

# Competency Standard

<b>UNIT TITLE:</b> DESIGN AND ESTABLISH A TRAINING SYSTEM		<b>NOMINAL HOURS:</b> 100
<b>UNIT NUMBER:</b> D2.TRD.CL8.05		
<b>UNIT DESCRIPTOR:</b> This unit deals with skills and knowledge required to design and establish a training system within a workplace context.		
<b>ELEMENTS AND PERFORMANCE CRITERIA</b>	<b>UNIT VARIABLE AND ASSESSMENT GUIDE</b>	
<p><b>Element 1: Determine the features of a workplace training system</b></p> <p><b>1.1</b> Identify key <i>operational features</i> and <i>constraints of the workplace training system</i></p> <p><b>1.2</b> <i>Research enterprise requirements</i> in relation to the workplace training system</p> <p><b>1.3</b> Identify the <i>legal and other requirements</i> that apply to the establishment and operation of the workplace training system</p> <p><b>1.4</b> Document and <i>verify identified operational features and constraints</i> of the workplace training system</p> <p><b>1.5</b> <i>Establish and maintain relationships</i> with <i>key stakeholders</i></p> <p><b>1.6</b> Identify the <i>resources available</i> to support the identified workplace training system requirements</p>	<p><b>Unit Variables</b></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 seek to establish and operate their own workplace-based training system within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> <li>1. Travel Agencies</li> <li>2. Tour Operation</li> </ol> <p><i>Operational features</i> may include:</p> <ul style="list-style-type: none"> <li>• Purpose of the training and relevant outcomes</li> <li>• Scope of the training system</li> <li>• Establishing minimum requirements for competencies and certification of trainers and/or assessors, where appropriate</li> <li>• Record keeping system requirements including procedures and policies, and the development of supporting documentation</li> </ul>	

<p>1.7 Document the identified features and requirements of the workplace training system</p> <p>1.8 Verify the features and requirements of the workplace training system with key stakeholders</p> <p><b>Element 2: Align workplace training needs with required resources</b></p> <p>2.1 Match <i>human resources</i> to identified workplace training needs</p> <p>2.2 Match <i>physical resources</i> to identified workplace training needs</p> <p>2.3 Match <i>financial resources</i> to identified workplace training needs</p> <p>2.4 Identify <i>external funding sources</i> for the workplace training system</p> <p>2.5 Prepare a <i>budget</i> for the workplace training system</p> <p>2.6 Obtain <i>management commitment</i> to the workplace training system</p> <p>2.7 Identify <i>sources of provision</i> for workplace training materials and delivery</p> <p><b>Element 3: Develop workplace training system documents</b></p> <p>3.1 Develop training <i>policies and procedures</i> to support implementation and operation of the workplace training system</p>	<ul style="list-style-type: none"> <li>• Training context requirements including procedures to match identified competencies with designated training</li> <li>• Characteristics of training participants</li> <li>• Allowable adjustments to training methods for participants including language, literacy and numeracy</li> <li>• Legislated requirements of the host country, in relation to employment, workplace safety, workplace licensing requirements and equal opportunity, where applicable</li> <li>• Arrangements, where applicable, for recognition of competencies including requirements to enable in-house training provision to be recognised by external training and other industry bodies</li> <li>• Location of training including in-house and external provision</li> <li>• Partnership arrangements</li> <li>• Review and evaluation processes</li> <li>• Allocation of fees and costs, where applicable</li> <li>• Promotion of the training system to participants and potential users: <ul style="list-style-type: none"> <li>▪ Purpose of the training may include: <ul style="list-style-type: none"> <li>– Increased productivity including items produced and services provided, identification of relevant products and services, and identification of criteria for evaluating increases in productivity</li> <li>– Increased profitability including identification of relevant products and services, and identification of expected profit increases</li> <li>– Attainment of specific industry or enterprise competencies including alignment of training outcomes with internally and externally imposed competency attainment requirements for the standardised delivery of service</li> <li>– Achievement of business, government and local goals and priorities including the alignment of training with business and strategic plans, and embracing access and equity issues</li> </ul> </li> </ul> </li> </ul>
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<p><b>3.2</b> Identify <i>record keeping requirements</i> within the identified workplace training system</p> <p><b>3.3</b> Produce <i>operational training system forms</i> to support and record workplace training delivery</p> <p><b>Element 4: Establish procedures for the review of the workplace training system</b></p> <p><b>4.1</b> Identify the <i>elements of the workplace training system to be reviewed</i></p> <p><b>4.2</b> Determine the <i>frequency for reviewing</i> identified elements within the workplace training system</p> <p><b>4.3</b> Allocate <i>responsibility for implementing identified reviews</i> of the workplace training system</p> <p><b>4.4</b> Describe the <i>procedures to be used in the review of the workplace training system</i></p> <p><b>4.5</b> Document approved procedures for review of the workplace training system</p> <p><b>4.6</b> Obtain management commitment to implement required changes to the workplace training system</p> <p><b>Element 5: Prepare to implement the workplace training system</b></p> <p><b>5.1</b> Develop an <i>implementation plan for the training system</i></p> <p><b>5.2</b> Prepare <i>trainers and assessors</i> in accordance with identified need</p>	<ul style="list-style-type: none"> <li>– Compliance with licensing requirements and other externally imposed compliance obligations including legislated obligations</li> <li>– Alignment with human resources considerations including remuneration, promotion, contingency planning, succession planning and personal development targets</li> <li>– Induction training to initiate new staff into the organisation and provide basic operational skills and knowledge</li> <li>– Refresher training including scheduled training updates to maintain and/or enhance competency levels</li> <li>▪ Scope of the training system may include: <ul style="list-style-type: none"> <li>– Operational parameters such as: <ul style="list-style-type: none"> <li>– Single training site</li> <li>– Multiple training sites</li> <li>– National sites</li> <li>– International sites</li> </ul> </li> <li>▪ Operational status such as: <ul style="list-style-type: none"> <li>– Registration as a registered training provider</li> <li>– Unrecognised training provider</li> <li>– Partnership arrangements</li> <li>– Operational method such as: <ul style="list-style-type: none"> <li>– Use of accredited training programs/courses</li> <li>– Use of international benchmarks and programs</li> <li>– Using internal and/or external learning resources</li> <li>– Product-based training</li> <li>– A combination of the above</li> </ul> </li> </ul> </li> </ul> </li> </ul>
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<p><b>5.3</b> <i>Prepare training programs to provide identified training</i></p> <p><b>5.4</b> <i>Obtain resources to support training delivery</i></p> <p><b>5.5</b> <i>Recruit participants for training</i></p> <p><b>Element 6: Establish quality assurance procedures for the workplace training system</b></p> <p><b>6.1</b> <i>Establish a quality assurance group</i></p> <p><b>6.2</b> <i>Document draft verification processes that the quality assurance group will undertake</i></p> <p><b>6.3</b> <i>Trial the draft quality assurance procedures</i></p> <p><b>6.4</b> <i>Advise trainers in relation to established and confirmed quality assurance procedures</i></p>	<ul style="list-style-type: none"> <li>▪ Characteristics of training participants may include: <ul style="list-style-type: none"> <li>– Previous history of engagement with training including outcomes of those events</li> <li>– Identification of individual differences that may affect training delivery including evaluation of the impact on training provision</li> <li>– Language, literacy and numeracy needs</li> <li>– Cultural and educational background</li> <li>– Gender, age and physical abilities</li> <li>– Workplace experience with the training topics</li> <li>– Preferred learning styles</li> <li>– Work, family, social and out-of-work commitments</li> <li>– Motivation to undertake training.</li> </ul> </li> </ul> <p><i>Constraints of the workplace training system</i> may include:</p> <ul style="list-style-type: none"> <li>• Time available for training including the location of time within the operational context and staffing rosters of the business</li> <li>• Relative cost implications including cost-benefit-analysis of not undertaking training, opportunity costs, identified potential returns on investment in training, direct and indirect costs that apply</li> <li>• Budgetary considerations including cash flow concerns, total cost, available funds and the potential for external grants to supplement internal funding</li> <li>• Geographical issues including identification of the impact of distance from external providers on the capacity to deliver/provide required training</li> <li>• Resources issues, such as evaluation of existing supporting resources including programs and materials and the need to acquire additional resources to underpin training delivery</li> <li>• Availability of appropriate staff including qualified trainers, staff with relevant expertise, staff with aspirations to become involved in training, external trainers.</li> </ul>
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*Research enterprise requirements may include:*

- Undertaking qualitative and quantitative research
- Undertaking a situation analysis to determine the Strengths, Weaknesses, Opportunities and Threats (SWOT analysis) that apply
- Analysing market trends
- Identifying licensing requirements
- Reviewing job descriptions and other similar internal documents
- Meeting with other organisations that have an established and effective training system
- Consulting with clients and potential clients
- Reviewing the outcomes of previous organisational training needs analyses (TNAS) and skills audit reports
- Reading industry or other research reports to identify trends, new developments, technological changes, organisation work changes and global developments.

*Legal and other requirements may include:*

- An absence of legal requirements for organisations that intend to operate as an unrecognised training provider
- Compliance with licensing requirements including user requirements relating to third party training systems, materials and products
- Compliance with training requirements contained in relevant employment contracts
- Requirements set by professional industry bodies in relation to the initial training of employees and the maintenance of skill and knowledge levels and standards.

*Verify identified operational features and constraints may include:*

- Consulting with key stakeholders.

*Establish and maintain relationships* may include:

- Conducting structured interviews
- Holding regular and scheduled team meetings
- Using focus groups
- Designing and applying questionnaires
- Capitalising on informal and social interactions – including networking opportunities.

*Key stakeholders* may include:

- Industry, professional and trade associations and bodies
- Qualified trainers and assessors
- Team leaders, supervisors and managers
- Training participants and employees – past and present
- Technical experts
- Union representatives
- Consultative committees within the business
- Relevant industry training providers and associated training agencies
- Conducting workshops
- Using electronic communication.

*Resources available* refers to:

- Human resources
- Physical resources
- Financial resources.

*Human resources:*

- Trainers
- Assessors
- Support/office staff.

*Physical resources refers to:*

- Training materials
- Consumables
- Equipment necessary for training delivery.

*Financial resources refers to:*

- Funds for trainers
- Training delivery and assessment
- Travel and accommodation, where applicable
- Training materials and equipment
- Back-filling of staff who are attending training
- Payment for staff who are attending training out-of-hours
- Money to supplement remuneration when nominated competencies have been achieved.

*External funding sources may include:*

- Other departments within the same organisation
- Head office
- Sub-agencies
- Suppliers, providers, carriers or destination operators
- Government agencies

- One-off grants available to support targeted training
- On-going subsidies available to encourage the uptake of apprenticeships and traineeships
- Occasional funding made available through industry bodies.

*Budget may include:*

- Development costs including costs involved in establishing training facilities and a training infrastructure, training trainers and assessors, obtaining resources
- Implementation costs including staffing costs, and consumables
- Maintenance costs including costs associated with updating training content, reviewing training delivery, introducing training in accordance with emerging need, delivering refresher training.

*Management commitment must include:*

- Financial commitment to the initiative
- Preparedness to speak in support of training within the organisation and encourage staff participation
- Willingness to promote staff based on competency
- Willingness to promote trained staff from within the organisation as opposed to recruiting new staff to fill positions
- Consideration of a reward and recognition scheme.

*Sources of provision may include:*

- Existing informal training unit within the organisation or workplace
- Outsourcing including the use of private and public registered training providers, and consideration of the organisational culture costs associated with using external providers as opposed to internal delivery



- Commercially available training products and materials including customised products available on a fee-for-service basis
- Product suppliers
- Industry peak bodies
- Government agencies.

*Policies and procedures* may relate to:

- The purpose(s) of training
- A framework for the provision of training and assessment
- Continuous improvement
- Industrial relations issues
- Eligibility for training
- Criteria for determining competency
- Transparency in all matters relating to training and assessment
- Complaints, appeals and grievances processes
- Roles and responsibilities of training staff
- Commitment to quality and consistency in training provision
- Training administration and record keeping requirements
- Validation of training content including reviews and revisions, evaluations and audits
- Applicable timelines for commencement and completion of designated training.

*Record keeping requirements* can be electronic or paper-based and may include:

- Compliance with internal organisational requirements
- Ease of tracking participant progress in training and individual assessment results including recording the issuing of statements and/or certificates, as appropriate

- Recording attendance at training sessions
- Ease of use including requirements relating to updating, storing, retrieving, archiving and administering the records
- Confidentiality and privacy requirements
- Security of the records within the system
- Indicating money spent on training-related activities including requisitions, order forms and wage costs
- Compliance with quality assurance requirements, where applicable.

*Operational training system forms* may include:

- Application forms
- Time-table pro formas
- Training evaluation forms
- Training rolls
- Internal audit forms
- Training information including training topic and course descriptions.

*Elements of the workplace training system to be reviewed* may include:

- Policies and procedures
- Forms and documentation
- Training delivery
- Content of the training courses
- Training resources
- Assessment practices
- Available infrastructure to support training

- Training outcomes including evaluation of results and identification of problem areas
  - Benefits delivered to the organisation as a result of training being undertaken.
- Frequency for reviewing may include:*
- At the completion of individual units
  - At the completion of courses
  - When participants complete identified training
  - At a designated time, such as every six months, or annually
  - Undertaking reviews when there are workplace changes that necessitate such a review including introduction of new equipment, changes to work practices, newly imposed legislated or other compliance requirements
  - In response to workplace accidents, wastage, near misses, identified risk, legal action or other situations that can be effectively addressed by changes to training.
- Responsibility for implementing identified reviews may include:*
- Trainers
  - Assessors
  - Support staff
  - Management.
- Procedures to be used in the review of the workplace training system may include:*
- Analysis of materials and resources
  - Comparisons of training content with current workplace practices and equipment used
  - Analysis of participant evaluation forms
  - Interviews with current and past participants

- Evaluating improvements to identified workplace criteria including reduction in wastage and accidents, improvements in productivity and service levels
- Observation of trainers and training practices
- Analysis of training-related feedback including complaints, grievances, awards received
- Meeting with key stakeholders to determine their level of satisfaction with training provision.

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

- Introduction and promotion of the training system
- Development of an implementation action plan including identification of timelines, targets, funding, underpinning resources and responsibilities
- Establishment of the training environment within the workplace, where necessary.

*Prepare trainers and assessors* may include:

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

*Prepare training programs* may include:

- Ensuring training matches identified competency requirements where these exist including the development of competency standards where they do not exist
- Identifying training need for individual participants
- Designing the program including sequencing of content, time allocations, identification of competencies combined into training units/modules, selecting learning activities, determining assessment to be undertaken.

*Resources to support training delivery* may include:

- Notes, manuals and literature including commercially available materials and materials produced in-house
- Videos, DVDs and computer-based e-learning materials
- Posters
- Equipment
- Consumables
- Exercises, drills, practice sheets, case studies, projects and assignments.

*Recruit participants* may include:

- Inviting workers to participate in the training
- Mandating participation in training including identification of individual competencies that are required by nominated individuals
- Holding information sessions
- Seeking input from supervisors about individual training needs for their staff
- Reviewing existing certificates, qualifications, licenses of staff to identify the need for initial and/or refresher training
- Notifying staff in advance regarding their obligation to attend training including identification of locations, times, duration and training topic/content.

*Establish a quality assurance group* may include:

- Identifying participants
- Explaining the role of quality assurance within the training system
- Allocating responsibilities to group members
- Providing training in the application of quality assurance procedures

- Supplying necessary support to allow the effective functioning of the quality assurance group
- Seeking external assistance with quality assurance requirements.

*Document draft verification processes may include:*

- Seeking input from key stakeholders
- Utilising existing processes from external third party providers
- Generating enterprise specific processes in accordance with identified workplace need
- Validating the quality assurance processes and confirming their applicability to individual workplace need
- Supplying members of the quality assurance group with copies of the established processes
- Notifying other key stakeholders, as appropriate.

*Trial the draft quality assurance procedures may include:*

- Evaluating fairness provisions for access and participation in training
- Testing efficiency of the system
- Testing effectiveness of the system
- Revising draft quality assurance procedures as necessary on the basis of feedback and trial implementation.

*Quality assurance procedures may include:*

- Conduct of regular evaluations, reviews and audits
- Mandatory professional development requirements for trainers and assessors
- Sampling and evaluation of training staff competencies including training-related competencies and workplace operational competencies
- Modifications to the training system based on evaluations, reviews and audits
- Promotion of networking amongst trainers and assessors.

	<p><b>Assessment Guide</b></p> <p>The following skills and knowledge must be assessed as part of this unit:</p> <ul style="list-style-type: none"> <li>• Knowledge of enterprise policies and procedures in regard to training and assessment</li> <li>• Knowledge of principles of training and assessment</li> <li>• Knowledge of host country legislation and requirements in relation to provision of accredited and non-accredited vocational training including equal opportunity and relevant industrial relations legislation</li> <li>• Knowledge of quality assurance principles and practices</li> <li>• Ability to identify training needs and develop complementary training materials including training programs and resources</li> <li>• Ability to use planning, research, communication, negotiation, evaluation, analytical and influencing skills</li> <li>• Knowledge of the legislated and enterprise requirements in relation to privacy and confidentiality</li> <li>• Knowledge of continuous improvement techniques</li> <li>• Knowledge of the benefits and costs that attach to the provision of in-house training.</li> </ul> <p><b>Linkages To Other Units</b></p> <ul style="list-style-type: none"> <li>• Develop and implement a business plan</li> <li>• Produce documents, reports and worksheets on a computer</li> <li>• Maintain a paper-based filing and retrieval system</li> <li>• Manage and implement small projects</li> <li>• Plan and establish systems and procedures</li> <li>• Develop and implement operational policies</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluate the effectiveness of an assessment system</li> <li>• Manage an assessment system for training outcomes</li> </ul>

- Monitor and evaluate the effectiveness of training outcomes
- Plan and implement a series of training events
- Prepare and deliver training sessions
- Recruit and select staff
- Roster staff
- Manage contractual agreements/commitments
- Analyse competency requirements
- Develop assessment tools and procedures
- Implement, monitor and evaluate a training and development program
- Plan and promote training courses
- Review training outcomes
- Prepare and monitor budgets.

**Critical Aspects of Assessment**

Evidence of the following is essential:

- Understanding of host enterprise policies and procedures in regard to workplace training and assessment
- Demonstrated ability to design and prepare comprehensive and viable implementation plan(s) for a workplace training system for a real or simulated organisation including:
  - Identification of key operational features and constraints including scope and purpose of the training system
  - Identification of the key stakeholders



- Identification of the human, financial and physical resources required to establish and maintain the system
- Identification of potential external funding sources, and sources of training delivery and materials
- Written policies and procedures to underpin effective implementation of the system
- Identification of training forms required including at least two sample documents
- Identification of the requirements to be applied to review the training system
- Identification of training to be delivered including specification of a sample range of competencies and programs
- Identification of training resources necessary to support the delivery of an identified training program/unit
- Identification of procedures to encourage staff participation in training
- Written quality assurance procedures applicable to the training system.

#### **Context of Assessment**

This unit may be assessed on or off the job:

- Assessment should include practical demonstration of designing and establishing a training system either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment must relate to the individual's work area or area of responsibility.

#### **Resource Implications**

Training and assessment to include access to a real or simulated workplace and training materials; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

**Assessment Methods**

The following methods may be used to assess competency for this unit:

- Observation of practical candidate performance
- Analysis of a portfolio of documents produced by the candidate
- Evaluation of the practicality of implementing the plans provided by the candidate
- Case studies
- Oral and written questions
- Third party reports completed by a supervisor
- Project and assignment work.

**Key Competencies in this Unit**

*Level 1 = competence to undertake tasks effectively*

*Level 2 = competence to manage tasks*

*Level 3 = competence to use concepts for evaluating*

<b>Key Competencies</b>	<b>Level</b>	<b>Examples</b>
Collecting, organising and analysing information	3	Determine structure of the training system to be implemented
Communicating ideas and information	2	Inform trainers and assessors in relation to training requirements
Planning and organising activities	3	Determine actions to identify training system requirements
Working with others and in teams	2	Liaise with key stakeholders to establish and maintain the training system

	Using mathematical ideas and techniques	3	Evaluate outcomes of the training system
	Solving problems	2	Obtain resources to enable implementation of the training system
	Using technology	2	Use software programs to manage the operation of the training system