



Monitor and evaluate the effectiveness of training outcomes

D1.HRD.CL9.06

D1.HHR.CL8.07

D2.TRD.CL8.09

Assessor Manual



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Assessor Manual



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& hospitality

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The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967. The Member States of the Association are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Viet Nam.

The ASEAN Secretariat is based in Jakarta, Indonesia.

General Information on ASEAN appears online at the ASEAN Website: www.asean.org.

All text is produced by William Angliss Institute of TAFE for the ASEAN Project on "Toolbox Development for Front Office, Food and Beverage Services and Food Production Divisions".

This publication is supported by the Australian Government's aid program through the ASEAN-Australia Development Cooperation Program Phase II (AADCP II).

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File name: AM_Monitor_&_evaluate_effectiveness_of_training_refined.docx

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Competency Based Assessment (CBA) – An Introduction for Assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

Suggested Assessment Methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

Alternative Assessment Methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

- a) The nature of the unit
- b) The strengths of participants
- c) The number of participants in the class
- d) Time required to complete assessments
- e) Time dedicated to assessment
- f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes
- Case Studies

- Log books
- Projects and Role plays
- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

Selection of Assessment Methods

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Pass Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

Assessing Competency

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)
- 'Not Yet Competent' (NYC).

Pass Competent (PC)

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

- a) Undertake further training or instruction
- b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework
- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

Code of Practice for Assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them
- Candidates with assurance of the standards of practice expected of assessors
- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]):

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary
- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes
- The rights of the candidate are protected during and after the assessment
- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and process of appeal

- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- The assessment results are used consistently with the purposes explained to the candidate
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and Checklist for Assessors

Instructions

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate
- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions
- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time
- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status
- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected
- Study details assessment documentation and requirements
- Brief candidate regarding all assessment criteria and requirements.

Briefing checklist

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

Checklist for Assessors

	Tick (✓)	Remarks
Prior to the assessment I have:		
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
During the assessment I have:		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		
After the assessment I have:		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

Instructions for Recording Competency

Specifications for Recording Competency

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate
- This Competency Recording Sheet is located at the end of the Assessment Plan
- It is the overriding document to record competency
- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs
- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate
- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate
- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed
- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings
- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

Instructions for Different Assessment Methods

Specifications for Work Project Assessment

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected
- Prepare sufficient resources for the completion of work activities including:
 - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
 - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place

- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):

“At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

These work projects are part of the formal assessment for the unit of competency titled X:

 - You are required to complete these activities:
 - a) *Using the 'X' method of assessment*
 - b) *At 'X' location*
 - c) *You will have 'X time period' for this assessment*
 - You are required to compile information in a format that you feel is appropriate to the assessment
 - Do you have any questions about this assessment?”
- Commence Work Project assessment:
 - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
 - Participants complete work projects in the most appropriate format
 - Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
 - Enter Student name
 - Enter Assessor name
 - Enter Location
- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment

- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):
“These oral questions are part of the formal assessment for the unit of competency titled X.
There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.
We have 60 minutes for this assessment.
 - I will give you feedback at the end of the assessment
 - Do you have any questions about this assessment?”
- Commence Oral Questioning assessment:
 - Complete Assessment Record for the Oral Questioning by:
 - a) Ticking PC or NYC, as appropriate
 - b) Entering 'Remarks' as required
 - c) Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided
- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

“These written questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability.

You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.

Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.

We have X time for this assessment:

- The due date for completion of this assessment is X
- On this date you must forward the completed questions to the assessor by X time on the date of X
- Do you have any questions about this assessment?”

- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date
- Assessor must assess the participant's written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Observation Checklist

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the 'Yes' or 'No' box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the participant.

Specifications for Third Party Statement

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name
- Insert name and contact details of the Third Party
- Tick the box to indicate the relationship of the Third Party to the candidate
- Present the partially completed form to the Third Party for them to finalise
- Collect the completed form from the Third Party
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
 - Pass Competent = Yes
 - Not Yet Competent = No
 - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

Competency Standard

UNIT TITLE: MONITOR AND EVALUATE THE EFFECTIVENESS OF TRAINING OUTCOMES		NOMINAL HOURS: 40
UNIT NUMBER: D1.HRD.CL9.06 D1.HHR.CL8.07 D2.TRD.CL8.09		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to track and determine the effectiveness of training on workplace and business performance		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Determine the workplace <i>training outcomes to be monitored and evaluated</i></p> <p>1.1 Obtain <i>relevant planning documentation</i> relating to workplace training provision</p> <p>1.2 <i>Clarify expected workplace training outcomes with relevant personnel</i></p> <p>1.3 Determine <i>specific workplace training outcomes</i> identified by the organisation</p> <p>1.4 <i>Determine the specific workplace training outcomes to be monitored and evaluated</i></p> <p>1.5 <i>Schedule the workplace monitoring and evaluation process</i></p> <p>Element 2: Monitor the effectiveness of training outcomes</p> <p>2.1 <i>Review data captured</i> relating to outcomes of training</p> <p>2.2 Meet with relevant personnel to <i>discuss captured training data</i></p>	<p>Unit Variables</p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.</p> <p>This unit applies to all industry sectors that undertake staff training activities within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> 1. Front Office 2. Housekeeping 3. Food and Beverage Service 4. Food Production. <p><i>Training outcomes to be monitored and evaluated</i> may relate to:</p> <ul style="list-style-type: none"> • On-the-job and off-the job training • Formal and informal courses • Short courses • Accredited training • Specially constructed training programs to identify individual need 	

<p>2.3 <i>Ensure training data being captured enables effective evaluation to occur</i></p> <p>2.4 <i>Generate independent data relating to training outcomes</i></p> <p>2.5 <i>Compare independent training data with captured training data</i></p> <p>2.6 <i>Revise the data capturing process and records, as appropriate</i></p> <p>Element 3: Evaluate the effectiveness of training outcomes</p> <p>3.1 <i>Assess training outcomes against identified need</i></p> <p>3.2 <i>Determine the performance of the trainers and assessors</i></p> <p>3.3 <i>Determine the effectiveness of the resources provided to support the implementation of training and assessment</i></p> <p>3.4 <i>Identify positives and negatives in relation to the attainment of identified specific workplace training outcomes</i></p> <p>3.5 <i>Identify positives and negatives in relation to issues arising as a result of the monitoring and evaluation process</i></p> <p>3.6 <i>Identify new topics and/or targets for future training and assessment requirements</i></p> <p>3.7 <i>Determine information that can be used to benefit future training and assessment decisions within the organisation</i></p>	<ul style="list-style-type: none"> • Training provision to individuals or groups • Training provision at one or multiple sites • Training developed by the host enterprise, industry, a third party training provider, or under partnering arrangements • Training and assessment activities. <p><i>Relevant planning documentation</i> may be related to:</p> <ul style="list-style-type: none"> • Business plans • Strategic plans • Specific training-related plans • Curriculum documentation • Competency standards and/or other relevant training criteria • Company policies and procedures relating to the training topic(s) under consideration • Minutes of planning meetings. <p><i>Clarify expected workplace training outcomes</i> will include:</p> <ul style="list-style-type: none"> • Meeting with <i>relevant personnel</i> to obtain interpretation and explanation of intended outcomes • Seeking clarity on ambiguous points • Identifying and obtaining details of considerations and extra outcomes, where applicable, added after official approval of training courses to be provided • Developing appropriate contexts for evaluation • Prioritising expected outcomes. <p><i>Relevant personnel</i> may be related to:</p> <ul style="list-style-type: none"> • Trainers and assessors • Support staff • Specialist staff and subject experts
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<p>Element 4: Prepare a report on the effectiveness of training outcomes</p> <p>4.1 Develop a <i>formal report</i> on the effectiveness of workplace training outcomes</p> <p>4.2 Make <i>recommendations for change</i> regarding workplace training and assessment provision</p> <p>4.3 Distribute the report</p> <p>4.4 Obtain feedback on the report</p>	<ul style="list-style-type: none"> • Consultants • Supervisors and managers • Human resource staff • Representatives from outside training providers involved in the training delivery and/or assessment • Co-workers who have worked with staff who received training • Current and past trainees • Representatives from funding bodies. <p><i>Specific workplace training outcomes</i> may include:</p> <ul style="list-style-type: none"> • Effectiveness and performance of trainers and assessors • Effectiveness of internal and external support provided to trainees and assessment candidates • Effectiveness of internal policies and procedures relating to training and assessment • Numbers of staff to be trained • Number and types of training courses to be undertaken • Success rates in terms of obtaining qualifications and/or competency • Cost and time-related factors, including staffing, delivery and assessment costs • Level of involvement of trainees, partners and associated agencies and staff, including satisfaction levels with the training provided • Compliance with externally imposed obligations • Performance-based criteria such as: <ul style="list-style-type: none"> ▪ Percentage increase in productivity ▪ Percentage increase in volumes produced and/or serviced ▪ Percentage increase in sales
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- Percentage increase in profits
- Percentage decrease in accidents
- Percentage decrease in services and products that fail to meet established criteria
- Percentage decrease in wastage
- Percentage decrease in staff absenteeism
- Percentage decrease in staff turnover
- Percentage decrease in power and utilities consumption
- Percentage decrease in complaints received.

Determine the specific workplace training outcomes to be monitored and evaluated may include:

- Monitoring and evaluating all identified workplace training outcomes at the one time
- Monitoring and evaluating all identified workplace training outcomes on a cyclical basis.

Schedule the workplace monitoring and evaluating process may include:

- Meeting internally and externally imposed monitoring and reporting requirements, including deadlines for forwarding recommendations as a result of the evaluation process
- Allocating resources for the monitoring and evaluation procedures
- Allocating roles and responsibilities for the monitoring and evaluation procedures
- Integrating monitoring procedures with other workplace imperatives.

Review data captured may include:

- Ensuring captured data reflects identified data needs
- Ensuring correct documentation is used to record outcomes of training
- Ensuring personnel responsible for capturing training data understand their role
- Ensuring personnel responsible for capturing training data are completing documentation as anticipated
- Checking records are stored to protect privacy and confidentiality

- Making objective judgments relating to the validity of the documentation being maintained
 - Undertaking spot checks to determine the authenticity of the records being maintained.
- Discuss captured training data could include:*
- Seeking clarification of data, including explanations of anomalous results/outcomes
 - Determining whether trainers believe supplementary records need to be initiated and maintained
 - Identifying the extent to which the required documentation is enabling accurate and complete records of outcomes to be achieved
 - Covering training-related issues and workplace-related issues
 - Identifying ease-of-use of documentation and the general record keeping system
 - Developing solutions for situations where existing records and procedures fail to adequately achieve the identified aims of the monitoring and evaluation process.
- Ensure training data being captured enables effective evaluation to occur should relate to:*
- Comparing the actual data captured against the key evaluation criteria to be applied at the end of the process
 - Involving others in the initial process
 - Undertaking draft evaluation processes
 - Comparing current situation to any previous records that exist.
- Generate independent data may include:*
- Developing additional documentation, where appropriate, to record personal data on training outcomes
 - Meeting with relevant personnel to explain that supplementary data is being captured
 - Capturing independent data on identified monitoring and evaluation areas, including adding new topics for capturing data, where deemed appropriate on the basis of training and/or workplace changes

- Maintaining and storing personal supplementary/independent records of the outcomes of training, including training-related and workplace-related data
 - Ensuring the privacy and confidentiality of the captured data.
- Compare independent training data* may include:
- Contrasting data captured by relevant personnel against personal data
 - Evaluating the comparison between data captured by relevant personnel and personal data
 - Identifying discrepancies between personal data and data captured by relevant personnel
 - Investigating discrepancies, including discussions with *relevant personnel*
 - Determining whether or not additional data capturing procedures need to be implemented, including the development of new records and/or documentation.
- Revise the data capturing process and records* may include:
- Meeting with relevant personnel to discuss the situation and identify the need for revised and/or new procedures and/or documentation
 - Developing the necessary new procedures and/or documentation
 - Trialling the new procedures and/or documentation
 - Explaining the reporting procedures relating to the new procedures and/or documentation
 - Integrating the new procedures and/or documentation into standard data capturing processes.
- Assess training outcomes against identified need* may include:
- Ensuring that all captured data has been forwarded for the purposes of evaluation
 - Holding a meeting of all relevant personnel to discuss the presentation of data prior to its evaluation, including encouragement of participants to identify unusual circumstances that may impact the manipulation of data and interpretation of outcomes
 - Inviting relevant personnel to present opinions regarding impressions on the outcomes of training
 - Comparing the actual data against the identified specific workplace training outcomes

- Validating the data supplied for the purposes of evaluation
 - Making qualitative and quantitative assessments
 - Querying data that is unclear or appears suspect
 - Manipulating data, including compiling totals, generating ratios, calculating percentages, determining relevancy of data to be included in formal calculations and manipulations
 - Involving others to ensure accuracy of calculations and endorse opinions formed.
- Determine the performance of the trainers and assessors may include:*
- Reviewing and analysing the data relating to individual trainers and assessors
 - Talking with trainees and candidates
 - Inviting trainees and candidates to provide feedback on trainer and assessor performance
 - Encouraging trainers and assessors to reflect on their own practice and to self-evaluate
 - Reviewing the numbers and experience of the trainers and assessors
 - Considering internal and external involvement of trainers and assessors
 - Determining the current requirements for trainers and assessors, including changes to legislated requirements and changes to internal requirements.
- Determine the effectiveness of the resources provided to support the implementation of training and assessment may include:*
- Evaluating the financial commitment to training and assessment, including internal and external allocations
 - Evaluating the numbers of trainers and assessors available to implement the training and assessment required by the organisation
 - Evaluating the training and assessment facilities available for implementation, including training rooms, training equipment, consumables
 - Evaluating the training materials and resources available to trainers, including handouts, workbooks, videos, manuals

- Evaluating the contribution to effective training and assessment made by other staff within the organisation, including their contribution to training content, help provided by support staff, willingness of supervisors to release staff for training, extent to which on-the-job staff supported training by providing opportunities for practice, mentoring and coaching
- Assessing the time-related factors impacting on training and assessment, including the timing of training and assessments, duration of training and assessment sessions, impact of training and assessment on labour budget with specific reference to back-filling costs and the effect of increased pay scales for qualified staff as a result of attaining required competencies.

Identify positives and negatives may include:

- Quantifying outcomes that achieved and/or exceeded pre-determined goals for the training and assessment system and procedures, including explanation, where possible, of the reasons for such outcomes
- Quantifying outcomes that failed to achieve pre-determined goals for the training and assessment system and procedures, including explanation, where possible, of the reasons for such outcomes.

Identify positives and negatives in relation to issues arising may include:

- Specifying issues that emerged during the monitoring and evaluation process that were not previously identified as targets for attention throughout the process.

Determine information that can be used to benefit future training and assessment decisions may include:

- Describing situations that can be used into the future to enhance the current level of training and assessment provision
- Defining lessons learned from previous training and assessment undertaking, including positive and negative lessons.

Formal report may include:

- Identification of training and assessment outcomes reviewed, including specific training and assessment outcomes identified prior to training delivery

- Samples of data captured as part of the process
- Names of those involved
- Tables and charts
- Supporting notes and explanations
- Results of the review and analysis
- Recommendations.

Recommendations for change may include:

- Continuation, extension or suspension of existing on-site and/or off-site training and/or assessment practices, including the involvement of external parties/providers
- Changes to trainers and assessors used
- Changes to training materials and resources
- Changes to assessment activities and tools
- Changes to training venues and training environment
- Changes to targeted trainees/participants
- Changes to funding provision
- Changes to support infrastructure
- Changes to course content
- Changes to allocations of time to allow for and/or underpin workplace training and assessment
- Providing rationales for all recommendations.

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, including on-site and off-site provisions

- Ability to apply principles of workplace 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
- Ability to identify organisational workplace training needs
- Ability to identify individual learner preferences and differences
- Ability to capture and analyse data
- Ability to use planning, research, communication, negotiation, evaluation, analytical and review skills
- Knowledge of continuous improvement techniques
- Knowledge of the benefits and costs that attach to the provision of in-house training
- Principles of privacy, confidentiality and access requirements that apply to training records
- Ability to establish and maintain a training record system.

Linkages To Other Units

- Review training outcomes
- 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

- Plan and implement a series of training events
- Prepare and deliver training sessions
- Recruit and select staff
- Roster staff
- Manage contractual agreements/commitments
- Analyse competency requirements
- Develop assessment tools and procedures
- Implement, monitor and evaluate a training and development program
- Plan and promote training courses
- Prepare and monitor budgets
- Design and evaluate a training system
- Source and present information.

Critical Aspects of Assessment

Evidence of the following is essential:

- Understanding of host enterprise policies and procedures in regard to training and assessment, including on-site and off-site provisions
- Demonstrated ability to monitor workplace training outcomes for a nominated real or simulated industry setting:
 - Identifying documentation to be used as the basis for determining the workplace training outcomes to be reviewed
 - Listing and describing the workplace training outcomes to be reviewed
 - Identifying the frequency with which the identified training outcomes should be reviewed
 - Nominating the data that should be captured in order to enable the identified reviews to occur

- Describing the recording and filing system and procedures, including forms, for capturing and storing data
- Reviewing captured data and making initial comparisons against the identified workplace training outcomes
- Generating independent data for use as a benchmark against which to judge captured data as gathered by other personnel, such as trainers and assessors
- Demonstrated ability to undertake a comprehensive evaluation of workplace training outcomes for a nominated real or simulated industry setting:
 - Identifying the process that was used to conduct the evaluation
 - Identifying the data used to prepare the final report and recommendations
 - Making specific remarks and evaluations in relation to each of the workplace training outcomes that were identified prior to training and assessment delivery
 - Preparing a comprehensive written report detailing the monitoring and evaluation process, including recommendations for future action based on identified evidence gathered as part of the monitoring process.

Context of Assessment

This unit may be assessed on or off the job

- Assessment should include practical demonstration 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 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

- Oral and written questions
- Portfolio evidence including documentation generated to capture independent training-related data, formal report prepared on the evaluation, samples of input/feedback from relevant personnel
- 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

Key Competencies	Level	Examples
Collecting, organising and analysing information	3	Determine supplementary data that needs to be captured during the monitoring phase of the activity
Communicating ideas and information	2	Explain the need for comprehensive and accurate data gathering to trainers and assessors
Planning and organising activities	2	Schedule monitoring and evaluation activities
Working with others and in teams	2	Liaise with training providers and assessors to ensure identified data is captured as intended
Using mathematical ideas and techniques	3	Manipulate data to perform evaluation

	Solving problems	2	Develop supplementary documentation to capture missing data
	Using technology	3	Use software programs to store and manipulate training and assessment data

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Monitor and evaluate the effectiveness of training outcomes D1.HRD.CL9.06 D1.HHR.CL8.07 D2.TRD.CL8.09
Instructions	<ol style="list-style-type: none"> 1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	NYC
1. Give three examples of planning documentation relating to workplace training provision.	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify three examples of personnel you might talk to in order to clarify expected workplace training outcomes.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. Give three examples of possible workplaces training outcome an organisation may have.	<input type="checkbox"/>	<input type="checkbox"/>
4. Explain the concept of 'cyclical' monitoring of workplace training outcomes.	<input type="checkbox"/>	<input type="checkbox"/>
5. Name three factors you would consider when scheduling workplace monitoring of training outcomes.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. Give three examples of captured data which you might review when monitoring the effectiveness of training outcomes.	<input type="checkbox"/>	<input type="checkbox"/>
7. Name three people you might meet with when reviewing/discussing captured training data.	<input type="checkbox"/>	<input type="checkbox"/>
8. Describe two activities you might engage in to ensure training data being captured enables effective evaluation to occur.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. What is meant by the generation of 'independent data' relating to training outcomes, and why is it important?	<input type="checkbox"/>	<input type="checkbox"/>
10. Give an example of the comparison of 'independent training data' with 'captured training data'.	<input type="checkbox"/>	<input type="checkbox"/>
11. List three activities you might undertake when revising the data capturing process as part of monitoring the effectiveness of training outcomes.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. Explain three ways to assess training outcomes against identified need.	<input type="checkbox"/>	<input type="checkbox"/>
13. Explain two options for determining the performance of workplace trainers and/or assessors.	<input type="checkbox"/>	<input type="checkbox"/>
14. Describe two ways you might determine the effectiveness of training resources used to support the delivery of workplace training.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
15. Why is it important to identify the positives and negatives which emerge in relation to the attainment of identified specific workplace training outcomes?	<input type="checkbox"/>	<input type="checkbox"/>
16. Describe one possible unexpected positive and one possible unexpected negative outcome or issue which could emerge as a result of monitoring and evaluating training outcomes in a workplace.	<input type="checkbox"/>	<input type="checkbox"/>
17. Why would you want to identify new topics and/or targets for future training and assessment as part of your evaluation of the effectiveness of training outcomes?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
18. Give two examples of information which might be used from the evaluation of training outcomes to benefit future training and assessment decisions in a business.	<input type="checkbox"/>	<input type="checkbox"/>
19. List five examples of content which may be contained in a formal report on the effectiveness of workplace training outcomes.	<input type="checkbox"/>	<input type="checkbox"/>
20. Give three possible examples of recommendations for change which maybe contained in a formal report on the effectiveness of workplace training outcomes.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
21. How might you distribute a formal report on the effectiveness of workplace training outcomes to internal stakeholders in an organisation?	<input type="checkbox"/>	<input type="checkbox"/>
22. Give three ways you might encourage feedback on a report you produced in relation to the effectiveness of workplace training outcomes.	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Monitor and evaluate the effectiveness of training outcomes –

- D1.HRD.CL9.06
- D1.HHR.CL8.07
- D2.TRD.CL8.09

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. Name three sources of relevant planning documentation that is related to workplace training activities.

2. Identify three personnel within an organisation that may be relevant to workplace training activities.

3. Describe three specific workplace training outcomes that may be identified by an organisation.

4. Do all training outcomes need to be monitored and evaluated at the same time? Why or why not?

5. Identify three important factors in scheduling a monitoring and evaluation process.

6. What is important to remember when reviewing captured data?

7. Why might you need to meet with relevant personnel to discuss captured data?

8. What should be considered when checking the validity of captured data?

9. Why is it important to gather independent data?

10. What should be considered when checking independent data?

11. What data capturing processes may need to be revised?

12. How can training outcomes be checked against needs?

13. What are four parts of assessing training outcomes?

14. What are three examples of training resources that may need to be checked?

15. What aspects of the training and assessment system need to be evaluated?

16. Provide three examples of monitoring and evaluation issues that may arise.

17. Identify three changes that may need to be applied to a training and assessment system.

18. How can data be used to improve future training programs?

19. Identify three parts of an evaluation report.

20. Identify three recommendations that relate to an evaluation of monitoring and evaluation activities.

21. List three questions that could be asked about the audience of a report.

22. Identify three communication channels.

23. How can feedback for a report be gathered?

Answers to Written Questions

Monitor and evaluate the effectiveness of training outcomes –

D1.HRD.CL9.06

D1.HHR.CL8.07

D2.TRD.CL8.09

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

1. Name three sources of relevant planning documentation that is related to workplace training activities.

- Business plans where training budgets, program resources, and purpose statements are outlined
- Strategic plans that may or may not specify training programs and desired outcomes. A strategic plan might describe long-term or short-term goals for the organisation and training might be a part of the strategy
- Specific training-related plans which detail the training programs scheduled and training outcomes and purposes
- Curriculum documentation that describes the content of training programs including assessment and desired outcomes
- Competency standards and/or other relevant training criteria which could be internal or external
- Organisation policies and procedures relating to the training topics which are being reviewed
- Meeting minutes from planning meetings relating to training.

2. Identify three personnel within an organisation that may be relevant to workplace training activities.

Trainers, assessors, administration staff, external agencies, current and past trainees, consultants.

3. Describe three specific workplace training outcomes that may be identified by an organisation.

- Determining the effectiveness and performance of trainers and assessors
- Evaluating the effectiveness of internal and external support provided to trainees and assessment candidates
- Effectiveness of internal policies and procedures relating to training and assessment
- Numbers of staff to be trained
- Number and types of training courses to be undertaken
- Success rates in terms of obtaining qualifications and/or competency
- Cost and time-related factors, including staffing, delivery and assessment costs
- Level of involvement of trainees, partners and associated agencies and staff, including satisfaction levels with the training provided
- Compliance with externally imposed obligations
- Performance-based criteria such as:
 - Percentage increase in productivity
 - Percentage increase in volumes produced and/or serviced
 - Percentage increase in sales.

4. Do all training outcomes need to be monitored and evaluated at the same time? Why or why not?

No. There may be a cyclical and ongoing monitoring and evaluation process which checks parts of the system.

5. Identify three important factors in scheduling a monitoring and evaluation process.

- Who will conduct monitoring and evaluation?
- What are the criteria for monitoring and evaluation?
- How will the information be collected?
- How will the information be utilised for the effective implementation of programs?
- How will the information be shared?
- What affects will the monitoring and evaluation activities have on other operational activities?
- When should the information and data collected be forwarded to appropriate people?

6. What is important to remember when reviewing captured data?

- Ensure the data reflects the identified data needs
- Ensure that the personnel responsible for capturing the training data understand their role
- Ensure correct documentation is used to record outcomes of training
- Ensure that personnel responsible for capturing training data are completing documentation as anticipated
- Check records to make sure they are stored to protect privacy and confidentiality
- Make objective judgments relating to the validity of the documentation being maintained
- Make spot checks to determine the authenticity of the records being maintained.

7. Why might you need to meet with relevant personnel to discuss captured data?

To gather feedback, to clarify aspects of training, to gather opinions, to check data.

8. What should be considered when checking the validity of captured data?

All data should be able to supply answers for evaluation questions.

9. Why is it important to gather independent data?

To check the validity of existing data.

10. What should be considered when checking independent data?

- How the data is documented?
- When it is captured?
- Who captures it?
- Does the data reflect evaluation and training outcome purposes?
- Does the independently captured data match the data captured by relevant personnel?

11. What data capturing processes may need to be revised?

- Meeting with relevant personnel to discuss the situation and identify the need for revised and/or new procedures and/or documentation
- Developing the new procedures or documentation
- Trialling the new procedures or documentation
- Explaining the reporting procedures relating to the new procedures or documentation
- Integrating the new procedures and/or documentation into standard data capturing processes.

12. How can training outcomes be checked against needs?

- Ensuring that all relevant data has been collected and forwarded for the purposes of evaluation
- Gathering opinions and impressions from relevant personnel regarding training outcomes
- Comparing the actual data against the identified specific workplace training outcomes
- Making qualitative and quantitative assessments and manipulating data by generating ratios, compiling totals, calculating percentages and determining relevancy of data
- Including others in the process to ensure accuracy of calculations and endorse opinions formed.

13. What are four parts of assessing training outcomes?

The session's success, trainer performance, the candidates' experience, outcomes achieved.

14. What are three examples of training resources that may need to be checked?

Financial commitment, staff resources, evaluating training rooms, training and assessment equipment such as projectors, flip-charts, whiteboards, chairs and tables, heating and cooling, sound equipment, library and computer access.

15. What aspects of the training and assessment system need to be evaluated?

All aspects of the training and assessment system need to be analysed to identify positives and negatives including:

- Training and assessment procedures
- Staff and participant satisfaction
- Achievement of pre-determined goals or targets
- Benefits or issues for the organisation.

16. Provide three examples of monitoring and evaluation issues that may arise.

- Issues with staff or participant communication
- Costs either positive or negative
- Timing and flexibility issues
- Discovering that trainers and assessors have more or less skills than required
- Identifying changes in industry practice, technology requirements or equipment failure or obsolescence.

17. Identify three changes that may need to be applied to a training and assessment system.

- Continuing with the existing training and assessment system arrangements
- Modifying or introducing new topics to meet training outcomes more effectively
- Discontinuing the existing training and assessment system arrangements
- Changing trainers and assessors
- Implementing changes based upon lessons learned from previous training and assessment activities
- Placing additional specific service requirements on training and assessment service providers
- Providing existing trainers and assessors with identified training to address deficiencies in their practice
- Modifying existing training and assessment system components due to findings from the evaluation including changing assessment methods, venues, timings, assessment tools, evaluation tools.

18. How can data be used to improve future training programs?

By identifying the situations that enhance training and assessment activities and communicating this before future plans are made can assist in the development of a more appropriate and effective system.

19. Identify three parts of an evaluation report.

- Title page
- Executive summary
- Question overview
- Intended use and users
- Program description
- Evaluation focus
- Methods
- Analysis and interpretation plan
- Use, distribution of results, and recommendations.

20. Identify three recommendations that relate to an evaluation of monitoring and evaluation activities.

- Whether to continue with the existing training and assessment system with minor alterations or to cease with the current system in favour of an external provider administering training and assessment
- Making recommendations relating to staff resources, training, payment, costs, assessment content or administration procedures
- Expanding the existing system or reducing the scope of the existing system
- Recommending changes to location and timing of the training and assessment system
- Changing course content and materials
- Changes to support infrastructure
- Changes to targeted trainees and participants.

21. List three questions that could be asked about the audience of a report.

- With which target audiences or groups of stakeholders will you share findings?
- What formats and channels will you use to share findings?
- When and how often do you plan to share findings?
- Who is responsible for carrying out dissemination strategies?

22. Identify three communication channels.

Oral presentation, report, meetings, email, website, newsletter.

23. How can feedback for a report be gathered?

- Verbal feedback at various stages through the evaluation or at the stakeholder meeting and presentation of report
- Written, printed, or electronic feedback in response to information shared throughout the evaluation or in relation to the draft report
- Structured feedback which could be organised with feedback forms or questionnaires, focus groups, an meetings
- Feedback from managers or key stakeholders through approvals to proceed with different stages of the evaluation process.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Monitor and evaluate the effectiveness of training outcomes D1.HRD.CL9.06 D1.HHR.CL8.07 D2.TRD.CL8.09
Dates of observation	
Instructions	<ol style="list-style-type: none"> 1. Over a period of time observe the student completing each of the following tasks: <ol style="list-style-type: none"> a) Determine the workplace training outcomes to be monitored and evaluated b) Monitor the effectiveness of training outcomes c) Evaluate the effectiveness of training outcomes d) Prepare a report on the effectiveness of training outcomes 2. Enter the date on which the tasks were undertaken 3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise 4. Complete the feedback sections of the form, if required.

Did the candidate	Yes	No
Element 1: Determine the workplace training outcomes to be monitored and evaluated		
Obtain relevant planning documentation relating to workplace training provision	<input type="checkbox"/>	<input type="checkbox"/>
Clarify expected workplace training outcomes with relevant personnel	<input type="checkbox"/>	<input type="checkbox"/>
Determine specific workplace training outcomes identified by the organisation	<input type="checkbox"/>	<input type="checkbox"/>
Determine the specific workplace training outcomes to be monitored and evaluated	<input type="checkbox"/>	<input type="checkbox"/>
Schedule the workplace monitoring and evaluation process	<input type="checkbox"/>	<input type="checkbox"/>

Element 2: Monitor the effectiveness of training outcomes		
Review data captured relating to outcomes of training	<input type="checkbox"/>	<input type="checkbox"/>
Meet with relevant personnel to discuss captured training data	<input type="checkbox"/>	<input type="checkbox"/>
Ensure training data being captured enables effective evaluation to occur	<input type="checkbox"/>	<input type="checkbox"/>
Generate independent data relating to training outcomes	<input type="checkbox"/>	<input type="checkbox"/>
Compare independent training data with captured training data	<input type="checkbox"/>	<input type="checkbox"/>
Revise the data capturing process and records, as appropriate	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Evaluate the effectiveness of training outcomes		
Assess training outcomes against identified need	<input type="checkbox"/>	<input type="checkbox"/>
Determine the performance of the trainers and assessors	<input type="checkbox"/>	<input type="checkbox"/>
Determine the effectiveness of the resources provided to support the implementation of training and assessment	<input type="checkbox"/>	<input type="checkbox"/>
Identify positives and negatives in relation to the attainment of identified specific workplace training outcomes	<input type="checkbox"/>	<input type="checkbox"/>
Identify positives and negatives in relation to issues arising as a result of the monitoring and evaluation process	<input type="checkbox"/>	<input type="checkbox"/>
Identify new topics and/or targets for future training and assessment requirements	<input type="checkbox"/>	<input type="checkbox"/>
Determine information that can be used to benefit future training and assessment decisions within the organisation	<input type="checkbox"/>	<input type="checkbox"/>
Element 4: Prepare a report on the effectiveness of training outcomes		
Develop a formal report on the effectiveness of workplace training outcomes	<input type="checkbox"/>	<input type="checkbox"/>
Make recommendations for change regarding workplace training and assessment provision	<input type="checkbox"/>	<input type="checkbox"/>
Distribute the report	<input type="checkbox"/>	<input type="checkbox"/>
Obtain feedback on the report	<input type="checkbox"/>	<input type="checkbox"/>
Did the student's overall performance meet the standard?	<input type="checkbox"/>	<input type="checkbox"/>

Feedback to student and trainer/assessor			
Strengths:			
Improvements needed:			
General comments:			
Candidate signature		Date	
Assessor signature		Date	

Third Party Statement

Student name:			
Name of third party:		Contact no	
Relationship to student:	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other Please specify: _____ Please do not complete the form if you are a relative, close friend or have a conflict of interest]		
Unit of competency:	Monitor and evaluate the effectiveness of training outcomes D1.HRD.CL9.06 D1.HHR.CL8.07 D2.TRD.CL8.09		
The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence. Please answer these questions as a record of their performance while working with you. Thank you for your time.			
Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response]</i>	Yes	No	Not sure
Obtains workplace documentation related to proposed training provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarifies and determines training outcomes to be achieved with relevant personnel and the organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determines and schedules monitoring and evaluation of workplace training outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviews outcomes of training and meets with stakeholders to discuss data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generates and ensures capture of required independent data to enable effective evaluation of training outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compares independent training data with captured training data and revises data capturing process and records as required/necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assesses training outcomes against identified needs and determines performance and effectiveness of trainers, assessors and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies positives and negatives, lessons learned and new topics/targets as a result of the evaluation of training outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops a formal report with recommendations for change on the effectiveness of workplace training outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distributes and seeks feedback on the formal report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Monitor and evaluate the effectiveness of training outcomes	D1.HRD.CL9.06; D1.HHR.CL8.07 D2.TRD.CL8.09
Date assessment commenced		
Date assessment finalised		
Assessment decision	Pass Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Determine the workplace training outcomes to be monitored and evaluated						
Obtain relevant planning documentation relating to workplace training provision						
Clarify expected workplace training outcomes with relevant personnel						
Determine specific workplace training outcomes identified by the organisation						
Determine the specific workplace training outcomes to be monitored and evaluated						
Schedule the workplace monitoring and evaluation process						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 2: Monitor the effectiveness of training outcomes						
Review data captured relating to outcomes of training						
Meet with relevant personnel to discuss captured training data						
Ensure training data being captured enables effective evaluation to occur						
Generate independent data relating to training outcomes						
Compare independent training data with captured training data						
Revise the data capturing process and records, as appropriate						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 3: Evaluate the effectiveness of training outcomes						
Assess training outcomes against identified need						
Determine the performance of the trainers and assessors						
Determine the effectiveness of the resources provided to support the implementation of training and assessment						
Identify positives and negatives in relation to the attainment of identified specific workplace training outcomes						
Identify positives and negatives in relation to issues arising as a result of the monitoring and evaluation process						
Identify new topics and/or targets for future training and assessment requirements						
Determine information that can be used to benefit future training and assessment decisions within the organisation						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 4: Prepare a report on the effectiveness of training outcomes						
Develop a formal report on the effectiveness of workplace training outcomes						
Make recommendations for change regarding workplace training and assessment provision						
Distribute the report						
Obtain feedback on the report						
Candidate signature			Date			
Assessor signature			Date			

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