and equipment
- OHS and other workplace requirements
- enterprise/industry standard operating procedures
- finances/costs

Components of competency include:

- task skills
- task management skills
- contingency management skills
- job/role environment skills
- transfer and application of skills and knowledge of new contents

Training sessions may include:

- one to one demonstration
- small group demonstration (2 to 5 persons)

- level of confidence, nervousness or anxiety
- age
- previous experience with the topic
- experience in training and assessment

Strategies and techniques may include:

- active listening
- targeted questioning
- points of clarification
- group discussions

## EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time, in a range of contexts and 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:

- Description of the specific training need and required competency outcomes.
- Outline of the training approach and steps to be followed.
- Description of training participant(s) and delivery method(s) to be used.
- Specific resources required.
- Outline of the evidence to be collected for monitoring training participant progress.
- Trainer's self assessment of training delivery.
- Participant evaluation of training delivery.
- Evaluation of review comments against plan of training.
- Records/documentation for monitoring progress of training participant(s).
- May be collected using proformas or template.

Assessment requires evidence of the following processes to be provided:

- How the specific training need was determined.
- How the sequence of the training was determined.
- How appropriate personnel were identified.
- Why particular delivery method(s) were selected.
- How the characteristics of training participant(s) as identified.
- How the resource requirements were established.
- How participant progress was monitored.
- Why and how the training resources were selected.

How appropriate personnel confirmed training arrangements

- How participant(s) were informed of:
  - intended training outcomes
  - competencies to be achieved
  - on and/or off the job practice opportunities
  - benefits of practices
  - learning activities and tasks
  - assessment tasks and requirements

- How constructive feedback was provided to training participant about progress toward competency to be acquired
- How training participant readiness for assessment was determined and confirmed
- How records were maintained to ensure confidentiality, accuracy and security.

Evidence may be provided verbally or in written form.

Interdependent assessment of units

This unit may be assessed in conjunction with other units that form part of a job function.

## (2) Pre-requisite Relationship of Units

- Nil

## (3) Underpinning Knowledge and Skills

### Knowledge

Knowledge of:

- competency in the units being taught
- workplace application of the relevant competencies
- identification of evidence of competency
- planning of own work including predicting consequences and identifying improvements
- application of relevant workplace policies (e.g. OHS ) and any relevant legislative or regulatory requirements
- correct use of equipment, and any other processes and procedures appropriate for the training
- ethical handling of performance issues

### Skills

The ability to:

- Language, literacy and numeracy required skills to:
  - conduct discussions and ask probing questions to review the training
  - gather information (in spoken or written form) for review purposes
  - make verbal recommendations for delivery of future training
  - adjust language to suit target audience (training participant/appropriate personnel)
  - complete records on training
  - provide verbal feedback & report on training outcomes
  - follow and model examples of written texts
  - promote training in verbal or written form

Communication skills appropriate to the culture of the workplace, appropriate personnel and training participants.

**(4) Resource Implications**

- Access to records system for training, information, and training participants and supervisory staff (where appropriate).

**(5) Method of Assessment**

Review of a portfolio containing the following

- Description of the specific training need and required competency outcomes .
- Outline of the training approach and steps to be followed.
- Description of training participant(s) and delivery method(s) to be used .
- Specific resources required.
- Outline of the evidence to be collected for monitoring training participant progress .
- Trainer's self assessment of training delivery .
- Participant evaluation of training delivery .
- Evaluation of review comments against plan of training.
- Records/documentation for monitoring progress of training participant(s).  
May be collected using specially designed forms/templates .

Questioning – oral/written relating to:

- How the specific training need was determined
- How the sequence of the training was determined
- How appropriate personnel were identified
- Why particular delivery method(s) were selected
- How the characteristics of training participant(s) as identified
- How the resource requirements were established
- How participant progress was monitored
- Why and how the training resources were selected
- How appropriate personnel confirmed training arrangements

How participant(s) were informed of:

- intended training outcomes
- competencies to be achieved
- on and/or off the job practice opportunities
- benefits of practices
- learning activities and tasks
- assessment tasks and requirements

**(6) Context of Assessment**

Assessment may occur on the job or in a simulated workplace. Candidate workplace trainers should use competencies relevant to their area of technical expertise.

**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"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul> | <ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul> | <ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul> |

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

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

**CSETDP0024A: Plan and promote a training program**

## Competency Descriptor:

This unit describes the skills and knowledge required to plan and promote training program. This involves the identification of competencies to meet the needs of a target group and the planning and promotion of appropriate training strategies.

## Competency Field:

Education and Training

| ELEMENT OF COMPETENCY |  | PERFORMANCE CRITERIA |   |
|-----------------------|--|----------------------|---|
| 1                     | Identify the competency needs          | 1.1                  | The client, target group and appropriate personnel are identified and required goals and outcomes of the training program are negotiated and confirmed with the client .  |
|                       |  | 1.2                  | Relevant competency or other performance standards for the target group are obtained and verified with appropriate personnel.   |
|                       |  | 1.3                  | Gaps between the required competencies and current competencies of the target group are determined.   |
|                       |  | 1.4                  | Current competencies and any relevant characteristics of each participant in the target group are identified using appropriate investigation methods.   |
| 2.                    | Document training program requirements | 2.1                  | Training program goals are identified to specify required knowledge and skill and links to specified units of competency qualification and/or other standards of performance.   |
|                       |  | 2.2                  | Training program documentation specifies the range of workplace applications, activities and tasks that must be undertaken to develop the requisite competencies.   |
|                       |  | 2.3                  | Available training programs and resources are customised to meet specific client needs, where required.   |
|                       |  | 2.4                  | Appropriate grouping of activities is identified to support formative and summative assessment.   |
|                       |  | 2.5                  | Overview of training sessions including appropriate timing and costs is prepared and confirmed with appropriate personnel including those relating to language, literacy and numeracy and specified in documentation. |

- |    |                            |   |
|----|----------------------------|---|
|    | 2.6                        | Methods of supporting and guiding participants within the target group are identified and specified.  |
| 3. | Identify program resources | 3.1 Resources required for the program are identified and approved by appropriate personnel and allocated to meet training participants' characteristics are allocated. |
|    | 3.2                        | Arrangements are made with personnel required to support the training program.  |
|    | 3.3                        | A register of training resources is maintained and held in an accessible form.  |
| 4. | Promote training           | 4.1 Advice on the development of the training program is provided to appropriate personnel.   |
|    | 4.2                        | Information on planned training events is made widely available, utilising a variety of methods.  |
|    | 4.3                        | Promotional activities are monitored for effectiveness in collaboration with the client and appropriate personnel.  |

## 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:

Target group may include:

- employee groups (e.g. particular classification or work area, female employees)
- groups or individuals with special training and/or recognition needs

Training may be:

- on the job
- in a simulated setting
- in a training organisation
- in a combination of locations to suit the units of competency being learned and/or assessed
- in a single site or multi-site operation



Clients may include:

- a department/division
- a work area
- an enterprise or organisation

Information on the required competencies may be collected from:

- industry/enterprise competency standards
- licensing requirements
- standard operating procedures
- job descriptions
- discussions with client group
- enterprise skills audit reports
- industry skills audit reports
- benchmarking reports
- industry publications or reports
- government reports
- market needs analysis reports
- performance appraisals

Appropriate personnel may include:

- team leaders/supervisors/managers/employers
- participant/employee/learner
- technical and subject experts including, language, literacy, numeracy specialists
- government regulatory bodies
- union/employee representatives
- consultative committees
- users of training information such as training providers, employers, human resource departments, and Recognition Authorities
- assessment / training partners
- trainers/teachers and assessors

Clients needs may include:

- increased productivity
- increased enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities
- personal needs

Training program may be based on:

- national industry training packages
- enterprise training packages
- agreed curriculum
- international standards

Target group competencies may be identified by:

- matching enterprise/client needs to available national industry training packages
- reports on assessment of competencies
- enterprise training and assessment record keeping system
- self, peer or supervisor reports

Training program delivery may involve:

- enterprise workplace based delivery
- training provider based delivery
- community based delivery
- school based delivery
- international programs
- distance/online
- combination of the above

Characteristics of participants may include:

- language, literacy and numeracy needs
- cultural language and education background
- educational background or general knowledge
- gender
- age
- physical ability
- previous experience with the topic
- experience in training and assessment
- level of confidence, nervousness or anxiety

Variables for achieving competency may include:

- characteristics of training participants
- resources (time, location , space, people and costs)
- language, literacy and numeracy issues

Training delivery methods may include:

- face to face
- distance learning
- fixed schedule, partly self paced, all self paced
- trainer centred, participant centred
- real time, time independent
- place dependent, place independent
- interactive (e.g. audio, or video conferencing, computer assisted, discussion)
- mentoring
- active learning
- coaching

Training support may include:

- technical experts (including particular subject and language and literacy specialists)
- equipment
- team leaders/supervisors/managers/ employers
- enterprises
- assessment/training partners
- trainers/teachers and assessors
- training and assessment coordinators
- financial

Training materials/equipments may include:

- non-endorsed components of a training package
- appropriate technology -computers, projectors etc
- work books
- workshop guides
- background reading materials/documents
- handouts
- industry/enterprise competency standards
- supportive policies and legislation
- specific language, literacy and numeracy support material

## EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time and in a range of contexts, and 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:

- Description of client, target group and appropriate personnel
- Analysis of training needs of target group
- Documentation on consultations with appropriate personnel throughout the program development phase
- Outline of training program goals and supporting documentation including variables which may impact on the achievement of program goals
- Documentation on training resources and any other requirements for the training program.

Assessment requires evidence of the following processes to be provided:

- How client, target group and appropriate personnel were identified
- How required competencies were determined to meet the client needs
- Why there is a need for training as opposed to other non-training alternatives
- How the need for training was verified with appropriate personnel
- How appropriate personnel approved training program resources
- How language, literacy and numeracy issues were taken into consideration in the planning process.

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- understanding Assessment and Workplace Training Competency Standards and Assessment Guidelines
- relevant competency standards, including industry or enterprise standards of performance
- relationships of competencies to industrial agreements, classification systems and National Qualifications Framework (NQF)
- relevant workplace policies and procedures that apply to that work and (any) related competency in unit(s) of competency relevant to the training program
- understanding of the principles of adult learning and competency based training as applied to the target group and client
- identification and correct use of equipment, processes and procedures relevant to knowledge of methods of training needs analysis and planning
- safety requirements
- sources of assistance for participants requiring language or other particular training support

Skills

The ability to:

- plan own work including predicting consequences and identifying improvements
- apply language, literacy and numeracy skills required to:
  - collect, summarise and interpret relevant information to plan a program
  - communicate in spoken and written form with a range of people in the specified training context
  - adjust spoken and written language to suit audience
  - prepare and/or customise training materials and specified documentation using clear and comprehensible language and layout
  - calculate and estimate costs, time and length of training programs
- be aware of language, literacy and numeracy (LL&N) issues relevant to the context of training and assessment, including current theories on the integration of LL&N with technical training
- Communicate skills appropriate to the culture of the workplace, appropriate personnel and target group.

**(4) Resource Implications**

- access to target group, potential opportunities to identify training needs of a target group, relevant competencies or other standards of performance and resources

**(5) Method of Assessment**

Review of a portfolio containing the following

- Description of client, target group and appropriate personnel .
- Analysis of training needs of target group
- Documentation on consultations with appropriate personnel throughout the program development phase.
- Outline of training program goals and supporting documentation including variables which may impact on the achievement of program goals .
- Documentation on training resources and any other requirements for the training program.

Questioning – oral/written relating to:

- How client, target group and appropriate personnel were identified
- How required competencies were determined to meet the client needs .
- Why there is a need for training as opposed to other non -training alternatives .
- How the need for training was verified with appropriate personnel .
- How appropriate personnel approved training program resources .
- How language, literacy and numeracy issues were taken into consideration in the planning process.

**(6) Context of Assessment**

Assessment may occur on the job or 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"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul> | <ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul> | <ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul> |

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

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

**CSETDP0034A: Plan a series of training sessions**

## Competency Descriptor:

This unit describes the skills and knowledge required to plan a training program for a target group. This involves planning a series of training sessions to meet the identified competency requirements of the target group.

## Competency Field:

Education and Training

| ELEMENT OF COMPETENCY |                                       | PERFORMANCE CRITERIA |   |
|-----------------------|---------------------------------------|----------------------|---|
| 1.                    | Identify training requirements        | 1.1                  | Current competencies of the target group are identified.  |
|                       |                                       | 1.2                  | Relevant training package documentation or approved training course documentation is obtained where applicable.                             |
|                       |                                       | 1.3                  | Qualification requirements, competencies and/or other performance standards to be attained are interpreted.                                 |
|                       |                                       | 1.4                  | Training requirements are identified from the gap between the required competencies and the current competencies of the target group.       |
|                       |                                       | 1.5                  | Training requirements are confirmed with appropriate personnel.   |
| 2.                    | Develop outlines of training sessions | 2.1                  | The training program goals, outcomes, performance and underpinning knowledge requirements are identified.                                   |
|                       |                                       | 2.2                  | The training program requirements, workplace application, activities and tasks required to develop the requisite competencies are analysed. |
|                       |                                       | 2.3                  | An appropriate range of training delivery methods is identified.  |
|                       |                                       | 2.4                  | Training session outlines are mapped against required competencies and deficiencies are identified and addressed.                           |
|                       |                                       | 2.5                  | Special requirements for resources, particular practice requirements and training experiences are documented.                               |

- 
- 2.6 Methods of supporting and guiding training participants including appropriate training resources, language literacy and numeracy support are specified.
3. Develop training materials
- 3.1 Available materials to support the training program are checked for relevance and appropriateness in terms of the language, style, characteristics of training participants and copyright.
- 3.2 Existing materials are customised or resources are developed to enhance the learning capability of training participants to achieve in the delivery setting.
- 3.2 Instructions for use of learning materials and any required equipment are provided.
- 3.4 Copyright laws are observed.
- 3.5 Documentation, resources and materials developed or used are clear and comprehensible.
4. Develop training sessions
- 4.1 Training session plans are developed to meet the goals of the training program.
- 4.2 Opportunities are created within training session design for participants to manage own competency acquisition and apply the relevant competencies in practice.
- 4.3 Session plans identified delivery methods which are appropriate for:
- the competency to be achieved
  - training program's goals
  - training participants' characteristics
  - language, literacy and numeracy skill level of training participants
  - learning resources and facilities to be used
  - equipment and consumable resources available
  - industry/enterprise/workplace contexts and requirements
  - each outlined training session



- |    |                   |   |
|----|-------------------|---|
|    | 4.4               | Training sessions are designed to measure participant progress towards the program goals.   |
|    | 4.5               | Sequence and timing of the training sessions are documented.  |
| 5. | Arrange resources |   |
|    | 5.1               | Resources required for the training sessions are identified and, where special access is required, approved by appropriate personnel.   |
|    | 5.2               | Appropriate training locations are identified and arranged.   |
|    | 5.3               | Arrangements are made with (any) additional personnel required to support the training program.   |
|    | 5.4               | The training environment arranged is safe, accessible and suitable for the acquisition of the identified competencies.  |
|    | 5.5               | Learning resources, documentation on required competencies, assessment procedures and information on available support for training participants is organised and held in an accessible form. |

## 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

Target group may include:

- employee groups (e.g.; particular classification or work area, female employees)
- groups or individuals with special training and/or recognition needs

Training may be conducted:

- on the job
- in a simulated setting
- in a training organisation
- in a combination of locations to suit the units of competency being learned and/or assessed
- in a single site or multi site operation
- in a work environment









**(6) Context of Assessment**

Assessment may occur on the job or a simulated workplace environment.

**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"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul> | <ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul> | <ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul> |

|   |         |  |
|---|---------|--|
| Collect, analyse and organise information | Level 2 |  |
| Communicate ideas and information         | Level 3 |  |
| 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.

**CSETDP0044A: Deliver training sessions**

Competency Descriptor:

This unit describes the skills and knowledge required to deliver training sessions as part of a training program.

Competency Field:

Education and Training

| ELEMENT OF COMPETENCY |                               | PERFORMANCE CRITERIA |   |
|-----------------------|-------------------------------|----------------------|---|
| 1.                    | Prepare training participants | 1.1                  | Training program goals and training session outcomes are explained to, and discussed with, training participants.   |
|                       |                               | 1.2                  | The training program workplace applications, training activities and tasks are explained and confirmed with the training participants.                        |
|                       |                               | 1.3                  | Needs of training participants for competency acquisition are identified.   |
|                       |                               | 1.4                  | The series of training sessions for the training program are explained to training participants.  |
|                       |                               | 1.5                  | Ways in which the competencies are to be developed and assessed are explained to, and confirmed with, training participants.                                  |
| 2.                    | Present training session      | 2.1                  | Presentation and training delivery are appropriate to the characteristics of training participants and the development of the competencies.                   |
|                       |                               | 2.2                  | Presentation of training and design of learning activities emphasise and reinforce the dimensions of competency.  |
|                       |                               | 2.3                  | Presentation and training delivery methods provide variety, encourage participation and reinforce competencies.   |
|                       |                               | 2.4                  | Spoken language and communication strategies / techniques are used strategically to encourage participation and to achieve the outcomes of training sessions. |
|                       |                               | 2.4                  | Training sessions are reviewed and modified as necessary to meet training participants' needs.  |

- 3. Facilitate individual and group learning
  - 3.1 The requirements for the effective participation in the learning process are explained.
  - 3.2 Timely information and advice is given to training participants during training sessions.
  - 3.3 Training presentations are enhanced with the use of appropriate training resources.
  - 3.4 Clear and accurate information is presented in a sequence to foster competency development.
  - 3.5 Language is adjusted to suit training participants.
  - 3.6 Training participants are actively involved in sessions by being encouraged to ask questions, clarify points of concern and contribute comments at appropriate and identified stages.
  - 3.7 Training equipment and materials are used in a way that enhances learning.
  - 3.8 Supplementary information is provided to enhance and clarify understanding as required by individuals or the group.
  - 3.9 Key points are summarised at appropriate times to reinforce learning.
  - 3.10 Individual learning and group dynamics are monitored and managed to achieve program goals.
  - 3.11 Language, literacy and numeracy issues are taken into account to facilitate learning by training participants.



- |    |   |     |  |
|----|---|-----|--|
| 4. | Provide opportunities for practice and feedback | 4.1 | Process, rationale and benefits of practice of competency are discussed with training participants.  |
|    |   | 4.2 | Practice opportunities are provided to match: <ul style="list-style-type: none"><li>• specific competencies to be achieved</li><li>• context of the training program</li><li>• - specific outcomes of the training session</li></ul> |
|    |   | 4.3 | Training participants' readiness for assessment is monitored and discussed with participants.  |
|    |   | 4.4 | Constructive feedback and reinforcement are provided through further training and/or practice opportunities.   |
| 5. | Review delivery of training session             | 5.1 | Training participants' review of training delivery is sought.  |
|    |   | 5.2 | The delivery of training session is discussed with appropriate personnel at appropriate times.   |
|    |   | 5.3 | Trainer self assesses training delivery against program goals, session plans and Assessment and Workplace Training Competency Standards.   |
|    |   | 5.4 | The reactions of relevant personnel to the delivery are sought and discussed at appropriate times.   |
|    |   | 5.5 | Adjustments to delivery, presentation and training are considered and incorporated.  |

## 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

Target group include may include:

- employee groups (e.g. particular classification or work area, female employees)
- groups or individuals with special training and or recognition needs

Characteristics of participants may include:

- language, literacy and numeracy needs
- cultural and language background
- educational background or general knowledge
- gender
- age
- physical ability
- previous experience with the topic
- experience in training and assessment
- level of confidence, nervousness or anxiety

Training program may be based on:

- national industry training packages
- enterprise training packages
- enterprise based standards, standards of performance or curriculum
- international standards
- international programs

Appropriate personnel:

- trainers/teachers and assessors
- team leaders/supervisors/managers/employers
- participant/employee/learner
- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- users of training information such as training providers, employers, human resource departments
- Statutory Training/Recognition Authorities e.g. HEART/NTA, NCTVET

Training programs may involve:

- enterprise based delivery
- provider based delivery, fee for service
- community based delivery
- school based delivery
- international programs
- combination of the above

Target group's competencies may be identified by:

- reports on assessment of competencies
- content analysis of curriculum vitae
- enterprise training and assessment record keeping system
- industry training and assessment recording system
- self, peer or supervisor reports

Training delivery methods may include:

- face to face
- distance
- fixed schedule, partly self paced, all self paced
- trainer centred, participant centred
- place dependent, place independent
- interactive (e.g. audio, or video conferencing, computer assisted, discussion)

Practice opportunities may be:

- on the job
- off the job but located in participant's workplace
- off the job in a special demonstration area
- off the job in external training room
- work/field placements
- or a combination of the above

Training activities and tasks may include:

- oral presentations
- simulation activities
- project work
- group activities
- practical demonstrations
- assignments
- laboratory work
- shadowing, coaching, mentoring

Training sessions may involve:

- theory
- demonstration
- combination of the two

Training materials may include:

- non-endorsed components of an industry training package
- work books
- workshop guides
- background reading materials/documents
- handouts
- industry/enterprise competency standards
- supportive policies and legislation

Dimensions of competency includes:

- task skills
- task management skills
- contingency management skills
- job/role environment skills
- transfer and application of skills and knowledge to new contexts.

- computer based learning
- role-plays
- interviews
- discussion groups
- surveys
- action learning
- on the job learning
- off the job learning
- practical placements

## EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time, in a range of context and 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:

- Delivery of training sessions in a number of contexts using a range of delivery methods to competency requirements.
- Training materials and resources
- Trainers self assessment of their own training delivery .
- Documentation on reaction of appropriate personnel and training participants to delivery of training sessions.
- Changes made to subsequent delivery practices based on feedback by training participants and appropriate personnel.

Assessment requires evidence of the following processes to be provided :

How training participants were informed of the:

- program's goals
- competencies to be achieved
- training session outcomes,
- on and/or off the job practice opportunities
- benefits of practice
- training activities and tasks
- assessment tasks and requirements

How the delivery of the training was conducted to ensure that:

- training participants were involved in the sessions
- language, literacy and numeracy issues were taken into consideration
- Why particular resource materials were selected
- How the characteristics of training participants were identified and addressed
- How readiness for assessment was determined and confirmed with training participants

Assessment requires evidence of the following processes to be provided :

- How constructive feedback was provided to the target group about their progress toward the program's goals
- How the group operated in terms of processes and dynamics
- How feedback from target group was received and program adjusted.

**(2) Pre-requisite Relationship of Units**

- CSETDP0044A – Plan a series of training sessions

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- relevant competency standards including industry or enterprise standards
- relationships of competencies to industrial agreements, classification systems and the National Qualifications Framework (NQF)
- relevant workplace policies and procedures that apply to that work and (any) related legislation on regulatory requirements (e.g. OHS and anti-discrimination regulations)
- competency in unit(s) of competency relevant to the training program
- design and / or customisation of effective learning resources
- knowledge of training delivery methods / strategies

Skills

The ability to:

- Identification and correct use of equipment, processes and procedures relevant to unit(s) of competencies
- Understanding of the principles of adult learning and competency based training as applied to target group
- Design and / or customisation of effective learning resources
- Skills in facilitating group and individual learning in specific contexts
- Skills in the design of activities and tasks to facilitate learning in specific contexts
- Sources of assistance for participants requiring language or other particular training support
- Planning own work including predicting consequences and identifying improvements

Language, literacy and numeracy (LL&N) required skills to:

- present information in a clear, logical and coherent manner
- present technical information using language which mirrors the language used to perform the task or skill in the relevant work context
- adjust spoken and written language to suit audience
- employ interaction strategies and techniques (e.g. probing questioning, active listening & constructive feedback) to encourage participation
- prepare learning resources and materials using language and layout features to suit intended audience
- Awareness of language, literacy and numeracy (LL&N) issues and principles in the context of training and assessment, including the integration of LL&N with technical training
- Communication skills appropriate to the culture of the workplace, appropriate personnel and target group.

**(4) Resource Implications**

- Access to training program, training session plans, requisite training locations, materials and target groups for training.

**(5) Method of Assessment**

- Review of a portfolio containing the following.
- Evidence (lesson plans and attendance register) of training sessions in a number of contexts using a range of delivery methods to competency requirements .
- Training materials and resources
- Trainers self assessment of their own training delivery
- Documentation on reaction of appropriate personnel and training participants to delivery of training sessions (Clients, feedback to training delivery).
- Changes made to subsequent delivery practices based on feedback by training participants and appropriate personnel.

Questioning – oral/written relating to:

How training participants were informed of the:

- program's goals
- competencies to be achieved
- training session outcomes,
- on and/or off the job practice opportunities
- benefits of practice
- training activities and tasks
- assessment tasks and requirements

How the delivery of the training was conducted to ensure that :

- training participants were involved in the sessions
- language, literacy and numeracy issues were taken into consideration
- Why particular resource materials were selected
- How the characteristics of training participants were identified and addressed
- How readiness for assessment was determined and confirmed with training participants
- How constructive feedback was provided to the target group about their progress toward the program's goals
- How the group operated in terms of processes and dynamics .
- How feedback from target group was received and program adjusted.

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

**(6) Context of Assessment**

Assessment should occur on the job or in a simulated workplace. The candidate assessor should use competencies relevant to their area of technical expertise.

**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"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul> | <ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul> | <ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul> |

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

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

**CSETPD0054A: Review training**

Competency Descriptor:

This unit describes the skills and knowledge required to record training data and review training.

Competency Field:

Education and Training

| ELEMENT OF COMPETENCY |                      | PERFORMANCE CRITERIA |   |
|-----------------------|----------------------|----------------------|---|
| 1.                    | Record training data | 1.1                  | Details of training program and target group's competency attainment are recorded in accordance with the training system requirements and securely stored.  |
|                       |                      | 1.2                  | Training records are made available to authorised persons and training participants at the required times, as specified in the training system recording and reporting policy documents.  |
| 2.                    | Evaluate training    | 2.1                  | Training is evaluated against identified needs and goals of the training program.   |
|                       |                      | 2.2                  | Feedback on the training program is sought from training participants and appropriate personnel.  |
|                       |                      | 2.3                  | Training participants are encouraged to evaluate how progress towards achieving competency was enhanced by the training sessions.   |
|                       |                      | 2.4                  | Trainer's performance is reviewed against: <ul style="list-style-type: none"> <li>• program goals</li> <li>• the Assessment and Workplace Training Competency Standards</li> <li>• training participants' comments</li> <li>• - training participants' competency attainment</li> </ul> |
|                       |                      | 2.5                  | Results of the evaluation are used to improve current and future training.  |
|                       |                      | 2.6                  | Suggestions are made for improving any aspect of the recording procedure.   |
| 3.                    | Report on training   | 3.1                  | Reports on outcomes of the training sessions are developed and distributed to appropriate personnel.  |



## RANGE STATEMENT

Target may include:

- employee groups (e.g. particular classification or work area, female employees)
- groups or individuals with special training and or recognition needs

Clients may include:

- a department/division
- a work area
- an enterprise or organisation

Characteristics of participants may include:

- language, literacy and numeracy needs
- cultural language and education background
- educational background or general knowledge
- gender
- age
- physical ability
- previous experience with the topic
- experience in training and assessment
- level of confidence, nervousness or anxiety

Training may be:

- on the job
- in a simulated setting
- in a training organisation
- in a combination of locations to suit the units of competency being developed and/or assessed
- in a single site or a multi site operation
- a combination of the above

Client needs may include:

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

Training system may be developed by:

- the industry
- the enterprise
- the training organisation
- a combination of the above.

Reports on training may be:

- written reports
- oral presentations
- audiovisual reports
- combination of the above

Training evaluation may include:

- affective (e.g. satisfaction with the program)
- cognitive (e.g. knowledge or skill gain)
- performance or behaviour (e.g. absenteeism from work, productivity)

Record systems may be:

- paper based
- computer based systems using magnetic or optical storage
- combination of both paper and computer based systems

Training programs may involve:

- enterprise based delivery
- provider based delivery:
  - fee for service
  - local, or national curricula
- community based delivery
- school based delivery
- international programs
- combination of the above

Training delivery methods:

- face to face
- distance
- fixed schedule, partly self paced, all self paced
- trainer centred, participant centred
- real time, time independent
- place dependent, place independent
- interactive (e.g. audio, or video conferencing, computer assisted, discussion)

Appropriate personnel may include:

- trainers/teachers and assessors
- team leaders/supervisors/managers/employers
- participant/employee/learner
- technical experts (e.g. language and literacy coordinators)
- government regulatory bodies
- union/employee representatives
- consultative committees
- users of training information such as training providers, employers, human resource departments
- state/territory training/recognition authorities

Training session may involve:

- theory
- demonstration
- or a combination of the two

Variables for achieving competency may include:

- participant characteristics
- resources (time, location, space, people and costs)
- language, literacy and numeracy issues

Training materials may include:

- non-endorsed components of an industry training package
- work books
- workshop guides
- background reading materials/documents
- handouts
- industry/enterprise competency standards
- supportive policies and legislation

Training support may come from:

- technical and subject experts (including particular subject and language and literacy specialists)
- language and literacy specialists
- team leaders/supervisors/managers/employers
- specific enterprises
- assessment/training partners
- trainers/teachers and assessors
- training and assessment coordinators

Practice opportunities may be:

- on the job
- off the job but located in participant's workplace
- off the job in a special demonstration area
- off the job in external training room
- work/field placements
- job rotation
- or a combination of the above

## 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

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"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul> | <ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul> | <ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul> |

|   |         |  |
|---|---------|--|
| 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.

**CSECOR0004A: Communicate information relating to work activities**

## Competency Descriptor:

This unit deals with the skills and knowledge required to effectively communicate information and instructions relating work operation and activities.

Competency Field: Construction Site Management – Frontline Supervision

| ELEMENT OF COMPETENCY                                    | PERFORMANCE CRITERIA  |
|--|---|
| 1. Request and provide work instructions and information | 1.1 The ability to ask for and provide work information using appropriate language strategies is demonstrated.<br>1.2 The ability to communicate effectively at work using appropriate method, language and idiom is demonstrated.<br>1.3 Sufficiency in fluency, emphasis and pace of delivery in expressing meaning clearly is demonstrated.<br>1.4 Specialist work-related terminologies are used appropriately.<br>1.5 Complex technical issues are discussed using clear and accurate language.<br>1.6 The ability to use a range of language strategies to clarify understanding when receivers do not understand is demonstrated.<br>1.7 The ability to ask for clarification promptly and politely when what was said was not understood.<br>1.8 Standard reference materials were used to extend range of phrases and structures.<br>1.9 The ability to evaluate own language performance is demonstrated. |
| 2. Present and respond to differing lines of reasoning   | 2.1 The ability to present, evaluate and respond to differing lines of reasoning/argument using appropriate language strategies is demonstrated.<br>2.2 The ability to hold an effective discussion about work using appropriate language and idiom is demonstrated.  |

- 2.3 Sufficient fluency, emphasis and pace of delivery used when expressing meaning clearly.
- 2.4 The correct use of specialist and work -related terminology is appropriately demonstrated.
- 2.5 The ability to express meaning clearly when presenting lines of argument is correctly demonstrated.
- 2.6 The ability to identify, compare and contrast the key points in other people's arguments and use them to formulate own response is correctly demonstrated.
- 2.7 The ability to formulate own response clearly is demonstrated.
- 2.8 A range of language strategies is used to clarify understanding when receivers do not understand.
- 2.9 Clarification is promptly and politely asked for when the individual understanding is in doubt.
- 3. Contribute to work -related meetings and discussions
  - 3.1 The ability to participate in spontaneous discussions about your work appropriately demonstrated.
  - 3.2 The ability to appropriately communicate effectively to the agenda of meetings is demonstrated.
  - 3.3 Meanings are clearly expressed with sufficient fluency, emphasis and pace of deliver.
  - 3.4 Contributions to meetings are done without getting of the point of discussion.
  - 3.5 Complex issues are discussed using clear and accurate language.
  - 3.6 The key points of other people's contributions are identified and used to formulate own response.
  - 3.7 Appropriate language strategies are used to clarify understanding for the receivers.

- 4. Deliver prepared presentation
  - 4.1 Preparation for presentation ensures that the language is appropriate to the subject matter and the occasion.
  - 4.2 Presentation is presented according to the organisation's requirements and adjusted to meet audience needs.
  - 4.3 Presentation is clear, logical and sequential; delivered within time specified and utilise, where needed, appropriate media.
  - 4.4 The ability to respond to questions and comments following the presentation is correctly demonstrated.
  - 4.5 Differences of opinion are respected and considered in a way that encourages other's contributions.
  - 4.6 Appropriate strategies are used to clarify meaning when people have not understood.
  - 4.7 The ability to evaluate own language performance is appropriately demonstrated.
- 5. Produce written reports
  - 5.1 Reports are written using appropriate terminology where required.
  - 5.2 Reports are coherent and based on observation/investigation undertaken.
  - 5.3 Conclusions are based on facts in the report and recommendations are made if required.
  - 5.4 Reports are completed within specified time.
  - 5.5 References are acknowledged as required.



6. Conduct effective interviews with clients or staff
- 6.1 A range of appropriate communication strategies are employed in interview situations to:
    - a) Establish rapport.
    - b) Elicit facts and information.
    - c) Facilitate resolution of issues
    - d) Develop action plans
    - e) Defuse potentially difficult situations.
  - 6.2 Records of interviews are made and maintained in accordance with organisational procedures.
  - 6.3 In conducting interviews and formal discussions, effort is applied to ensure that appropriate structures, timeframes and protocols are mutually agreed and adhered to.
  - 6.4 Effective questioning, speaking, listening and nonverbal communication techniques are used during interviews, to ensure the required information or message is communicated.
  - 6.5 Feedback and advice is given in a way which reflects current identified good practice.
  - 6.6 The conduct of interviews and formal discussions shows due regard to individual differences, needs and rights.
  - 6.7 Appropriate grievance and interviewing procedures are used to deal with problems of a serious nature.
  - 6.8 Referrals to other staff or specialist services are made as appropriate to ensure duty of care responsibilities are met

## 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 :

Communication methods:

verbal – face to face, telephone  
written – paper based, electronic

Communicating to:

- people familiar with the subject and know the candidate
- people not familiar with the subject and do not know the candidate

Portfolio evidence should include at least one topic of the five categories:

- information and advice about technical aspects of your work
- proposals for development and action
- non-complex operating instructions
- complex operating instructions
- progress reports
- organizing and planning work

Exercising effective communication skills includes:

- identifying and evaluating what is occurring within an interaction in a non judgemental way
- making decisions about appropriate words, behaviour, posture
- using active listening
- using clarifying, summarising questions
- putting together a response that is culturally appropriate
- expressing an individual perspective
- expressing own philosophy, ideology and background and exploring the impact of this on the communication

Non verbal communication includes :

- gestures
- posture
- facial expression

Interviews may be carried out:

- on an individual
- group basis by a range of employees/workers

Types of interviews are:

- related to collecting evidence of candidate's performance
- verification of candidate's competency with third party
- related to candidate's competency needs

Interviews will be carried out within requirements established by:

- commonwealth, and state legislation
- international conventions relating to the rights of individuals
- organisation policy and procedures
- relevant program standards

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria and Range Statement.

### (1) Critical Aspects of Evidence

Evidence of the following should be provided

- use of a variety of complex idioms and expressions
- recognising and adopting to different levels of formality including colloquial
- produce most of the technical vocabulary relevant to the workplace
- demonstrated ability to respond to a wide range of spontaneous interactions
- participation in meetings and discussions.
- choose relevant communication techniques and strategies to meet client particular communication need/difficulties
- provisions for facilitating team discussions.
- investigation and preparation of written reports.
- relate to people from varied social, cultural and ethnic background.
- evidence is best gathered through a holistic assessment activity, which integrates the elements of competency.
- an interview schedule for verifying the competency of a candidate through a third party or an interview schedule for determining the training needs of a trainee
- a candidate's assessment or trainee's progress report

### (2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- all aspects of the syntax and grammar of language
- specialist vocabulary in own area of expertise
- slang and colloquialisms used at work and socially
- conventions of adapting language to the situation and the people present
- assessment of cultural communication protocol
- register: frozen, formal, informal, colloquial and intimate
- interviewing techniques
- recognition of communication styles of individuals
- dynamics of groups and different styles of group leadership
- different communication skills relevant to client group e.g. signing
- oral communication skills required to fulfil job roles as specified by the organisation/service. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. Service/organisation may require competence in English or community language, depending on client group

Skills

The ability to:

- take part in discussion
- produce complex written materials
- use images
- read and respond to written materials
- full range of communication techniques including:
  - active listening if culturally appropriate, recognition of non verbal triggers
  - feedback
  - interpretation
  - role boundaries setting
  - negotiation
  - establishing empathy

**(4) Resource Implications**

This refers to the resources that are necessary for undertaking the assessment.

If workplace based, the resources should relate specifically to organisation policies, guidelines, requirements, resources and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a variety of work environments.

Resources may include:

- access to appropriate workplace where assessment can take place or
- simulation of realistic workplace setting for assessment

**(5) Method of Assessment**

Assessment against this unit may involve the following:

- observations,
- questioning – oral/written
- evidence gathered from the workplace, including testimonials from clients and colleagues, etc.

Portfolio with:

- an interview schedule for verifying the competency of a candidate through a third party or an interview schedule for determining the training needs of a trainee
- candidate's assessment or trainee's progress report

It is recommended that assessment be conducted over more than occasion and include communications with individuals and groups.

**(6) Context of Assessment**

For valid and reliable assessment of this unit, the competency should be demonstrated over a period of time and observed by the assessor.

This unit of Competence will be most appropriately assessed in the workplace or in a simulate environment and under the normal range of workplace condition

## 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"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul> | <ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul> | <ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul> |

|   |         |  |
|---|---------|--|
| Collect, analyse and organise information | Level 2 |  |
| 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.

## CSBCOR0041A: Deliver quality service to customers

Competency Descriptor:

This unit covers the skills and knowledge required to identify customers' needs and quality service to customers.

Competency Field: Education and Training

| ELEMENT OF COMPETENCY             | PERFORMANCE CRITERIA   |
|-----------------------------------|--|
| 1. Identify customers' needs      | <p>1.1 Customers' needs and expectations are clarified and accurately identified using appropriate interpersonal skills.</p> <p>1.2 Customers' needs are assessed for urgency to determine priorities for service delivery in accordance with organisational requirements.</p> <p>1.3 Customers are provided with information about available choices for meeting their needs and assisted in the selection of preferred options.</p> <p>1.4 Limitations in addressing customers' needs are identified and appropriate assistance is sought from designated individuals.</p>   |
| 2. Deliver a service to customers | <p>2.1 Service is provided promptly to customers to meet identified needs in accordance with organisational requirements.</p> <p>2.2 Appropriate rapport is established and maintained with customers to ensure completion of the delivery of a quality service.</p> <p>2.3 Customers' complaints are handled sensitively and courteously in accordance with organisational requirements.</p> <p>2.4 Customers with special needs or assistance are responded to in accordance with organisational requirements.</p> <p>2.5 Available opportunities are identified and used to promote and enhance services and products to customers.</p> |

- |    |  |     |  |
|----|--|-----|--|
| 3. | Monitor and report on service delivery | 3.1 | Customer satisfaction with service delivery is regularly checked in accordance with organisational requirements. |
|    |  | 3.2 | Procedural aspects of service delivery are monitored for effectiveness and suitability to customer requirements. |
|    |  | 3.3 | Customer feedback is regularly sought and used to improve the provision of products and services.                |

## 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:

Legislation, codes and national standards relevant to the workplace, which may include:

- award and enterprise agreements and relevant industrial instruments
- 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
- relevant industry codes of practice

Appropriate interpersonal skills may include:

- using appropriate body language
- summarising and paraphrasing to check understanding of customer's message
- providing an opportunity for the customer to confirm their request
- seeking feedback from the customer to confirm understanding of needs
- questioning to clarify and confirm the customer's needs
- listening actively to what the customer is communicating

Customer needs and expectations may relate to:

- advice or general information
- specific information
- further information
- making an appointment
- complaints
- purchasing services
- accuracy of information
- fairness/politeness
- prices/value

Customers with special needs may include:

- disabilities
- language
- beliefs/values
- religious/spiritual observances
- gender, age
- culture

Customers' complaints may include:

- service errors
- service not delivered on time
- customer satisfaction with service quality

Customers can be:

- internal or external
- regular
- new
- those with special needs

Designated individuals may include:

- supervisor
- customers
- colleagues



Organisational requirements may include:

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs
- anti-discrimination and related policy
- access and equity principles and practice
- quality and continuous improvement processes and standards
- defined resource parameters
- who is responsible for services
- pricing policies
- refund policy and procedures

Opportunities for enhancing quality of service may include:

- procedures for delivery of service
- extending timelines
- update of customer service charter

Verifiable evidence may include:

- customer satisfaction questionnaires
- audit documentation and reports
- quality assurance data
- returned goods
- lapsed customers
- service calls
- complaints

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

### (1) Critical Aspects of Evidence

- Identifying needs and priorities of customers
- Distinguishing between different levels of customer satisfaction
- Treating customers with courtesy and respect
- Identifying and complying with organisational requirements
- Responding to and reporting on customer feedback

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- 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 excellent customer service
- understanding the organisation's business structure, products and services
- understanding the organisation's policy and procedures for customer service including handling customer complaints
- knowledge of service standards and best practice models
- understanding the principles of quality assurance
- understanding public relations and product promotion
- consultation methods, techniques and protocols
- techniques for dealing with customers, including customers with special needs

Skills

The ability to:

- use verbal and non-verbal communication effectively
- assess information for relevance and accuracy; source additional information as required
- technology skills including the ability to select and use technology appropriate to a task
- problem solving skills to deal with customer enquiries or complaints
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**(4) Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

**(5) Method of Assessment**

Review of a portfolio containing the following

- Evidence(lesson plans and attendance register) of training sessions in a number of contexts using a range of delivery methods to competency requirements
- Training materials and resources
- Trainers self assessment of their own training delivery
- Documentation on reaction of appropriate personnel and training participants to delivery of training sessions (Clients, feedback to training delivery)
- Changes made to subsequent delivery practices based on feedback by training participants and appropriate personnel.

**(6) Context of Assessment**

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular NVQ-J Level. Refer to the critical Employability Skill Levels at the end of this unit.

**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"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul> | <ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul> | <ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul> |

|   |         |  |
|---|---------|--|
| Collect, analyse and organise information | Level 1 |  |
| Communicate ideas and information         | Level 1 |  |
| Plan and organise activities              | Level 2 |  |
| Work with others and in team              | Level 1 |  |
| Use mathematical ideas and techniques     | Level 2 |  |
| Solve problems                            | Level 1 |  |
| Use technology                            | Level 1 |  |

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

**BSBCOR0071A: Operate a personal computer**

## Competency Descriptor:

This unit describes the competencies required to start up a personal computer or business computer terminal, correctly navigate the desktop environment and use a range of basic functions.

Competency Field: Business Administration Services

| ELEMENT OF COMPETENCY |   | PERFORMANCE CRITERIA |   |
|-----------------------|---|----------------------|---|
| 1.                    | Start computer and access basic system information and features | 1.1                  | Computer is started or user logged on according to user procedures.   |
|                       |   | 1.2                  | Basic functions and features are identified using system information.   |
|                       |   | 1.3                  | Desktop configuration is customised in a manner suitable to meet individual requirements and/or special needs and according to company guidelines.      |
|                       |   | 1.4                  | Information on disks is erased and disks are formatted when necessary using the appropriate and correct procedures.                                     |
|                       |   | 1.5                  | Available help functions are used as required.  |
| 2.                    | Navigate and manipulate desktop environment                     | 2.1                  | Desktop icons are correctly selected, opened and closed to access features (directories/folders, files, network devices, recycle bin and waste basket). |
|                       |   | 2.2                  | Different roles and parts of the desktop window are identified for particular functions.  |
|                       |   | 2.3                  | The opening, resizing and closing of desktop windows for navigation purposes follow correct procedures.   |
|                       |   | 2.4                  | Shortcuts from the desktop are created if necessary with assistance from appropriate persons.   |
| 3.                    | Organise basic directory and folder structures                  | 3.1                  | Directories/folders with subdirectories/subfolders are created and named according to established guidelines.   |
|                       |   | 3.2                  | Directory/folder attributes (size, date, name etc) are identified.  |

- 3.3 Sub-directories/folders are moved between directories/folders following correct and appropriate procedures.
  - 3.4 Directories/folders are renamed as required.
  - 3.5 Directories/folders and subdirectories/folders are accessed via different paths.
- 4. Organise files for use
  - 4.1 The most commonly used types of files in a directory/folder are identified.
  - 4.2 Files are created and suitably named when required.
  - 4.3 Groups of files are selected, opened and renamed as required.
  - 4.4 Files are copied or cut and pasted across directories.
  - 4.5 Files are copied to disk where necessary.
  - 4.6 Deleted files are restored as necessary.
  - 4.7 Software tools are used to locate files.
- 5. Print information
  - 5.1 Information printed is from installed printer.
  - 5.2 Progress of print jobs is reviewed and deleted as required.
  - 5.3 Default printer is changed for installed list if available.
- 6. Shutdown computer
  - 6.1 All open applications are closed using correct procedures
  - 6.2 Computer is shutdown in accordance with user procedures.

## RANGE STATEMENT

This Range statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces.

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of Government which affect business operation, especially in regard to( OHS) and environmental issues, equal opportunity, industrial relations, anti -discrimination.
- relevant industry codes of practice

IT components may include:

- hardware
- software
- communication packages

Software may include, but are not limited to:

- word processing
- spread sheet
- graphical
- imaging
- internet access

Functions may include, but not limited to:

- print
- help
- format
- edit
- search

Documents may include but are not limited to:

- help files
- established files and applications

Operating systems may include:

- command line and graphical user interface

Disks may include but are not limited to:

- diskettes
- CDs
- zip disks

Hardware components may include:

- personal computer
- network system
- printer
- attached peripherals

OHS standards may include:

- statutory requirements
- OHS guidelines related to the use of the screen equipment, computing equipment and peripherals, ergonomic work stations, security procedures, customisation requirements

Operating systems including:

- command line
- graphic user interface

## 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.

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealing with an appropriate range and variety of situations.

### (1) Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- Ability to perform start up and filing procedures, file name convention
- Navigates and manipulates the desktop environment within the range of assigned workplace tasks
- Indicate compliance with organizational policies and procedures
- Perform all tasks in accordance with standard operating procedures
- Use software tools effectively
- Interactively communicate with others to ensure safe and effective workplace

### (2) Pre-requisite Relationship of Units

- BSBBAD0011A                      Prepare for work
- BSBBAD0121A                    Communicate in the workplace

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- relevant legislation from all levels of government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti-discrimination
- organisational benchmarks for keyboarding
- basic ergonomics of keyboard and computer use
- main types of computers and basic features of different operating systems
- main parts of a computer
- storage devices and basic categories of memory
- relevant types of software
- suitable file naming conventions
- general security, viruses, privacy legislation and copyright

Skills

The ability to:

- identify work requirements, comprehend basic workplace documents and interpret basic user manuals
- identify lines of communication, request advice, question effectively, follow instructions and receive feedback
- solve routine problems in the workplace, while under direct supervision
- use equipment safely while under direction, apply basic keyboard and mouse manipulation skills
- utilise logging procedures relating to accessing a PC
- relate to people from a range of social, cultural and ethnic backgrounds and abilities

**(4) Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace including:

- personal computer
- access to printer

**(5) Method of Assessment**

Competence in this unit may be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Assessment of this unit of competence could include review of documents developed by the candidate. Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills will assist in the collection of evidence.

Simulated activities must closely reflect the workplace.

Peers and supervisors must be available to give information on the extent and the quality of contribution made.



**(6) Context of Assessment**

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment must take account of the endorsed assessment guidelines in the Business Competency Standards.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the critical employability skill and the Business Services Common Competencies for the particular NVQ-J Level. Refer to the Critical Employability Skills at the end of this unit.

**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  |
| Carries out established processes<br>Makes judgement of quality using given criteria | Manages processes<br>Selects the criteria for the evaluation process | Establishes principles and procedures<br>Evaluates and reshapes process<br>Establishes criteria for evaluation |

|   |         |  |
|---|---------|--|
| Collect, analyse and organise information | Level 1 |  |
| Communicate ideas and information         | Level 1 |  |
| Plan and organise activities              | Level 1 |  |
| Work with others and in team              | Level 1 |  |
| Use mathematical ideas and techniques     | Level 2 |  |
| Solve problems                            | Level 1 |  |
| Use technology                            | Level 1 |  |

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

**CSETDA0074A: Design and establish the assessment system**

Competency Descriptor:

This unit describes the skills and knowledge required to design and establish an assessment system.

Competency Field:

Education and Training

| ELEMENT OF COMPETENCY |                                      | PERFORMANCE CRITERIA |   |
|-----------------------|--------------------------------------|----------------------|---|
| 1.                    | Determine client needs               | 1.1                  | The needs of the client are identified.   |
|                       |                                      | 1.2                  | Client services are determined and established to stakeholders' satisfaction.   |
|                       |                                      | 1.3                  | Stakeholder relationships are maintained through a range of communication mechanisms.   |
|                       |                                      | 1.4                  | A service support structure is established and made known to clients.   |
| 2.                    | Determine assessment boundaries      | 2.1                  | The purpose(s) of the assessment system is established through consultation with the client and other stakeholders.                                   |
|                       |                                      | 2.2                  | A policy document is developed in consultation with stakeholders and clients.   |
|                       |                                      | 2.3                  | The financial, physical and human resources available to support the system are determined within agreed quality assurance procedures are identified. |
|                       |                                      | 2.4                  | The system is verified to take into account the realities and constraints of particular contexts.   |
| 3.                    | Establish assessment system features | 3.1                  | The key operational features of the system are determined in consultation with stakeholders   |
|                       |                                      | 3.2                  | The key operational features of the system are verified for fairness, equity and access with appropriate personnel and agreed features documented.    |
| 4.                    | Match needs with resources           | 4.1                  | Applicable competency standards or other performance standards are identified.  |
|                       |                                      | 4.2                  | The expertise and roles of internal and external individuals and organisations/partners are identified.   |

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- |    |  |   |
|----|--|---|
|    | 4.3  | A budget, detailing development costs, implementation and maintenance costs of the proposed assessment system, is developed in consultation with appropriate personnel, including partner organisations, if applicable. |
| 5. | Design and develop record system                         |   |
|    | 5.1  | A record keeping system is designed which is secure, confidential and easy to administer, yet allows the storage of complex or detailed information.  |
|    | 5.2  | The record keeping system is designed to allow easy tracking of persons' progress towards the attainment of qualifications, units of competency or of learning outcomes.  |
|    | 5.3  | The record keeping system is verified to allow for appropriate certification requirements, where relevant.  |
|    | 5.4  | Adherence to legislative requirements and procedures are established which enable the record keeping system to be updated with ease when required.  |
|    | 5.5  | The record keeping system is verified for consistency with accepted enterprise / industry procedures for record keeping.  |
| 6. | Establish procedures for the review of assessment        |   |
|    | 6.1  | Review procedures are designed after consultation with stakeholders and verified to allow for fair and consistent responses to grievances.  |
|    | 6.2  | Review procedures are designed to ensure that relevant legislative and regulatory requirements are met.   |
| 7. | Select and provide for training and support of assessors |   |
|    | 7.1  | Selection criteria for assessors is established in consultation with appropriate personnel.   |
|    | 7.2  | Appropriate training strategies or programs for assessors to acquire or update competencies are identified, modified or developed.  |
|    | 7.3  | Training programs selected or developed for assessors are verified to meet the Assessment and Workplace Training Competency Standards and other required competencies.  |

- |    |  |     |  |
|----|--|-----|--|
| 8. | Establish quality assurance procedures | 8.1 | Quality assurance procedures, including verification processes are developed in consultation with system stakeholders.   |
|    |  | 8.2 | The verification processes involve a representative sample of assessment activities and make effective use of resources. |
|    |  | 8.3 | The quality assurance procedures are piloted for fairness, efficiency and effectiveness.                                 |
|    |  | 8.4 | The quality assurance procedures are documented and distributed to assessors/trainers and other appropriate personnel.   |
|    |  | 8.5 | Procedures are established to determine the level of compliance with the assessment 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:

Clients needs may include:

- increased productivity
- increased enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities
- personal needs

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

Key operational features may include:

- employee classification, remuneration and progression
- relevant commonwealth/state or territory legislative and regulatory requirements
- arrangements for the issuing of qualifications or statements of attainment and for recognising and recording current competencies
- partnership arrangements

Purpose of assessment may include:

- diagnosing performance
- classifying an employee
- confirming an employees' competency for the purpose of career advancement
- awarding a qualification or statement of attainment
- confirming progress in learning
- recognition of current competency/recognition of prior learning

Policy may include:

- purposes of assessment
- human resource management issues
- what and who is to be assessed
- timing of assessments
- links with other human resources functions
- appeal/review mechanisms
- criteria for making decisions of competent, or not yet competent
- number of assessors
- allowable adjustments to the assessment procedure
- record keeping requirements
- recognition of prior learning/recognition of current competencies
- development costs and resources
- evaluation

Operational constraints may include:

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

Characteristics of persons being assessed may include:

- language, literacy and numeracy needs
- cultural, educational and general knowledge background
- gender , gender, physical ability
- level of confidence
- previous experience with the topic
- experience in assessment

Quality assurance procedures may include may include:

- conduct of regular internal and external reviews (persons being assessed/trained, peer, self and supervisor)
- professional development of participants
- sampling and evaluation of 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 review amongst persons responsible for planning, conducting and reviewing assessments/training within the system

Sources of information may include:

- industry/enterprise competency standards
- training packages
- curriculum and other training program information
- licensing requirements
- job descriptions
- discussions with client group
- observations of competent workers
- enterprise skills audit reports
- industry skills audit reports
- standard operating procedures
- benchmarking reports
- industry publications or reports
- government reports
- market needs analysis reports

Record system may include:

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

## EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time, in a range of contexts and 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:

- Assessment policy
- Description of the client and stakeholders
- Description of assessment system boundaries
- Report on sources of information for determining assessment system
- Report on the design, development, maintenance and security of the record keeping system
- Summary of available financial, physical and human resources
- Documented review procedures of assessment activities
- Documented assessor training and professional development strategies
- Documentation of quality assurance mechanisms.

Assessment requires evidence of the following processes to be provided :

- Why particular assessment system features were incorporated
- How the record keeping system was designed to meet security and access requirements
- How fairness, equity and accessibility of the system were verified
- Why and how the selection criteria for assessors was chosen
- How the review procedures were verified
- How the quality assurance procedures were established, verified and implemented
- How the currency of records and ease of retrieval are ensured
- Why procedures for promoting and communicating the assessment system were chosen/developed.

**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**

Knowledge

Knowledge of:

- language and literacy skills to comprehend sources of information and to prepare required documentation in a clear and comprehensible format
- relevant industry/enterprise competency or performance standards
- the Assessment and Workplace Training Competency Standards and Assessment Guidelines
- record keeping systems particularly related to assessment
- quality assurance methodology
- compliance with requirements for copyright and other regulatory requirements
- client work systems and equipment
- review/evaluation methodology, particularly as it relates to assessment

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 relevant clients, stakeholders and sources of information required to address required skills and knowledge and to design and establish an assessment system

**(5) Method of Assessment**

Review of a portfolio containing the following

- Assessment policy
- Description of the client and stakeholders
- Description of assessment system boundaries
- Report on sources of information for determining assessment system
- Report on the design, development, maintenance and security of the record keeping system
- Summary of available financial, physical and human resources
- Documented review procedures of assessment activities
- Documented assessor training and professional development strategies
- Documentation of quality assurance mechanisms.

Questioning – oral/written relating to:

- Why particular assessment system features were incorporated
- How the record keeping system was designed to meet security and access requirements
- How fairness, equity and accessibility of the system were verified
- Why and how the selection criteria for assessors was chosen
- How the review procedures were verified
- How the quality assurance procedures were established, verified and implemented
- How the currency of records and ease of retrieval are ensured
- Why procedures for promoting and communicating the assessment system were chosen/developed.

**(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"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul> | <ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul> | <ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul> |

|   |         |  |
|---|---------|--|
| Collect, analyse and organise information | Level 3 |  |
| 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 |  |

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

**CSETDA0084A: Manage the training/assessment system**

Competency Descriptor:

This unit describes the skills and knowledge required to manage a training and/or assessment system. The unit applies equally to those operating in assessment only or training and assessment contexts.

Competency Field:

Education and Training

| ELEMENT OF COMPETENCY |                                   | PERFORMANCE CRITERIA |  |
|-----------------------|-----------------------------------|----------------------|--|
| 1.                    | Communicate the system            | 1.1                  | System features and procedures are documented and circulated to appropriate personnel.   |
|                       |                                   | 1.2                  | Procedures are established for keeping appropriate personnel regularly informed about the key features of the training and/or assessment system. |
|                       |                                   | 1.3                  | Recognised products and services are accurately presented to prospective clients.  |
|                       |                                   | 1.4                  | The contribution of training and assessment to organisational goals is reported.   |
| 2.                    | Support trainers and/or assessors | 2.1                  | Checks are made to ensure assessors and/or trainers meet the relevant competency standards and system requirements.                              |
|                       |                                   | 2.2                  | The training needs of trainers and/or assessors arising from their roles are identified.   |
|                       |                                   | 2.3                  | Procedures are developed for trainers and/or assessors to update competency, and to review and reflect on their work.                            |
|                       |                                   | 2.4                  | Trainers and/or assessors are provided with accurate advice and ongoing support in their roles.  |
|                       |                                   | 2.5                  | Procedures to facilitate networking amongst trainers and assessors are established.  |
| 3.                    | Manage the record keeping system  | 3.1                  | Records are maintained for currency and adherence to government regulatory and organisational requirements.                                      |
|                       |                                   | 3.2                  | The record keeping system is maintained to ensure confidentiality and security of information.   |

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- |    |                                       |  |
|----|---------------------------------------|--|
|    | 3.3                                   | The record keeping system is reviewed and updated to meet changing technology and system requirements.   |
| 4. | Maintain quality assurance procedures |  |
|    | 4.1                                   | The quality assurance procedures are monitored against requirements, non-conformities are noted and appropriate action is taken.   |
|    | 4.2                                   | Internal audits of the training and assessment system are undertaken, non-conformities are noted and corrective action implemented.  |
|    | 4.3                                   | Information from the quality assurance process is used to: <ul style="list-style-type: none"><li>- enable appropriate planning, resourcing and recording arrangements</li><li>- identify any special requirements of persons being trained or assessed</li><li>- assess the training and development for trainers and assessors.</li></ul> |
|    | 4.4                                   | Validity, reliability, fairness and accuracy of the implementation of the training and assessment system are checked and reports developed.  |
| 5. | Maintain records for audits           |  |
|    | 5.1                                   | Verification records are accurate and the frequency and purpose of audits are identified.  |
|    | 5.2                                   | Accurate reports on audits and advisory activities are made available.   |
|    | 5.3                                   | Reports describe accurately whether the organisation meets the required criteria.  |
|    | 5.4                                   | Concerns regarding the design and implementation of training and/or assessment and the interpretation of standards are clearly and promptly reported to the auditing body.   |
|    | 5.5                                   | Clear recommendations for improvements to training and assessment practices, training and assessment system and infrastructure requirements are developed.   |
|    | 5.6                                   | Identified good practice is reported clearly and accurately.   |

## 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:

Appropriate personnel may include:

- trainers/teachers and assessors
- team leaders/supervisors/employers
- training and assessment coordinators
- participants/employees/learners
- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- relevant industry training advisory bodies
- users of training information such as training providers, employers, human resource departments
- Training/Recognition Authorities

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

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

Purposes of assessment may include:

- diagnosing performance
- classifying an employee
- confirming an employee's competency for the purpose of career advancement/job level
- awarding a qualification or statement of attainment
- confirming progress in learning
- recognition of current competency/recognition of prior learning

System may be developed by:

- the industry
- the enterprise
- the training organisation
- a combination of the above

## EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time, in a range of contexts, and 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:

- Records which are current and meet legislative, industry/enterprise requirements .
- A record keeping system which maintains confidentiality is secure and effectively uses appropriate technology .
- Documentation used to inform all appropriate personnel about the training and assessment system.
- Information on procedures for trainers and assessors to update personal competency and review and reflect on assessment and training issues and personal performance .
- Documentation on the implementation of quality assurance procedures, including
- Moderation and monitoring of training and assessment decisions .
- An appeal procedure for assessment decisions .
- Conduct of regular internal or external reviews and evaluation .
- Sampling and evaluation of judgements of evidence and assessment decisions and training effectiveness to check their fairness and accuracy .
- Modifications of the system based on evaluations and reviews .
- Referral of any recommended changes/modifications to the system.
- Assessment requires evidence of the following processes to be provided :
- How opportunities are provided for trainers and assessors to practice and maintain current competency.
- How the security and confidentiality of records are maintained .
- How support is given to the implementation of quality assurance procedures .
- How networking is achieved amongst trainers and assessors .
- How the quality assurance procedures are implemented .
- Why particular procedures were chosen for internal/external review of the training and assessment system.
- Why any modifications are recommended to the training and assessment system on the basis of evaluations and review .
- How the record keeping system is maintained including how it meets legislative and organisational requirements.
- Why professional development strategies were chosen for trainers and assessors and how they were circulated and promoted.

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- language and literacy skills to comprehend sources of information and to prepare required documentation in a clear and comprehensible format
- knowledge of relevant industry/enterprise competency or performance standards
- knowledge of the Assessment and Workplace Training Competency Standards and Assessment Guidelines
- knowledge of quality assurance methodology
- knowledge of compliance with requirements for copyright and other regulatory requirements
- knowledge and application of audit procedures as they relate to training and assessment systems

Skills

The ability to:

- focus of operation of work systems and equipment
- 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 a training and assessment system and relevant information and resources on management and review procedures

**(5) Method of Assessment**

Review of a portfolio containing the following:

- Records which are current and meet legislative, industry/enterprise requirements .
- A record keeping system which maintains confidentiality is secure and effectively uses appropriate technology .
- Documentation used to inform all appropriate personnel about the training and assessment system.
- Information on procedures for trainers and assessors to update personal competency and review and reflect on assessment and training issues and personal performance .
- Documentation on the implementation of quality assurance procedures, including:
  - Moderation and monitoring of training and assessment decisions .
  - An appeal procedure for assessment decisions .
  - Conduct of regular internal or external reviews and evaluation .
  - Sampling and evaluation of judgements of evidence and assessment decisions and training effectiveness to check their fairness and accuracy .
  - Modifications of the system based on evaluations and reviews .
  - Referral of any recommended changes/modifications to the system.

Questioning – oral/written relating to:

- How opportunities are provided for trainers and assessors to practice and maintain current competency
- How the security and confidentiality of records are maintained
- How support is given to the implementation of quality assurance procedures
- How networking is achieved amongst trainers and assessors
- How the quality assurance procedures are implemented
- Why particular procedures were chosen for internal/external review of the training and assessment system
- Why any modifications are recommended to the training and assessment system on the basis of evaluations and review
- How the record keeping system is maintained including how it meets legislative and organisational requirements
- Why professional development strategies were chosen for trainers and assessors and how they were circulated and promoted.

**(6) Context of Assessment**

- Assessment may 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"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul> | <ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul> | <ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul> |

|   |         |  |
|---|---------|--|
| Collect, analyse and organise information | Level 3 |  |
| 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 |  |

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.               |



- |    |   |   |   |
|----|---|---|---|
|    | 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

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

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

Operational constraints may include:

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

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

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

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

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

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

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.

## EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time, in a range of contexts and 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:

- 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 Skills**Knowledge

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.
- 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.

Questioning – oral/written relating to:

- 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.

#### (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"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul> | <ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul> | <ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul> |

|   |         |  |
|---|---------|--|
| Collect, analyse and organise information | Level 3 |  |
| 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 |  |

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

**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.   |

## RANGE STATEMENT

Stakeholders and relevant parties may include:

- professional associations
- employer associations
- union/employee associations
- secondary, vocational and higher education sector representatives
- potential learners
- trainers/teachers
- regulatory authorities
- partner organisations
- enterprise(s)/organisation(s)
- industry training advisory bodies
- industry sector
- government bodies
- community sector

A training course proposal may include:

- stakeholder(s) aims and objectives
- course outcomes
- identified learners
- career and educational pathways
- scope and need for course

A training course may include:

- a set of training programs (or modules)
- courses may be designed and documented (curriculum) to:
  - meet a whole or part qualification in a training package
  - be submitted for formal recognition
  - meet industry/enterprise competency standards
- meet stakeholder aims and objectives

Appropriate personnel may include:

- support personnel (administration)
- technical experts (e.g. language and literacy specialists)
- existing and former learners

Licensing, regulatory and government policies may include:

- qualifications framework and regulations for issuing statements of attainment, qualifications
- relevant equal employment opportunity and anti-discrimination legislation, regulations and policies
- relevant licensing or accreditation arrangements
- relevant policies or agreement(s) on any of the following:
  - purposes of training and assessment
  - human resource management issues
  - what and who are to be trained/ assessed
  - timing of training/ assessments
  - links with other human resources functions
  - appeal/review mechanisms
  - criteria for making decisions of competent, or not yet competent
  - number of assessors
  - allowable adjustments to the assessment procedure
  - record keeping requirements
  - recognition of prior learning/recognition of current competencies
  - development costs and resources
  - evaluation
  - licensing

## Learner profiles might include:

- generic or technical competencies of potential clients
- relevant prior learning (formal and informal) and employment
- language, literacy and numeracy skills (LL&N)

## Course outcomes may include:

- qualifications
- units of competence
- learning outcomes (module/program outcomes)
- satisfaction of requirements for
  - licensing
  - memberships of professional associations
  - further education opportunities
  - employment

## Course monitoring arrangements may include:

- panel of external evaluators
- feedback from learners - during and after course delivery
- survey responses from industry/enterprises about the course outcomes
- supervisors/managers
- assessment/training personnel

- other training organisations (partners)
- moderation mechanisms of assessment decisions
- conduct of regular internal and external reviews
- sampling and evaluation of competencies
- networking of trainers and assessors involved in course implementation

## Course requirements:

- entry requirements may include
  - pre requisite competencies
  - access to the workplace
- training requirements may include
  - job placement
  - field placement
  - access to specialist equipment and facilities
  - minimum competencies to be held by trainers
- assessment requirements may include:
  - minimum competencies to be held by assessors
- assessment conditions including location, timing and access to resources

## Sources of information / documents may include:

- performance standards which may include:
  - industry/enterprise competency standards
  - licensing requirements
  - job descriptions
  - standard operating procedures
- conditions of service, legislation and industrial agreements including:
  - workplace agreements and awards
  - occupational health & safety procedures
- applicable Statutory, National legislation and related regulations concerning:
  - occupational health & safety in terms of duties of employers, employees, suppliers and contractors
  - workplace relations
  - workers compensation
- equal opportunity, anti-discrimination and affirmative action

## EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time, in a range of contexts and 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:

- Documentation on the identification and confirmation stakeholder training aims and requirements
- Course proposal
- Course documentation
- Documentation on course monitoring mechanisms.
- Description of career pathways, including qualification entry and exit points.

Assessment requires evidence of the following processes to be provided:

- How stakeholder needs were identified
- How the learner profile was researched
- How assessment and training requirements were researched.
- How the course monitoring arrangements were developed.

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- mechanisms to implement relevant access and equity principles
- relevant training packages, competency and other performance standards to course proposal
- accreditation and any licensing or regulatory requirements
- course monitoring mechanisms
- compliance with requirements for copyright and other regulatory requirements
- language and literacy skills to collect and interpret irrelevant information relevant and communicate with stakeholders and appropriate personnel

#### Skills

The ability to:

- skills in planning own work including predicting consequences and identifying improvements
- communication skills appropriate to the culture of the workplace
- skills in applying OHS and other workplace policies and procedures and any related legislation or regulatory requirements

**(4) Resource Implications**

- access to stakeholders, information and resources to meet the required skills and knowledge and to develop course proposal, course documentation and course monitoring mechanisms

**(5) Method of Assessment**

Review of a portfolio containing the following:

- Documentation on the identification and confirmation stakeholder training aims and requirements
- Course proposal
- Course documentation
- Documentation on course monitoring mechanisms.
- Description of career pathways, including qualification entry and exit points.

Questioning – oral/written relating to:

- How stakeholder needs were identified
- How the learner profile was researched
- How assessment and training requirements were researched
- How the course monitoring arrangements were developed.

**(6) Context of Assessment**

- Assessment may occur off the job.

## 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"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul> | <ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul> | <ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul> |

|   |         |  |
|---|---------|--|
| Collect, analyse and organise information | Level 3 |  |
| 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 |  |

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