

Competency Standard

UNIT TITLE: PLAN AND PROMOTE TRAINING COURSES		NOMINAL HOURS: 50
UNIT NUMBER: D2.TRD.CL8.06		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to identify competencies necessary to meet workplace training needs and promote training within a workplace context		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Define the parameters of the <i>workplace training course</i></p> <p>1.1 Identify the <i>purpose of the workplace training course</i></p> <p>1.2 Identify the <i>focus of the workplace training course</i></p> <p>1.3 Identify <i>competency standards or other specifications</i> on which the workplace training course is to be based</p> <p>1.4 Determine the <i>goals and requirements of the workplace training course</i></p> <p>1.5 Determine the <i>scope and breadth</i> of the workplace training course</p> <p>1.6 Identify <i>target group users</i> of the workplace training program and their <i>characteristics</i></p> <p>1.7 Identify <i>supplementary sources of information</i> to support the workplace training course</p>	<p>Unit Variables</p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.</p> <p>This unit applies to all industry sectors that utilise formal and informal workplace training provision within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> 1. Travel Agencies 2. Tour Operation <p><i>Workplace training course</i> may include:</p> <ul style="list-style-type: none"> • Competencies and/or criteria to be achieved as a result of completing the training • Specific training outcomes derived from the competencies/criteria for each training segment/unit of the training course • An overview of the training content to be covered in each segment/unit and the overall course • Training resources, training materials and training activities for each segment/unit of the training course • Number and duration of training sessions required, including identification of overall timelines 	

<p>1.8 Identify <i>training environment requirements</i> for the workplace training course</p> <p>1.9 Identify <i>operational resource requirements</i> for the workplace training course</p> <p>Element 2: Generate options for designing the workplace training course</p> <p>2.1 Utilise <i>training strategy documentation</i> to guide workplace training course development</p> <p>2.2 Determine the <i>competency/educational profile of the target user group</i></p> <p>2.3 Determine the <i>learning styles</i> of the target workplace trainee group</p> <p>2.4 Identify existing <i>training resources</i> and <i>training materials</i> that can be applied to the workplace training course</p> <p>2.5 Generate <i>options for the workplace training course content</i> in collaboration with <i>relevant others</i></p> <p>2.6 Consider <i>operational issues</i> in regard to workplace training course provision</p> <p>2.7 Integrate the <i>principles of adult training</i> into the workplace training course</p> <p>2.8 Select the most appropriate options</p> <p>Element 3: Promote the workplace training course</p> <p>3.1 <i>Share information</i> regarding development of the workplace training course with key</p>	<ul style="list-style-type: none"> • Delivery methods for each training segment/unit of the training course • Occupational health, safety and welfare issues to be covered • Identification of assessment points to measure trainee progress throughout the training course • Assessment modes and methods and tools to be used to collect evidence of competency, where assessment is required. <p><i>Purpose of the workplace training course</i> may include:</p> <ul style="list-style-type: none"> • Developing vocational competency and skills • Developing generic skills • Developing language, literacy and numeracy • Developing general education • Supplementing content to part of a training strategy • Achieving organisational change • Supporting organisational skill development • Developing teams • Complying with legislated, licensing and/or registration requirements • Meeting occupational health, safety and welfare requirements • Meeting funding body requirements. <p><i>Focus of the workplace training course</i> may be:</p> <ul style="list-style-type: none"> • Formal and informal training delivery including short-term professional development, skills up-grading as a result of new equipment, processes, product specifications and/or legal imperatives • A subset of a training strategy • A short course or vocational program • A structured long-term professional development program
---	---

<p>stakeholders, as required</p> <p>3.2 <i>Advertise</i> the impending conduct of the workplace training course</p> <p>3.3 <i>Encourage target group user participation</i> in the workplace training course</p> <p>3.4 <i>Monitor promotional activities</i></p>	<ul style="list-style-type: none"> • A workplace training program • Part of apprenticeship and/or traineeship training delivery by an external provider • A short-term development program developed by a workplace coach • A short-term induction program. <p><i>Competency standards</i> may include:</p> <ul style="list-style-type: none"> • Accredited competency standards developed by the host country training system • International competency standards • Competency standards developed by the host enterprise to meet individual workplace need. <p><i>Other specifications</i> may include:</p> <ul style="list-style-type: none"> • Internal and external curriculum specifications • Product specifications • Organisational work requirements and specified training needs • Workplace induction necessities • Language, literacy and numeracy development needs of staff • Regulatory and/or licensing demands. <p><i>Goals and requirements of the workplace training course</i> may include:</p> <ul style="list-style-type: none"> • Identification of staff to be trained • Identification of numbers to be trained • Identification of qualifications, credentials and licenses to be issued • Identification of objectives and goals as deemed appropriate and relevant by the host enterprise • Budget parameters • Time-related details including start and finish times/dates and course duration
--	--

- Expected changes to service delivery, production processes and items produced
- Level of multi-skilling to be achieved
- Amount of funding to be earned from funding bodies.

Scope and breadth may include:

- Number of competencies to be achieved
- Work areas and/or tasks and workplace activities to which the training course applies
- Definition of the subject or technical knowledge and/or theory to be trained
- Specification of organisational training needs to be addressed
- Definition of staff eligibility for the training course
- Description of factors that limit or restrict access to the training course.

Target group users may include:

- Existing employees undertaking on-going skills enhancement
- New employees
- Apprentices and trainees
- Individuals training in new skills as part of a staff appraisal process, professional development program or other internal mandatory training requirement
- Staff seeking to change careers
- Staff being groomed for higher level duties
- Staff seeking to engage in personal growth
- Trainees with a disability
- Staff needing to meet compliance obligations.

Characteristics may include:

- Level and breadth of work experiences
- Level and breadth of formal education

- Skill/competency profile
 - Socio-economic background, age, gender, range of abilities and disabilities
 - Cultural background and needs arising
 - Specific needs including physical and psychological
 - Motivation for training
 - Language, literacy and numeracy needs
 - Available time to commit to training including definition of times and days
 - Preferred learning styles.
- Supplementary sources of information may include:*
- Job descriptions
 - Employee records
 - Results of performance appraisals
 - Employee resumés submitted on application for employment
 - Results of surveys
 - Personal observation of employee performance
 - Government and industry body publications
 - Evaluation of internal documentation including complaints received, safety records, departmental performance reports, material and resource usage, productivity records.
- Training environment requirements may include:*
- Actual workplace setting
 - Simulated context
 - Training or meeting room
 - Off-site venue
 - Online/e-training training

- Community setting
- Home-based.

Operational resource requirements may include:

- Staffing needs including trainers, assessors, technical and support staff, and staff to back-fill those who are undertaking training
- Guest speakers
- Training materials and resources
- Equipment and technology
- Funding
- Time
- Train-the-trainer courses.

Training strategy documentation may include:

- Training strategies described in accredited course documentation
- Internal documents describing workplace-appropriate training strategies specific to nominated training topics
- Evaluations conducted on previous training courses.

Competency/educational profile of the target user group may include:

- Previous qualifications
- Highest level of qualification attained
- Date(s) of previous training
- How the training was undertaken including e-training, formal off-the-job training, home-based private study
- Identification of the organisation that conducted the training
- Duration of training

- Input from the human resource department
- Reference to designated work activities and tasks
- Motivation to undertake training.

Learning styles may include:

- Auditory
- Kinesthetic
- Left brain, right brain
- Global, analytical
- Theoretical
- Activist
- Pragmatist
- Reflective.

Training resources may include:

- Trainee manuals, user guides, trainee guides and similar
- Trainer/facilitator guides
- Sample training courses
- Work specific case studies
- Professional development resources
- Assessment resources
- Commercially available resources to support identified need
- In-house organisational resources
- Competency standards
- Videos, CDs, DVDs and audio tapes

- Record and log books
 - Manufacturer's guides/instructions.
- Training materials* may include:
- Handouts
 - Worksheets and work books
 - Prepared case studies, task sheets, activity sheets, and information sheets
 - Prepared presentations, overheads, PowerPoint presentations, scenarios, projects and assignments
 - Workplace-based documentation, operating procedures and specifications.
- Options for the workplace training course content* may include:
- Following the design approach of the training strategy
 - Organising the training course around discrete segments, units or criteria requirements
 - Integrating training segments within the training course
 - Focusing the content on knowledge and/or skill acquisition
 - Focusing the content on activities/experiences as the basis for training
 - Listing training activities, training materials, and training resources that could be used for content development
 - Adhering to content matter presented in similar training courses operated by other organisations
 - Complying with externally imposed mandatory content requirements
 - Ensuring alignment with business plans and strategic plans
 - Meeting identified individual staff need including existing and projected.
- Relevant others* may include:
- Colleagues

- Trainers and facilitators
- Industry contacts
- Suppliers and vendors
- Human resource personnel
- End-users and customers
- Subject specialists
- Language, literacy and numeracy specialists.

Operational issues may include:

- Costs, such as:
 - Venue hire and/or training room establishment
 - Technology and equipment
 - Purchase of materials and resources
 - Photocopying and support including secretarial support
 - Staffing costs for trainers, facilitators, assessors
 - Use of external consultants
- Logistics, such as:
 - When and where the training is required
 - Communication needs
 - Staff availability
 - Availability of equipment specifically for training purposes as opposed to production/service purposes
 - Timeframes such as start, finish and duration, and the integration of the training course with workplace demands.

Principles of adult training may include:

- The need for adults to be self-directed
 - Adults have a range of life experiences requiring training to be connected to experience for it to be meaningful
 - The need for adults to know why they are doing the specific training
 - The need for training needs to be trainee-centred to engage trainees
 - The need for the trainee experience to support increasing trainee independence
 - Emphasis on experimental and participative training
 - The use of modelling
 - The training process should reflect individual; circumstance.
- Share information* may include:
- Conducting meetings
 - Holding information sessions
 - Providing hard copy information, disseminating information electronically
 - Speaking at organisational events and functions.
- Advertise* may include:
- Internal promotion
 - Mention on the organisational website and/or intranet
 - Staff newsletters
 - Mentions at staff meetings and briefings.
- Encourage target group user participation* may include:
- Motivating staff to participate
 - Explaining the workplace benefits of undertaking the course
 - Recommending participation
 - Engaging management support for the training course

- Identifying the personal benefits that are involved.

Monitor promotional activities may include:

- Determining the need for more and/or different promotional activities
- Tracking registration and expressions of interest in undertaking the training course
- Determining if more time is needed for promotion before training course commencement.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Enterprise policies and procedures in regard to training and assessment
- Principles of training and assessment
- Knowledge of identified training need for the organisation that is to form the basis of the training course content
- Knowledge of host country requirements in relation to provision of vocational training including equal opportunity and relevant industrial relations legislation
- Knowledge of quality assurance principles and practices
- Ability to use planning, research, communication, negotiation, evaluation, analytical and influencing skills
- Knowledge of the legislated and enterprise requirements in relation to privacy and confidentiality
- Knowledge of continuous improvement techniques
- Knowledge of the benefits and costs that attach to the provision of in-house 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
- Prepare and deliver training sessions
- Analyse competency requirements
- 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 training and assessment
- Demonstrated ability to define the parameters of a nominated workplace training course in a given real or simulated context, including identification of:
 - Purpose of the training course
 - Focus of the training course
 - Competency standards or other criteria that will be used within the training course
 - Goals of the training course
 - Scope and breadth of the training course
 - Target group users and their characteristics
 - Supplementary sources of information available to support the planning and implementation process
 - Training environment requirements for the training course

	<ul style="list-style-type: none"> ▪ Operational resource requirements for the training course • Demonstrated ability to design and present hard copy evidence of the development of an effective and comprehensive workplace training course to meet the nominated training needs for a group of identified trainees, including: <ul style="list-style-type: none"> ▪ Identification of delivery strategies and training activities ▪ Identification of assessment methods ▪ Suggestions for the internal promotion of the training course. <p>Context of Assessment</p> <p>This unit may be assessed on or off the job</p> <ul style="list-style-type: none"> • Assessment should include practical demonstration of planning and promoting training courses either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge • Assessment must relate to the individual’s work area or area of responsibility. <p>Resource Implications</p> <p>Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.</p> <p>Assessment Methods</p> <p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> • Observation of practical candidate performance • Analysis of portfolio of documents prepared by the candidate including copies of training courses and promotional material • Case studies • Projects • Oral and written questions • Third party reports completed by a supervisor • Project and assignment work.
--	---

Key Competencies in this Unit		
<i>Level 1 = competence to undertake tasks effectively</i>		
<i>Level 2 = competence to manage tasks</i>		
<i>Level 3 = competence to use concepts for evaluating</i>		
Key Competencies	Level	Examples
Collecting, organising and analysing information	3	Compile information to determine individual trainee needs and preferred learning styles
Communicating ideas and information	3	Share information with key stakeholders
Planning and organising activities	2	Schedule training
Working with others and in teams	2	Liaise with trainees and trainers
Using mathematical ideas and techniques	2	Calculate resource requirements
Solving problems	2	Resolve lack of resource issues
Using technology	1	Use software to produce necessary training and assessment materials