Australian Government

Department of Education, Employment and Workplace Relations

TAEDES505A Evaluate a training program

Release: 1

INDUSTRY
SKILLS
COUNCILS
Creating Australia's Future

TAEDES505A Evaluate a training program

Modification History

Version   **Comments**

TAEDES505A Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to evaluate a training program to measure the effectiveness of training in meeting workforce performance needs and capability requirements.
In an AQTF context it can contributes to the continuous improvement cycle within a registered training organisation (RTO).

Application of the Unit

This unit typically applies to those who have responsibility for delivery and assessment strategies in the training programs of an organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1. Plan and prepare evaluation	1.1 Document the *aim and scope of the evaluation* study
	1.2 Identify the *data and information* required and access sources of information
	1.3 Establish a project plan and timelines which identify tasks and *stakeholders in the evaluation process*
	1.4 Select and brief staff to be involved
	1.5 Establish constructive relationships with the stakeholders identified in the evaluation plan
2. Collect and collate evaluation data and information for a training program	2.1 Identify the most appropriate *technique(s) for gathering quantitative and qualitative data and information*
	2.2 Develop *evaluation instruments* to gather data and information
	2.3 Arrange workplace visits and meetings, and access to data and information
	2.4 Collect data and information and store in compliance with the record keeping and privacy policies and procedures of the organisation
	2.5 Identify and record potentially useful information which is not identified in the evaluation plan
	2.6 Collate and process data relevant to the evaluation
3. Analyse evaluation data and information and make conclusions	3.1 Analyse the data and information to identify the outcomes of training and their impact on workforce capability
	3.2 Cross-check findings where possible by comparing with the results from different evaluation instruments
	3.3 Develop conclusions about the effectiveness and efficiency of the training program, as per the evaluation aim and scope
	3.4 Document areas of training that are satisfactory and those requiring improvement
	3.5 Identify factors affecting performance and suggest possible enhancements or *alternatives to the training program*
4. Report on the conclusions and recommendations of the evaluation	4.1 Document issues and conclusions arising from the analysis conducted
	4.2 Make recommendations to stakeholders on *areas of possible improvement*
	4.3 Discuss preliminary findings with stakeholders
	4.4 Produce an evaluation report and distribute to all stakeholders

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Required Skills and Knowledge

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

Required skills

- analysis and interpretation skills to:
    - evaluate information management systems, policies and procedures of an organisation
    - select relevant evaluation information and documentation
    - access and interpret the organisation's standards and values
    - analyse records/notes of the evaluation process
- communication skills to:
    - explain the evaluation process
    - give clear and precise instructions and advice
    - discuss the evaluation process with other relevant people
    - seek information relevant to the evaluation
    - discuss the evaluation outcome with the stakeholders
- language and literacy skills to:
    - interpret training program requirements (including, where appropriate AQTF requirements)
    - develop resources to support the evaluation process
    - communicate with key stakeholders
    - produce and maintain documentation
- planning and organising skills to:
    - plan projects
    - plan and sequence work programs
    - coordinate the work of self and others
- research and evaluation skills to investigate training and workforce data, and determine and implement appropriate improvement.

Required knowledge

- Commonwealth and state/territory legislation, codes of practice and standards, for example:
    - Training Packages and accredited courses, and what comprises quality training and assessment services
    - how training and/or assessment organisations operate
    - terminology relating to quality evaluation processes
    - evaluation models/methods, including the Kirkpatrick Model
    - records management systems of the organisation
- other relevant policy, legislation, codes of practice and national standards, including Commonwealth and state/territory legislation, for example:
    - plagiarism
    - copyright and privacy laws
    - security of information and confidentiality requirements

- duty of care, as it relates to coordinating personnel and learning
- the industrial relations system, industry/workplace relations and industrial awards/enterprise agreements
- anti-discrimination legislation, including equal opportunity, racial vilification and disability discrimination
- vocational education and training systems
- OHS relating to planning and conducting an evaluation.

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	Evidence of the ability to: - evaluate a training program against workforce performance needs and capability requirements - produce an evaluation report that addresses all phases of the evaluation process including recommendations on areas for improvement - critically review the evaluation process and approaches taken and propose changes to improve the process.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	

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.

Aim of the evaluation study may include:	• evaluating the effectiveness of the training in meeting workforce needs • estimating the cost effectiveness of the training provided • evaluating outcomes of a learning or assessment process or product • determining or trialling new processes/products • establishing client satisfaction • ensuring learning/assessment strategies and programs are relevant to client needs and capability requirements • determining resource requirements • providing solutions to organisational performance problems.
Scope of the evaluation study may include:	• whole of training and/or assessment of the RTO • specific training and/or assessment services • specific training and/or assessment products • specific aspects of training and/or assessment systems • partner organisation arrangements • workforce training needs.
Data and information to be gathered may include:	• work performance • workplace productivity • employer feedback • trainee feedback.
Stakeholders in the evaluation process may include:	• employer organisations • training graduates • workplace supervisors and managers • trainers and assessors • training designers • HR managers.
Technique(s) for gathering data/information may include:	• surveys • group discussion sessions • researching of organisational performance data • conducting interviews with course graduates, their supervisors and managers, trainers/ facilitators and

	assessors
	• examining the organisations documents and systems, such as:
	• policies and procedures
	• learning and assessment strategies
	• training/assessment records
	• course evaluation questionnaires
	• resources for delivery and assessment including assessment tools.
Evaluation instruments may include:	• surveys • feedback forms • work performance specifications • questionnaires • diaries • logs • discussion group questions.
Alternatives to the training program may include:	• job redesign • change in supervision arrangements or work support • individual mentoring • communication and information campaign, e.g. posters, brochures • job aids, e.g. manuals • standard operating procedures (SOPs).
Areas of possible improvement may include:	• analysis of skills requirements and training needs • design of training and assessment strategies • training materials development • training delivery methods and resources • assessment methods and tools • employer and trainee liaison and management.

Unit Sector(s)

Learning Design

Custom Content Section

Not applicable.