

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>2.3 <i>Ensure training data being captured enables effective evaluation to occur</i></p> <p>2.4 <i>Generate independent data</i> relating to training outcomes</p> <p>2.5 <i>Compare independent training data</i> with</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 • 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>captured training data</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> <p>Element 4: Prepare a report on the effectiveness of training outcomes</p> <p>4.1 <i>Develop a formal report on the effectiveness of workplace training outcomes</i></p> <p>4.2 <i>Make recommendations for change regarding workplace training and assessment provision</i></p>	<p><i>Relevant planning documentation may be related to:</i></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 will include:</i></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 may be related to:</i></p> <ul style="list-style-type: none"> • trainers and assessors • support staff • specialist staff and subject experts • 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
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4.3 Distribute the report

4.4 Obtain feedback on the report

- representatives from funding bodies

Specific workplace training outcomes may include:

- 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:
 - percentage increase in productivity
 - percentage increase in volumes produced and/or serviced
 - percentage increase in sales
 - 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