

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	
<p>Element 1: Determine training requirements</p> <p>1.1 <i>Identify current competencies</i> of learners</p> <p>1.2 <i>Identify required competencies</i> for learners</p> <p>1.3 <i>Describe the training gap</i> for learners</p> <p>1.4 Confirm the identified training gap with <i>relevant personnel</i></p> <p>1.5 Determine <i>support available for training provision</i></p> <p>1.6 <i>Present recommendations</i> for training</p> <p>Element 2: Prepare training plan</p> <p>2.1 <i>Develop session outlines</i> for approved training</p> <p>2.2 <i>Develop training content</i></p> <p>2.3 <i>Develop training resources and materials</i></p> <p>2.4 <i>Develop individual training sessions</i></p> <p>2.5 <i>Organize training requirements</i></p> <p>Element 3: Deliver training sessions</p> <p>3.1 <i>Confirm attendance of learners</i> at the training session</p>	<p>Unit Variables</p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.</p> <p>This unit applies to all industry sectors that conduct their own internal training within the labor divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> 1. Front Office 2. Housekeeping 3. Food and Beverage Service 4. Food Production 5. Travel Agencies 6. Tour Operation <p><i>Identify current competencies</i> may be related to:</p> <ul style="list-style-type: none"> • observing workers' practices • undertaking peer reviews • administering self-evaluation and analysis forms to workers • reviewing data contained in workplace staff performance systems/databases • reviewing application forms and resumes • seeking input from managers, supervisors and co-workers 	

<p>3.2 Prepare the training venue for the training session</p> <p>3.3 Introduce training topic to learners</p> <p>3.4 Explain the training and assessment activities involved in the training session</p> <p>3.5 Present training session</p> <p>3.6 Provide opportunities for learners to practice skills</p> <p>3.7 Provide feedback to learners</p> <p>3.8 Ensure on-going safety of learners during training delivery and practice</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ▪ 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. <p><i>Identify required competencies</i> may include:</p> <ul style="list-style-type: none"> • 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.
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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

	<ul style="list-style-type: none"> • 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. <p><i>Opportunities for learners to practice</i> may include:</p> <ul style="list-style-type: none"> • 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. <p><i>Provide feedback to learners</i> may include:</p> <ul style="list-style-type: none"> • ensuing 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. <p>Assessment Guide</p> <p>The following skills and knowledge must be assessed as part of this unit:</p> <ul style="list-style-type: none"> • 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
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- 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
- Analyze 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 analyzing 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