Australian Government

Department of Education, Employment and Workplace Relations

BSZ404A Train small groups

Release: 1

ISC INDUSTRY SKILLS COUNCILS
Creating Australia's Future

BSZ404A Train small groups

Modification History

Not applicable.

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.
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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

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Element	Performance Criteria
1 Prepare for training	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
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 practices	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
	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

Required Skills and Knowledge

Not applicable.

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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).
May be collected using proformas 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
How training participant readiness for assessment was determined and confirmed
How records were maintained to ensure confidentiality, accuracy and security.
Evidence may be provided verbally or in written form
Interdependent assessment of units
This unit may be assessed in conjunction with other units that form part of a job function.
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 (eg 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
Language, literacy and numeracy required skills 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&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, appropriate personnel and training participants.

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 for assessment

Assessment may occur on the job or in a simulated workplace. Candidate workplace trainers should use competencies relevant to their area of technical expertise.

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).

May be collected using proformas 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

How training participant readiness for assessment was determined and confirmed

How records were maintained to ensure confidentiality, accuracy and security.

Evidence may be provided verbally or in written form

Interdependent assessment of units

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

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 (eg 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

Language, literacy and numeracy required skills 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&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, appropriate personnel and training participants.

Resource implications

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

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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 for assessment

Assessment may occur on the job or in a simulated workplace. Candidate workplace trainers should use competencies relevant to their area of technical expertise.

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

Components of competency include:
task skills
task management skills
contingency management skills
job/role environment skills
transfer and application of skills and knowledge of new contents.

Characteristics of training participant may include information in relation to:
language, literacy and numeracy needs
cultural, language, and educational background
gender
physical ability
level of confidence, nervousness or anxiety
age
previous experience with the topic
experience in training and assessment.

Training sessions may include:
one to one demonstration
small group demonstration (2 to 5 persons).

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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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Unit Sector(s)

Not applicable.