



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **PSPRAIL505A Review training arrangements**

**Revision Number: 2**

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### **Modification History**

PSPRAIL505A Release 2: Layout adjusted. No changes to content.  
PSPRAIL505A Release 1: Primary release.

### **Unit Descriptor**

This unit covers the review of training and assessment arrangements using a risk management approach linked to the size and complexity of the rail transport operator in order to confirm that the operator adequately addresses the competency requirements of its rail safety workers. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

### **Application of the Unit**

In the workplace, staff members are required to assess the quality of training and assessment programs put in place by rail transport operators to meet their legal obligations under rail safety legislation, and to ensure that each rail safety worker in their railway operations has the competence to carry out that work. The rail transport operator must assess, or cause to be assessed, the competence of the rail safety worker by reference to any applicable qualification and/or units of competency recognised under the Australian Quality Training Framework (AQTF) or to implement other in-house training and assessment processes where no applicable national competencies or qualifications exists. One outcome of assessing rail transport operator training and assessment arrangements may be that regulatory staff make a decision that further expert evaluation/audit is required.

### **Licensing/Regulatory Information**

Not applicable.

### **Pre-Requisites**

Not applicable.

### **Employability Skills Information**

This unit contains employability skills.

## 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 range statement. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Confirm planning and preparatory work for competency development of rail safety workers

- 1.1 Alignment of units of competency to rail safety worker roles, through skills analysis or other methodologies, is verified and completion of occupational competency profiles confirmed.
- 1.2 Identification of Training Packages, units of competency and/or qualifications applicable to rail safety worker roles is confirmed in accordance with occupational profiles.
- 1.3 Where national units of competency are unavailable, identification of other training and assessment processes is confirmed in relation to rail safety worker roles.
- 1.4 Identification of available registered training organisations or other suitable training providers to deliver required training and/or assessment services is confirmed in accordance with unit of competency or qualification requirements.
- 1.1 ***Rail safety worker competency plans*** are assessed to determine the processes and priorities proposed for assessing competence and addressing training needs.

#### 2. Confirm training and assessment arrangements

- 2.1 Rail safety worker training and assessment arrangements are analysed to identify ***required elements*** and their alignment to legislative requirements.
- 2.2 Arrangements with training providers to deliver training and/or assessment services are identified and confirmed as addressing required competency development or recognition.
- 2.3 Communication and interpersonal skills are used to elicit information that confirms arrangements have been put in place.

#### 3. Assess training and assessment arrangements

- 3.1 Training and assessment records are accessed and compared with the organisation's implementation plan and priorities.
- 3.2 Expertise of trainers and organisations undertaking training and/or assessment for rail transport operators is inspected and confirmed as meeting ***criteria under the Australian Quality Training Framework***.
- 3.3 Training and assessment materials are sampled and their links to and likelihood of developing required competencies are confirmed.
- 3.4 Where areas of concern are identified, further information is sought to clarify the situation or the need for a formal evaluation by an AQTF auditor is recommended to ensure legislative requirements are met.
- 3.2 Feedback is provided to rail transport operators on the adequacy of training and assessment arrangements and any

**ELEMENT****PERFORMANCE CRITERIA**

actions needed for improvement or compliance in accordance with policy and legislation.

## **Required Skills and Knowledge**

This section describes the essential skills and knowledge and their level, required for this unit.

**Required skills:**

Look for evidence that confirms skills in:

- researching information related to rail safety worker competency requirements
- using scanning techniques to locate the key requirements in training and assessment materials
- reading complex materials, such as legislation and competency standards
- communicating with others regarding the examination of information relating to training and assessment
- sampling to select sufficient records for analysis
- problem solving to confirm training arrangements and identify actions needed for compliance
- self-management to work ethically and in accordance with legislation
- using technology to conduct research, access legislative requirements and record processes and outcomes
- responding to diversity, including gender and disability
- applying environmental and occupational health and safety procedures to administrative work and when in the field reviewing training arrangements

**Required knowledge:**

Look for evidence that confirms knowledge and understanding of:

- legislative, regulatory and procedural requirements for rail safety worker competency development and assessment
- Australian Quality Training Framework
- format of and terminology used in competency standards and training materials
- organisational policies, procedures and guidelines relating to the review of training and assessment arrangements

## Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

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

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of employability skills as they relate to this unit
- review of rail safety worker training arrangements in a range of 3 or more contexts or occasions, over time.

### **Context of and specific resources for assessment**

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when reviewing training arrangements, including coping with difficulties, irregularities and breakdowns in routine

Resources essential for assessment include:

- legislation relating to rail safety competency requirements
- organisational procedures/guidelines and protocols relating to review of training arrangements
- AQTF standards and guidelines
- scenarios and/or case studies to capture the range of situations likely to be encountered when reviewing training arrangements
- access to relevant systems

### **Method of assessment**

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include, but are not limited to, a combination of 2 or more of:

- demonstration
- observation
- simulation or role plays
- case studies/scenarios
- workplace projects
- portfolios
- authenticated evidence from the workplace and/or training courses

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable

adjustment should be applied during assessment

Assessment methods should reflect but not exceed workplace demands, such as literacy demands and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Suggested units that may be co-assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

- PSPETHC501B Promote the values and ethos of public service
- PSPGOV504B Undertake research and analysis
- PSPGOV512A Use complex workplace communication strategies
- PSPLEGN501B Promote compliance with legislation in the public sector
- PSPRAIL502A Assess and administer accreditation and registration applications
- PSPRAIL503A Receive and act on industry safety information and intelligence
- BSBAUD503B Lead a quality audit.

### **Guidance information for assessment**

For consistency of assessment:

- evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Assessing employability skills:

- employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors
- the way these skills are applied varies between occupations and qualifications due to the different work functions and contexts
- employability skills embedded in this unit of competency should be assessed holistically with other relevant units that make up the skills set or qualification, and in the context of the job role

In practice, reviewing training arrangements overlaps with other generalist or specialist work activities, such as undertaking research and analysis, acting ethically, using complex communication strategies, leading quality audits, and assessing and administering

accreditation and registration applications. Co-assessment with units of competency addressing these other activities could be considered.

## Range Statement

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

### ***Rail safety worker***

***competency plans*** may include:

- arrangements to maintain the competency of personnel
- identification of applicable Training Packages, qualifications and units of competency
- competency profiles
- skills audits
- training needs analyses
- assessment arrangements
- arrangements for recognition of prior learning and recognition of current competencies
- arrangements for gap training
- record-keeping arrangements

***Required elements of rail safety worker training and assessment systems*** may include:

- occupational profiles aligned to competencies
- skills analyses and skills matrices
- competency assessment
- gap analysis to identify training needs
- arrangements for accredited training and assessment
- record-keeping arrangements

***Criteria under the Australian Quality Training Framework*** may include:

- meeting the essential standards for registration as a registered training organisation
- scope of registration of the registered training organisation
- required competencies of trainers and assessors

## Unit Sector(s)

Not applicable.

## **Competency field**

Rail Safety Regulation.