



Australian Government

Department of Education, Employment and Workplace Relations

ICTEDU5025A Develop and deliver training associated with new and modified products

Release: 1

ICTEDU5025A Develop and deliver training associated with new and modified products

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and deliver effective training to users, operators of telecommunications equipment and to other interested parties. This competency encompasses training for information and operational purposes. It does not qualify a candidate to deliver training within a Registered Training Organisation (RTO) for national competencies or qualifications unless otherwise qualified. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.
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Application of the Unit

Application of the unit	Technical personnel may apply the skills and knowledge in this unit in customer support activities for the purpose of training technical support or maintenance staff. It may apply to communications applications whether digital or analog, including telephony, data, video, including digital broadcasting, computer networks, including local area networks (LAN), wide area networks (WAN) and multimedia. This unit may be applied to domestic, commercial or industrial installations.
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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 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.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to develop a training program	1.1. Confirm the 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 1.5. Establish criteria for post-training evaluation
2. Design training program and support material	2.1. Develop a training program that follows a logical sequence and builds on the existing knowledge of recipients 2.2. Create training material that meets up-to-date product and technical information and all related occupational health and safety (OHS) issues and work practices 2.3. Develop training delivery style to suit the skills of the 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

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to:
 - demonstrate procedures and features of products to others
 - liaise with customers to ensure requirements are known
- interpersonal skills to relate to customers, employer, work associates, team members and individuals
- literacy skills to:
 - interpret technical specifications and related documentation
 - enterprise policy and documentation
- planning and organisation skills to prepare for training, including agendas and logistical requirements
- problem solving skills to present information appropriate for a range of clients
- research skills to gain and maintain relevant and current technical knowledge

Required knowledge

- common customer telecommunications applications and related equipment
- features of specific products
- high level knowledge of the specific technical content of training and its application
- sources of:
 - reference documents available relevant to training
 - support available after training is complete

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	Evidence of the ability to: - develop, deliver and report on a training program for operational and technical knowledge related to new or modified CPE product that meets customer needs - establish criteria to measure training program effectiveness.
Context of and specific resources for assessment	Assessment must ensure: - training resources - PC rooms - training rooms - product information.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: - review of training materials prepared by the candidate outlining design and delivery process undertaken - written training plan and lesson plan for a proposed or hypothetical training session - direct observation of the candidate conducting a training program session.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: ICTEDU3053A Train customers in new technology. Aboriginal people and other people from a non-English speaking background may have second language issues. Access must be provided to appropriate learning and assessment support when required. Assessment processes and techniques must be culturally

EVIDENCE GUIDE

	appropriate, and appropriate to the oral communication skill level, and language and literacy capacity of the candidate and the work being performed. In all cases where practical assessment is used it will be combined with targeted questioning to assess required knowledge. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. Where applicable, physical resources should include equipment modified for people with special needs.
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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.

<i>Training specifications</i> may include:	• cost, timeline and audience expectations • enterprise specific products • generic training products • vendor specific products.
<i>Client</i> may include:	• government organisation • individual • interested group • private organisation • vendor.
<i>Product and technical information</i> relates to:	• customer premises equipment (CPE) product • equipment: • LAN or WAN equipment • modems • private branch exchange (PBX) • related cabling and management systems • transmission equipment • facilities including network facilities and

RANGE STATEMENT	
	system features • peripherals • product models and equipment types • vendor product.
Training delivery can be:	• e-learning • formal or informal • multimedia type • on the job or in a simulated environment • self-paced • structured • undertaken in a classroom • vendor specific.
Training schedule includes:	• agenda • locations • times.

Unit Sector(s)

Unit sector	Telecommunications
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Co-requisite units

Co-requisite units	

Competency field

Competency field	Education
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