BSZ404A Train small groups
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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.

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

### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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<tbody>
<tr>
<td><strong>1 Prepare for training</strong></td>
<td>1.1 Specific needs for training are identified and confirmed through consultation with appropriate personnel</td>
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<td>1.2 Training objectives are matched to identified competency development needs</td>
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<td>1.3 Training approaches are planned and documented</td>
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<td><strong>2 Deliver training</strong></td>
<td>2.1 Training is conducted in a safe and accessible environment</td>
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<td>2.2 Training delivery methods are selected appropriate to training participant(s) needs, trainer availability, location and resources</td>
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<td>2.3 Strategies and techniques are employed which facilitate the learning process</td>
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<td>2.4 Objectives of the training, sequence of activities and assessment processes are discussed with training participant(s)</td>
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<td>2.5 A systematic approach is taken to training and the approach is revised and modified to meet specific needs of training participant(s)</td>
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<td><strong>3 Provide opportunities for practices</strong></td>
<td>3.1 Practice opportunities are provided to ensure that the participant achieves the components of competency</td>
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<td>3.2 Various methods for encouraging learning are implemented to provide diverse approaches to meet the individual needs of participants</td>
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<td><strong>4 Review training</strong></td>
<td>4.1 Participants are encouraged to self evaluate performance and identify areas for improvement</td>
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<td>4.2 Participants' readiness for assessment is monitored and assistance provided in the collection of evidence of satisfactory performance</td>
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<td>4.3 Training is evaluated in the context of self-assessment, participant feedback, supervisor</td>
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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.
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 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
- 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
Trainee’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

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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
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Correct use of equipment, and any other processes and procedures appropriate for the training
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  - 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
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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).
**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.