Prepare and deliver training sessions

D1.HRD.CL9.04
D1.HHR.CL8.04

Assessor Manual

Australian Aid
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William Angliss Institute
Specialist centre for foods, tourism & hospitality

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Assessor Manual

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

The ASEAN Secretariat is based in Jakarta, Indonesia.

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

All text is produced by William Angliss Institute of TAFE for the ASEAN Project on "Toolbox Development for Priority Tourism Labour Division".

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

File name: AM_Prepare_&_deliver_training_sessions_refined.docx

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Competency Based Assessment (CBA) – An introduction for assessors

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

Suggested assessment methods

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

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

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

Alternative assessment methods

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

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

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes
- 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: PREPARE AND DELIVER TRAINING SESSIONS	NOMINAL HOURS: 40
UNIT NUMBER: D1.HRD.CL9.04 D1.HHR.CL8.04	
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to prepare and deliver in-house training sessions.	
ELEMENTS AND PERFORMANCE CRITERIA	**UNIT VARIABLE AND ASSESSMENT GUIDE**
Element 1: Determine training requirements **1.1** *Identify current competencies* of learners **1.2** *Identify required competencies* for learners **1.3** *Describe the training gap* for learners **1.4** Confirm the identified training gap with *relevant personnel* **1.5** Determine *support available for training provision* **1.6** *Present recommendations* for training **Element 2: Prepare training plan** **2.1** *Develop session outlines* for approved training **2.2** *Develop training content* **2.3** *Develop training resources and materials* **2.4** *Develop individual training sessions* **2.5** *Organize training requirements*	**Unit Variables** 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. This unit applies to all industry sectors that conduct their own internal training within the labour divisions of the hotel and travel industries and may include: 1. Front Office 2. Housekeeping 3. Food and Beverage Service 4. Food Production 5. Travel Agencies 6. Tour Operation *Identify current competencies* may be related to: • Observing workers' practices • Undertaking peer reviews • Administering self-evaluation and analysis forms to workers

Element 3: Deliver training sessions
3.1 *Confirm attendance of learners* at the training session
 	
3.2 *Prepare the training venue* for the training session
3.3 *Introduce training topic* to learners
3.4 *Explain the training and assessment activities* involved in the training session
3.5 *Present training session*
3.6 Provide *opportunities for learners to practice* skills
3.7 *Provide feedback to learners*
3.8 Ensure on-going safety of learners during training delivery and practice
	• Reviewing data contained in workplace staff performance systems/databases
	• Reviewing application forms and resumes
	• Seeking input from managers, supervisors and co-workers
	• Obtaining feedback from customers
	• Checking currency of qualifications, certificates and licenses
	• Identifying individual learner preferences for training delivery
	• Assessing the level of literacy and numeracy amongst the target group
	• Identifying individual differences that exist amongst the potential learners such as:
	  ▪ Gender, age
	  ▪ Level of motivation
	  ▪ Level of literacy and numeracy, or language issues
	  ▪ Out-of-work commitments that could impinge on availability for training
	  ▪ Personal confidence
	  ▪ Previous engagement with training and the levels of success achieved
	  ▪ Experience/length of time in the job/industry
	  ▪ Physical or mental disabilities
	  ▪ Cultural issues
	  ▪ Educational background.
	
	Identify required competencies may include:
	• Reviewing relevant training programs
	• Verifying plans for the business
	• Reviewing relevant policies and procedures

	• Reviewing existing job analysis sheets and similar • Describing performance standards • Specifying product and service criteria • Describing the workplace context, including the conditions under which tasks are to be completed. *Describe the training gap* may include: • Specifying the difference between organizational expectations of staff/learner performance and the actual level of workplace performance for each worker/learner • Confirming identified training gaps with individual staff/learners. Relevant personnel may include: • Supervisors, managers and owners • Industry peak bodies • Subject specialists • Head office • Union representatives • Human resources department • Staff/learners • Trainers and assessors • External consultants. *Support available for training provision* may include: • Time • Physical resources

	• Human resources • Financial resources • Training venues • Training resources and materials • Management support for the initiative • Established internal career paths based on internal training delivery. *Present recommendations* may include: • Providing verbal and/or written presentations • Explaining the need for training • Quantifying costs associated with failing to address training needs • Describing the benefits that will flow from undertaking training • Identifying the assessment to be applied • Quantifying the costs associated with training delivery • Seeking approval and support from management and others. *Develop session outlines* may include: • Confirming general content and/or topic areas that need to be addressed in sessions that may be group sessions or one-on-one sessions, and focus on theory, or demonstration, or both • Locating training content and/or topics in the correct sequence • Allocating timeframes for training content and/or topics • Describing the objectives and outcomes for individual training sessions • Seeking input from subject and workplace specialists to training content and/or topics

	• Obtaining approval from relevant personnel for proposed training sessions • Confirming resources exist to support proposed training sessions. *Develop training content* may include: • Ensuring accuracy of proposed content • Ensuring comprehensiveness of proposed content • Ensuring compliance with legislated requirements relating to proposed content • Verifying sequence of proposed content • Complying with the requirements of mandated or selected training documentation, including training curricula, competency standards, job analysis, etc • Identifying topics and sub-topics for training delivery • Identifying relevant sources of information for assistance with training preparation and delivery, including internal and external sources • Identifying the underpinning attitudes, skills and knowledge for each area of proposed content • Identifying and/or confirming specific workplace needs, including description of the context for all proposed training • Mapping training content against identified competencies required by staff/learners • Emphasizing workplace safety at all stages of training delivery and in all training content. *Develop training resources and materials* may include: • Matching training resources and materials against identified workplace need • Identifying specific materials and resources, including manuals, texts, work books, workshop guides, handouts, standard operating procedures, posters, videos, sample items, demonstration items • Ensuring currency and relevance of existing materials for future application

	• Purchasing ready-made generic training materials and resources • Preparing establishment-specific training materials and resources to address identified workplace need • Ensuring training materials and resources reflect identified individual differences, including learning style preferences, literacy and numeracy requirements, language requirements • Accommodating imposed limitations on the development and acquisition of training resources and materials • Seeking input from workplace specialists, other trainers, training organizations and past workplace staff/learners • Reviewing evaluations that have been conducted on previous training and integrating relevant lessons into proposed training. *Develop individual training sessions* may include: • Preparing sessions for individuals and groups • Assembling identified and agreed training content into training programs, where appropriate • Identifying the dates and timing for individual training sessions, including start and finish times, and supplementary training provision • Identifying and accommodating requirements for practice sessions to enable skills development,- including on-the-job and off-the job practice, provision of supplementary and top-up training, where required, and job rotation, work-sharing, out-of-work placements • Identifying and allowing for necessary workplace assessment, including identification of forms of assessment to be used, development of assessment tools, where necessary, and allocation of time to enable required on-the-job, off-the-job and supplementary assessments to be conducted • Determining venues for training delivery, including on-site and off-site

	• Identifying training strategies and techniques to be used to deliver identified content, including oral presentations, simulations, project work, demonstrations, field trips, guest speakers, role plays, interviews, surveys, portfolios of evidence, mentoring, coaching, computer-based training, self-paced learning, lectures, discussion • Identifying equipment, materials, items and consumables required to enable identified training delivery, including sufficient hand-outs required for the identified number of learners • Ensuring training sessions enable attainment of identified objectives and outcomes • Developing session/delivery plans for individual training sessions • Matching training materials and resources to content of individual training sessions • Ensuring total training program accommodates identified need for all learners for each training topic/area • Factoring in the need to accommodate individual differences, where practicable to do so. *Organize training requirements* may include: • Obtaining promised financial and other resources to support training implementation/delivery • Obtaining identified training materials and resources • Promoting training sessions internally to staff/learners, including use of management to encourage participation and engagement with training • Obtaining necessary equipment and consumables to support training delivery • Arranging for identified external training support to be available, such as guest speakers, government officials, trainers, assessors, subject experts • Preparing hard copy training support materials, such as notes, exercises, presentations, etc • Recording details of learners wishing to participate in training

	• Being accountable for time and money spent on the preparation of training and the purchase of materials, etc • Readying the training venue for training • Meeting with supervisors to explain the proposed workplace training, including soliciting their cooperation in relation to releasing staff for training, and offering assistance for maintaining necessary workplace staffing levels during training periods • Arranging access to identified areas, equipment, etc for training and/or assessment, including demonstrations and practice • Ensuring safety of the equipment and venue to be used for training and/or assessment purposes, including understanding of the emergency management plan that applies to the training venue/area, and presence of required safety and first aid equipment • Identifying criteria for determining training effectiveness • Establishing guidelines for training plan implementation, including dissemination and explanation of guidelines to trainers and relevant other people. *Confirm attendance of learners* may include: • Reminding identified learners of the time and venue of the training session • Liaising with supervisors to obtain release of learners from work duties • Encouraging learners to attend • Seeking assistance from support staff to record names of learners who will be attending • Asking management to encourage staff/learner participation. *Prepare the training venue* may include: • Cleaning and tidying the venue • Ensuring all required equipment, etc is available • Checking the operational readiness and safety of equipment, etc

	• Testing all training delivery items, such as overheads, projectors, computers, etc • Adjusting the environment to make it comfortable for learners • Obtaining catering, where applicable • Obtaining and laying out all training resources and materials, including consumables • Arranging the furniture to optimize the identified outcomes and objectives of the training session. *Introduce training topic* may include: • Explaining the need for the training • Motivating learners • Selling the benefits to learners of successfully completing the training • Illustrating points with industry examples and references • Identifying the intended outcomes of the training session for individual learners, the department and the organization • Explain how this training session integrates with other training, where applicable • Identifying the consequences of failing to achieve the required level of competency for the training topic • Explaining the opportunities for practice that have been arranged • Describing the assessment procedures, where applicable • Identifying any relevant time frames that apply to the learning and attainment of competency • Providing an overview of the training.

	Explain the training and assessment activities may include: • Explaining time restrictions that apply to both training and assessment • Identifying the level of competency required • Matching proposed activities with individual learning segments • Explaining any allowable adjustments that may be able to be made to both training delivery and assessment activities • Confirming training and assessment dates/times and venues • Explaining the composition of assessment, including theory and practical; on-the-job and off-the-job; verbal and written assessment; sources of valid evidence that can be used to judge competency, etc. *Present training session* may include: • Adhering to the prepared training/delivery plan, including coverage of content/objectives, and implementation of activities • Altering training delivery to accommodate individual learner differences/needs as they arise • Applying task and maintenance functions of leadership • Making on-the-spot training decisions • Monitoring learning activities, learners, the training venue and relationships between learners and others • Applying contingency management, where necessary • Responding to requests from learners, where appropriate • Ensuring the pace of the training aligns with the delivery plan • Encouraging learners and maintaining a safe and supportive learning environment • Intervening and addressing safety issues and interpersonal conflict situations

	• Adjusting the prepared delivery plan to effectively accommodate issues arising during the training session • Applying appropriate interpersonal skills to facilitate the learning process • Using effective verbal communication skills to deliver training, provide supplementary information, and monitor the training session • Providing extension activities to learners, as appropriate. *Opportunities for learners to practice* may include: • Opportunities to practice during the training sessions • Opportunities to practice in a dedicated training/practice area out of work • Provision of supervised on-the-job opportunities, including supervision by trainers, supervisors, and other senior/experienced staff • Integration of on-the-job and off-the-job practice opportunities. *Provide feedback to learners* may include: • Ensuring feedback is provided sensitively • Using positive feedback to motivate and encourage learners • Recognizing effort and not just success • Providing negative feedback using the positive-negative-positive sandwich methods • Being sincere in the giving of feedback • Being open as a trainer to feedback from learners • Using verbal and non-verbal techniques to provide feedback. **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 the provision of workplace training delivery and assessment

	• Ability to apply principles of adult vocational training • Ability to use appropriate research, planning, liaising, negotiation, and presentation techniques prior to training • Ability to use appropriate interpersonal, communication and leadership techniques during training • Ability to identify individual differences of a group of learners • Ability to plan a series of training sessions, including obtaining and/or developing training resources/materials to support that training • Ability to apply a broad cross-section of different training delivery strategies/techniques suitable for training adults in a workplace environment • Ability to develop session/delivery plans to guide the delivery of nominated training sessions • Ability to document the resources, assessment procedures and support necessary to deliver identified vocational workplace training. **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 • Plan and implement a series of training events • Analyse competency requirements • 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.
	
	Critical Aspects of Assessment
	Evidence of the following is essential:
	• Understanding of host enterprise policies and procedures in regard to the provision of workplace training delivery and assessment
	• Demonstrated ability to investigate and effectively determine the training requirements for a nominated group of workers in a defined workplace context, including:
	  ▪ Identifying the learners' current competencies
	  ▪ Identifying the required competencies the workplace requires workers to have
	  ▪ Specifying the training gap for at least six staff
	  ▪ Producing a written report presenting recommendations for the provision of in-house training based on information obtained during the investigative process
	• Demonstrated ability to prepare an effective and practical training/delivery plan to address a nominated training topic/area in a given workplace context for a defined group of at least six learners; the training/delivery plan must:
	  ▪ Identify and describe the need for the training
	  ▪ Identify the objectives and outcomes for the training
	  ▪ Identify the content for the training, sequenced appropriately for the given workplace context
	  ▪ Identify the training materials/resources required to deliver the training

	▪ Identify the timeframes and timing requirements that apply to the nominated training topic/area ▪ Identify the training strategies/techniques to be used during the identified training/delivery ▪ Identify the training venues that will be used for training delivery ▪ Explain how individual differences may be catered for during the training delivery ▪ Identify how safety for learners throughout the training will be established and maintained • demonstrated ability to deliver a nominated training session to identified learners in a given workplace training context, including: ▪ Preparing the training venue to accommodate the needs of the training session and the learners ▪ Introducing the session to learners so as to motivate them and encourage their participation ▪ Identifying the purpose and the need of the session ▪ Explaining the training and assessment activities associated with the training session ▪ Presenting the session to conform with a pre-prepared training/delivery plan; this plan may be prepared by the candidate or provided by the organization/assessor ▪ Providing opportunities for practice within the session, including effective monitoring of the practice ▪ Providing feedback to learners during the session/practice opportunities about their progress. **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 data on learner competencies, training needs, training standards and documents relating to session/delivery plan, and training resources/materials developed • Problem solving • Role plays • 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, organizing and analysing information	3	Determine training gaps for learners
Communicating ideas and information	2	Explain objectives, outcomes and purpose of training to learners

	Planning and organizing activities	3	Schedule training
	Working with others and in teams	2	Liaise with others to determine relevant and comprehensive training content that is reflective of workplace practice
	Using mathematical ideas and techniques	1	Calculate resources required to enable effective training delivery
	Solving problems	2	Resolve issues that arise during training to ensure identified training objectives are met
	Using technology	2	Use technology to record training matters, materials, resources, time tables, learner progress, etc

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Prepare and deliver training sessions D1.HRD.CL9.04 D1.HHR.CL8.04
Instructions	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. How do you identify the current competencies of learners you are required to train?	❑	❑
2. How do you identify the required competencies for staff you are required to train?	❑	❑

Questions	Response	
	PC	NYC
3. How do you identify the ‘training gap’ for individual learners in your workplace?	❑	❑
4. When you have identified the training gap for individual learners in your workplace, who do you talk to in order to confirm those identified training needs?	❑	❑
5. What support is available for training at your workplace? How do you identify/determine what is available?	❑	❑

Questions	Response	
	PC	NYC
6. What options are available to you to make recommendations to management regarding the implementation of workplace training? How have you/might you make these recommendations?	❑	❑
7. What is meant by the development of 'session outlines' for workplace training?	❑	❑
8. Identify a topic you might train staff in and explain how you develop training content for that topic: what would you consider/take into account when developing the content?	❑	❑

Questions	Response	
	PC	NYC
9. Using the training topic identified in the previous question what training resources and materials you would prepare to support training delivery for that topic?	❑	❑
10. What is the format for the training plan you use for a practical training session?	❑	❑
11. What organization of training requirements (and related issues) do you need to undertake and address prior to conducting a workplace training session?	❑	❑

Questions	Response	
	PC	NYC
12. At a training session how do you ensure that all learners who should be there are actually in attendance?	❑	❑
13. What might you need to do in order to prepare a training venue for an upcoming training session?	❑	❑
14. Give me an example of how you might introduce a training topic (of your own choice) to learners at the start of a training session: what might you say, do, use?	❑	❑

Questions	Response	
	PC	NYC
15. Why is it important for you to explain the assessment and other training-related activities to learners at the start of a training session?	❑	❑
16. Tell me about one training session you have delivered: what was the topic? What demonstrations, learner activities, training methods etc did you use, and why?	❑	❑
17. How might you ensure learners are provided with sufficient opportunity to practice new skills in the workplace under proper supervision?	❑	❑

Questions	Response	
	PC	NYC
18. Why is it important for a trainer to provide feedback to learners as part of the training process?	❑	❑
19. What action do you, as trainer, take to ensure the on-going safety of learners during a training session in your workplace?	❑	❑

Written Questions

Prepare and deliver training sessions – D1.HRD.CL9.04 D1.HHR.CL8.04

Student Name: ____

Answer all the following questions and submit to your Trainer.

1. What is competency? In what three areas can you have competency?

____

____

____

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2. Why is it important to identify the desired competency standards when planning for training?

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3. What are two ways you can identify existing competency of a staff member?

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4. How can you identify the desired performance standards?

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____

5. Reasons for poor work performance may be caused by the staff member or the organisation. Provide an example of each.

6. Confirming an identified training gap is normally discussed with two people. Who are they and why are they contacted?

7. One trainer cannot do everything in training. They will often need some support from either internal or external contacts. What are two types of support a trainer may request?

8. What is a training objective?

9. What is a learning plan and why is it important?

10. What are four pieces of information normally recorded in a learning plan?

11. Most training programs have an introduction. What are three topics you would include in the introduction of any training program?

12. Most training programs require resources and materials. What are three examples of these?

13. What are two ways to obtain resources and materials for a training program?

14. What is a session plan and how is it different to a learning plan?

15. What are four things you will need to organise before a training program?

16. What are three things you will need to tell a learner before a training program?

17. Confirming learner attendance is beneficial for both learners and trainer. What are two reasons this process is beneficial to both parties?

18. What are two ways a trainer can confirm attendance with a learner?

19. On the day of a training session, it is important to ensure the room is ‘prepared’. What are three things regarding the venue you would check?

20. When checking catering for a training session, what would you follow up?

21. It is important to generate interest at the start of a training session. What are two ways you can do this?

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22. In the introduction, it is important to identify reasons for training. What are two reasons for training?

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23. During the introduction section of a training session, a summary of the training and assessment activities are identified. What are two items of training information and two items of assessment information you would explain to learners?

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24. What are two 'Task' functions of leadership a trainer undertakes to help a group successfully completing their training?

____

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25. Answer 'True' or 'False' to the following statement: An Authoritarian style of training is used when trying to generate different ideas.

True ❑ False ❑

26. What are three training methods used in a training program?

27. To practice skills is important to reinforce learning. What are two things you should do when observing learners practice which may help them?

28. Learners often require feedback as a source of guidance as they try to grasp new activities. There are many pieces of information they will seek. What are three things you would like to know as a learner?

29. What are two ways to provide constructive feedback?

30. Equipment safety is important when conducting a training session. What are two ways to ensure equipment is in a 'safe working' condition?

Answers to Written Questions

Prepare and deliver training sessions – D1.HRD.CL9.04 D1.HHR.CL8.04

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.

2. What is competency? In what three areas can you have competency in?

Competency can be defined as the ability to do something. In order to do something a person will require a combination of three things:

- Knowledge – called the cognitive domain. These are the 'head' skills such as what people think and their level of knowledge
- Skill – called the psychomotor domain. These are the 'hand' skills such as what people can do
- Attitude – called the affective domain. These are the 'heart' skills such as what people feel.

3. Why is it important to identify the desired competency standards when planning for training?

The benefits of identifying very clearly what the required competencies are include:

- Knowing the standards or levels to which work has to be completed
- Understand the training requirements of the business – as a workplace trainer, you only need train staff to the standard required by the organisation
- Understand the roles and responsibilities of each staff member – so you can determine what they need to know in order to do their job.

4. What are two ways you can identify existing competency of a staff member?

- Observing workplace practice
- Reading various workplace documents
- Talking to management
- Talking to staff
- Talking to subject experts.

5. How can you identify the desired performance standards:

- Job descriptions
- Job Specifications
- Key Performance Indicators
- Policies and Procedures
- Performance Indicators.

6. Reasons for poor work performance may be caused by the staff member themselves or the organisation. Provide an example of each.

Employee causes:

- Problems of capacity, where the employee does not have the required aptitude or orientation for the tasks involved in the job, defects of judgment or memory
- Family related problems, such as marital problems, children, elderly dependant relatives, money problems, isolation from family
- Psychological problems, such as drug abuse (including alcohol), gambling, irrational fears, depression, aggressive behaviour stemming from self image problems
- Physical problems, such as lack of energy, restricted movement, pain or illness.

Organisational causes:

- Problems with higher decisions and policies, such as a person placed in the wrong position, insufficient organisational action over a grievance, organisational over-permissiveness (that is, everyone else does it so why shouldn't I?)
- Impact of supervisors, such as leadership style, bad communication or instruction, inappropriate managerial standards or criteria, discrimination and a lack of managing diversity
- Problems with peers, such as harassment, bullying, problems with team cohesion and acceptance, discrimination and hazing (peers not telling the employee everything they need to know to do their job)
- Problems from the work context, such as geographic location, bad physical work environment, unsafe conditions and work processes, problems with the way the job is performed.

7. Confirming an identified training gap is normally discussed with two people. Who are they and why are they contacted?

Human Resources

The Human Resources department themselves will have a limited amount of resources in which to conduct training for the entire organisation and therefore training programs must be prioritised in terms of:

- Training budget
- Priority of training programs
- Training staff
- Availability of training rooms and resources.

Operational Managers

Whilst training may be the responsibility of the training department to organise, prepare or conduct, the objectives of the programs and training delivered must reflect the expectations of the operational departments.

8. One trainer cannot do everything in training. They will often need some support from either internal or external contacts. What are two types of support a trainer may request?

A trainer may wish to seek support in a variety of ways including:

- Contacting an expert to obtain their verbal input to the upcoming training
- Arranging for someone else to deliver the training
- Arranging for guest speakers
- Arranging external events
- Obtaining training materials that someone else has prepared.

9. What is a training objective?

The objectives for the training can be seen as what you achieve as a result of the training.

10. What is a learning plan and why is it important?

It gives an overview of the learning for a group or individual. It is important as it provides a comprehensive overall plan of the training to be conducted.

11. What are four pieces of information normally recorded in a learning plan?

- Individual or group learning objectives for the session, including identification of learning outcomes for smaller segments of the training
- Training program name
- Competency standard
- Identification of the maximum number of learners
- Content to be covered in each individual training session
- Timelines for each training
- Venue information
- Learning resources, materials and activities
- Identification of other resource requirements
- OHS considerations
- Assessments to be conducted.

12. Most training programs have an introduction. What are three topics you would include in the introduction of any training program?

- Welcome
- Mobile phones
- Toilets
- Class participation
- LLN

- Program timeframes for the day
- Program learning outcomes and how they will be assessed
- Work area familiarisation and OHS inspection.

13. Most training programs require resources and materials. What are three examples of these?

Examples of learning resources include:

- Notes, manuals, handouts, PowerPoint presentations, posters, copies of price lists, supplier catalogues, forms used within the business, organisational policy and procedure manuals, reference material and texts, record/log books, tapes and disks
- Items required to support training practice – these may be case studies, activities, exercises, written tests, worksheets and workbooks, task sheets and practical exercises that you require learners to perform
- Samples of items or finished products – used to illustrate what is required, to demonstrate a point or to show learners what options are available
- Equipment used for demonstrations – including all associated items, utensils and ancillary material probably be needed for them to save their material)
- Consumables – anything that is used during the training process is a consumable.

14. What are two ways to obtain resources and materials for a training program?

- Use existing resources
- Generate them yourself
- Purchasing them from professional training organisations
- Obtain them from other sources.

15. What is a session plan and how is it different to a learning plan?

A session plan is a hard copy document used by the trainer to guide and manage the delivery of individual training sessions. It contains a lot more detail than a learning plan.

A learning plan focuses on training program as a whole where a session plan focuses on one training session only.

16. What are four things you will need to organise before a training program?

The answers may be varied. Assessor judgement is required.

17. What are three things you will need to tell a learner before a training program?

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

18. Confirming learner attendance is beneficial for both learners and trainer. What are two reasons this process is beneficial to both parties?

For the Learner

- Are aware of training session
- Confirm that they are able to attend
- Can notify their supervisors if time off work if required, to enable them to allocate replacement staff
- Know all the details of the training session
- Understand all the session details
- Have received all the information they need before the session
- If there is any preparatory activities to be done by the learner, such as reading, research of preparing written documents, that they are aware of expectations
- Have any questions regarding the training answered where possible.

For the trainer

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 (eg kitchen stoves if cooking training)
- Number of training materials to prepare
- Number for catering purposes
- Any dietary requirements.

19. What are two ways a trainer can confirm attendance with a learner?

- Phone call – to get verbal confirmation and to enquire if the learner has any questions
- Email – if just a confirmation is required
- In person – whether individually or in a group situation (a specific meeting relating to the training session or as part of a shift briefing). This method is useful if materials need to be distributed and explained
- SMS – A simple text may be used to remind learners and to get confirmation of attendance in a simple and timely manner.

20. On the day of a training session, it is important to ensure the room is 'prepared'. What are three things regarding the venue you would check?

- Adequate tables and chairs
- Specified configuration of training environment
- Suitable air-conditioning or heating including location of switches

- Suitable lighting and how to work the lights. This is important if you want to turn lights on/off to conduct presentations etc
- Break out areas if required
- Sign to notify learners of venue location. This may be in front of the room or in the building entrance
- Speaking with staff who may need to direct learners to the training venue
- Location of toilets, catering venue such as a restaurant
- Location of support services including printing and photocopying.

21. When checking catering for a training session, what would you follow up?

- Right number
- Timing of catering
- Specific catering requirements
- Location of where catering will be provided
- Any tickets required?

22. It is important to generate interest at the start of a training session. What are two ways you can do this?

Options could include:

- Anecdotes – telling a short story that is of interest and relates to the subject
- Use of actual examples
- A brief but arresting statement of facts
- Use of a video/DVD, PowerPoint or other recorded visual medium
- Reading from, or showing, current media articles.

23. In the introduction, it is important to identify reasons for training. What are two reasons for training?

Possible reasons for the training can include:

- Enabling learners to do a job better, safer, quicker and with less waste
- Providing new or upgraded skills, knowledge or attitudes
- Compliance with externally imposed requirements
- Compliance with internal requirements.

24. During the introduction section of a training session, a summary of the training and assessment activities are identified. There are two items of training information and two items of assessment information you would explain to learners?

<u>Summary of training activities</u>

Items that may be discussed include:

- Trainers and facilitators of selected topics
- Summary of topics
- Areas within these topics
- Method of delivery for topics
- Location for training (if different from main training venue)
- Activities to be completed as part of the class
- Requirements of learners in activities.

<u>Summary of assessment activities</u>

Information learners will need to know include:

- Number of assessments
- Types of assessments to be used
- Dates of assessment
- Clear explanation of the assessments so learners understand what is expected
- Marking criteria and weighting of each assessment activity towards final mark
- Pass mark for assessments
- What happens if they are below the pass mark.

25. What are two 'Task' functions of leadership a trainer undertakes to help a group successfully completing their training?

- Offering ideas and information to the learners
- Seeking opinions from learners
- Passing on facts and skills to learners
- Giving directions to learners
- Setting plans for learners to help them achieve the set training goals
- Getting the individuals within a group to function as a cohesive unit
- Coordinating activities of learners
- Clarifying learner goals as they progress through a session or topic.

26. Answer 'True' or 'False' to the following statement: An Authoritarian style of training is used when trying to generate different ideas.

The answer is false.

27. What are three training methods used in a training program?

Training techniques commonly used in workplace situations include:

- Demonstrations
- Explanations
- Question and answer sessions
- Group work – including getting learners to work in pairs
- Case studies
- Discovery activities
- Problem-solving
- Practice opportunities.

28. Providing an opportunity for learners to practice skills is important to re-inforce learning. What are two things you should do when observing learners practice which may help them?

When observing a learner attempting or practising their newly acquired skills, the following apply:

- Effectively correct the learner whenever they take an incorrect step
- Ask questions to confirm the learner's knowledge
- Ensure the learner is always in comfortable surroundings
- Praise the learner when and where appropriate
- Encourage the learner as much as possible
- Listen to the learner's feedback and act on it
- Ensure the learner's safety.

29. Learners often require feedback as a source of guidance as they try to grasp new activities. There are many pieces of information they will seek. What are three things you would like to know as a learner?

Learners will want to know:

- How they are performing
- What areas they are doing well
- Which areas could be improved
- Suggestions for improvement
- How is their progress towards the training outcome.

30. What are two ways to provide constructive feedback?

- Use active listening techniques
- Use positive body language when giving feedback
- Paraphrase what learners say
- Acknowledge how learners feel as well as what they can or cannot demonstrate
- Give positive and constructive feedback as often as possible
- Use the *Kiss-Kick-Kiss* approach
- Be honest, but be sensitive and tactful
- Focus on the actions of the learner, not the person or their personality
- Make feedback brief.

31. Equipment safety is important when conducting a training session. What are two ways to ensure equipment is in a 'safe working' condition?

Equipment must:

- Be stable
- Be working properly
- Have no loose connections
- Have proper safety guards fitted
- Have no frayed cords or faulty switches
- Be regularly serviced
- Be appropriate for the training task at hand

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Prepare and deliver training sessions D1.HRD.CL9.04 D1.HHR.CL8.04
Dates of observation	
Instructions	1. Over a period of time observe the student completing each of the following tasks: a) Determine training requirements b) Prepare training plan c) Deliver training sessions 2. Enter the date on which the tasks were undertaken 3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise 4. Complete the feedback sections of the form, if required.

Did the candidate	**Yes**	**No**
Element 1: Determine training requirements		
Identify current competencies of learners	❑	❑
Identify required competencies for learners	❑	❑
Describe the training gap for learners	❑	❑
Confirm the identified training gap with relevant personnel	❑	❑
Determine support available for training provision	❑	❑
Present recommendations for training	❑	❑

Element 2: Prepare training plan		
Develop session outlines for approved training	❑	❑
Develop training content	❑	❑
Develop training resources and materials	❑	❑
Develop individual training sessions	❑	❑
Organize training requirements	❑	❑
Element 3: Deliver training sessions		
Confirm attendance of learners at the training session	❑	❑
Prepare the training venue for the training session	❑	❑
Introduce training topic to learners	❑	❑
Explain the training and assessment activities involved in the training session	❑	❑
Present training session	❑	❑
Provide opportunities for learners to practice skills	❑	❑
Provide feedback to learners	❑	❑
Ensure on-going safety of learners during training delivery and practice	❑	❑
Did the student's overall performance meet the standard?	❑	❑

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:	❑ Employer ❑ Supervisor ❑ Colleague ❑ 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:	Prepare and deliver training sessions D1.HRD.CL9.04 D1.HHR.CL8.04		

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? *(tick the correct response]*	**Yes**	**No**	**Not sure**
Identifies current and required competencies of learners prior to delivering training	❑	❑	❑
Confirms identified training gap with relevant personnel	❑	❑	❑
Determines support available for training provision and presents recommendations for training	❑	❑	❑
Prepares for training by developing session outlines and training plans	❑	❑	❑
Develops training content, resources and materials	❑	❑	❑
Develops individual training sessions and organizes necessary training requirements	❑	❑	❑
Prepares training venue and confirms attendance of learners at the training session	❑	❑	❑
Introduces, conducts and concludes training in accordance with training plan/s, issues arising, individual learner needs and accepted vocational training methodologies	❑	❑	❑
Provides feedback to learners throughout training	❑	❑	❑
Ensures safety of learners during training delivery and practice	❑	❑	❑

Comments/feedback from Third Party to Trainer/Assessor:	
Third party signature:	**Date:**
Send to:	

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Prepare and deliver training sessions	D1.HRD.CL9.04 D1.HHR.CL8.04
Date assessment commenced		
Date assessment finalised		
Assessment decision	Pass Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

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

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Determine training requirements						
Identify current competencies of learners						
Identify required competencies for learners						
Describe the training gap for learners						
Confirm the identified training gap with relevant personnel						
Determine support available for training provision						
Present recommendations for training						
Element 2: Prepare training plan						
Develop session outlines for approved training						
Develop training content						
Develop training resources and materials						
Develop individual training sessions						
Organize training requirements						

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: Deliver training sessions						
Confirm attendance of learners at the training session						
Prepare the training venue for the training session						
Introduce training topic to learners						
Explain the training and assessment activities involved in the training session						
Present training session						
Provide opportunities for learners to practice skills						
Provide feedback to learners						
Ensure on-going safety of learners during training delivery and practice						

Candidate signature:		**Date:**	
Assessor signature:		**Date:**	

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