



**Australian Government**

# **AURAMA3003 Conduct information sessions**

**Release 1**

## AURAMA3003 Conduct information sessions

### Modification History

Release	Comment
Release 1	Replaces AURC359350A Conduct information sessions Unit code updated to meet policy requirements. Reference to OHS legislation replaced with new WHS legislation Licensing statement added to unit descriptor

### Unit Descriptor

Unit descriptor	This unit of competency covers the competence required to present technical and other information in structured sessions.  Licensing, legislative, regulatory or certification requirements may apply to this unit in some jurisdictions. Users are advised to check with the relevant regulatory authority.
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### Application of the Unit

Application of the unit	This unit of competency applies to the following and should be contextualised to the qualification to which it is being applied: <ul style="list-style-type: none"><li>• retail, service and repair.</li></ul>
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### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

Not applicable.

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## 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 required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
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## Elements and Performance Criteria

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare for session	1.1. Specific need to be met by the information session is confirmed 1.2. Arrangements are made for the time, place and duration of the session 1.3. Equipment, tooling and/or other resources required are organised to be available 1.4. Information is planned to be presented in a logical sequence
2. Present session	2.1. Participants are made aware of the reason for the session and relevance of information being presented 2.2. Information is presented clearly, with demonstration
3. Follow up outcomes of session	3.1. Participants are encouraged to raise questions on any aspect of the information session 3.2. Participant reactions to the session are sought and feedback is used to guide future presentation 3.3. Actions required as a result of the session are carried out

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- collect, organise and understand information related to a presentation
- communicate ideas and information to conducting an information session
- plan and organise activities for an information session
- work with others and in a team by involving team members in the information session
- use mathematical ideas and techniques to ensure times are allocated and followed in the information session
- establish diagnostic processes which analyse issues raised and recommend solutions during the information session
- use workplace technology related to conducting information session

#### Required knowledge

Knowledge of:

- adult learning principles
- effective presentation techniques
- information session planning procedures

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- presentation of technical and other information in structured sessions.

#### Context of and specific resources for assessment

- The underpinning knowledge and skills may be assessed on or off the job.
- The assessment of practical skills must take place only after a period of supervised practice and repetitive experience. If workplace conditions are not available, assessment in simulated workplace conditions is acceptable.
- The prescribed outcome must be achieved without direct supervision.
- The following should be made available:
  - a workplace or simulated workplace
  - situations requiring information sessions
  - group of persons for the presentation
  - equipment, information, materials, and tooling
  - a qualified workplace assessor
  - technical training information.

#### Method of assessment

Practical assessments:

- plan and conduct information sessions on a range of topics, and include demonstration.

## Range Statement

### 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, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<b>Methods</b>	Methods include: <ul style="list-style-type: none"> <li>mentoring and training</li> </ul>
<b>Information sessions</b>	Information sessions may relate to: <ul style="list-style-type: none"> <li>technical information, WHS and enterprise policies or procedures</li> </ul>
<b>Information/documents</b>	Information/documents may include: <ul style="list-style-type: none"> <li>enterprise operating procedures</li> <li>product manufacturer/component supplier specifications</li> <li>customer requirements</li> <li>industry/workplace codes of practice</li> </ul>
<b>WHS practices</b>	WHS practices must comply with: <ul style="list-style-type: none"> <li>state/territory WHS legislation</li> <li>award provisions</li> </ul>

## Unit Sector(s)

<b>Unit sector</b>	Common
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## Co-requisite units

Not applicable.

## Competency field

<b>Competency field</b>	Management, Leadership and Supervision
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