

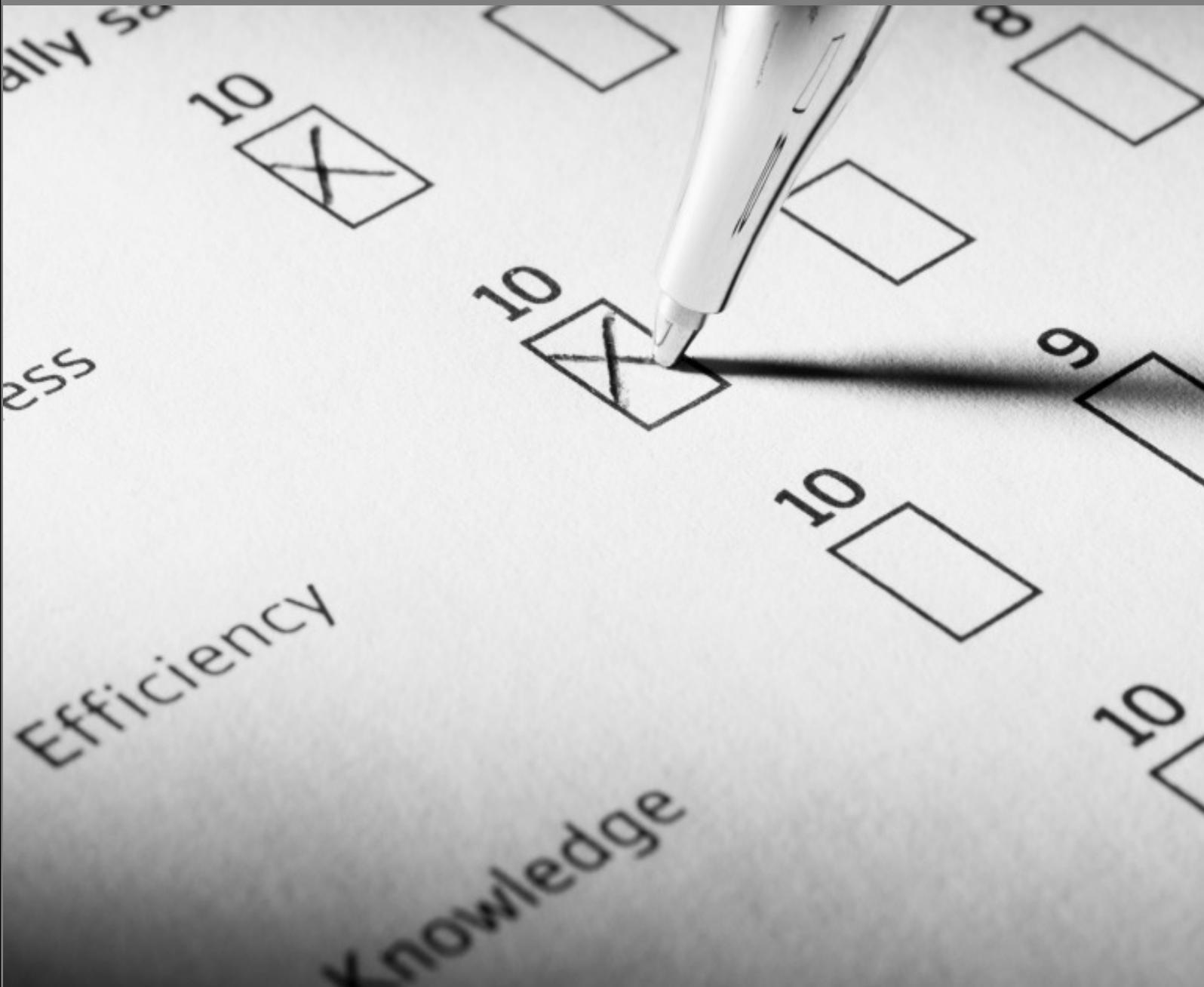


Plan and implement a series of training events

D1.HRD.CL9.05

D1.HHR.CL8.05

Assessor Manual



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Assessor Manual



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for foods, tourism
& hospitality

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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: PLAN AND IMPLEMENT A SERIES OF TRAINING EVENTS		NOMINAL HOURS: 30
UNIT NUMBER: D1.HRD.CL9.05 D1.HHR.CL8.05		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to plan training events in response to identified workplace need and administer the implementation to optimise training effectiveness: this unit reflects a management function and not a trainer function and is likely to be applicable to an organisation that has multiple workplaces/sites		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Plan a series of training events</p> <p>1.1 <i>Verify identified training need</i></p> <p>1.2 <i>Prioritise identified training need</i></p> <p>1.3 <i>Determine resources available to support training events to address identified training need</i></p> <p>1.4 <i>Identify training events that will address identified workplace training need</i></p> <p>1.5 <i>Determine availability of learners to attend and participate in identified training events</i></p> <p>1.6 <i>Involve stakeholders in planning activities</i></p> <p>1.7 <i>Develop a schedule for implementing identified training events</i></p> <p>1.8 <i>Develop an operational plan to support the implementation of identified training events</i></p> <p>1.9 <i>Share the implementation plan for training events with stakeholders</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 conduct internal staff training 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>Verify identified training need may include:</p> <ul style="list-style-type: none"> • Reviewing the results of training needs analyses • Reviewing individual input, including requests for training, from staff, co-workers, customers, supervisors, managers and other relevant personnel <ol style="list-style-type: none"> 1. Reviewing business plans, directions and objectives 	

1.10 Encourage identified learners to engage with established training events

Element 2: Implement a series of training events

2.1 Provide *identified support for learners to attend identified training events*

2.2 Provide *required resources for supervisors to maintain required service levels during identified training events*

2.3 Advise learners of *attendance requirements* as required by the organisation

2.4 *Capture feedback from learners* on individual training events

2.5 *Modify planned schedule of training events* on the basis of feedback and other issues arising

2.6 *Attend training events* to monitor and evaluate their implementation

2.7 Maintain contact with training event organisers/providers

Element 3: Review planning and implementation of a series of training events

3.1 *Evaluate the impact of attendance at training events*

3.2 *Assess the value-for-money provided by engagement with training events*

3.3 Identify *ways in which more cost-effective use of training events could be effected*

3.4 Prepare a *report on the use of training events* within the organisation

- Reviewing existing qualifications, certificates, licenses held by staff
- Reviewing changed workplace conditions necessitating staff training, including changes to equipment, procedures, legislation, layout, customer preferences
- Clarifying training requirements by site, department, individual worker, workplace teams.

Prioritise identified training need will include:

- Matching training need against workplace demands, by site, department, individual worker, workplace teams
- Factoring in legislated obligations
- Determining existing competency levels to cater for anticipated demand
- Determining costs associated with immediate and short-term training events to respond to urgent training needs
- Identifying the impact of not responding immediately to urgent need
- Identifying other priority activities that the organisation is required to accommodate
- Integrating complementary imperatives and priorities
- Identifying alternative short-term action, other than training events, that can be taken to address immediate priority needs.

Resources available may include:

- Time
- Space/location and venues
- Human resources
- Financial resources
- Physical resources
- Network of contacts
- Externally available training events.

Training events include any activity that will result in learner attainment of/or progress towards identified workplace attitudes, skills and/or knowledge and may include:

- Traditional training sessions
- Computer-based learning
- Home study
- Correspondence training and education
- Conferences, seminars, meetings, exhibitions, trade presentations, workshops, symposiums
- Training provided by suppliers, support industries, industry peak bodies and/or government agencies
- Generic training courses, including a series of training events, offered by external training providers
- Field trips, experiential learning, visits to nominated businesses, sites or venues
- Guest speakers
- Demonstrations and talks by acknowledged subject specialists
- Formal and informal learning opportunities relevant to identified need.

Determine availability of learners to attend and participate should relate to:

- Interrogating existing staff rosters to identify flexibility available to accommodate staff absences and attendance at training events
- Liaising with supervisors to identify alternative staff to back-fill those attending training events
- Liaising with the financial department to calculate staffing costs associated with attendance at training events
- Identifying peak and low trading times, days, periods.

Involve stakeholders may include:

- Discussing individual and group preferences for training events
- Identifying individual and group barriers to attendance at training events
- Identifying learner preferences for training events
- Discussing training event options with supervisors, managers and learners
- Explaining the need for the training events
- Identifying the benefits that will flow from participation in training events
- Describing the support available for those who engage with learning events, including travel allowances, payment of fees and charges, per diem allowances, payment for meals and accommodation, where applicable
- Discussing time off to engage with training events, including necessary study, practice, and assessment as appropriate to individual training events.

Develop a schedule may include:

- Accommodating individual workplace operational needs to the greatest extent possible
 - Accommodating individual learner preferences to the greatest extent possible
 - Limiting training events and numbers attending to meet imposed budgetary and other operational constraints
 - Identifying specific days, dates, times and staff for individual training events at each location/venue
 - Coordinating the attendance of learners from multiple sites/departments at the one training event
2. Identifying relevant training events that will optimise learning while minimising expenditure, including the need to identify local venues and training events wherever possible

- Communicating a draft schedule to learners and management/supervisors
- Revising attendance at training events, on the basis of feedback received regarding the draft schedule, to the greatest extent possible commensurate with achieving the necessary training objectives.

Develop an operational plan to support the implementation of identified training events may include:

- allocating responsibilities for actions within the plan, including delegation of authority and/or the establishment of revised scopes of authority
- Enrolling and/or registering learners in training events
- Supplying learners with confirmation of enrolment and/or registration, including details of the training event and any necessary preparations and/or pre-requisites that apply
- Developing a framework within which attendees at training events can pass on knowledge and skills learned to other staff in the workplace/organisation
- Authorising staff back-filling arrangements and extensions to labour budgets as appropriate
- Determining criteria to be used when evaluating post-participation in training events.

Share the implementation plan may include:

- Providing hard-copy information, such as letters to staff, notes in pay envelopes, posters in the workplace
- Mentioning the training events at staff meetings and briefings
- Using electronic communication facilities, including email, intranet and facsimiles
- Conducting training event-specific information sessions.

	<p>Identified support for learners to attend identified training events may include:</p> <ul style="list-style-type: none"> • Payment, or other arrangements, such as vehicles/per diems, for travel and accommodation • Supply of pre-training event materials, such as pre-event reading matter • Identification and/or confirmation of training event venue and attendance times, locations • Clarification with learners regarding organisational expectations regarding the training event • Provision of time to allow learners to prepare for, and travel to, the training event • Changes to rosters. <p><i>Provide required resources for supervisors to maintain required service levels may include:</i></p> <ul style="list-style-type: none"> • Authorising and/or arranging for supplementary staff to replace learners who are attending training events • Modifying normal workloads to factor in the absence of traditional staffing levels • Revising workplace activities to accommodate reduced staff levels • Amending trading hours • Closing sites, where appropriate • Authorising the payment of overtime to normal staff to enable them to back-fill learners. <p><i>Attendance requirements may include:</i></p> <ul style="list-style-type: none"> • Punctuality • Attendance for the duration of nominated aspects of the training event • Active participation in activities
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- Engagement with all aspects of the training event
 - Undertaking assessment that comprises part of the training event
 - Networking with other training event participant/s
 - Returning to work with copies of materials or resources provided at the training event
 - Focus on nominated training needs as applicable to individual learners, work sites, departments and/or the organisation as an overall entity
 - Being able to demonstrate/prove attendance at the training event
 - Completing an evaluation of the training event
 - Sharing knowledge, skills and attitudes learned at the training event with other staff.
- Capture feedback from learners may include:*
- Written or verbal feedback
 - Compulsory feedback on all participation in training events
 - Comments on relevance of the training event content
 - Explanation of the extent to which learners believed the training event assisted in addressing identified training needs
 - Ensuring feedback represents a valid profile of learners who attended the training event
 - Discussing concerns with training event organisers.
- Modify planned schedule of training events may include:*
- Adding extra learners to nominated training events
 - Reducing the number of learners initially identified as participants in training events

- Asking training event organisers/providers to modify training events on the basis of feedback received, or changing workplace needs
- Seeking recompense from training event organisers/providers where the training event failed to deliver as promised
- Removing learners from generic training events and working with organisers/providers to create an organisation-specific training event
- Altering the style of training event with which learners will engage
- Discussing the potential to change facilitators used at training events where learners indicated this was an issue
- Advising training event organisers/providers regarding organisational needs/preferences regarding any aspect of the training event, including starting and finishing times, duration of training events, activities, assessment activities, catering arrangements, plenary sessions
- Discussing impact of proposed changes on operational issues with supervisors, staff, management, customers
- Communicating revisions to schedules to learners and relevant others.

Attend training events may include:

- Gathering first-hand opinion regarding applicability of the training event to identified needs, including evaluation of relevance, currency of ideas/information, presentation style and techniques used, value for money provided by the training event, evidence of appropriate planning by organisers/providers for the training event
- Monitoring the extent to which learners interacted with the training event
- Talking to learners to gain their immediate thoughts on the training event
- Monitoring the activities, presenters, trainers, resources used in the training event
- Actively networking with participants at the training event

- Capturing materials and resources provided at the training event for later use within the organisation
- Monitoring content delivered, and/or actions observed, at the training event with a view to using it and/or adapting it for organisational application at a later date
- Providing tangible support for learners who have attended the training event
- Reaching conclusions about future use of individual training events in addressing identified training needs
- Providing input to the training event to optimise the likelihood that the training event will meet the identified objectives for each event
- Recording learner participation in, and interaction with, the training event.

Evaluate the impact of attendance at training events may include:

- Seeking input from all relevant stakeholders
- Comparing pre-training event workplace practice, operation, statistics with post-training event workplace practice, operation, statistics
- Focusing on the criteria that were identified as being central to evaluating participation in training events in the planning phase
- Comparing the outcomes of attending training events with participation in more standard/traditional training delivery.

Assess the value-for-money provided by engagement with training events may include:

- Undertaking a cost-benefit analysis, including identification and quantification of hidden costs that were unknown prior to actual engagement with training events
- Comparing pre-engagement cost-benefit analysis figures with post-participation cost-benefit analysis, including identification of hidden costs that emerged when individual training events were attended

- Identifying alternative training that could have been provided at the same actual cost figure involved in participating in training events
- Obtaining positive and/or negative emotional issues experienced by learners as a result of engaging with training events.

Ways in which more cost-effective use of training events could be effected may include:

- Seeking group discounts for participation with future training events
- Organising internal training events and offering these events to internal learners and attendees from other organisations
- Undertaking joint venture/cost sharing arrangements with others
- Requiring learners to contribute to the cost of the training event, including free-of-charge provision of their time
- Working with the organiser/provider to present a shorter duration training event
- Developing a more structured internal approach to the sharing of knowledge and skills gained by learners at training events with other employees.

Report on the use of training events may include:

- An outline and overview of the training events that were used, including rationale for the on-going use of training events
- Identification of the costs involved and benefits that resulted
- Identification of numbers of staff who engaged with training events
- An overview of learners' evaluations of participation in training events
- Comparative cost analysis of providing learner training using alternative means
- Description of up-coming training events that have been identified as having the potential for future learners, including identification of training events that have already been committed to but not attended.

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 workplace training and assessment
- Ability to apply principles of adult training in a workplace context
- Ability to follow principles of identifying workplace training needs for individuals, groups, departments and work sites
- Ability to source suitable training events to meet identified workplace training needs
- Understanding of the range of appropriate training events available to address adult vocational training in a nominated industry context
- Ability to negotiate, research, liaise with others, communicate and motivate
- Ability to plan, schedule and evaluate training events,
- Understanding of the impact of staff shortages on a business when learners are attending training events.

Linkages To Other Units

- Maintain a paper-based filing and retrieval system
 - Manage and implement small projects
 - Evaluate the effectiveness of an assessment system
 - Manage an assessment system for training outcomes
 - Monitor and evaluate the effectiveness of training outcomes
 - Prepare and deliver training sessions
 - Analyse competency requirements
3. Plan, conduct and evaluate a staff performance assessment

- Develop assessment tools and procedures
- Plan and promote training courses
- Review training outcomes
- Prepare and monitor budgets
- Design and establish a training system
- Implement, monitor and evaluate a training and development program
- Design, prepare and present various types of reports.

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 plan an effective and practical series of at least eight training events for a nominated organisation to enable twelve identified learners from multiple departments/sites to attain specified training objectives and outcomes relevant to the industry context in which the candidate is working, including:
 - Identifying and quantifying the complete range of expenses involved
 - Describing the training events, including organisers/providers, dates and times, content, nature of the activities within the training events, pre-event preparation that learners are expected to complete prior to attendance
 - Identifying back-filling staffing requirements to enable release of learners to attend all the identified (8) training events
 - Preparing an operational plan to guide implementation of the identified training events, including resources allocation and development of criteria that will be used to evaluate the effectiveness of those training events

- Demonstrated ability to implement a nominated series of training events, which may be the ones identified in the above assessment activity, by:
 - Evaluating the effectiveness of the training events using pre-determined criteria, which may be the ones developed for the above assessment activity
 - Evaluating the extent of learner satisfaction with the training events
 - Determining:
 - Whether or not continued engagement with previous training events is appropriate
 - Whether the training events previously used should be replaced
 - Whether the training events previously used should be modified in some way, and if so, how
 - Possible suitable alternative to using a series of training events to provide workplace training
 - Determining actual cost of using the identified training events, including all relevant expenses associated with travel, attendance, back-filling
 - Providing a personal account of attendance at one nominated training event
 - Developing a report outlining the relevant factors, including costs and benefits, alternatives, future training events relating to the use of training events for the organisation in question.

Context of Assessment

This unit may be assessed on or off the job:

- Assessment should include practical demonstration of planning and implementing a series of training events 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.

	<p>Resource Implications</p> <p>Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.</p> <p>Assessment Methods</p> <p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> • Case studies • Observation of practical candidate performance • Oral and written questions • Portfolio evidence • Problem solving • Role plays • Third party reports completed by a supervisor • Project and assignment work. <p>Key Competencies in this Unit</p> <p><i>Level 1 = competence to undertake tasks effectively</i></p> <p><i>Level 2 = competence to manage tasks</i></p> <p><i>Level 3 = competence to use concepts for evaluating</i></p>		
	Key Competencies	Level	Examples
	Collecting, organising and analysing information	3	Gather feedback to use as the basis for evaluating engagement with training events

	Communicating ideas and information	3	Share information relating to training events with participants and relevant other stakeholders
	Planning and organising activities	3	Schedule training events to optimise learner attendance and interaction
	Working with others and in teams	2	Liaise with learners and supervisors to provide support for their objectives
	Using mathematical ideas and techniques	2	Calculate costs associated with engagement with training events
	Solving problems	2	Resolve operational issues created by an absence of staff due to their attendance at training events
	Using technology	1	Use software to monitor training events, record feedback and generate relevant reports and communications

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Plan and implement a series of training events D1.HRD.CL9.05 D1.HHR.CL8.05
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. What is a 'Training Needs Analysis' and why is it important?	<input type="checkbox"/>	<input type="checkbox"/>
2. What is 'competency' and how can you determine existing competency levels?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. What are examples of learning materials that may be used in training events?	<input type="checkbox"/>	<input type="checkbox"/>
4. What is a 'buddy system' and why it is commonly used as a valuable training tool?	<input type="checkbox"/>	<input type="checkbox"/>
5. How can you identify suitable times to conduct training events?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. Why is it a good idea to discuss proposed programs with the learners themselves?	<input type="checkbox"/>	<input type="checkbox"/>
7. What are some scheduling considerations when planning training events?	<input type="checkbox"/>	<input type="checkbox"/>
8. What is the purpose of having plans when arranging training events and what are examples of some commonly used plans?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. What are ways to share training event planning information with other stakeholders?	<input type="checkbox"/>	<input type="checkbox"/>
10. Why is it an advantage to conduct training away from the normal work location?	<input type="checkbox"/>	<input type="checkbox"/>
11. What are examples of pre-event training materials that may be supplied to participants?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. Why is it important that training event organisers provide support to department managers as well as participants?	<input type="checkbox"/>	<input type="checkbox"/>
13. Why is it importance for trainers to keep attendance records?	<input type="checkbox"/>	<input type="checkbox"/>
14. What feedback is shared with other stakeholders in relation to a training event?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
15. Why is it important to modify a training event based on participant feedback?	<input type="checkbox"/>	<input type="checkbox"/>
16. Why should organisers 'attend' training events?	<input type="checkbox"/>	<input type="checkbox"/>
17. Why is it important for event organisers and trainers to keep in constant communication?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
18. What is the importance of a 'Learning Plan Evaluation Form'?	<input type="checkbox"/>	<input type="checkbox"/>
19. Event organisers look for 'value' for money. What can be deemed as value?	<input type="checkbox"/>	<input type="checkbox"/>
20. Why is it important to explore cost saving measures when running training events?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
21. Who receives a copy of a 'post-event' report and why?	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

**Plan and implement a series of training events –
D1.HRD.CL9.05; D1.HHR.CL8.05**

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. What are different ways to identify training needs?

2. How can you verify identified training needs?

3. What are some legislative obligations that will impact the priority of training?

4. What are some 'timing' considerations when planning training events?

5. Besides conducting 'in-house' training events, staff may be able to attend externally available events, organised outside the hotel. What are examples of these?

6. What are different types of training events?

7. Is it best to conduct training during busy or quiet times? Why?

8. Who are different stakeholders involved in the organisation and planning of training events?

9. What are benefits and support provided to participants of training events?

10. Training is normally performed in three main ways. What are these?

11. What are examples of operational plan activities?

12. Why is it important to share operational plan information with stakeholders?

13. It is important that learners are told the purpose of training they will be undertaking. What are some purposes of training?

14. What are some benefits of training?

15. What training event details would you need to communicate with learners?

16. Participants will be, at times, be required to make purchases associated with attending training events. What are some of these expenses?

17. What types of resources may training event organisers provide to for supervisors to maintain required service levels?

18. What are some attendance requirements that must be communicated with participants?

19. Why is it important for trainers to confirm attendance of participants before the event?

20. What are the four areas we focus on when evaluating training?

21. What is the best way to receive feedback from participants in relation to training events?

22. Feedback often leads to programs being modified to improve their chances for success. What are some examples of modifications that may be made resulting from participant feedback?

23. What are the benefits of organisers attending training events? What information do they want to gather?

24. Should organisers attend training events by different trainers?

25. Organisers need to pass on or receive information from trainers on a regular basis. What are examples of information to be received or communicated?

26. What information do trainers need from organisers?

27. What are ways to evaluate the impact of attendance?

28. It is important to track costs of a training event. What are some costs associated with a training event?

29. What are examples of cost effective measures that can be taken to reduce costs of a training event?

30. What information may be included in a 'post event' report?



Answers to Written Questions

Plan and implement a series of training events – D1.HRD.CL9.05 D1.HHR.CL8.05

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. What are different ways to identify training needs?

- Training Needs Analysis Form
- Observations
- Interviews
- Questionnaires
- Job Descriptions
- Difficulty Analysis
- Problem Solving Conferences
- Appraisal Reviews
- Organisational Policy.

2. How can you verify identified training needs?

- Reviewing the results of training needs analyses
- Reviewing individual input, including requests for training, from staff, co-workers, customers, supervisors, managers and other relevant personnel
- Reviewing business plans, directions and objectives
- Reviewing existing qualifications, certificates, licenses, etc held by staff
- Reviewing changed workplace conditions necessitating staff training, including changes to equipment, procedures, legislation, layout, customer preferences etc
- Clarifying training requirements by site, department, individual worker, workplace teams.

3. What are some legislative obligations that will impact the priority of training?

- Health and Safety
- Emergency procedures and evacuation
- First Aid
- Food Handling
- Responsible Service of Alcohol
- Manual handling
- Specific software programs
- Gaming.

4. What are some 'timing' considerations when planning training events?

- Duration of the training program
- Breakdown of components within the program
- Days of the week to deliver
- Times of the day to deliver
- Availability of venues, trainers and participants
- When is the most suitable time for participants to undertake training whilst having minimal impact on operations.

5. Besides conducting 'in-house' training events, staff may be able to attend externally available events, organised outside the hotel. What are examples of these?

- Corporate events – including food and wine festivals etc
- Seminars and lectures
- Working groups
- Industry association events
- Exhibitions
- Public short courses
- Qualification programs
- Organisational wide programs.

6. What are different types of training events?

- Lecture / Tutorial
- Demonstration
- Group Discussions
- Role Play
- Simulation Games
- Individual /Group Exercises
- Case Study
- Field Visit
- Group Presentation
- Practice Sessions
- Games
- Research Activities
- Qualifications and certified training programs
- Specialised programs
- On the job learning
- Buddy system
- Home study
- Conferences
- Seminars
- Meetings
- Exhibitions
- Trade presentations
- Symposiums.

7. Is it best to conduct training during busy or quiet times? Why?

Quiet times, Answers will be varied.

8. Who are different stakeholders involved in the organisation and planning or training events?

- Learners
- Human Resources
- Training Department
- Department heads
- Organisation
- Industry experts
- Trainers
- Administration staff.

9. What are benefits and support provided to participants of training events?

- Travel allowances
- Payment of fees and charges
- Per diem allowances
- Payment for meals and accommodation, where applicable.

10. Training is normally performed in three main ways. What are these?

- On the job training
- Before or after work
- In a simulated location away from the actual workplace.

11. What are examples of operational plan activities?

- Allocating responsibilities
- Enrolling and/or registering learners in training events
- Supplying learners with event information
- Developing a continual learning framework
- Authorise staff rosters and payments
- Determining criteria to be used when evaluating post-participation in training events.

12. Why is it important to share operational plan information with stakeholders?

So all stakeholders need to have an understanding of:

- What is going to take place
- When activities will take place
- What roles and responsibilities each person has.

13. It is important that learners are told the purpose of training they will be undertaking. What are some purposes of training?

- To increase product knowledge
- To address a legally-imposed compliance requirement
- To increase workplace safety
- To reduce wastage
- To increase productivity
- To raise service delivery standards
- To change an existing skill to one required or preferred by the employer
- To prepare the learner for extra duties, promotion or additional responsibilities.

14. What are some benefits of training?

- Understand your role and what is required
- Have updated understanding of latest information, trends and practices
- Increased productivity
- Have greater confidence in performing your job
- Work in a safer manner and having less accidents
- Increased knowledge and skills in a greater cross section of operational areas and tasks
- Greater chances for tips / incentives
- Chance to earn more money
- Greater chances for promotion.

15. What training event details would you need to communicate with learners?

- Timing
- Location
- Contact details
- What to bring
- People attending.

16. Participants will be, at times, be required to make purchases associated with attending training events. What are some of these expenses?

These payments may be in relation to:

- Transportation – including flights, taxis , vehicle hire or public transport
- Per diems
- Accommodation
- Meals
- Purchase of equipment, uniforms or tools
- Visas and medical vaccinations
- Printing of materials.

17. What types of resources may training event organisers provide to for supervisors to maintain required service levels?

- Authorising and/or arranging for supplementary staff to replace learners who are attending training events
- Modifying normal workloads to factor in the absence of traditional staffing levels
- Revising workplace activities to accommodate reduced staff levels
- Amending trading hours
- Closing sites, where appropriate
- Authorising the payment of overtime to normal staff to enable them to back-fill learners.

18. What are some attendance requirements that must be communicated with participants?

- Punctuality
- Attendance for the duration of nominated aspects of the training event
- Active participation in activities
- Engagement with all aspects of the training event
- Undertaking assessment that comprises part of the training event
- Networking with other training event participant/s
- Returning to work with copies of materials or resources provided at the training event
- Focus on nominated training needs as applicable to individual learners, work sites, departments and/or the organisation as an overall entity
- Being able to demonstrate/prove attendance at the training event
- Completing an evaluation of the training event
- Sharing knowledge, skills and attitudes learned at the training event with other staff.

19. Why is it important for trainers to confirm attendance of participants before the event?

It is important that trainers confirm attendance as this helps confirm:

- Training room size
- Number of tables and chairs
- Suitable configuration of training area
- Amount of training equipment needed (e.g. kitchen stoves if cooking training)
- Number of training materials to prepare
- Number for catering purposes
- Any dietary requirements.

20. What are the four areas we focus on when evaluating training?

- The sessions success
- The Trainers performance
- The candidates experiences
- The outcomes achieved.

21. What is the best way to receive feedback from participants in relation to training events?

Answers will be varied.

22. Feedback often leads to programs being modified to improve their chances for success. What are some examples of modifications that may be made resulting from participant feedback?

Modify planned schedule of training events may include:

- Adding extra learners to nominated training events
- Reducing the number of learners initially identified as participants in training events
- Asking training event organisers/providers to modify training events on the basis of feedback received, or changing workplace needs
- Seeking recompense from training event organisers/providers where the training event failed to deliver as promised
- Removing learners from generic training events and working with organisers/providers to create an organisation-specific training event
- Altering the style of training event with which learners will engage
- Discussing the potential to change facilitators used at training events where learners indicated this was an issue
- Advising training event organisers/providers regarding organisational needs/preferences regarding any aspect of the training event, including:
- Discussing impact of proposed changes on operational issues with supervisors, staff, management, customers, etc
- Communicating revisions to schedules to learners and relevant others.

23. What are the benefits of organisers attending training events? What information do they want to gather?

Answers will be varied.

24. Should organisers attend training events by different trainers?

Yes.

25. Organisers need to pass on or receive information from trainers on a regular basis. What are examples of information to be received or communicated?

The organisers may need to communicate to trainers to inform them of:

- Client requests
- Suggested inclusions to program content
- Changes to program scheduling
- Printing or preparation of materials
- Scheduling of different classes.

In addition organisers may need to gather information from trainers including:

- Reports on individual or group progress
- Attendance information
- Requests or suggestions for learning materials.

26. What information do trainers need from organisers?

Like organisers, trainers will also seek or provide information to organisers. This may include:

- Request for learning aids
- Clarity on program structure and content
- Feedback on programs
- Timing of programs including breaks and meals etc.

27. What are ways to evaluate the impact of attendance?

Evaluate the impact of attendance at training events may include:

- Seeking input from all relevant stakeholders
- Comparing pre-training event workplace practice, operation, statistics with post-training event workplace practice, operation, statistics
- Focusing on the criteria that were identified as being central to evaluating participation in training events in the planning phase
- Comparing the outcomes of attending training events with participation in more standard/traditional training delivery.

28. It is important to track costs of a training event. What are some costs associated with a training event?

- Staff wages - learners, trainers, assessors, internal guest speakers, internal subject experts, staff who back-filled other staff, support staff who may have written notes, photocopied notes, etc
- Consumables – allocating materials and costs to individual training sessions: things such as notes, catering, and the raw materials and products used as part of the training and practice sessions
- Purchases and hiring charges – where materials and resources were bought or hired for training purposes
- Accommodation, travel and meals.

29. What are examples of cost effective measures that can be taken to reduce costs of a training event?

- Seeking group discounts for participation with future training events
- Organising internal training events and offering these events to internal learners and attendees from other organisations
- Undertaking joint venture/cost sharing arrangements with others
- Requiring learners to contribute to the cost of the training event, including free-of-charge provision of their time
- Working with the organiser/provider to present a shorter duration training event
- Developing a more structured internal approach to the sharing of knowledge and skills gained by learners at training events with other employees
- Use a mix of 'self study' and contact programs where the trainer is present.

30. What information may be included in a 'post event' report?

- An outline and overview of the training events that were used, including rationale for the ongoing use of training events
- Identification of the costs involved and benefits that resulted
- Identification of numbers of staff who engaged with training events
- An overview of learners' evaluations of participation in training events
- Comparative cost analysis of providing learner training using alternative means
- Description of up-coming training events that have been identified.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Plan and implement a series of training events D1.HRD.CL9.05 D1.HHR.CL8.05
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) Plan a series of training events b) Implement a series of training events c) Review planning and implementation of a series of training events 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: Plan a series of training events		
Verify identified training need	<input type="checkbox"/>	<input type="checkbox"/>
Prioritise identified training need	<input type="checkbox"/>	<input type="checkbox"/>
Determine resources available to support training events to address identified training need	<input type="checkbox"/>	<input type="checkbox"/>
Identify training events that will address identified workplace training need	<input type="checkbox"/>	<input type="checkbox"/>
Determine availability of learners to attend and participate in identified training events	<input type="checkbox"/>	<input type="checkbox"/>
Involve stakeholders in planning activities	<input type="checkbox"/>	<input type="checkbox"/>
Develop a schedule for implementing identified training events	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
Develop an operational plan to support the implementation of identified training events	<input type="checkbox"/>	<input type="checkbox"/>
Share the implementation plan for training events with stakeholders	<input type="checkbox"/>	<input type="checkbox"/>
Encourage identified learners to engage with established training events	<input type="checkbox"/>	<input type="checkbox"/>
Element 2: Implement a series of training events		
Provide identified support for learners to attend identified training events	<input type="checkbox"/>	<input type="checkbox"/>
Provide required resources for supervisors to maintain required service levels during identified training events	<input type="checkbox"/>	<input type="checkbox"/>
Advise learners of attendance requirements as required by the organisation	<input type="checkbox"/>	<input type="checkbox"/>
Capture feedback from learners on individual training events	<input type="checkbox"/>	<input type="checkbox"/>
Modify planned schedule of training events on the basis of feedback and other issues arising	<input type="checkbox"/>	<input type="checkbox"/>
Attend training events to monitor and evaluate their implementation	<input type="checkbox"/>	<input type="checkbox"/>
Maintain contact with training event organisers/providers	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Review planning and implementation of a series of training events		
Evaluate the impact of attendance at training events	<input type="checkbox"/>	<input type="checkbox"/>
Assess the value-for-money provided by engagement with training events	<input type="checkbox"/>	<input type="checkbox"/>
Identify ways in which more cost-effective use of training events could be effected	<input type="checkbox"/>	<input type="checkbox"/>
Prepare a report on the use of training events within the organisation	<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:	Plan and implement a series of training events D1.HRD.CL9.05 D1.HHR.CL8.05		
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
Element 1: Plan a series of training events			
Verify identified training need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prioritise identified training need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determine resources available to support training events to address identified training need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify training events that will address identified workplace training need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determine availability of learners to attend and participate in identified training events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involve stakeholders in planning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop a schedule for implementing identified training events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop an operational plan to support the implementation of identified training events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share the implementation plan for training events with stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourage identified learners to engage with established training events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response)</i>	Yes	No	Not sure
Element 2: Implement a series of training events			
Provide identified support for learners to attend identified training events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide required resources for supervisors to maintain required service levels during identified training events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advise learners of attendance requirements as required by the organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capture feedback from learners on individual training events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modify planned schedule of training events on the basis of feedback and other issues arising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attend training events to monitor and evaluate their implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain contact with training event organisers/providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Review planning and implementation of a series of training events			
Evaluate the impact of attendance at training events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assess the value-for-money provided by engagement with training events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify ways in which more cost-effective use of training events could be effected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare a report on the use of training events within the organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Plan and implement a series of training events	D1.HRD.CL9.05 D1.HHR.CL8.05
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: Plan a series of training events						
Verify identified training need						
Prioritise identified training need						
Determine resources available to support training events to address identified training need						
Identify training events that will address identified workplace training need						
Determine availability of learners to attend and participate in identified training events						
Involve stakeholders in planning activities						
Develop a schedule for implementing identified training events						
Develop an operational plan to support the implementation of identified training events						
Share the implementation plan for training events with stakeholders						
Encourage identified learners to engage with established training events						

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: Implement a series of training events						
Provide identified support for learners to attend identified training events						
Provide required resources for supervisors to maintain required service levels during identified training events						
Advise learners of attendance requirements as required by the organisation						
Capture feedback from learners on individual training events						
Modify planned schedule of training events on the basis of feedback and other issues arising						
Attend training events to monitor and evaluate their implementation						
Maintain contact with training event organisers/providers						

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: Review planning and implementation of a series of training events						
Evaluate the impact of attendance at training events						
Assess the value-for-money provided by engagement with training events						
Identify ways in which more cost-effective use of training events could be effected						
Prepare a report on the use of training events						
Candidate signature			Date			
Assessor signature			Date			

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