ICTEDU501 Develop and deliver training associated with new and modified products

Release: 1

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Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 2.0.

Application

This unit describes the skills and knowledge required to design, conduct and evaluate effective vendor training programs for users and operators of telecommunications equipment. This includes digital or analog communications applications, including telephony, data, video, digital broadcasting, local area networks (LAN), wide area networks (WAN) and multimedia. These may be domestic, commercial or industrial installations.

It applies to individuals involved with customer support activities for the purpose of training technical support or maintenance staff.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Telecommunications – Education

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to develop training program	1.1 Confirm training specifications required for a specific product with client 1.2 Research available and relevant material and prepare an outline for proposed training 1.3 Present and confirm suitability of proposed outline with client 1.4 Determine training schedule parameters

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	1.5 Establish criteria for post-training evaluation
2. Design training program and support material	2.1 Develop training program that follows a logical sequence and builds on existing knowledge of recipients
	2.2 Create training material that meets up-to-date product and technical information and all related workplace health and safety (WHS) issues and work practices
	2.3 Develop training delivery style to suit skills of recipient
	2.4 Review and amend training material prior to product, equipment or facility changes being introduced by the company
	2.5 Develop training schedule to meet needs and schedules of recipients
3. Deliver training to sales and technical staff	3.1 Deliver training sessions in a systematic fashion and in a format suitable to client's needs
	3.2 Monitor student performance against pre-determined criteria
	3.3 Provide feedback on student performance against pre-determined criteria
	3.4 Evaluate training session against pre-determined criteria on completion, and identify potential improvements
4. Complete documentation	4.1 Record session evaluation and feedback from recipients
	4.2 Present report to client on effectiveness of training sessions and recommendations for improvements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.4, 2.2, 2.4, 3.2-3.4, 4.1	• Critically organises, evaluates and applies content from a range of structurally complex materials including client briefs, product and technical information and interpretation of feedback from students
Writing	1.2, 1.5, 2.1, 2.2, 2.4, 2.5, 3.4, 4.1	• Generates complex written texts appropriate for a specific audience, demonstrating control over a broad range of writing styles and purposes
Oral	1.1-1.3, 2.3, 3.1, 3.3, 4.2,	• Establishes and maintains complex and effective rapport with clients and students,

Communication		with a depth of understanding that includes multiple and unstated meanings
Numeracy	1.4, 2.5,	• Estimates and plans time requirements for scheduling
Navigate the world of work	2.2	• Takes full responsibility for following policies, procedures and legislative requirements and identifies organisational implications of new legislation or regulation
Interact with others	1.1, 1.3, 2.3, 3.1-3.3, 4.2	• Selects, implements and seeks to improve protocols governing communications to clients and co-workers in a range of work contexts • Implements strategies for a diverse range of colleagues and clients to build rapport and foster strong relationships • Elicits feedback and provides feedback to others to improve • Recognises diversity in people and manages this diversity to improve workplace relations and practices
Get the work done	1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.4, 2.5, 3.2, 3.4	• Accepts responsibility for planning and sequencing complex tasks and workload, negotiating key aspects with others, taking into account capabilities, efficiencies and effectiveness • Monitors progress of plans and schedules, and reviews and changes them to meet new demands and priorities • Applies systematic and analytical decision-making processes for complex and non-routine situations • Investigates new and innovative ideas as a means to continuously improve work practices and processes through consultation, formal and analytical thinking • Uses and investigates new digital technologies and applications to manage and manipulate data and communicate effectively with others, in a secure and stable digital environment

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICTEDU501 Develop and deliver training associated with new and modified products	ICTEDU5025A Develop and deliver training associated with new and modified products	Updated to meet standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2