



Australian Government

Department of Education, Employment and Workplace Relations

PRMPFES17B Contribute to the training and assessment needs of the team

Release: 1

PRMPFES17B Contribute to the training and assessment needs of the team

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency covers the knowledge and skills required for the service technician to contribute to the training and assessment functions for self and other team members.

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

ELEMENT

PERFORMANCE CRITERIA

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| 1 Contribute to planning for the training and development of self, individuals and teams | 1.1 Make contributions to training and development plans as required
1.2 Monitor work procedures and give relevant feedback to appropriate people in order to maintain currency of training methods and objectives
1.3 Highlight discrepancies in training objectives and report to relevant people as part of ongoing reviews and validation of training and staff development
1.4 Evaluate, individually and as part of the team, the team's overall training and development needs and make regular contributions to discussions and planning on how these will be met |
| 2 Contribute to the training and development activities for self and other team members | 2.1 Seek information relating to training and development or assessment and, where appropriate, disseminate to others within the team
2.2 Outline strategies to meet identified training needs in consultation with relevant people as appropriate
2.3 Agree on roles and responsibilities for individual and team training/assessment and carry out
2.4 Seek additional skills and knowledge in training and assessment where required in keeping with organisational requirements
2.5 Provide timely and constructive advice, feedback and recommendations to the appropriate members of the workgroup |
| 3 Contribute to the assessment of team members according to training objectives and competency standards | 3.1 Provide assistance where required to team members undergoing formal assessment as part of the training and staff development process, in line with the technician's scope or level of responsibility
<hr/> 3.2 Provide assistance to assessments in an impartial manner and give in a valid, reliable and cost-effective manner
3.3 Observe the assessment process to ensure confirmation with the needs of relevant competency standards, organisational and |

ELEMENT**PERFORMANCE CRITERIA**

training objectives, and relevant approved codes of practice

3.4 Provide to individuals undergoing assessment honest, accurate and positive feedback and guidance, where appropriate

Required Skills and Knowledge

Refer to Evidence Guide

Evidence Guide

EVIDENCE GUIDE

Knowledge needed to achieve the performance criteria

Knowledge and understanding are essential to apply this unit of competency in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this unit are listed below.

- Structure of competency standards.
- The characteristics of competency-based training.
- How a performance problem differs from training and development needs.
- Methods of identifying current and anticipated needs of individuals and work teams within technician's area of responsibility.
- Resources and training/assessment opportunities available to self and team.
- Methods of assisting with assessment issues.
- Methods of providing feedback.

Specific skills needed to achieve the performance criteria

To achieve the performance criteria, some complementary skills are required. These relate to the ability to:

- plan and organise work schedules
- solve problems and contribute to productive outcomes
- apply literacy and language skills to:
 - communication
 - finding and using information
 - reporting and recording information.

Other units of competency that could be assessed with this unit

This unit could be assessed on its own or in combination with other competencies relevant to the job function, for example PRMPFES07B Maintain quality of work and promote continuous improvement.

Resources required to assess this unit

The candidate and the assessor should have access to the appropriate documentation and resources normally utilised in the workplace. This includes access to:

- an actual or a simulated workplace environment
- assessment documentation
- relevant training manuals and resources
- training and assessment record book.

Gaining evidence to assess this unit

For valid and reliable assessment of this unit, the competency should be demonstrated over a period of time and be observed by the assessor (or assessment team working together to conduct the assessment). The competency is to be demonstrated in a range of situations, which may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Assessment of competency may be made through actual demonstration of the full range of performance criteria in the work environment or in an industry-approved simulated work environment. Evidence of satisfactory performance in this unit is best obtained by observation of the candidate contributing to the training and assessment needs of the team over a realistic period of time.

Oral questioning or a written assessment may be used to assess underpinning knowledge. (In assessment situations where the candidate is offered a preference between oral questioning and written assessment, questions are to be identical.)

Assessment of evidence should establish the candidate's ability to perform the job to the standard required in the workplace.

Supplementary evidence may be obtained from relevant authenticated correspondence or reports from supervisors or team leaders. Additional evidence may be obtained, if necessary, from company appraisal reports or a random sample of brief verbal interviews with other relevant staff members.

Information derived from enterprise policy and practices must be treated as commercial-in-confidence.

Performance and assessment of this unit must be carried out within the relevant requirements of the following legislative and industry framework:

- building Acts/regulations/codes
- Australian Standards identified as relevant to the required maintenance procedure
- environmental regulations
- manufacturers' specifications
- organisational requirements, including OHS policies and procedures
- OHS legislation, codes and regulations.

Key competency levels

There are a number of processes learnt throughout work and daily life that are required in all jobs. They are fundamental processes and generally transferable to other work environments. Some of these work processes are covered by the key competencies listed below. Information provided to each question highlights how these processes are applied in this unit of competency.

The number in brackets indicates the level to which the key competency should be demonstrated.

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|------------------------------|---|---|
| 1 Perform the process | 2 Perform and administer the process | 3 Perform, administer and design the process |
|------------------------------|---|---|

How can information be collected, analysed and organised (2)?	Collect and analyse information regarding training and assessment to measure performance against training plans for individuals and the work group.
How can communication of ideas and information (2) be applied?	Provide feedback regularly to individuals undergoing training and assessment in the workplace.
How are activities planned and organised (2)?	Schedule training and assessment tasks taking into account workplace efficiency.
How can teamwork (2) be applied?	Motivate and guide team members and contribute to team training and assessment.
How can the use of mathematical ideas and techniques (1) be applied?	Measure workplace training effectiveness.
How can problem-solving skills (1) be applied?	Identify potential problems that may arise in the planning process.
How can the use of technology (1) be applied?	Manage workplace training and assessment systems.

Range Statement

RANGE STATEMENT

The range statement links the required knowledge and organisational and technical requirements to the workplace context. It describes any contextual variables that will be used or encountered when applying the competency in work situations. It allows for different work practices and work and knowledge requirements as well as for differences between organisations and workplaces. The following variables may be present for this particular unit.

Workplace procedures may include:

- instructions from colleagues/supervisor/manager
- specific customer requirements
- assignment instructions
- equipment manufacturers' requirements
- reporting and documentation requirements
- personal protective equipment requirements.

Training and development activities include:

- those carried out for self and for others within technician's given area of responsibility
- specifically designed activities
- training and education courses/seminars/workshops
- open learning programs

- special projects and work-based assignments
- self-development and formal/informal on-the-job learning activities.

Contributions to planning discussions include:

- oral or written submissions
- discussions
- feedback
- briefing
- group discussions.

Relevant people include:

- supervisor or line manager
- training staff
- assessor
- mentor/adviser.

Information includes:

- training and assessment opportunities
- procedures for accessing these opportunities
- organisational policies regarding skills and knowledge development
- appropriate competency standards or training objective and can be:
 - formal
 - informal
 - oral
 - written.

Strategies include:

- on or off-the-job training or assessment
- top-up training
- formal or informal self-development
- counselling or performance review
- one-on-one coaching.

Assessment methods may include:

- observation of work performance
- oral or written questions
- evaluation of performance output
- skill or work sample tests
- self-assessment and evaluation
- performance appraisals
- evidence from other sources.

Assistance to assessments could be as a:

- mentor
- part of a peer group assessment process.

Feedback may include:

- satisfactory or unsatisfactory results of assessments
- methods and/or options for improving performance to meet desired outcomes

- required standards of performance or competence.

Organisational requirements may include:

- needs of relevant state/territory or federal legislation
- confidentiality of information
- staff policies and procedures
- agreed staff training and development process.
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Unit Sector(s)

Not Applicable