## UNIT DESCRIPTION:
This unit deals with skills and knowledge required to design and establish a training system within a workplace context.

## ELEMENTS AND PERFORMANCE CRITERIA

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<th>Element 1: Determine the features of a workplace training system</th>
<th>Unit Variables</th>
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<td>• purpose of the training and relevant outcomes</td>
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## UNIT VARIABLE AND ASSESSMENT GUIDE

Operational features may include:
- purpose of the training and relevant outcomes
- scope of the training system
- establishing minimum requirements for competencies and certification of trainers and/or assessors, where appropriate
- record keeping system requirements, including procedures and policies, and the development of supporting documentation
- training context requirements, including procedures to match identified competencies with designated training
- characteristics of training participants
- allowable adjustments to training methods for participants, including language, literacy and numeracy
- legislated requirements of the host country, in relation to employment, workplace safety, workplace licensing requirements and equal opportunity, where applicable
- arrangements, where applicable, for recognition of competencies, including requirements to enable in-house training provision to be recognized by external training and other industry bodies
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- location of training, including in-house and external provision
- review and evaluation processes
- allocation of fees and costs, where applicable
- promotion of the training system to participants and potential users
- Purpose of the training may include:
  - increased productivity, including identification of relevant products and services, and identification of criteria for evaluating increases in productivity
  - increased profitability, including identification of relevant products and services, and identification of expected profit increases
  - attainment of specific industry or enterprise competencies, including alignment of training outcomes with internally and externally imposed competency attainment requirements for the standardized delivery of service, etc
  - achievement of business, government and local goals and priorities, including the alignment of training with business and strategic plans, and embracing access and equity issues
  - compliance with licensing requirements and other externally imposed compliance obligations, including legislated obligations
  - alignment with human resources considerations, including remuneration, promotion, contingency planning, succession planning and personal development targets
  - induction training to initiate new staff into the organization and provide basic operational skills and knowledge
  - refresher training, including scheduled training updates to maintain and/or enhance competency levels
- Scope of the training system may include:
  - operational parameters such as:
    - single training site
    - multiple training sites
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<td>5.3 Prepare training programs to provide identified training</td>
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<td>5.4 Obtain resources to support training delivery</td>
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- **Operational status such as:**
  - registration as a registered training provider
  - unrecognized training provider
  - partnership arrangements
- **Operational method such as:**
  - use of accredited training programs/courses
  - use of international benchmarks and programs
  - using internal and/or external learning resources
  - product-based training
  - a combination of the above
- **Characteristics of training participants may include:**
  - previous history of engagement with training, including outcomes of those events
  - identification of individual differences that may affect training delivery, including evaluation of the impact on training provision
  - language, literacy and numeracy needs
  - cultural and educational background
  - gender, age and physical abilities
  - workplace experience with the training topics
  - preferred learning styles
  - work, family, social and out-of-work commitments
  - motivation to undertake training

**Constraints of the workplace training system** may include:
- time available for training, including the location of time within the operational context and staffing rosters of the business
- relative cost implications, including cost-benefit-analysis of not undertaking training, opportunity costs, identified potential returns on investment in training, direct and indirect costs that apply
| **6.4 Advise trainers in relation to established and confirmed quality assurance procedures** | **• budgetary considerations, including cash flow concerns, total cost, available funds and the potential for external grants to supplement internal funding**  
**• geographical issues, including identification of the impact of distance from external providers on the capacity to deliver/provide required training**  
**• resources issues, such as evaluation of existing supporting resources, including programs and materials and the need to acquire additional resources to underpin training delivery**  
**• availability of appropriate staff, including qualified trainers, staff with relevant expertise, staff with aspirations to become involved in training, external trainers**  

**Research enterprise requirements** may include:  
**• undertaking qualitative and quantitative research**  
**• undertaking a situation analysis to determine the Strengths, Weaknesses, Opportunities and Threats (SWOT analysis) that apply**  
**• analyzing market trends**  
**• identifying licensing requirements**  
**• reviewing job descriptions and other similar internal documents**  
**• meeting with other organizations that have an established and effective training system**  
**• consulting with clients and potential clients**  
**• reviewing the outcomes of previous organizational Training Needs Analyses (TNAs) and skills audit reports**  
**• reading industry or other research reports to identify trends, new developments, technological changes, organization work changes and global developments**  

**Legal and other requirements** may include:  
**• an absence of legal requirements for organizations that intend to operate as an unrecognized training provider**  
**• compliance with licensing requirements, including user requirements relating to third party training systems, materials and products**  
**• compliance with training requirements contained in relevant employment contracts**  
**• requirements set by professional industry bodies in relation to the initial training of employees and the maintenance of skill and knowledge levels and standards** |
Verify identified operational features and constraints may include:
- consulting with key stakeholders

Establish and maintain relationships may include:
- conducting structured interviews
- holding regular and scheduled team meetings
- using focus groups
- designing and applying questionnaires
- capitalizing on informal and social interactions – including networking opportunities

Key stakeholders may include:
- industry, professional and trade associations and bodies
- qualified trainers and assessors
- team leaders, supervisors and managers
- training participants and employees – past and present
- technical experts
- union representatives
- consultative committees within the business
- relevant industry training providers and associated training agencies
- conducting workshops
- using electronic communication

Resources available refers to:
- human resources
- physical resources
- financial resources

Human resources:
- trainers
- assessors
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<td>• training materials</td>
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<tr>
<td>• consumables</td>
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<tr>
<td>• equipment necessary for training delivery</td>
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**Financial resources** refers to:
- funds for trainers
- training delivery and assessment
- travel and accommodation, where applicable
- training materials and equipment
- back-filling of staff who are attending training
- payment for staff who are attending training out-of-hours
- money to supplement remuneration when nominated competencies have been achieved

**External funding sources** may include:
- other departments within the same organization
- head office
- sub-agencies
- suppliers, providers, carriers or destination operators
- government agencies
- one-off grants available to support targeted training
- on-going subsidies available to encourage the uptake of apprenticeships and traineeships
- occasional funding made available through industry bodies

**Budget** may include:
- development costs, including costs involved in establishing training facilities and a training infrastructure, training trainers and assessors, obtaining resources
- implementation costs, including staffing costs, and consumables
- maintenance costs, including costs associated with updating training content, reviewing training delivery, introducing training in accordance with emerging need, delivering refresher training

**Management commitment** must include:
- financial commitment to the initiative
- preparedness to speak in support of training within the organization and encourage staff participation
- willingness to promote staff based on competency
- willingness to promote trained staff from within the organization as opposed to recruiting new staff to fill positions
- consideration of a reward and recognition scheme

**Sources of provision** may include:
- existing informal training unit within the organization or workplace
- outsourcing, including the use of private and public registered training providers, and consideration of the organizational culture costs associated with using external providers as opposed to internal delivery
- commercially available training products and materials, including customized products available on a fee-for-service basis
- product suppliers
- industry peak bodies
- government agencies

**Policies and procedures** may relate to:
- the purpose(s) of training
- a framework for the provision of training and assessment
- continuous improvement
- industrial relations issues
- eligibility for training
- criteria for determining competency
• transparency in all matters relating to training and assessment
• complaints, appeals and grievances processes
• roles and responsibilities of training staff
• commitment to quality and consistency in training provision
• training administration and record keeping requirements
• validation of training content, including reviews and revisions, evaluations and audits
• applicable timelines for commencement and completion of designated training

Record keeping requirements can be electronic or paper-based and may include:
• compliance with internal organizational requirements
• ease of tracking participant progress in training and individual assessment results, including recording the issuing of statements and/or certificates, as appropriate
• recording attendance at training sessions
• ease of use, including requirements relating to updating, storing, retrieving, archiving and administering the records
• confidentiality and privacy requirements
• security of the records within the system
• indicating money spent on training-related activities, including requisitions, order forms and wage costs
• compliance with quality assurance requirements, where applicable

Operational training system forms may include:
• application forms
• time-table pro formas
• training evaluation forms
• training rolls
• internal audit forms
• training information, including training topic and course descriptions
Elements of the workplace training system to be reviewed may include:

- policies and procedures
- forms and documentation
- training delivery
- content of the training courses
- training resources
- assessment practices
- available infrastructure to support training
- training outcomes, including evaluation of results and identification of problem areas
- benefits delivered to the organization as a result of training being undertaken

Frequency for reviewing may include:

- at the completion of individual units
- at the completion of courses
- when participants complete identified training
- at a designated time, such as every six months, or annually
- undertaking reviews when there are workplace changes that necessitate such a review, including introduction of new equipment, changes to work practices, newly imposed legislated or other compliance requirements
- in response to workplace accidents, wastage, near misses, identified risk, legal action or other situations that can be effectively addressed by changes to training

Responsibility for implementing identified reviews may include:

- trainers
- assessors
- support staff
- management

Procedures to be used in the review of the workplace training system may include:

- analysis of materials and resources
- comparisons of training content with current workplace practices and equipment used
- analysis of participant evaluation forms
- interviews with current and past participants
- evaluating improvements to identified workplace criteria, including reduction in wastage and accidents, improvements in productivity and service levels
- observation of trainers and training practices
- analysis of training-related feedback, including complaints, grievances, awards received
- meeting with key stakeholders to determine their level of satisfaction with training provision

*Implementation plan for the workplace training system* may include strategies that relate to:

- introduction and promotion of the training system
- development of an implementation action plan, including identification of timelines, targets, funding, underpinning resources and responsibilities
- establishment of the training environment within the workplace, where necessary

*Prepare trainers and assessors* may include:

- identifying internal personnel with the qualifications, experience, ability or potential to function as trainers and assessors
- confirming availability of identified personnel and the ability of the organization to release them from other duties to undertake training and assessing roles
- engaging external fully-qualified and appropriately experienced staff where there is no viable in-house option
- providing the necessary training for identified staff, including consideration of accredited training and assessment credentials, and/or in-house alternatives

*Prepare training programs* may include:

- ensuring training matches identified competency requirements where these exist, including the development of competency standards where they do not exist
- identifying training need for individual participants
- designing the program, including sequencing of content, time allocations, identification of competencies combined into training units/modules, selecting learning activities, determining assessment to be undertaken
**Resources to support training delivery** may include:
- notes, manuals and literature, including commercially available materials and materials produced in-house
- videos, DVDs and computer-based e-learning materials
- posters
- equipment
- consumables
- exercises, drills, practice sheets, case studies, projects and assignments

**Recruit participants** may include:
- inviting workers to participate in the training
- mandating participation in training, including identification of individual competencies that are required by nominated individuals
- holding information sessions
- seeking input from supervisors about individual training needs for their staff
- reviewing existing certificates, qualifications, licenses, etc of staff to identify the need for initial and/or refresher training
- notifying staff in advance regarding their obligation to attend training, including identification of locations, times, duration and training topic/content

**Establish a quality assurance group** may include:
- identifying participants
- explaining the role of quality assurance within the training system
- allocating responsibilities to group members
- providing training in the application of quality assurance procedures
- supplying necessary support to allow the effective functioning of the quality assurance group
- seeking external assistance with quality assurance requirements

**Document draft verification processes** may include:
- seeking input from key stakeholders
• utilizing existing processes from external third party providers
• generating enterprise specific processes in accordance with identified workplace need
• validating the quality assurance processes and confirming their applicability to individual workplace need
• supplying members of the quality assurance group with copies of the established processes
• notifying other key stakeholders, as appropriate

*Trial the draft quality assurance procedures* may include:
• evaluating fairness provisions for access and participation in training
• testing efficiency of the system
• testing effectiveness of the system
• revising draft quality assurance procedures as necessary on the basis of feedback and trial implementation

*Quality assurance procedures* may include:
• conduct of regular evaluations, reviews and audits
• mandatory professional development requirements for trainers and assessors
• sampling and evaluation of training staff competencies, including training-related competencies and workplace operational competencies
• modifications to the training system based on evaluations, reviews and audits
• promotion of networking amongst trainers and assessors

**Assessment Guide**
The following skills and knowledge must be assessed as part of this unit:
• knowledge of the enterprise's policies and procedures in regard to training and assessment
• knowledge of principles of training and assessment
• knowledge of host country legislation and requirements in relation to provision of accredited and non-accredited vocational training, including equal opportunity and relevant industrial relations legislation
• knowledge of quality assurance principles and practices
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<th>Role Responsibilities</th>
<th>Skills and Knowledge</th>
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<td>• ability to identify training needs and develop complementary training materials, including training programs and resources</td>
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<td>• ability to use planning, research, communication, negotiation, evaluation, analytical and influencing skills</td>
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<td>• knowledge of the legislated and enterprise requirements in relation to privacy and confidentiality</td>
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<td>• knowledge of continuous improvement techniques</td>
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<td>• knowledge of the benefits and costs that attach to the provision of in-house training</td>
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**Linkages To Other Units**

- Develop and implement a business plan
- Produce documents, reports and worksheets on a computer
- Maintain a paper-based filing and retrieval system
- Manage and implement small projects
- Plan and establish systems and procedures
- Develop and implement operational policies
- Evaluate the effectiveness of an assessment system
- Manage an assessment system for training outcomes
- Monitor and evaluate the effectiveness of training outcomes
- Plan and implement a series of training events
- Prepare and deliver training sessions
- Recruit and select staff
- Roster staff
- Manage contractual agreements/commitments
- Analyze competency requirements
- Develop assessment tools and procedures
- Implement, monitor and evaluate a training and development program
- Plan and promote training courses
- Review training outcomes
- Prepare and monitor budgets

**Critical Aspects of Assessment**

Evidence of the following is essential:
- understanding of host enterprise policies and procedures in regard to workplace training and assessment
- demonstrated ability to design and prepare comprehensive and viable implementation plan(s) for a workplace training system for a real or simulated organization including:
  - identification of key operational features and constraints, including scope and purpose of the training system
  - identification of the key stakeholders
  - identification of the human, financial and physical resources required to establish and maintain the system
  - identification of potential external funding sources, and sources of training delivery and materials
  - written policies and procedures to underpin effective implementation of the system
  - identification of training forms required, including at least two sample documents
  - identification of the requirements to be applied to review the training system
  - identification of training to be delivered, including specification of a sample range of competencies and programs
  - identification of training resources necessary to support the delivery of an identified training program/unit
  - identification of procedures to encourage staff participation in training
  - written quality assurance procedures applicable to the training system

**Context of Assessment**

This unit may be assessed on or off the job
- assessment should include practical demonstration of designing and establishing a training system either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
- assessment must relate to the individual's work area or area of responsibility
Resource Implications
Training and assessment to include access to a real or simulated workplace and training materials; and access to workplace standards, procedures, policies, guidelines, tools and equipment

Assessment Methods
The following methods may be used to assess competency for this unit:
- observation of practical candidate performance
- analysis of a portfolio of documents produced by the candidate
- evaluation of the practicality of implementing the plans provided by the candidate
- case studies
- oral and written questions
- third party reports completed by a supervisor
- project and assignment work

Key Competencies in this Unit
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

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<th>Key Competencies</th>
<th>Level</th>
<th>Examples</th>
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<td>3</td>
<td>Determine structure of the training system to be implemented</td>
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<td>Communicating ideas and information</td>
<td>2</td>
<td>Inform trainers and assessors in relation to training requirements</td>
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<tr>
<td>Planning and organizing activities</td>
<td>3</td>
<td>Determine actions to identify training system requirements</td>
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<td>Working with others and in teams</td>
<td>2</td>
<td>Liaise with key stakeholders to establish and maintain the training system</td>
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<tr>
<td>Using mathematical ideas and techniques</td>
<td>3</td>
<td>Evaluate outcomes of the training system</td>
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<td>Solving problems</td>
<td>2</td>
<td>Obtain resources to enable implementation of the training system</td>
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<tr>
<td>Using technology</td>
<td>2</td>
<td>Use software programs to manage the operation of the training system</td>
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