



Australian Government

Department of Education, Employment and Workplace Relations

UEPOPS418A Deliver and Review Training

Release: 1

UEPOPS418A Deliver and Review Training

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

1)

This unit deals with the skills and knowledge required by individuals who play a key role in providing and reviewing training to raise the levels of competency in the workforce.

Application of the Unit

Application of the Unit

3)

This unit is intended to augment formally acquired competencies. It is suitable for employment-based programs under an approved contract of training.

License to practise

3.1)

The skills and knowledge described in this unit do not require a licence to practise in the workplace. However, practice in this unit is subject to regulations directly related to Occupational Health and Safety and where applicable contracts of training such as apprenticeships and the like.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite Unit(s) 2)

Competencies 2.1)

There are no prerequisite units.

Employability Skills Information

Refer to the Evidence Guide

Elements and Performance Criteria Pre-Content

5) Elements describe the essential outcomes of a unit of competency	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the Evidence Guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare trainees	1.1 The objectives of the training session are explained to and discussed with the trainees
	1.2 The sequence of activities to be followed in the training session is explained to trainees
	1.3 Trainees are made aware of the work application of the skill or job being taught
	1.4 Any barriers to the performance of the job being taught are identified and discussed with trainees
	1.5 The assessment process is explained to trainees
	1.6 Where appropriate, the teams and individuals roles and responsibilities within the team are identified and, where required, assist in the provision of the on-the-job training.

ELEMENT	PERFORMANCE CRITERIA
2 Instruct trainees	2.1 A systemic approach is taken to instruction
	2.2 Instruction process is revised and modified as necessary to meet the trainees' learning needs
	2.3 Trainees are encouraged by positive comments from the trainer
	2.4 Feedback during instruction is designed to help trainees learn from their mistakes
	2.5 Trainees are encouraged and guided to evaluate their own performance and diagnose it for improvement
3 Provide opportunities for practise	3.1 Practice opportunities are provided according to the specific learning situation and the training objectives
	3.2 Constructive feedback and reinforcement are provided during practice
	3.3 Trainees' readiness for assessment is monitored
4 Confirm trainee has reached required standard of performance	4.1 Evidence of satisfactory performance by the trainee is collected in accordance with the training session plan
	4.2 The trainee is advised that he/she has reached the required standard of performance
	4.3 Other appropriate personnel are advised that the trainee has reached the required standard of performance
5 Evaluate training session	5.1 Trainees are encouraged to raise problems or difficulties with any aspect of the training session
	5.2 Trainees are asked to discuss their ability to apply the learning outcomes
	5.3 Trainees' reaction to the training session is sought
	5.4 Own performance is reviewed against session

ELEMENT	PERFORMANCE CRITERIA
	objectives and in response to trainees' comments
	5.5 Review comments are summarised
	5.6 The results of the evaluation are used to guide further training.
6 Record training	6.1 The details of the trainees who have completed the training are accurately recorded according to the organisation requirements 6.2 Other records as required by legislation or agreement are kept 6.3 Records are released to authorised personnel only 6.4 Records are securely stored
7 Provide information on training	7.1 Information on training proposed, in hand or completed is provided to management as required 7.2 Information on proposed training is provided to prospective trainees on request 7.3 Information on appropriate, available training is provided to employees on request

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Evidence shall show that knowledge has been acquired delivering and reviewing training.

The extent of the Essential Knowledge and Associated Skills required follows:

Evidence shall show that knowledge has been acquired for safe working practices of:

- Communication procedures

REQUIRED SKILLS AND KNOWLEDGE

- Enterprise recording procedures
- Teaching methods
- Relevant enterprise skill requirements

Specific skills needed to achieve the Performance Criteria:

- Communicate effectively
- Update records and maintain documentation
- Apply teaching techniques
- Train personnel to relevant enterprise skill levels
- Evaluate training procedures
- Monitor trainees progress.

Evidence Guide

EVIDENCE GUIDE

8) This provides essential advice for assessment of the competency standard unit and must be read in conjunction with the Performance Criteria and the Range Statement of the unit and the Training Package Assessment Guidelines.

The Evidence Guide forms an integral part of this competency standard unit and shall be used in conjunction with all components parts of this unit and, performed in accordance with the Assessment Guidelines of this Training Package.

Overview of Assessment

8.1)

Longitude competency development approaches to assessment, such as Profiling, require data to be reliably gathered in a form that can be consistently interpreted over time. This approach is best utilised in Apprenticeship programs and reduces assessment intervention. It is the Industry preferred model for apprenticeships. However, where summative (or final) assessment is used it is to include the application of the competency in the normal work environment or, at a minimum, the application of the competency in a realistically simulated work environment. It is recognised that, in some circumstances, assessment in part or full can occur outside the workplace. However, it must be in accord with Industry and regulatory policy.

Methods chosen for a particular assessment will be influenced by various factors. These include the extent of the assessment, the most effective locations for the assessment activities to take place, access to physical resources, additional safety measures that may be required and the critical nature of the competencies being assessed.

The critical safety nature of working with electricity, electrical equipment, gas or any other hazardous substance/material carries risk in deeming a person competent. Hence, sources of evidence need to be 'rich' in nature so as to minimise error in judgment.

Activities associated with normal every day work have a bearing on the decision as to how much and how detailed the data gathered will contribute to its 'richness'. Some skills are more critical to safety and operational requirements while the same skills may be more or less frequently practised. These points are raised for the assessors to consider when choosing an assessment method and developing assessment instruments.

EVIDENCE GUIDE

Sample assessment instruments are included in the Assessment Guidelines of this Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

8.2)

Before the critical aspects of evidence are considered all prerequisites shall be met.

Evidence for competence in this unit shall be considered holistically. Each element and associated Performance Criteria shall be demonstrated on at least two occasions in accordance with the "Assessment Guidelines - UEP06". Evidence shall also comprise:

- A representative body of Performance Criteria demonstrated within the timeframes typically expected of the discipline, work function and industrial environment. In particular this shall incorporate evidence that shows a candidate is able to:

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- Implement Occupational Health and Safety workplace procedures and practices including the use of risk control measures as specified in the Performance Criteria and Range Statement
- Apply sustainable energy principles and practices as specified in the Performance Criteria and Range Statement
- Demonstrate an understanding of the essential knowledge and associated skills as described in 6) Essential Knowledge and Associated Skills of this unit
- Demonstrate an appropriate level of skills enabling employment
- Conduct work observing the relevant Anti Discrimination legislation, regulations, policies and workplace procedure
- Demonstrated performance across a representative range of contexts from the prescribed items below:
 - The knowledge and application of relevant sections of: Occupational Health and Safety legislation; Statutory legislation; Enterprise/site safety procedures; Enterprise/site emergency procedures; Principles of sustainable energy practice
 - Preparing trainees
 - Instructing trainees
 - Monitoring trainees progress
 - Evaluation of training procedures
 - Maintaining records and documentation
 - Dealing with an unplanned event by drawing on essential knowledge and skills to provide appropriate solutions incorporated in the holistic assessment with the above listed items.

Context of and specific resources for assessment

8.3)

This unit should be assessed as it relates to normal work practice using procedures, information and resources typical of a workplace. This should include:

- OHS policy and work procedures and instructions.
- Suitable work environment, facilities, equipment and materials to undertake actual work as prescribed by this unit.

Competency Standards should be assessed in the workplace or

EVIDENCE GUIDE

simulated workplace and under the normal range of workplace conditions.

Assessment of this unit will be supported with documentary evidence, by means of endorsement stating type and application of work.

In addition to the resources listed above in Context of assessment', evidence should show competency working in limited spaces with different types of plant and equipment as well as different structural/construction types and methods and in a variety of environments.

Method of assessment

8.4)

This unit shall be assessed by methods given in Volume 1, Part 3 "Assessment Guidelines".

Note:

Competent performance with inherent safe working practices is expected in the Industry to which this unit applies. This requires that the specified essential knowledge and associated skills are assessed in a structured environment which is primarily intended for learning/assessment and incorporates all necessary equipment and facilities for learners to develop and demonstrate the essential knowledge and skills described in this unit.

Concurrent assessment and relationship with other units

8.5)

There are no recommended concurrent assessments with this unit, however in some cases efficiencies may be gained in terms of learning and assessment effort being concurrently managed with allied competency standard units where listed.

Nil

Key competencies

8.6)

Evidence that particular key competencies have been achieved within this unit is in the context of the following Performance Criteria of evidence. See Volume 2, Part 4 for an explanation of Key competencies and levels of this Training Package.

Key competencies	Example of Application	Performance Level
How are ideas and information communicated	Refer to the following example of application: Explain ideas and actions, make suggestions for alternative actions and deal with contingencies	2

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within this competency?	and non-routine situations.	
How can information be collected, analysed and organised?	Refer to the following example of application: Information with regard to operations, faults and maintenance may be observed and monitored for analysis and organised into records and reports.	2
How are activities planned and organised?	Refer to the following example of application: Planning the required activity, to include co-ordination and use of equipment, materials and tools to avoid backtracking and rework.	2
How is team work used within this competency?	Refer to the following example of application: Coordinate activities of the team and provide appropriate support to other team members in completion of work tasks to meet the team's goals.	2
How are mathematical ideas and techniques used?	Refer to the following example of application: Calculation of time to complete routine projects, operations, tasks, estimation of distances, levels, loads and material requirements.	2
How are problem solving skills applied?	Refer to the following example of application: Determine solutions which focus on long and short-term resolution of work task problems.	2
How is use of technology applied?	Refer to the following example of application: Access, communicate, measure and provide information to monitor operations and performance of plant and equipment.	2

Skills Enabling Employment**8.7)**

Evidence that competency in this unit incorporates skills enabling employment is in the context of the following performance. See Volume 2, Part 5 for definitions and an explanation of skills enabling employment.

Skills for Employment		Example of Application
1	Developing and using skills within a real workplace	Refer to the following example of application: Completion of tasks within an acceptable timeframe and performance with some supervision.
2	Learning to learn in the workplace	Refer to the following example of application: Comprehension and application of theoretical knowledge to well-developed skills.
3	Reflecting on the outcome and process of work task	Refer to the following example of application: Focused on improvement in own and other team member's performance in the workplace.
4	Interacting and understanding of the context of the work task	Refer to the following example of application: Working understanding of the processes and systems which apply to the workplace.
5	Planning and organising the meaningful work task	Refer to the following example of application: Achieving work tasks in a timely manner and ensuring that the work team achieves its stated work goals.
6	Performing the work task in non-routine or contingent situations	Refer to the following example of application: Seek advice and apply solutions to problems relevant to the workplace environment.

Range Statement

RANGE STATEMENT

7) This relates to the competency standard unit as a whole, providing the range of contexts and conditions to which the Performance Criteria apply. It allows for different work environments and situations that will affect performance.

Category 1 applies to those people who provide training in the workplace but for whom the training function is not a major part of their job. They may provide training infrequently or even regularly within a structured training context.

Training is provided on a one-to-one basis or to small groups of trainees.

A structured approach may cover explanation, demonstration, review, trainee explanation, trainee demonstration and feedback.

Generic terms are used throughout this Training Package for vocational standard shall be regarded as part of the Range Statement in which competency is demonstrated. The definition of these and other terms are given in Volume 2, Part 1.

Unit Sector(s)

Not Applicable

Literacy and numeracy skills

Literacy and numeracy skills 2.2)

Participants are best equipped to achieve this unit if they have reading, writing and numeracy skills indicated by the following scales. Description of each scale is given in Volume 2, Part 3 Literacy and Numeracy

Reading	4	Writing	4	Numeracy	4
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Competency Field

Competency Field 4)
Operations