



Small Group Training Management

**AUSTRALIAN EMERGENCY
MANUALS SERIES**

**PART V
The Management of Training**

Manual 1

**SMALL GROUP TRAINING
MANAGEMENT**

Second Edition

EMERGENCY MANAGEMENT AUSTRALIA

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THE AUSTRALIAN EMERGENCY MANUALS SERIES

The first publication in the original AEM Series of mainly skills reference manuals was produced in 1989. In August 1996, on advice from the National Emergency Management Principles and Practice Advisory Group, EMA agreed to expand the AEM Series to include a more comprehensive range of emergency management principles and practice reference publications. The Series is now structured in five parts as set out below.

Parts I to III are issued as bound booklets to State and Territory emergency management organisations and appropriate government departments for further dissemination to approved users including local government. Parts IV and V (skills and training management topics) are issued in loose-leaf (amendable) form to all relevant State agencies through each State and Territory Emergency Service who maintain State distribution/amendment registers. All private and commercial enquiries are referred to EMA as noted at the end of the Foreword on page vii.

AUSTRALIAN EMERGENCY MANUALS SERIES STRUCTURE AND CONTENT

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PART I —THE FUNDAMENTALS		
Manual 1	Emergency Management Concepts and Principles (3rd edn)	A/R
Manual 2	Australian Emergency Management Arrangements (6th edn)	R
Manual 3	Australian Emergency Management Glossary	A
Manual 4	Emergency Management Terms Thesaurus	A
PART II —APPROACHES TO EMERGENCY MANAGEMENT		
<i>Volume 1—Risk Management</i>		
Manual 1	Emergency Risk Management	D
<i>Volume 2—Mitigation Planning</i>		
	Titles to be advised (covering PPRR)	P
<i>Volume 3—Implementation of Emergency Management Plans</i>		
	Titles to be advised	P
PART III —EMERGENCY MANAGEMENT PRACTICE		
<i>Volume 1—Service Provision</i>		
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Manual 2	Disaster Medicine	A/R
Manual 3	Disaster Recovery	A/R
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Manual	Medical Aspects at NBC Hazards	D
Manual	Civil Defence	D
Manual	Community Emergency Planning (3rd edn)	A/R
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<i>Volume 3—Guidelines</i>		
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Guide 2	Community and Personal Support Services	A
Guide 3	Managing the Floodplain	A
Guide 4	Flood Preparedness	A
Guide 5	Flood Warning	A
Guide 6	Flood Response	A
Guide 7	Community Information Gathering	D
Guide	Disaster Victim Identification	A/R
PART IV —SKILLS FOR EMERGENCY SERVICES PERSONNEL		
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Manual 4	Land Search Operations (2nd edn—Amdt 1)	A
Manual 5	Road Accident Rescue (2nd edn)	A
Manual 6	General Rescue (4th edn—formerly Disaster Rescue)	A

Manual 7	Map Reading and Navigation (Amdt 1)	A
Manual 8	Four-Wheel-Drive Vehicle Operation (Amdt 1)	A
Manual 9	Communications (2nd edn)	A
Manual 10	Flood Rescue Boat Operation (2nd edn)	A
Manual 11	Vertical Rescue (2nd edn)	A/R

PART V —THE MANAGEMENT OF TRAINING

Manual 1	Small Group Training Management (2nd edn)	A
Manual 2	Exercise Management	D

Key to status: A = Available; A/R = original version Available/under Review; D = under Development; P= Planned; R = under Review/Revision

FOREWORD

The purpose of this Manual is to provide a national reference on good practice and problem-solving for emergency services personnel who have a role in the management of training, but who may not have prior relevant experience or competence. It is intended to assist permanent, part-time or volunteer officers who are given a training management responsibility with their team, group, brigade or unit.

Further information regarding the Manual's structure and use is included in the Introduction on page xiii.

The Manual is issued in loose-leaf form to facilitate amendment and insertion of State and Territory supplements.

Proposed changes to this Manual should be forwarded to the Director-General, Emergency Management Australia, at the address shown below, through the respective State/Territory emergency management organisation.

The publication is provided free of charge to approved Australian organisations. Copies will be issued upon request from appropriate users to their State/Territory emergency service (HQ) who maintain distribution/amendment registers.

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Consideration will be given to requests from developing countries for multiple copies without charge.

Enquiries should be sent to the Director-General, Emergency Management Australia, PO Box 1020, DICKSON ACT 2602, AUSTRALIA, (facsimile: +61 (0)2 6257 7665, email: ema@ema.gov.au).

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INTRODUCTION

This Manual has been written for emergency service personnel who have been given a role in training management, but who may not have any prior experience or competence in this area. It will be useful for both permanent and volunteer officers who are given a responsibility for managing training within their team, group, brigade or unit.

The information contained in this manual is reference material that can be used as a guide to good practice and problem solving. It is a collection of helpful hints and ideas based on practical experience. Readers can use the Manual to help solve problems relating to determining training needs, developing training programs, arranging delivery of training, evaluating its effectiveness and administering a training system.

The Manual has been written as a series of chapters that can be read individually as particular problems arise. A series of scene setters are provided at the beginning of each chapter. Alternatively, the whole manual can be read to prepare training managers for their challenging roles.

Other manuals in the AEM Series address specific elements of training development and delivery, for example the AEM—*Exercise Management* and AEM—*Instructional Techniques*. Readers should also be aware of the wide range of commercially available material, particularly in the area of developing training delivery skills.

Nationally accepted competency-based training (CBT) terminology is used throughout the Manual. An extensive glossary is included to familiarise readers with the jargon.

CHAPTER 1

ANALYSING THE TRAINING NEED

TASK EXAMPLE
<i>Sue has just been appointed as the training coordinator for her group. She is a member of a volunteer emergency response organisation, and her group consists of 22 members with varying levels of competency (skills and knowledge). Sue is a Category 1 Workplace Trainer, who works full time as a bank clerk and who has been delivering training in road accident rescue for the group over the last 18 months. She has been asked to identify what training is needed to bring the whole group up to operational readiness. How will Sue do this?</i>
<i>First, Sue needs to know what level of competency is required for the group to be considered 'Operationally Ready', what do we need?</i>
<i>Second, Sue will need to establish the current level of competency for the group and for individuals within the group, what do we have?</i>
<i>If there is a difference between what is needed and what is current, Sue will have identified a performance gap. Sue's next step will be to work out how to bridge that gap, what should we do now?</i>
<i>In short, Sue will conduct a Training Needs Analysis (TNA).</i>

TRAINING NEEDS ANALYSIS CONSIDERATIONS

1.1 DEFINING REQUIRED COMPETENCY—WHAT DO WE NEED?

Before beginning a TNA, the training manager must have a thorough understanding of the unit Operational Responsibility Profiles (a list of the response and other tasks applicable to the unit). The profile will describe the jobs each team member will do. The next element of the TNA is to work out the skills and knowledge required to do their job. This information is gathered from a number of sources, including but not limited to:

- a. acts of parliament and regulations relevant to the service;
- b. job descriptions;
- c. corporate mission statements and objectives;
- d. agreed local emergency management arrangements;
- e. emergency management plans; and
- f. standard operating procedures.

1.2 This analysis will ensure training resources are being used to maximum benefit. In other words, team members are only trained for the things they are expected to do. Good training management prevents training resources being wasted on developing or practising skills that are not needed.

1.3 Jobs are defined in terms of *competency standards*. Competency standards are written by industry experts to describe the application of skills and knowledge required to the standard set in the workplace. Competent performance ensures safe, efficient and effective operation.

- 1.4 Competency standards are available for all emergency services. Any given job will consist of a collection of *units of competence*. Each unit of competence is made up of a series of *elements*, consisting of a number of *performance criteria*. A *range of variables* statement describes the conditions under which the performance is demonstrated. The *evidence guide* describes the evidence required to demonstrate competency. Importantly, performance criteria are the measurable (assessable) components of a skill.
- 1.5 A useful way to work out the number of competent members needed is to define the minimum safe number of operators for each piece of equipment or procedure, and multiply this by the equipment requirement and the number of shifts needed for sustained operations. For example, a rural fire appliance needs a minimum crew of four competent operators for safe operation. To ensure sustained operational capacity may require enough competent operators for two shifts; that is at least eight competent operators per appliance.
- 1.6 When conducting a TNA, training managers must consider a member's career development. This will promote a partnership between the member and their training manager to develop their long-term capabilities within the organisation. In addition, training managers must remember to provide opportunities to maintain competence, particularly for skills that are not used often.
- 1.7 **DEFINING THE CURRENT LEVELS OF COMPETENCY—WHAT DO WE HAVE?**

To establish what currently exists as a trained work force we should to work out the current capability of the group. This can be done using a number of information sources, including:

- a. members training records;
 - b. members qualifications;
 - c. assessment records;
 - d. *recognition of current competency* (RCC) activities and records;
 - e. supervisor observations of on-the-job performance;
 - f. interviews and group discussions;
 - g. debriefings; and
 - h. performance management systems and records.
- 1.8 Collecting this information is the key to working out how many members are competent, and how many are not yet competent to do their job. It is important to keep records of this information to justify training proposals and to establish a base for progress reports as required.
- 1.9 One result of your analysis might be that a number of team members are not competent to do all parts of their job. Where a person is not fully competent, there is likely to be a *performance gap*. A performance gap may have a number of causes, each of which may have one or more solutions:

Possible Cause	Possible Solution
The person has never developed the skill	Training
The person has forgotten the skill	Training/practice/job aids
The skill is unpopular	Management/culture/training
The skill is considered unimportant	Management/culture/training

Remember, not all of these can, or will, be resolved by training alone.

1.10 IDENTIFYING AN APPROPRIATE SOLUTION TO THE PERFORMANCE GAP—WHAT SHOULD WE DO NOW?

If the gap is caused by a lack of competence, the solution will normally be to develop an appropriate training program. Developing training programs is the subject of Chapter 3. If the gap is the result of a management or cultural problem, a report should be forwarded to the relevant officer in the organisation.

TRAINING NEEDS ANALYSIS CHECK LISTS

1.11 CONDUCT A TRAINING NEEDS ANALYSIS

Follow this process:

- a. Identify the unit Operational Responsibility Profile; what do we need?
- b. Identify the jobs/competencies needed by members of the unit to meet their roles.
- c. Identify the number of unit members needed to be do the different jobs. How many people need what competencies?
- d. Identify the current levels of competency demonstrated by members of the unit, usually by a Recognition of Current Competence (**RCC**) process.

1.12 IDENTIFY ANY PERFORMANCE GAPS

Follow this process:

- a. Identify any differences noted between competencies required to make the unit operationally ready, and the current level of competencies identified within the unit.
- b. An identified lack or deficiency in required competencies within the unit is defined as a Performance Gap.

1.13 IDENTIFY AND IMPLEMENT THE SOLUTION TO THE PERFORMANCE GAP—WHAT SHOULD WE DO NOW?

Follow this process:

- a. Develop a solution to the identified Performance Gap. Remember, often training is not the best solution.
- b. Deficiencies in competency levels within units may be rectified by the development and implementation of an appropriate training plan or program.
- c. Implement a solution to bridge the performance gap.

CHAPTER 2

PREPARING A TRAINING PLAN

TASK EXAMPLE

The debrief after a recent incident indicated that the local rescue unit performed poorly. Alf is the training manager for the unit. After considering the debrief report, Alf has determined that there are gaps in the knowledge and skills of the people in his unit. As part of developing the unit annual training program, Alf will address this performance gap.

As a first step in developing his program, Alf has organised his information by dividing a sheet of paper into two halves and writing on the left side what people know and can do; and on the right side what they don't know and can't do. He must now develop a program to ensure members are brought up to the required level of competence and their competence is maintained.

In addition, a few people have expressed a wish to prepare for higher responsibilities in the unit and a development program needs to be prepared for them in addition to the competency development program already identified.

PROGRAMS AND PLANS

- 2.1** *Training plans* are written to describe the detailed implementation of individual training activities. Training plans are based on sound needs analysis and a logical planning process
- 2.2** A number of training plans are grouped together to produce a *training program*—usually for a six or 12 month period. Training programs are often needed to bid for funds, or arrange rosters in advance.

WRITING A TRAINING PLAN

2.3 IMPORTANT ELEMENTS

A good training plan will include the following elements:

- a. The training and development goal.
- b. Learning strategy or strategies (method of training).
- c. Alternate strategies (eg wet weather contingencies).
- d. Training prerequisites.
- e. Logistic requirements (eg venue, travel and accommodation).
- f. Equipment and other resource requirements.
- g. Who is to attend training.
- h. Who is to deliver training.
- i. When and where training will be delivered.
- j. The assessment process.

2.4 TRAINING AND DEVELOPMENT GOALS

The first step in developing a training plan is to decide on a goal. Useful goals are *smart* goals:

Specific

Measurable

Achievable

Realistic

Time framed

For example, a *smart* goal might be:

All unit members will be assessed as competent in operating agency hydraulic rescue tools by the end of the month.

2.5 LEARNING STRATEGY OR STRATEGIES

After deciding on a goal, the manager will identify strategies for delivery and alternatives to those strategies. Strategies may include:

- a. on-the-job training;
- b. self-paced, distance, or other flexible learning strategies;
- c. face-to-face lessons provided within the organisation;
- d. face to face lessons outsourced to another organisation;
- e. simulations, exercises or other activities; and
- f. mentoring or coaching processes.

The choice of which strategy (or strategies) is most appropriate will depend on the competencies being developed and the availability of resources, including personnel (learners, trainers and assessors), time, money and equipment.

2.6 TRAINING PREREQUISITES

Prerequisites are the level of competence that is required before a member may progress to training in the subject matter. Prerequisites can be determined by formal qualifications, assessment activities, recognition of current competency or any combination of these methods.

2.7 LOGISTIC REQUIREMENTS

Logistic planning is an important part of the overall plan. Managers need to consider a number of issues including; funding, venue (and alternatives), travel and accommodation, meals, minimum and maximum numbers. Logistic requirements may include access to training areas and special items, such as trees to fell while learning how to operate a chainsaw.

2.8 EQUIPMENT AND OTHER RESOURCE REQUIREMENTS

Training equipment is often classified as *hardware* (tools, machines, props, models and training aids such as OHPs) and *software* (manuals, guides, reference material, computer generated resources, assessment tools and guides). Access to equipment may limit training opportunities or restrict the times available for training to occur.

- 2.9** Managers need to ensure training and learning materials (such as; learners guides, instructors guides, lesson plans, handouts, videos, overhead transparencies, computer generated presentations, assessment tools and guides) are available. Where these materials are available and suitable they should be used. Where the learning material is available but not directly applicable to local needs, it may need to be customised to make it relevant.

2.10 SELECTION OF TRAINEES

The target audience will be determined by several factors; organisational requirements level of individual competence, introduction (or forecast introduction) of new equipment or techniques, personal development needs and priorities, and funds available to support participation. The needs analysis will help determine priorities for attendance.

- 2.11** Sometimes new members will join a unit after training in a particular program has already begun. These people will most likely be untrained in the training topic, and should be assessed for current competence before an individual development plan is prepared. Sensible managers will use persons who are identified as currently competent to act as mentors for these incoming personnel. Mentors act as a coach to quickly bring the new member up to the standard of the rest of the group. This can be done without interrupting the flow of training for the main group.

2.12 SELECTION OF TRAINERS

Trainers must be currently competent in the area they intend to conduct training. Trainers who will be presenting activities leading to national qualifications will normally be competent to at least the Train Small Groups competency (formerly Workplace Trainer Category One). Individual organisations may have their own requirements.

2.13 WHEN AND WHERE TRAINING WILL BE DELIVERED

Scheduling training and learning activities is one of the greatest challenges facing training managers. Training must be scheduled within the constraints of operational needs and to minimise disruption to trainee's day-to-day work. Often this will mean taking the training to the learner, rather than moving learners to the training.

- 2.14** Scheduling will be influenced by the logical progression of learning. The logic will usually be from simpler to more complex, or following prerequisite chains, or in the chronological order required to complete the skill concerned.

- 2.15** Emergency service training will often be the victim of unpredictable operational interruptions. Managers should have contingency plans in place to deal with sudden changes such as non-availability of venues, trainers or trainees.

2.16 Local training plans will often have to fit in with regional or district activities. Managers will need to be aware of the programs offered by other areas within their service and perhaps in other services.

2.17 Training is either *on-the-job* (undertaken in the workplace as part of the productive work of the learner) or *off-the-job* (undertaken away from the normal work situation, either on or off the work premises). A key element of a competency-based system is to do training in an environment as close as possible to the workplace. The ideal may often be a blend of on and off-the-job activities.

2.18 THE ASSESSMENT PROCESS

Assessment is the focus of a competency-based system. Assessment comprises three steps which are:

- a. gathering and evaluation of evidence of competence;
- b. making a judgment of whether a person has achieved competency based on the evidence; and
- c. providing feedback on performance.

Assessment confirms an individual's competence, or identifies that the individual is not yet competent. Assessment Guidelines are included in the Public Safety Training Package (for Defence, Fire, Police, and SES) and Health and Community Services Training Package (for Ambulance). Individual services may also have supplementary requirements.

2.19 The training plan needs to allow time for assessment activities. Assessment will preferably be on-the-job or in a simulated work environment.

2.20 SOURCES OF ASSISTANCE AND INFORMATION

Training managers may need to seek advice and assistance while preparing a training plan. Sources of information may include district, regional or specialist training staff; agency SOPs and standards.

2.21 IS IT NECESSARY TO TRAIN ALL UNIT MEMBERS?

It is most important to recognise that some trainees may already have relevant competencies. In order to minimise unproductive training time, these competencies should be recognised. This process is known as Recognition of Current Competence or RCC, and may be verified by one or more of the following processes:

- a. **Recognition Assessment**—Set up an appropriate exercise which allows the unit members to demonstrate their competence, usually by completing a standard assessment for that unit of competence. This assessment may be conducted on or off-the-job.
- b. **Training Records**—Assessors may refer to recent training records to validate claims of current competence.

REGULAR REVIEW

2.22 Training plans and programs must be reviewed regularly to ensure they are meeting the needs of the learners and the organisation. Reviews also ensure training programs stay up-to-date.

2.23 EVALUATE AND VALIDATE

Training managers should review their programs and plans by *evaluating* them regularly and *validating* their outcomes. Refer to Chapters 5 and 6 for details on these processes.

Annex:

A. Training Program Check List

TRAINING PROGRAM CHECK LIST

The following key steps are required when preparing a training program:

- Determine training needs from a training needs analysis.
- Write a **SMART** goal or goals.
- Identify learning strategy or strategies.
- Determine training prerequisites.
- Determine logistics requirements.
- Identify equipment and resources needed to deliver training.
- Determine target audience—select trainees.
- Select trainers.
- Identify where and when training will be delivered.
- Ensure enough time is allocated to conduct the planned training program or activity.
- Ensure sufficient time allocation for key training elements such as revision, reassessment, periodic training audits and competency maintenance (shelf life).
- Ensure that training is scheduled in a logical sequence.
- Schedule enough time for assessment activities.
- Ensure that training prerequisites are met. Consider agency OHS protocols and safety requirements for potentially hazardous exercises.
- Ensure that unit training plans are compatible with district or regional training programs.
- Write and distribute the training plan, incorporating on-going review of the plan.

CHAPTER 3

MANAGING TRAINING DELIVERY

TASK EXAMPLE

Tom, who is an Ambulance Station Officer in charge of a branch with a staff of 8 permanent and 14 volunteer officers, has completed training plans and prepared a training program for his team. He is now ready to coordinate the delivery of the training.

Tom's plan has considered the target audience, selection of the appropriate trainers, the best method and timing of delivery and the resources needed. A major scheduling challenge was that paid staff were available for training during their regular shift while the volunteers were only available on an ad hoc basis.

Tom will now have to advertise and promote the training activities, coordinate selection, arrange for trainers and learners to be in the same place at the same time, and ensure all the logistic and resource needs are met.

ADVERTISING AND PROMOTION

3.1 Good managers will advertise a training activity well in advance. Prospective trainees need time to nominate and prepare for training opportunities. Paid staff may have to rearrange shifts and volunteer staff may have to make an arrangement with their full-time employer. Similarly, it takes time to arrange trainers, assessors and resources.

3.2 PROMOTION ACTIVITIES

These will depend on the resources available, and may include:

- a. publishing a training program calendar;
- b. establishing and maintaining a training program notice board;
- c. ensure that rosters include time to participate in learning opportunities;
- d. using supervisors to remind team members of training requirements;
- e. attaching advice of training activities to pay slips;
- f. encouraging a culture of on-going learning and practice;
- g. preparing and monitoring individual development plans;
- h. monitoring and maintaining individual record books; and
- i. maintaining a 'station progress chart' to display achievement of learning goals.

LEARNER PREREQUISITES

- 3.3** Often, entry to a training activity requires completion of an earlier activity, or demonstration of a prerequisite competency. Sometimes, co-requisites must be met. This means that a learner may be assessed over a variety of related competencies, for example, *conducting confined space rescue* will be assessed with *using atmosphere monitoring equipment*.

3.4 PRE-COURSE ACTIVITIES

Often, to ensure all participants are equally skilled at the beginning of the next level of training, it is necessary to demonstrate competence at a previous level. This is known as establishing training prerequisites. Learners may need to complete pre-course activities or a pre-course assessment prior to selection. Such activities may include pre-reading, projects or preparing presentations. Completion of prerequisites helps to reduce training time and improve training efficiency, and may form part of the assessment activity.

TRAINER TO LEARNER RATIO

- 3.5** An important part of delivering training is to ensure adequate supervision for learners. For example, learning vertical rescue techniques is more hazardous than learning how to prepare an emergency plan, and will require more staff. Some parts of a training activity may be done as a group while other more detailed parts may have to be one-on-one, requiring more trainers and or coaches to ensure safety. Agency SOPs will provide guidance on trainer to learner ratios.

SELECTION OF TRAINERS

- 3.6** Trainers will need to be appropriately qualified. The minimum level of qualification will be technical competence in the area of training, *plus* a recognised training qualification such as Workplace Trainer (Category One) or a statement of attainment in Train Small Groups the Training Package for Assessors and Workplace Trainers. Individual organisations may apply additional or supplementary skills.

3.7 DUTY OF CARE

Trainers will need to be aware of the agencies policies regarding cultural diversity, literacy, equity issues, and OHS requirements. Trainers have a duty of care for the learners under their supervision, and are obliged to comply with various Acts and Regulations.

3.8 TRAINER SOURCING

Trainers may come from within the organisation, or they may be out-sourced from another emergency service or from a commercial registered training organisation. Out-sourcing will be more relevant where the competency is *cross-industry* such as 'small group trainer' or 'assessor training'.

TRAINER ROLES

- 3.9** Trainers have a number of roles, which include, but should not be limited to:
- a. giving presentations;

- b. conducting practices;
- c. arranging and conducting simulations or exercises;
- d. conducting evaluations; and
- e. conducting assessments;

Trainers may be responsible for direct group instruction. Alternatively, the trainer may be required to manage individual learner progress through self-paced learning. In this case the trainer will act more as a coach or mentor of learning.

METHOD OF DELIVERY

3.10 The method of training should be flexible and relevant to competency. Flexible learning means that learning should occur as near to the workplace, and with access to as many different strategies as practicable. Strategies for flexible delivery may include self-directed or self-paced learning, multi-media packages (if available), mentor and coaching schemes, distance education, on-the-job training, recognition of current competencies and exchanges with other services.

3.11 Training activities must be relevant to the competency being developed. It is not always appropriate to learn practical competencies in a classroom. Retention is maximized with activity and practice. For example, evidence of competence in abseiling skills is best gathered by abseiling down the rope, similarly a learner must practice writing emergency plans as part of learning the competency of emergency planning.

3.12 Relevance also refers to the development needs of the individuals concerned. The training needs analysis will guide trainers' decisions when selecting appropriate training activities for learners.

3.13 Allowing adequate time is a vital part of training delivery. Trainers must allow sufficient time for developing skills and knowledge, practising skills, revision of previously learned skills, assessment and reassessment if needed.

3.14 ENSURING RESOURCES ARE AVAILABLE AND READY

Although the training plan will identify the resources required for an activity, the trainer is ultimately responsible for ensuring they are available at the right time and place. The only exception to this general rule is where an external trainer is contracted to provide training, in which case the planner or organiser will normally arrange resources requested by the trainer. Trainers should also prepare contingency plans for the non-availability of resources.

ASSESSMENT

3.15 There is little point in spending resources on training without ensuring the learners have developed competence. Assessment is the process of confirming that competency has (or has not) been achieved.

3.16 Assessment will, wherever possible, be conducted by an independent assessor. Independent assessors provide an important quality check. Assessments should only be conducted (or supervised) by qualified assessors, who may, or may not, be trainers.

Annex:

A. Training Delivery Check List

TRAINING DELIVERY CHECK LIST

The following key steps are required when conducting training:

- Advertise training activities well in advance.
- Identify learner prerequisites eg prior qualifications and experience, previous training leads into new training.
- Consider pre-course activities before conducting face-to-face training. Conduct pre-course audits to determine learners level of knowledge and skills.
- Ensure the appropriate ratio of trainers to learners (check course documentation or guidelines).
- Ensure that trainers meet appropriate national/organisational standards for technical competence and training ability.
- Consider the use of external assessors, and sourcing outside trainers with specialist expertise and knowledge when required.
- Ensure delivery methods are relevant to the competence; eg practical skills must involve practical learning and assessment.
- Ensure that the training mode is flexible and relevant to the competency. Training should offer flexible delivery to meet the needs of the learner and the organisation.
- Ensure that the required resources are available when needed to teach the subject.
- Ensure that assessments are conducted by qualified assessors.
- Ensure post training activities such as validation are organised and pre-booked well in advance.

CHAPTER 4

ASSESSING LEARNERS

<i>TASK EXAMPLE</i>
<i>Shellee is a team member interested in training in a small town Fire Brigade which comprises 24 volunteer staff who operate one light, quick attack vehicle and one heavy tanker.</i>
<i>In her everyday work, she has completed a Workplace Assessor course to enable her to assist in the quality control of fruit packing for Torrens Valley Dried Fruit Cooperative Ltd.</i>
<i>The Brigade's Training Officer has asked Shellee to put together an Assessment Plan. This will cover the Brigade's training program for the next three months which leads into the summer period.</i>
<i>Shellee is only too keen to apply her recently acquired knowledge of competency-based assessment to the training of her fellow Brigade members.</i>
<i>Where does she start?</i>

WHAT IS ASSESSMENT?

- 4.1** Assessment is the process of confirming that competency in a skill has (or has not) been achieved. This is done by:
- gathering and evaluating evidence;
 - making a judgment of whether a person has achieved competency; and
 - providing feedback to the candidate.

4.2 EFFECTIVENESS

Effective assessment is achieved if it:

- provides feedback to candidates within the day-to-day environment;
- checks competence in workplace tasks;
- confirms current competence, eligibility for entry to training or credit for components of a training activity;
- provides tools for identifying development needs of individuals and teams; and
- provides feedback to the assessor regarding the process and tools used.

4.3 ASSESSMENT EVIDENCE

Training managers, in consultation with the assessor, must make decisions about how, when and where to assess learners. Assessment evidence can take one or more forms, for example:

- evidence of prior performance;
- direct observation;
- tests of technical skills;

- d. simulations; and/or
- e. questioning.

4.4 Managers and assessors must make judgments on the practicability of gathering these different forms of evidence remembering that assessment should be integrated wherever possible. Holistic assessment means using more than one assessment tool to collect evidence. Holistic assessment may also combine knowledge, understanding, problem solving, technical and interpersonal skills into assessment tasks.

4.5 ASSESSMENT MATERIALS

In most cases, assessment materials will be provided by the organisation. Designing effective assessment material is complex and requires a well trained assessor. Training managers will not normally be designing assessment materials, however, they should be able to judge the effectiveness of an assessment. The principles described below will help in making this judgment.

PRINCIPLES OF ASSESSMENT

4.6 All assessment must be consistently *valid, reliable, fair* and *flexible*.

4.7 VALIDITY

A *valid* assessment is one which is clearly related to the required knowledge and skills needed to demonstrate competency. A valid assessment integrates knowledge and skills with their practical application. Assessments can be made more valid by gathering evidence on more than one occasion and under a variety of realistic conditions.

4.8 RELIABILITY

A *reliable* assessment is one where consistent results are obtained from all assessments. This is normally achieved by ensuring that all assessors are competent in their assessment techniques and they are monitored to ensure consistency.

4.9 FAIRNESS (EQUITY)

A *fair* assessment is one where the organisation's standards are used as the criteria for assessment. Assessments should not disadvantage people on the basis of race, gender, etc. Fairness is assisted by ensuring that assessment methods and standards are made clear to learners at the commencement of training and by making provision for appeal against assessments that are regarded as unfair. Where literacy is not needed for a particular task, the assessment should not depend on the learner's reading or writing skills.

4.10 FLEXIBILITY

A *flexible* assessment means that assessments are conducted at mutually agreed times and under mutually agreed conditions between the assessor and learner. Assessment should also allow for skills to be checked regardless of how they have been acquired. For example, it should not be necessary for a person to participate in a training program prior to

assessment if they believe they could already be competent in the knowledge and skills of that program.

TYPES OF ASSESSMENT

4.11 Assessment occurs for a number of reasons such as:

- a. recognition of current competence;
- b. monitoring progress during training;
- c. evaluating performance at the completion of training;
- d. to meet statutory qualification requirements;
- e. identifying training and development needs;
- f. as a basis for career guidance planning and progression;
- g. for industrial classification;
- h. as an objective benchmark for formal performance appraisal and review;
- i. to provide personal feedback on performance of workplace activities; and
- j. in recruiting and selection of personnel.

4.12 There are three forms of assessment:

- a. **Diagnostic** assessment for *diagnosing* current competence (often done at the beginning of a course or program to determine what a learner can already do, so reducing the time they need to be on course);
- b. **Formative** assessment for providing feedback during a course (this is called *formative* assessment because it is used while people are *forming* their skill);
- c. **Summative** assessment for judging competence at the end of a course (this is called *summative* assessment because it is used to judge the *sum* of the learning).

ASSESSOR QUALIFICATIONS

4.13 Assessment should always be made by, or under the supervision of, qualified assessors. Qualified assessors may be used differently in a range of contexts. The requirement to use qualified assessors can be met by:

- a. using a workplace assessor competent against the assessor competency standard **and** competent at least to the level of the competency being assessed;
- b. using an external assessor competent against the assessor competency standard **and** competent at least to the level of the competency being assessed;
- c. using a workplace assessor competent against the assessor competency standard **and** who has ready access to another person who is competent in and able to advise the assessor on the competencies being assessed;

- d. using an external assessor competent against the assessor competency standard **but** with the assessment evidence being collected to endorsed procedures by a workplace supervisor who has the relevant competencies at least to the level being assessed; or
- e. using a workplace supervisor who has the relevant competencies at least to the level being assessed who uses endorsed procedures with the outcome being validated by an external assessor who is competent against the assessor standards.

SETTING UP ASSESSMENT ACTIVITIES

4.14 Assessment requires resources, communication between the persons involved, confirmation that the assessors are qualified to do the assessment and preparing the environment so it allows the candidate to demonstrate their competence.

4.15 ORGANISING RESOURCES

The resources needed for an assessment will depend on the assessment method used. They might be as simple as a pen and paper, to a complex exercise or simulation requiring many people and specialised equipment. The training manager works with the assessor (who in turn works with the learners) to ensure these questions are answered:

- a. Who is being assessed? (one individual or a team?)
- b. What assessment activity is going to be used?
- c. How will the assessment activity be carried out?
- d. When will the assessment activity be carried out?
- e. Where will the assessment take place?

4.16 COMMUNICATION WITH RELEVANT PEOPLE

Obviously the most important person who needs to know what is happening with the assessment is the candidate. It is critical the candidate knows when the assessment is happening and what the assessment will involve. The candidate should not be pressured into assessment. Other people with a 'need to know' include:

- a. the trainer who trained the candidate;
- b. the candidate's supervisor;
- c. training management personnel; and
- d. staff at the assessment venue.

4.17 SELECTING THE APPROPRIATE ASSESSOR

Organisational policy must be used to select the appropriate assessor. Most organisations will require the assessor to be qualified in assessment. All organisations will require a *subject matter expert (SME)* to be a part of the assessment process.

4.18 PREPARING THE ASSESSMENT ENVIRONMENT

The most valid assessment will be conducted in the workplace under conditions as close to the real job as possible. This may not be feasible for a number of reasons, including cost, safety and access to equipment. Make sure the assessment environment is physically and psychologically safe for the learner and the assessor.

DEMONSTRATING COMPETENCE

4.19 Learners will either demonstrate they are competent or not yet competent (ie further evidence is required). Candidates must be aware of the organisation's policy for managing training progress.

4.20 If learners are assessed as not yet competent, the manager will refer to the organisation's policy. Most assessment policies provide for remedial opportunities (prior to reassessment) such as:

- a. further training on another course;
- b. supplementary training one-on-one; or
- c. coaching/mentoring by trained personnel or more experienced member back on-the-job.

Most organisations will insist on a period of time before reassessment to ensure learners have time to revise and develop their competence.

APPEALS AND GRIEVANCES

4.21 Each organisation will have an appeals mechanism. The appeals system should be formally documented and available to assessors and learners. Training managers will usually play an important role in the appeal process.

RECORDS

4.22 Records of all necessary aspects of the training program should be kept as follows:

- a. Learner's name.
- b. Subject matter eg 'Knapsack sprays' or 'Map Reading'.
- c. Date when training was commenced or undertaken.
- d. Time taken for the training to be completed (in hours).
- e. Trainer's name.
- f. Assessor's name.
- g. Result of assessment.
- h. Date of assessment.
- i. Date for reassessment (if applicable).
- j. Any comments considered relevant in regard to the training or assessment.

- k. Any cost associated with this training/assessor program.
- l. A copy of completed assessment materials (usually only kept until any appeal period is completed then destroyed).

CHAPTER 5

EVALUATING TRAINING

EXAMPLE TASK

Mary-Anne has just finished managing a course for police officers and now needs to know if the training delivered by her trainers was effective. She needs to know if it was valuable to the learners or if they got what they expected from the training. Several questions come to mind? What information does she require? How does she collect it? What does she do with it once it is collected? Mary-Anne needs to know how well the training was done.

WHAT IS EVALUATION

- 5.1 Evaluation of training is the process of determining whether or not a particular training event has met its objectives and satisfied the learning expectations of the participants. It is, in effect, the debriefing of a training event.

STEPS IN FORMULATING AN EVALUATION

5.2 IDENTIFY TRAINING OUTCOMES FOR THE PARTICULAR COURSE

Every training plan will contain outcomes. If the training is based on National Competency Standards, normally the outcomes will be stipulated as 'Performance Criteria'. If, on the other hand, the training was not based on National Competency Standards, the outcomes will be determined by your organisation. The learning outcomes provide the focus for your evaluation measurement. Without clear outcomes, you cannot measure the effectiveness of the training.

5.3 IDENTIFY ASPECTS OF THE COURSE TO BE EVALUATED

It may not be possible or necessary to evaluate every aspect of the delivery of training. Training managers must decide which of the following aspects are important at the time:

- a. **Method of Training**—Were the methods used the most appropriate ones for the subject? Were the methods used the most appropriate for the learning styles of the participants?
- b. **Amount of Learning**—Was the material new to the learner or merely a mixture of previously learnt material? Was it useful, although not new to the learner, as confirmatory or revision material? Was there adequate time for consolidation and revision in the course? Was there enough time for practice?
- c. **Trainer Skills**—Did the trainer have the necessary skill to present the material in a way that encouraged learning? Did the trainer enhance the learning experience? Did the trainer provide opportunities for interaction and practice?
- d. **Sequence, Length and Pace of Training**—Given that the material was essential to learning, was the learning event of the appropriate

length and pace? Did it flow in a logical sequence? Were some aspects laboured and others skimped?

- e. **Outcomes**—Did the training satisfy its declared outcomes? Was the learner given the opportunity to try to satisfy any personal objectives? Was this need welcomed? Were personal objectives actually satisfied?
- f. **Omissions**—Were any essential aspects omitted from the learning event? Was any material included that was not essential to the learning?
- g. **Venue, Accommodation and Logistics**—Was the training venue appropriate? Was the accommodation acceptable? Were the meals satisfactory? Was transport adequate and appropriate?

GATHERING COURSE EVALUATION DATA

5.4 Data for training evaluation can be collected by a variety of methods. Gathering evaluation data is like gathering assessment evidence; you need to make a decision about how much data is needed and how expensive it is to collect. Common methods or tools for evaluation are questionnaires or interviews. These are most commonly used at the conclusion of the training. Evaluation data may also be gathered at the beginning and during training. Evaluation data forms a solid baseline for validation data collection.

5.5 USING QUESTIONNAIRES

Designing an evaluation questionnaire is not an easy task. Most organisations have standard evaluation instruments you can use. Simple, immediate feedback can be gathered from quick questionnaires used during an activity. In order to gain quality feedback (data) from the evaluation, it is preferable to use a variety of question/answer formats. Common question/answer formats include:

- a. multi-choice;
- b. graded response (ie scale of '1 to 10' or 'excellent to poor'); and
- c. short answer questions.

Several examples of questions are included in Annex A.

5.6 EVALUATION INTERVIEWS

Formal and informal interviews, individually or in groups, are an extremely useful source of evaluation data. Interviews can be short and sharp (in the corridor), or more lengthy and in depth. Individual viewpoints can be obtained this way with the trainer clarifying any doubts or uncertainties during the interview or discussion.

5.7 An interview is most valuable for clarifying issues. Paper based questionnaires, although quick and easy to administer may lead to ambiguous answers. Unfortunately, in-depth interviews of each course participant is too time consuming in most cases to make it a realistic approach.

5.8 Interviews can also collect information from supervisors and peers of the learner after they have gone back to the workplace. Such interviews are the foundation of data collection.

5.9 DATA COLLECTION

Ensure that the learner completes the appropriate evaluation at the conclusion of each training course. This should be a routine component of all training, and a key element of the post activity report.

- 5.10** Some learners may experience anxiety and/or be unwilling to complete course evaluation questionnaires. It may be appropriate to exclude their identity from the evaluation forms.

ANALYSING DATA AND REPORTING

- 5.11** Documented responses should be in hard copy or database (or both) to present to the appropriate authority for retrieval and reference as required in the future. This information needs to be recorded and filed to meet the organisation's requirements.
- 5.12** The analysis should provide comparisons to determine the level of training so it may be quality assured for future training. Feedback may be necessary to justify resources (more or less) for subsequent activities, or to report the success or otherwise of the training. Deficiencies highlighted by the evaluation process can then be addressed. Course participants may be advised of the outcomes of the evaluation and thanked for their participation.

Annex:

- A. Evaluation Questions

EVALUATION QUESTIONS

The questions asked in an evaluation will depend on the subject, the audience and the organisation's needs. The simpler the form is the better. Space for comments is important. You can provide targeted, specific questions or more general open questions.

Possible questions and formats are as follows:

Please describe the trainer's voice:

clear nervous too loud too soft harsh shaky too fast

Please rate the trainers ability to guide the discussion:

good 1 2 3 4 poor

Please rate the usefulness of the training manual:

very useful 1 2 3 4 no use at all

How would you describe the relevance of the subject matter:

highly relevant 1 2 3 4 not at all relevant

You can use closed questions such as the following:

Was the course accommodation adequate?

Did you find the topic interesting?

You can also use open questions such as the following:

What was the most useful topic during the course?

Which part of the course did you like most/least?

How was the use of visual aids helpful?

In what ways have your objectives been met?

How well did the trainer handle difficult behaviours?

Evaluation sheets can be changed regularly and allow you to focus on specific issues.

CHAPTER 6

VALIDATING TRAINING

EXAMPLE TASK

*Mary-Anne has conducted a comprehensive evaluation of the course. The evaluation told her that the course was well run, the participants learned the new competencies described in the performance criteria and the trainers did a good job. Six months later, Mary-Anne wanted to confirm that the learners were applying their new competencies on-the-job. In other words May-Anne needed to find out if the training had been **relevant**.*

WHAT IS VALIDATION

6.1 Validation is the process of determining whether or not a training course or program has improved the performance level of participating members of an organisation.

6.2 QUALITY ASSURANCE TOOL

Validation is the quality assurance system for training and measures the value which training has added to the organisation's effectiveness and efficiency. This process is an integral part of the training cycle and can be used as a tool to indicate whether or not changes need to be made, either to the training system or some other component of the organisation.

6.3 TRAINING ASPECTS SUBJECT TO VALIDATION

Aspects of training which will be subject to validation include:

- a. **Content**—Is the content relevant and in step with training needs? Is it up to date?
- b. **Learning Transfer**—How much of the learning is likely to be put into action on return to work? If it is to be a limited amount only, or none, why is this so? What factors will deter or assist transfer of learning?
- c. **Relevance**—The final question in an evaluation assessment may be concerned with the relevance of the total training approach. Was this activity an appropriate means of presenting a learning opportunity?

THE VALIDATION PROCESS

6.4 Once the training course or program is completed, a process of measuring improvement in performance should be initiated. The methodology for measurement may include:

- a. exercises or simulations;
- b. questionnaires; and
- c. on-the-job observation.

6.5 The process will use, as its reference, the shortfalls identified through the Training Needs Analysis. The results of the measuring process will indicate

to what degree the learner has retained and been able to apply the skills and knowledge gained through the training event/program.

- 6.6** Normally, the validation process will be initiated after three to six months have elapsed since the training took place. This will allow sufficient time for the learner and other members of the organisation to gauge whether the training has had the desired impact on the learner's performance levels.

6.7 METHODOLOGY

Three methods of measuring performance follow:

- a. **Exercises or Simulations**—These may be used for skills-based assessment and rely for their standard on National Competency Standards or organisational performance standards.
- b. **On-the-Job Observation**—This is assessment based on actual performance. It also relies on National Competency Standards or organisational performance standards as the yardstick against which performance is measured.
- c. **Questionnaires**—These may be used in much the same way as they were used in the evaluation process, however the form of the question will be different. Some sample questions are included as a guide only:
 - (1) Which new aspects of work have you introduced as a result of your learning?
 - (2) Which aspects of your previous work have you replaced or modified as a result of your learning?
 - (3) Which aspects of your learning have you not applied? Why not?
 - (4) How much more efficient and/or effective are you in your work as a result of the training? Why/why not?

These questions could also be asked of the learner's supervisor and peers but the answer(s) might be highly subjective and further questioning may be required.

6.8 PARTICIPANTS

Several people will be involved in the validation process. Some may be the:

- a. trainee;
- b. supervisor;
- c. client;
- d. fellow workers;
- e. trainer; and
- f. HR representative.

In short, any person who may be effected by the work performance should be considered a potential participant in the validation process.

- 6.9** Where shortfalls identified in the TNA have been successfully addressed, the training has achieved its aim. If, however, performance remains below that required by the organisation, the validation process should indicate the

nature of the blockage and point towards a solution. Not all solutions will require further training or modifications to the training process. In some cases the most appropriate solution will be of a non-training nature.

6.10 TRAINING SOLUTIONS

Validation may highlight that the training course does not meet the need as first identified in the TNA. Changes may then have to be made to modify the training course, modify the assessment tools or conduct a further TNA.

6.11 NON-TRAINING SOLUTIONS

Validation may indicate deficiencies within the agency's structure, standard operating procedures, or practices. It may also identify poor supervisory performance or the need to upgrade or modify equipment, machinery or systems.

6.12 Validation should be an open process where any person who may be effected by the work performance is able to indicate to the validator, at any time, that they perceive improvement can be made, to either training or non-training areas of the organisation.

Annex:

A. Validation Check List

VALIDATION CHECK LIST

The following key steps are required when validating training:

- Notify the appropriate people that the validation is to take place.
- Identify the appropriate methodology.
- Write the validation tool.
- Organise the activity for validation.
- Administer the validation.
- Report on the results of the validation, including identified possible solutions.

CHAPTER 7

TRAINING ADMINISTRATION AND COORDINATION

EXAMPLE TASK

Lisa is the appointed Training Manager for her group. She has been in this position for seven months and is now able to reflect on her experience in the job with the lessons she has learnt in that time and to plan for the future with some confidence.

Lisa had experience as a skills trainer for the group for about two years prior to accepting the appointment as Training Manager, so she was well equipped to understand and embrace most of the training research, development, delivery and assessment aspects of the job, but like many trainers, thought the paperwork was better left to somebody else.

What a surprise it was to her to discover that coordinating training, which involves some paperwork and record keeping, was not only essential to a successful training plan, but it was now a large part of her job as a Training Manager.

After the initial shock, she discovered that much of the administrative work was routine and not unlike the simple record keeping and filing that goes on in most offices. The main area of difference and demand for efficient coordination and record keeping was when she had to coordinate her first training activity.

Let us now look at the points Lisa had to consider and the ones she has learnt since her first attempt at coordinating training during the delivery phase.

INTRODUCTION

- 7.1** Training administration and coordination are the prime responsibility of the training manager. A mark of good administration and coordination is that it is unobtrusive, it does not interfere with the flow of the learning experience, but is scheduled as a natural extension of the prime activity, which is training. You will know that your administration is working well when your trainees are unaware it is happening and you do not have to apologise for administrative oversights.
- 7.2** Training administration begins once it is decided that training is the best way to fill an identified performance gap.

GOOD ADMINISTRATION

- 7.3** To be successful, training must be well administered and follow the prepared training plan (Chapter 2). Good administration relies on documentation which must be accessible to those who need it and easy to follow. Documentation helps the manager know what worked last time, what needs to be modified this time, provides records of activities, helps keep track of progress and provides reminders. Documentation provides auditable trails for performance management and financial or corporate monitoring.

7.4 DOCUMENTATION

Various types of documentation are available in commercial software, organisational policy documents and local SOPs. Documentation can be paper-based or electronic, depending on local preference.

- 7.5** Training activity documentation should be kept on accessible files where the progress of an activity can be readily monitored. The file will then become the first point of reference for any authorised person who has a question regarding the who, what, when, where, why, and how of the training activity.

7.6 ADMINISTRATION CHECK LIST

It is useful to have a check list of the steps needed to run a course and keep it at the front of the file. The check list shows the tasks and the lead times for completion of those tasks. It is good practice to include all items that may require coordination and to use that list as a guide for all activities, deleting those items not required as the process develops. This will ensure every point is considered every time you plan an activity. A sample check list is at Annex A to this chapter.

- 7.7** The administrative check list (Annex A) may appear to be exhaustive, but it is important to consider all possibilities. Some training managers may need to create additional aids to administration, while others may not need to use every point mentioned on every occasion. For instance, a small unit training activity may simply be scheduled on the unit notice board and members may just add their name to a list. In contrast, a regional or district training activity will require formal applications, appropriate recommendations, approvals, prioritising and issue of joining instructions.

ADVERTISING TRAINING

- 7.8** Training activities need to be advertised so potential participants are aware of the opportunity. Sometimes, the advertisement will announce an activity that must be attended, sometimes it will offer places on a competitive or other selective basis. The course advertisement must contain enough information for the potential participant and their supervisor to make a judgment that the activity will be useful and relevant.

- 7.9** The activity advertisement should include:

- a. a list of the learning outcomes;
- b. any prerequisites required;
- c. target audience;
- d. training venue;
- e. dates and times of the activity; and
- f. contact details for the activity coordinator.

JOINING INSTRUCTIONS

- 7.10** Joining instructions should answer all the questions a participant might ask about the logistics and administration of a training activity. They are generally

issued to each participant, trainer and assessor involved in the activity. Items which may be included in a joining instruction are:

- a. activity title and dates;
- b. learning outcomes;
- c. assessment expectations and activities;
- d. location of training (including a map and how to get there instructions);
- e. timings for the activity;
- f. dress and equipment (eg overalls and boots, neat casual, uniform);
- g. details of pre-activity study or assignment and preparation;
- h. accommodation and catering, including special dietary requirements;
- i. travel arrangements, including reimbursement for private vehicle use;
- j. parking;
- k. withdrawal (procedures for applicants who cannot attend at short notice);
- l. telephones and contact during the activity;
- m. contact name(s) and details of course management staff;
- n. duty status and payment of allowances or overtime; and
- o. details of any special requirements eg mobile phones, pagers, etc.

7.11 Joining instructions should be sent out well in advance of the proposed training activity. This ensures participants have time to complete any pre-course work and make arrangements to ensure they can attend the activity.

PROCESSING APPLICATIONS

7.12 Personnel will usually apply for training positions using an organisation's pro-forma. The activity administrator will normally place all applications on the activity file. After the due date for applications has been reached, selection criteria will be applied to the list of applicants and a course participant list (often called a panel) will be generated.

7.13 INFORMING APPLICANTS

All applicants must be advised whether their nomination was successful or not. Unsuccessful applicants should be told the reason they were not accepted for the activity. The method of advising applicants will be determined by the organisation's SOPs, but usually includes a letter or phone call to the applicant. The advice to the applicant will normally come from the Activity Coordinator, but may come from:

- a. the unit Training Officer or Officer-in-Charge;
- b. the person running or coordinating the activity; or
- c. the agency's central or regional office.

ADMINISTRATION PRIOR TO AND DURING THE ACTIVITY

- 7.14** Within two days of the start of an activity, the activity administrator should confirm travel, accommodation and catering arrangements for participants travelling to the activity. They should also confirm the availability of all the trainers and assessors, the venue, the equipment and any special arrangements.

7.15 TRAINING STAFF BRIEFINGS

Training staff briefings held prior to the training activity will ensure the training delivery is organised and well prepared. The briefings should be held in sufficient time (weeks ahead) to allow trainers to identify their teaching responsibilities, prepare their lessons, make arrangements for appropriate training support (assistants, training aids, etc) and to identify any problems that need to be resolved. Just prior to the activity, the administrator should require the trainers and assessors to provide an update on their preparations for the training and the administrator will supply any last minute information on the logistic and administrative arrangements (eg what time lunch starts) and ensure trainers and assessors are prepared.

- 7.16** Additional briefings should be held daily, or as required, throughout the training activity and again upon completion of the activity, prior to compiling the Activity Report. At the beginning of the activity, the administrator should register all participants, brief them on the activity, confirm return travel details and date/time of departure.

- 7.17** During the course the administrator is responsible to ensure that all logistic and administrative arrangements proceed as planned. The administrator should also monitor the completion of course assessment documentation and course evaluation. All these documents must go on the activity file.

TRAINING ACTIVITY REPORT

- 7.18** A training activity report should be written at the end of all training activities. Activity reports provide a permanent record for review by authorised persons (remember the report will contain sensitive information which should only be accessed on a 'need to know' basis). The report is the first step in training validation, and a key source for compiling summary statistics. Training activity reports are often prepared from pro-formas, and usually contain the information such as:

- a. activity title;
- b. the aim of the training activity;
- c. list of trainees, including their parent unit;
- d. the competencies gained;
- e. names of trainers and assessors;
- f. special positions held by trainers (Course Manager - Senior Trainer);
- g. details of any post training assignments requirements or on-the-job assessments required;
- h. location and suitability of the training venue;
- i. accommodation used and any relevant comments;

- j. equipment details and any relevant comments;
- k. administrative details, with comments on such items as, catering, training aids, syllabus, timings and other suggested administrative improvements;
- l. incidents or occurrences worthy of note;
- m. Senior Trainer's comments;
- n. copy of the evaluation report;
- o. copy of the activity financial statement; and
- p. recommendation on future validation in the workplace (if applicable).

7.19 RECOMMENDATIONS

The recommendations made at the end of an activity report should be used by the administrator to decide improvements for the next time the activity is conducted. The comments included as recommendations should be focused on solutions to identified problems and suggestions for improvements and or cost savings, if practicable.

7.20 FINANCIAL STATEMENTS

Organisations view training as a necessary function to maintain a competent workforce. A commitment to training is an investment in the organisation's future which incurs an expenditure of money and time.

7.21 Training costs are not just cash outlays, but also the cost of trainer, assessor and participant time, plus the cost of any temporary staff employed to cover the workload of participants. Trainers should have an understanding and appreciation of this relationship, and an obligation to get maximum efficiency and use of time.

7.22 Organisations will develop reporting mechanisms which clearly indicate the financial outlay in delivering a training activity. The financial statement can be a simple list of any monies spent, and what it is spent on. Reports should include the expenses incurred in travel, accommodation, meals, consumables, specific training aids and any item which is purchased in relation to the training program. Reports on training activities should also include details of the time expended in planning, administering advertising, delivering and reporting of the training activity.

7.23 Factors to be considered in preparing a financial report will include:

- a. pre-activity preparation hours;
- b. delivery hours;
- c. post-activity hours;
- d. permanent staff and volunteer staff involved in training activities; and
- e. impact on operational rosters and core activities.

7.24 DISTRIBUTION

The distribution of Training Activity Reports should be controlled according to organizational SOP or internal training instructions or policies.

Annexes:

- A. Training Administration
- B. Example Joining Instruction
- C. Example Training Activity Report

TRAINING ADMINISTRATION

This check list can be used as the basis of an activity file, which will track the progress of administration and management of the activity:

Activity/item	due date	completed
Record of approval to conduct activity		
Confirmation of availability (venue, trainers, staff, equipment etc)		
Activity advertisement (title, dates, venue, target audience, prerequisites, call for nominations)		
Nomination record (all persons who applied)		
Advice to applicants (acceptances/non-acceptances including reasons for non-acceptance)		
Confirm availability of all resources (including travel, accommodation, catering, venue, staff, equipment, finances)		
Activity program (including dates, times, training staff etc)		
Joining instruction issued		
Trainer's and assessors briefing notes		
Activity evaluation responses		
Validation recommendation		
Financial report		
Activity report (including assessment records)		
Post activity administration (eg on-the-job assignments and assessments, follow up letters etc)		

EXAMPLE JOINING INSTRUCTION

File

Reference:

See Distribution List

File

Reference:

ORGANISATION TITLE
NAME OF TRAINING ACTIVITY
FULL DATE OF TRAINING ACTIVITY
JOINING INSTRUCTION

Introduction

You have been selected to attend the *(title of training activity)* at *(location)* on *(dates of activity)*.

Learning Outcome

(State the learning outcome of the training activity.)

Assessment Criteria

(State the assessment criteria for the training activity.)

Location

The training will be conducted at *(name the location, including the postcode and provide a general geographic reference to that location and (if necessary) include a copy of a map as an enclosure)*.

Timings

Timings for the training are as follows:

(for example)

Daily 8 am to 10 pm

Sunday 07 December 8 am to 4 pm

Course members

The list of those nominations accepted for the course is attached at Annex A.

Dress and Equipment

Dress for the training will be corporate uniform, safety boots, safety helmet, safety goggles, belt and water bottle. *(Include any personal dress and equipment that is necessary for the trainee during the course.)*

Pre-course Study and Preparation

Prior to arrival at the course, trainees should read and be able to outline the contents of chapters 3, 4 and 8 of AEM Series Part 4, Manual 7. This will assist with further development during training. *(Include any pre-course study and preparation required to assist the trainee and better prepare them for the training. Do not confuse this section with training pre-requisites. Training pre-requisites should be advised to the trainee and the trainees competencies should be confirmed as appropriate, prior to applications being submitted.)*

Accommodation

Overnight accommodation at the training venue will be provided for trainees. Trainees should bring their personal sleeping bags and pillows. *(Include sufficient information to allow the trainee to utilise the accommodation and advise their family of their whereabouts if absent from home.)*

Catering

An evening meal will be served at the training venue on Friday at 6 pm. The catering section will prepare all meals through to Sunday lunch. Trainees are required to provide their own plates, cups and cutlery. *(Include sufficient information to ensure*

trainees aware of what is planned and what is required of the trainee.)

Travel

Travel to/from the course should be arranged by the individual trainee. *(If there are detailed travel requirements for individuals, they may be included in an annex to the Joining Instruction.)*

Parking

Secure parking is available within the grounds of the venue. *(Include any special requirements for parking of vehicles, if required.)*

Course Materials

Trainees should bring a pen and notebook to the course, all other course materials will be provided. *(If you wish the trainee to bring other materials' ensure they are detailed in this section.)*

Telephone

A coin or card public telephone is available at the training venue. Incoming calls should be directed to telephone number 9763 9876. *(Always ensure trainees can be contacted in case of family emergencies.)*

Course Manager

The Course Manager for the *(title of course)* is *(name of person appointed)*. Any enquiries regarding the conduct of the course should be directed to the Course Manager, telephone 9763 9876 during normal working hours or after hours on 9763 2841. *(The trainee should always have a point of contact to allow clarification of any points and to avoid confusion about who is in charge and who able to give advice and make decisions affecting the conduct of the training.)*

Withdrawal

Any person who is selected for the course and is unable to attend should advise their unit Manager and request their withdrawal be advised to the Course Manager. *(It is important to know if a person has withdrawn, to allow adjustments to be made to prevent disruption to other trainees and to allow a replacement nomination to be selected, if possible.)*

Signature of Course Manager

Date of issue of Joining Instruction

Distribution: Trainees
Trainers
Unit Managers
File

Attachment: Annex A Course Panel

EXAMPLE TRAINING ACTIVITY REPORT

File Reference:

See Distribution List

ORGANISATION TITLE
NAME OF TRAINING ACTIVITY
FULL DATE OF TRAINING ACTIVITY
TRAINING ACTIVITY REPORT

Introduction

The *(title of training activity)* was conducted at *(name and location of training activity)* on *(date and time of training activity)*.

Aim

The aim of this report is to provide a record of the planning, delivery and results of the training activity, including a financial statement.

The Learning Outcomes of the activity were *(include the activity training outcomes and an indication of the success of those outcomes)*.

Training Activity Preparation

A Joining Instruction was distributed to all trainees panelled for the activity, on *(insert date)*.

Trainees

A list of trainees, with their assessed learning outcomes is included at Annex A to this report.

(Insert any relevant comment regarding the student body—do not include any comment on individual students.)

Training Staff

Training staff for the activity were as follows:

(The names of all training staff, including their staff positions on the activity.)

Location of Training Activity

The training was conducted at *(include the location and the suitability of the venue)*.

Accommodation

(Include a description of the living accommodation used and its suitability for future use.)

Equipment

(Include any comments relevant to the equipment used on the activity and suggest any improvements that may be introduced for future training of this nature.)

Administration

(Include comments of the suitability of the administrative aspects of the activity, ie: catering, syllabus, timings, travel etc.)

General Comments

(Include any constructive comments that may assist future training activities of this nature.)

Recommendations and Conclusion

(As Activity Manager, include any suggestions that are necessary, such as a validation program or responses to the comments made by trainees in the activity evaluation proformas.)

Signature of the Activity Manager

Date

Attachments: Annex A Trainee List and Competencies Record

Annex B Statement of Training Costs

Distribution List: In accordance with agency requirements

GLOSSARY

Assessment

The process of collecting and evaluating evidence, comparing it to the standard required in the performance criteria, and making a judgement of competence.

Assessor (Workplace Assessor)

Person who has the required competencies to collect evidence and make judgements on the performance level of others.

Candidate

A person to be assessed after undertaking training or other learning activity.

Competence

The application of the skills and knowledge required to perform a task or job to an appropriate industry standard.

Competency Standards

Documents that describe the skills and knowledge required for a person to operate effectively in the workplace. The standards are defined by the relevant industry and form the basis of training within that industry. Competency Standards contain a description of the outcomes to be achieved and criteria for measuring performance.

Co-requisite

Competencies that may be completed concurrently with new learning

Diagnostic assessment

Assessment that is undertaken **prior to** the training program to determine the existing skills and knowledge of a learner, so as to better customise the training to be delivered.

Equity

Impartiality; the treatment of individuals and groups in ways which enable the full achievement of their potential.

Evaluation

Involves measuring the program's quality in relation to a standard and its value for a particular purpose. Evaluation answers the question 'How well was training done?'

Evidence

Data or performance used to establish that a competency has (or has not) been achieved

Fairness

Compliance with rules and freedom from discrimination.

Feedback

Response to an action or inquiry. Comments on performance.

Flexibility

Adapting to changing needs, conditions or directions; meeting special needs.

Flexible delivery

Flexible delivery implies that a range of learning strategies is available in a variety of learning environments. The focus is on how learners prefer to learn rather than how trainers prefer to teach. (Eg flexible scheduling, self paced learning, distance education, technology based learning.)

Formative assessment

Assessment undertaken **during** the delivery of a training program. The trainer uses this valuable feedback to continually monitor the learner's progress toward competency achievement.

Holistic assessment

Assessing the learner's ability to apply and transfer their new knowledge and skills under a typical range of conditions and variations likely within the workplace or industry. Assesses integration and application of a range of competencies.

Learner

Person who is in the process of acquiring knowledge and/or skills. Sometimes called trainee, student or participant.

Learning goals/outcomes

Performance and standard that is expected to be achieved after specific training or other learning activity.

Off-the-job assessment

Assessment that occurs away from the person's workplace, usually in a training setting or simulated work environment.

Off-the-job training

Training which takes place away from the normal work situation, either off the premises (eg TAFE) or on the premises in an area especially set up for training purposes.

On-the-job assessment

Assessment that occurs in the workplace while the learner is undertaking their normal duties.

On-the-job training

Training which is undertaken in the workplace as part of the productive work of a learner.

Participant

A learner who enrolls and actively participates in a training program or course.

Performance Gap

The difference between a person's current performance and the standard required to undertake their role or job.

Pre-requisites

Competencies that should be achieved prior to new learning.

Recognition of Current Competence—RCC

RCC is the process of acknowledging that a person is currently applying knowledge and skills to the standard required by their industry. RCC can incorporate observation of performance and some reasonable assumptions based on recent work-related achievements. RCC is an assessment system closely related to RPL.

Recognition of Prior Learning—RPL

RPL is the process used to recognise what an individual has already learned from other courses, work experience, life experience or any training provided at work. Evidence is checked against the learning outcomes of a course, or performance criteria of a unit of competence. If a person's abilities are relevant, they may be exempt from certain parts of a course. RPL is an assessment system closely related to RCC.

Reliability

Can be repeated under similar conditions and will produce similar results over and over.

Summative assessment

Undertaken **at the end of** a training program to measure the application of knowledge and skills by the learners and, therefore the effectiveness of the training.

SOP

Standard (standing) operating procedures

Trainer (Workplace Trainer or Small Group Trainer)

Person who delivers training and facilitates the learning of others in the workplace. Person who has met the Workplace Trainer Category 1 or Small Group Trainer Competency Standard.

Training activity

Activities designed to promote or enhance learning.

Training delivery

Methods by which training is provided to the learner

Training Needs Analysis—TNA

The process used to identify the gap between a person's current performance and that required to achieve competence.

Training Package

The grouping together of training system components designed to assist in achieving the competencies for a specific industry. It is made up of competency standards, assessment guidelines and a qualification framework. It may also include learning strategies, assessment policy and professional development resources. Training Packages are endorsed by the Australian National Training Authority.

Training plan

Structured outline of the training programs and development activities planned for a person or group of persons.

Training Program

A sequence of training which is not, in itself, an accredited course but which contains a component or components of an accredited course and which leads to a statement of attainment.

Validation

The process of ensuring training and assessment activities produce the outcomes expected of the competency standards. Validation answers the questions 'How well has learning been applied in the workplace, and has it made a difference in the workplace?'

Validity

Achieves or measures what it sets out to achieve or measure.

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