

BSZ404A Train small groups

Unit descriptor

This unit covers the requirements for planning, delivering and reviewing training provided for the purposes of developing competency on a one-to-one or small group basis.

ELEMENT

1 Prepare for training

PERFORMANCE CRITERIA

1.1 Specific needs for training are identified and confirmed through consultation with appropriate personnel

1.2 Training objectives are matched to identified competency development needs

1.3 Training approaches are planned and documented

1.4 Review activities are documented, findings are substantiated and the review approach evaluated

2 Deliver training

2.1 Training is conducted in a safe and accessible environment

2.2 Training delivery methods are selected appropriate to training participant(s) needs, trainer availability, location and resources

2.3 Strategies and techniques are employed which facilitate the learning process

2.4 Objectives of the training, sequence of activities and assessment processes are discussed with training participant(s)

2.5 A systematic approach is taken to training and the approach is revised and modified to meet specific needs of training participant(s).

3 Provide opportunities for practice

3.1 Practice opportunities are provided to ensure that the participant achieves the components of competency

3.2 Various methods for encouraging learning are implemented to provide diverse approaches to meet the individual needs of participants

4 Review training

4.1 Participants are encouraged to self-evaluate performance and identify areas for improvement

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ELEMENT

PERFORMANCE CRITERIA

- 4.2 Participants' readiness for assessment is monitored and assistance provided in the collection of evidence of satisfactory performance
- 4.3 Training is evaluated in the context of self-assessment, participant feedback, supervisor comments and measurements against objectives
- 4.4 Training details are recorded according to enterprise and legislative requirements
- 4.5 Results of evaluation are used to guide further training

RANGE STATEMENT

Relevant information to identify training needs includes:

- industry/enterprise or other performance competency standards
- endorsed components of relevant industry Training Package
- industry/workplace training practices
- results of training needs analyses
- business plans of the organisation which identify skill development requirements
- standard operating and/or other workplace procedures.

Appropriate personnel may include:

- team leaders/supervisors/technical experts
- managers/employers
- training and assessment coordinators
- training participants
- representative government regulatory bodies
- union/employee representatives
- consultative committees
- assessors.

Training delivery methods and opportunities for practice may include:

- presentations
- demonstrations
- explanations
- problem-solving
- mentoring
- experiential learning

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- group work
- on-the-job coaching
- job rotation
- a combination of the above.

Components of competency include:

- tasks skills
- task management skills
- contingency management skills
- job/role environment skills
- transfer and application of skills and knowledge of new contents.

Characteristics of persons being assessed may include:

- language, literacy and numeracy needs
- cultural, language and educational background
- gender
- age
- physical ability
- previous experience in training and assessment
- level of confidence, nervousness or anxiety
- work organisation or roster.

Training sessions may include one-on-one demonstration or small group demonstration (2 to 5 persons).

Resources may include:

- time
- location
- personnel
- materials and equipment
- OHS and other workplace requirements
- enterprise/industry standard operating procedures
- finances/costs.

Strategies and techniques may include:

- active listening.
- targeted questioning
- points of clarification
- group discussions.

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EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- description of the specific training need and required competency outcomes
- outline of the training approach and steps to be followed
- description of training participant(s) and delivery method(s) to be used
- specific resources required
- outline of the evidence to be collected for monitoring training participant progress
- trainer's self-assessment of training delivery
- participant evaluation of training delivery
- evaluation of review comments against plan of training
- records/documentation for monitoring progress of training participant(s).

Evidence may be collected using pro formas or template.

Assessment requires evidence of the following processes to be provided:

- how the specific training need was determined
- how the sequence of the training was determined
- how appropriate personnel were identified
- why particular delivery method(s) were selected
- how the characteristics of training participant(s) as identified
- how the resource requirements were established
- how participant progress was monitored
- why and how the training resources were selected
- how appropriate personnel confirmed training arrangements
- how participant(s) were informed of:
 - intended training outcomes
 - competencies to be achieved
 - on/and/or off-the-job practice opportunities
 - benefits of practices
 - learning activities and tasks
 - assessment tasks and requirements
- how constructive feedback was provided to training participant about progress toward competency to be acquired.

Evidence may be provided verbally or in written form.

Interdependent assessment of units

This unit of competency may be assessed in conjunction with other units that form part of a job role.

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Required knowledge and skills

- Competency in the units being taught.
- Workplace application of the relevant competencies.
- Identification of evidence of competency.
- Planning of own work including predicting consequences and identifying improvements.
- Application of relevant workplace policies (e.g. OHS and EEO) and any relevant legislative or regulatory requirements.
- Correct use of equipment and any other processes and procedures appropriate for the training.
- Ethical handling of performance issues.
- Knowledge of the assessment guidelines of the Training Package Assessment and Workplace Training.
- Language, literacy and numeracy skills required to:
 - conduct discussions and ask probing questions to review the training
 - gather information (in spoken or written form) for review purposes
 - make verbal recommendations for delivery of future training
 - adjust language to suit target audience (training participant/appropriate personnel)
 - complete records on training
 - provide verbal feedback and report on training outcomes
 - follow and model examples of written texts
 - promote training in verbal or written form
- Communication skills appropriate to the culture of the workplace and the individual(s).

Resource implications

Access to records system for training, information and training participants and supervisory staff (where appropriate).

Consistency in performance

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions, involving a combination of direct, indirect and supplementary forms of evidence.

Context of assessment

Assessment should occur on the job or in a simulated workplace. The candidate assessor should use competencies relevant to their area of technical expertise.

Key competencies

Collecting, analysing and organising information	3
Communicating ideas and information	2
Planning and organising activities	2
Working with others and in teams	2

*Extracted as a service to the Pest Management Industry, from
PRM04 Asset Maintenance Training Package developed by ANTA.*

National Pest Management Competencies



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Using mathematical ideas and techniques	2
Solving problems	2
Using technology	