Australian Government

Department of Education, Employment and Workplace Relations

LGADMIN424A Provide staff development programs

Release 2

ISC INDUSTRY SKILLS COUNCILS
Creating Australia's Future

LGADMIN424A Provide staff development programs

Modification History

LGADMIN424A Release 2: Layout adjusted.
LGADMIN424A Release 1: Primary release.

Unit Descriptor

This unit covers developing, conducting and evaluating staff development programs. These programs form part of the performance management system and include training, job rotation and coaching or mentoring. The unit is suitable for those working as team leaders or managers, or in an organisational development capacity.

Application of the Unit

This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **_bold italicised_** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Identify staff development requirements**	1.1 ***Specific needs for staff development are identified*** and confirmed through consultation with appropriate personnel. 1.2 Current competencies and any ***relevant characteristics*** of the target group are identified using appropriate investigation methods. 1.3 Staff development options are identified and developed.
2. **Develop staff development strategies and programs**	2.1 Overview strategies, including appropriate timing and costs, are prepared and confirmed with appropriate personnel. 2.2 Resources required for the program are identified and approved by appropriate personnel. 2.3 Arrangements are made with personnel required to support the strategy. 2.4 Information on the strategy is made widely available, using a variety of methods. 2.5 Promotional activities are monitored for effectiveness in collaboration with ***appropriate personnel***.
3. **Conduct training programs**	3.1 Training program goals and ***training session*** outcomes are explained to, and discussed with, training participants. 3.2 Presentation and training delivery are appropriate to the characteristics of training participants and the development of required knowledge and skills. 3.3 ***Presentation and training delivery methods*** provide variety, encourage participation and reinforce knowledge and skill development. 3.4 Spoken language and communication strategies or techniques are used strategically to encourage participation and achieve the outcomes of training sessions. 3.5 Individual learning and group dynamics are monitored and managed to achieve program goals. 3.6 Training sessions are reviewed and modified as necessary to meet training participants' needs. 3.7 Training programs are evaluated to ensure ongoing relevance.
4. **Evaluate staff development strategies and programs**	4.1 Feedback on effectiveness of strategies is sought from staff development participants, supervisors and managers. 4.2 Adjustments to ***staff development strategies*** are considered and incorporated.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- skills in facilitating group and individual learning in specific contexts
- skills in the design of activities and tasks to facilitate learning in specific contexts
- planning own work including predicting consequences and identifying improvements
- LLN skills required to:
    - present information in a clear, logical and coherent manner
    - present technical information using language that mirrors the language used to perform the task or skill in the relevant work context
    - adjust spoken and written language to suit audience
    - employ interaction strategies and techniques to encourage participation (e.g. probing questioning, active listening and constructive feedback)
    - prepare learning resources and materials using language and layout features to suit intended audience
- communicate in a manner appropriate to the culture of the workplace, personnel and target group
- relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- design and/or customise effective learning resources

Required Knowledge

- legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS), environmental and sustainability issues, equal opportunity, industrial relations and anti-discrimination
- relevant competency standards including industry or enterprise standards
- relationships of competencies to industrial agreements, classification systems and the Australian Qualifications Framework
- relevant workplace policies and procedures that apply in this work context, and related legislation on regulatory requirements (e.g. OHS and anti-discrimination regulations)
- understanding of the principles of adult learning and competency-based training as applied to target group
- awareness of LLN issues and principles in the context of training, including the integration of LLN into technical training
- knowledge of training delivery methods and strategies
- sources of assistance for participants requiring language or other particular support
- range of staff-development strategies

Evidence Guide

Overview of assessment requirements	A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.
Critical aspects of evidence to be considered	The demonstrated ability to: • utilise research and consultation skills to analyse specific staff-development needs of target groups within the organisation • apply knowledge of the principles of adult learning and competency-based training to a target group • outline options for staff development and plan the implementation of activities • deliver a training program that ensures that: • review and evaluate staff development strategies to make continuous improvements. • training participants are involved in the sessions • LLN issues are taken into consideration
Context of assessment	Competency is demonstrated by performance of all stated criteria, with particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope of the Range Statement. Assessment must take account of the endorsed Assessment Guidelines in the Local Government Training Package. Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment. Assessment should reinforce the integration of the key competencies for the particular AQF level. Refer to the key competency levels at the end of this unit.
Relationship to other units(**prerequisite or co-requisite units**)	To enable holistic assessment this unit may be assessed with other units that form part of the job role.
Method of assessment	The following assessment methods are suggested: • observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies • written and/or oral questioning to assess knowledge and understanding

	- completion of workplace documentation - third-party reports from experienced practitioners - completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.
Evidence required for demonstration of consistent performance	Evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and variety of formal and informal situations, involving different types of problems and clients.
Resource implications	The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Specific needs for staff development may be identified by:	• matching organisational needs to available Training Packages • reports on assessment of competencies • organisation training and assessment record-keeping system • self, peer or supervisor • performance appraisals
Relevant characteristics of the target group may include:	• language, literacy and numeracy (LLN) needs • culture and language • educational background • gender • age • physical ability • previous experience with the topic • experience in training • level of confidence, nervousness or anxiety
Training sessions may be:	• on the job • in a simulated setting • in a training organization • in a combination of locations to suit the knowledge and skills being learned • in a single site or multi-site operation
Staff development strategies may include:	• training • job rotation • performance management • coaching and mentoring
Appropriate personnel may include:	• team leaders, supervisors, managers and employers • participants, employees and learners • technical and subject experts, including LLN specialists • government regulatory bodies • union or employee representatives • training and assessment partners • trainers and assessors.
Presentation and training delivery methods may include:	• oral presentations • simulation activities • project work • group activities

- practical demonstrations
- assignments
- laboratory work
- shadowing, coaching or mentoring
- computer-based learning
- role plays
- interviews
- discussion groups
- action learning
- on-the-job learning
- practical placements

Unit Sector(s)

Administration