

Training Design

TAEDES411

Use nationally recognised training products to meet vocational training needs

TAEDES412

Design and develop plans for vocational training



Edition 1

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We celebrate the stories, culture and traditions of Aboriginal and Torres Strait Islander Elders of all communities who also work, study and live on this land.



About this Learner Guide

This Learner Guide covers the following units of competency:

TAEDES411 Use nationally recognised training products to meet vocational training needs

TAEDES412 Design and develop plans for vocational training

QualityEd

Training and Assessment

qualityed.eduworks.com.au



Introducing QualityEd!

QualityEd is a simulated Registered Training Organisation (RTO) developed by Eduworks Resources to support you to become workplace ready. QualityEd has its own student portal with a complete set of policies, procedures, forms, and templates. Through a login provided by your RTO, you can access this student portal at any time throughout your study to support your learning and assessment. You may find that QualityEd is referred to in this resource from time to time for examples and case studies.

Who are QualityEd?

QualityEd is a Registered Training Organisation (RTO10001) offering nationally accredited training and assessment options tailored to meet the needs of students and the Vocational Education and Training (VET) sector.

QualityEd is passionate about competency based training where the acquisition of knowledge is converted to industry relevant workplace application. Our team delivers outstanding results through a culture of continuous improvement, sustainability, operational excellence, confident leadership and highly skilled and experienced trainers and assessors.

Established in 2002 under the name Ascot Training Services, the family owned and operated RTO was rebranded QualityEd in 2006 to reflect the growing number of courses offered to meet the demands of the Training and Education Industry and the vision and future direction of our organisation. QualityEd is still privately owned and is managed by a respected General Manager with over 25 years industry experience, along with a dedicated operational team.

With a continued focus on compliance, quality outcomes and student needs, you can be assured your study journey with QualityEd will not only provide flexibility and affordability but will be both enjoyable and rewarding, providing you with a qualification you can be proud of.

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There are a range of policies, procedures, forms and templates available within the student portal which will help to provide context to your learning and assessment throughout your studies. These can be accessed in the QualityEd student portal via a login provided by your RTO.

To find the QualityEd website, please go to: **www.qualityed.eduworks.com.au**. There is a range of information about the organisation available in the main menu navigation, which you can access without a login.

In the student portal (accessed with a login provided by your RTO), you will find all the policies, procedures, forms, templates and sample documentation.

To find out more about QualityEd head to our website.



To view all staff and
find out more about
each staff member
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Our team



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Using this Learner Guide

Look for the following throughout this Learner Guide



Activity 1A

Learning Activities

A range of different learning activities are provided throughout this Learner Guide. You may be required to conduct your own research, interpret information, practice something in your own time or reflect on your own experiences and opinions on a topic. You may be asked to provide other students with feedback. It is suggested that you take time to write down your responses to the learning activities.

Chapter 1

Review Questions



At the end of each chapter you will find a series of review questions which will help to assess your knowledge of the content from that chapter before you move onto the next.



QR Codes

<https://scnv.io/b58a>

QR codes and Watch boxes are used throughout to aid in your streamlined use of this Learner Guide.

To use the QR codes, download a QR reader on your smart device from the app store on your device.

Simply scan the QR code by using the camera on your device. The media will be shown on your device. If it is a Watch box it will be a video on YouTube. Other media may include a website, or PDF or so on.

"Learn More" appears throughout, to provide additional information on a topic.



LEARN MORE

Example of the title for the link or article to read for more information:

<https://scnv.io/b58a>



Icons and Information Boxes

You will find the following icons and call out boxes throughout this Learner Guide.



THINK

Encouraging you to think about a topic or idea further.



CASE STUDY

A scenario that puts the content into its practical application and a real life situation. The situation doesn't necessarily have to be based on a real example, but the case study will help you bring life to the content.



EXAMPLE

An example that helps you put the content into context.



NOTE

A tip or useful information that may be particularly important to remember.



WEBSITE

A link to a website that provides additional useful information.



WATCH

A link to a video to watch online with the duration eg <https://scnv.io/b58a>



KEY POINTS

Key points to remember.



READ

Additional reading such as a link to a PDF or relevant website, research article, legislation.



RESOURCE

A useful resource that you may wish to save for your future reference such as a template or guide.



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Chapter 1

Vocational Training and Learning

In a modern, growing economy like Australia, there are significant challenges for all organisations, such as ever-increasing global competition, innovations in technology, rapidly changing environments, workplace diversity and meeting legislative demands. A commitment to continuous training and development is critical to an organisation's ability to overcome these challenges and to capitalise on the opportunities that they present. Equally, individuals seeking career progression, personal and professional development or a change in career path can benefit from ongoing vocational training.

By the end of this chapter, you will understand:

- ✓ the vocational training design process
- ✓ the content and purpose of a training needs analysis
- ✓ how to define the client's needs and training goals
- ✓ when to consult with industry and stakeholders regarding training needs
- ✓ the importance of identifying the intended audience
- ✓ determining the most appropriate training to meet identified needs.





1.1 Designing Training Programs

Designing vocational training programs can provide numerous benefits to individuals, businesses and society as a whole. Here are some of the key values of such programs:



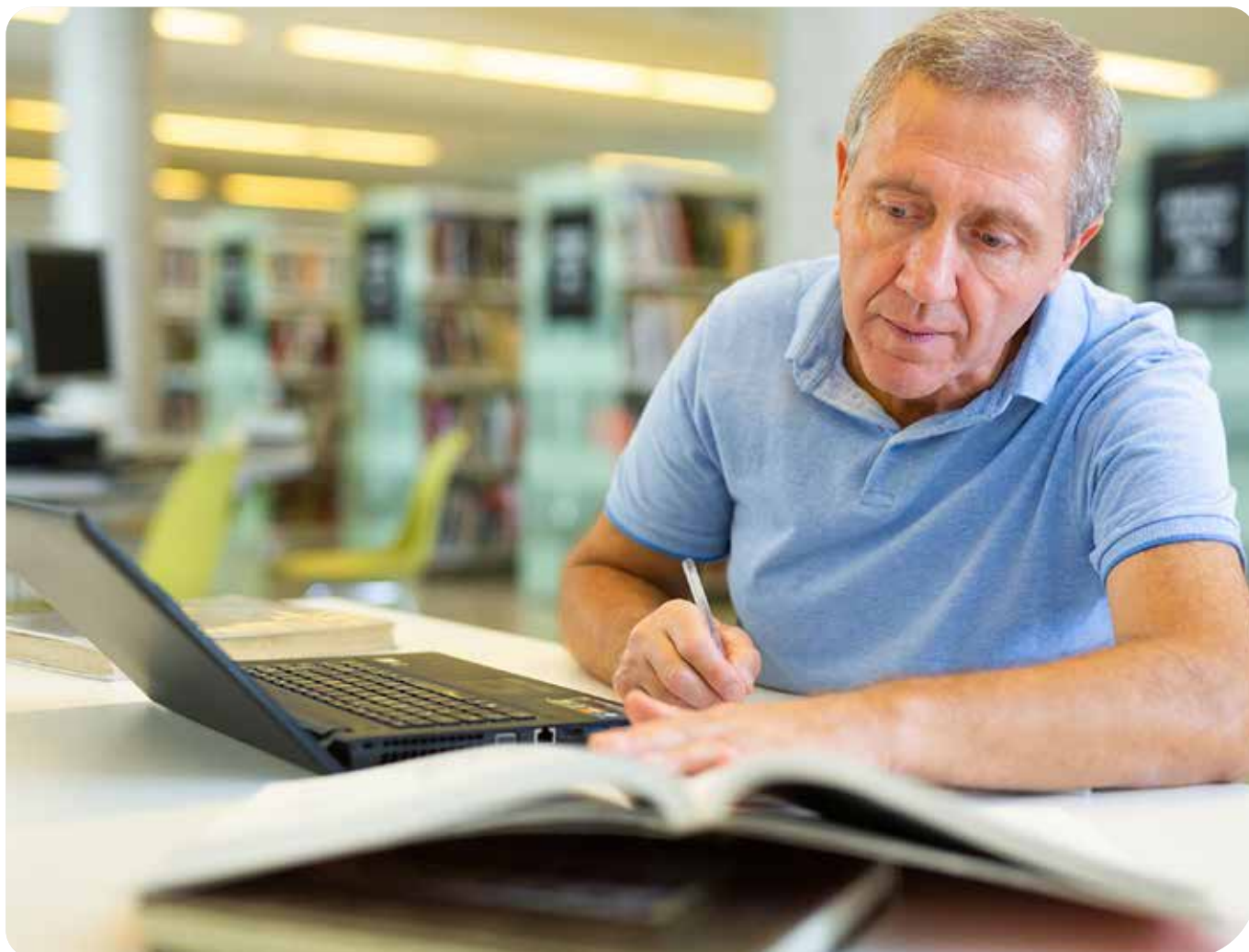
When you consider all these factors, it is easy to see just how important it is for well designed, vocational training that is targeted to meet the needs of learners and organisations alike.

Your Role as a Vocational Trainer

The role of a Vocational Trainer has continued to evolve over the years. No longer is training all delivered in classroom settings.

As a vocational trainer, you can anticipate being asked to:

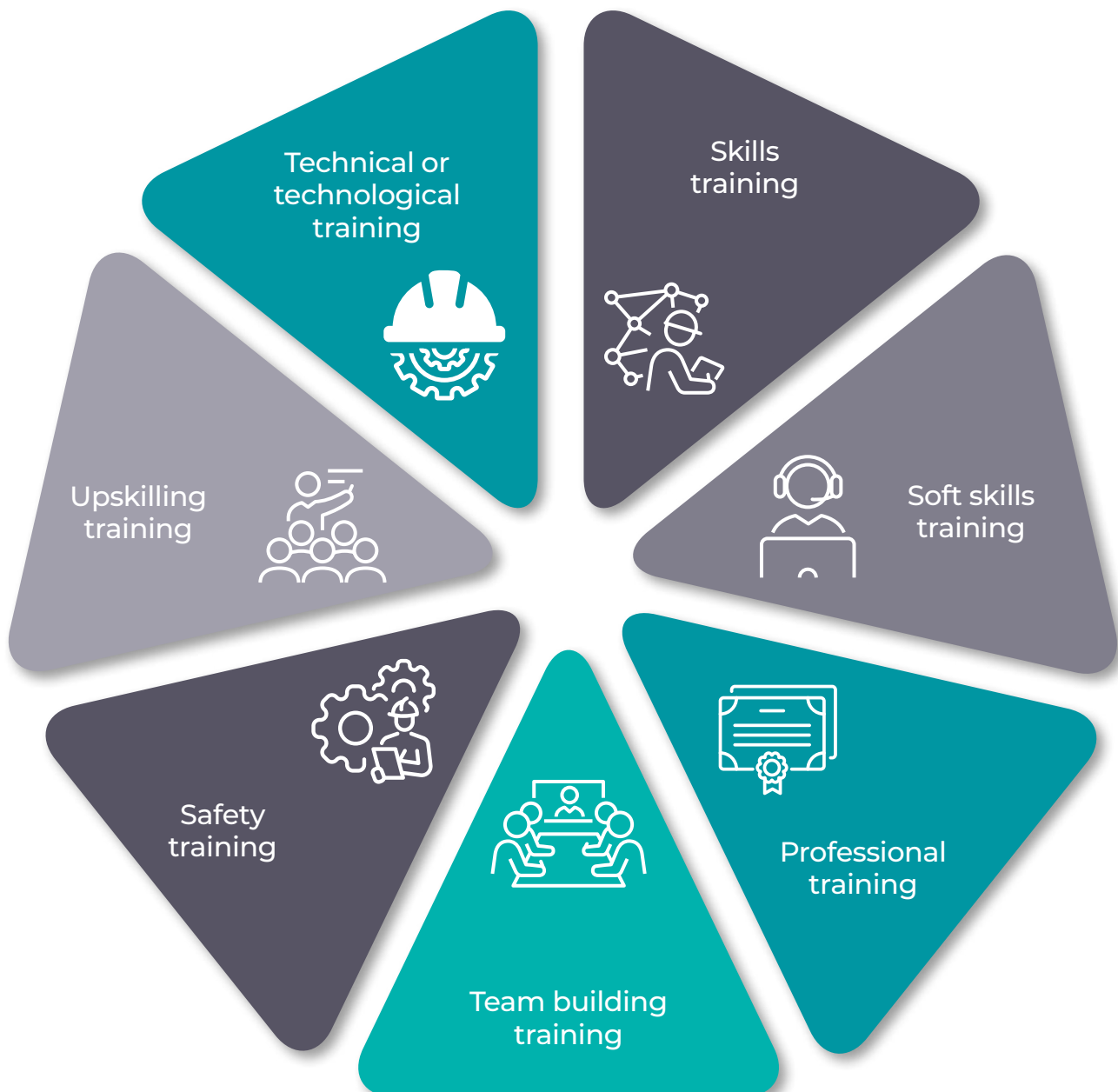
- work with various organisations to identify and meet their training needs
- design, develop and deliver training programs
- deliver training in a variety of locations and situations
- provide one-on-one coaching in a workplace situation
- act as a mentor for a colleague, employee or trainee
- provide training online
- analyse workplace problems and provide training solutions
- analyse the existing skills of a worker or workforce
- analyse the learning style of a group and provide a training program that uses a variety of delivery methods
- promote and encourage ongoing training.



Types of Vocational Training

There are many types of vocational training – some formal, some informal. The training you will most often be involved in as a trainer and assessor is formal training.

When workplaces look for training for their staff, their needs often fall into one or a few of the following categories:





Technical or Technological Training

Depending on the job, technical training will usually be required in a workplace. It is a type of training designed to teach someone the technological requirements of a role. For someone working in an office, it might be teaching them how to use the computer systems. In retail, it might be showing them how to use the cash register and the EFTPOS machine.

Skills Training

This type of training involves showing an individual, or group of people, the skills to perform a job. For example, it might be showing an employee how to respond to customer enquiries or what to do if an item is priced incorrectly.

Soft Skills Training

Soft skills training refers to training someone on personality traits, communication styles and personal habits that affect a role. Soft skills training might include how to answer the phone in a friendly and welcoming manner, how to motivate others, how to behave in a meeting and so on.

Professional Training

Professional training refers to the training an individual needs to complete to either enter a profession, or to keep up to date in their own profession. For example, lawyers and accountants often need to complete a certain amount of training each year to keep licenses up to date. To become a trainer and assessor, you need to complete this course, so it is an example of professional training.

Professional training often incorporates many of the other categories of training – it can include technical, technological, soft skills, safety and skills training.

Team Building Training

Team Building Training refers to training that is done between a group of people to develop cohesiveness, problem solving and team-development to help achieve business goals.

Safety Training

This training is provided to ensure individuals are protected from injury and accidents in a workplace. It involves showing evacuation plans, fire drills, first aid, workplace incident procedures and so on.

Upskilling Training

This type of training is often required by workplaces when they are looking to increase the level of skills of a person or group of people at work. It might involve providing managerial training for someone who has been promoted, or it might be provided to everyone to ensure all employees have some supervisory or managerial skills to use in their everyday work.

As a trainer, your work will often fall into one or a few of the above categories more often than the others. Knowing the category, helps to understand the reason the training is being provided.

Some other examples of vocational training include:

- workplace induction programs
- routine training to satisfy legislative requirements (WHS, licensing and so on)
- nationally recognised training delivered by an RTO, such as this course – the TAE40122 Certificate IV in Training and Assessment
- short courses for personal interest – learning how to paint, sew, fix an engine and so on
- the introduction of new processes, procedures or technology in the workplace
- workplace training to demonstrate a new skill or cover knowledge gaps
- training to address a specific problem in a process or procedure
- short courses for professional development – unaccredited training workshops on a particular topic.



Think

- How many of these types of training have you been involved in as a learner? Or as a trainer?
- How many more types of training can you think of?



Activity 1A

Positive or Negative Experiences

- Take a moment to describe the best training experience you have ever participated in. It might have been training you delivered yourself, or training in which you took part as a learner. What made it a positive experience?
- Now describe your worst training experience. What made it a negative experience?
- At the end of each chapter in this manual (or more often if you like), go back to your responses and reflect on the reasons you gave for both the negative and positive experience. Ask yourself the following questions, and write your answers:
 - What would I do differently now?
 - What have I learned in this chapter that helps me to understand why the experience was either positive or negative?
 - What else do I need to know to help me understand the positive or negative experience?



1.2 Is Vocational Training Always the Answer?

The short answer is no! While vocational training certainly has many benefits and is critical to the success and growth of individuals and organisations, it is not a 'one size fits all' solution. You will almost certainly come across situations where you will identify that training alone will not solve a problem.

So, how can you tell if training is likely to work? Generally, finding an answer to the following questions will help you to decide whether training should be combined with other solutions, such as mediation, counselling, formal performance management or job redesign. On the other hand, you may even decide that training is not right for this particular situation at all.



Think

When deciding whether training is the right solution, consider:

- Do I have a good understanding of the problem? A good understanding is critical to finding the right solution.
- What has been tried before? If training has already been tried, you should dig deeper – what type of training was it? How was it delivered? Did it specifically address this problem?
- Do the people involved already have the right knowledge, skills and resources to successfully do the job? If the answer is yes, then it is unlikely that the issue will be resolved through more training. It may be caused by a personality or attitude problem, a lack of resourcing or another factor that is not training related.



Note

In situations where you discover that training is unlikely to solve a problem, you should always refer your findings to your manager or supervisor. Where this is not an option, discuss it with the client.



Watch

Learn more about how VET can help people to achieve their goals. Watch the video below:

<https://scnv.io/c6kT>





Case Study

The Value of Adequate Client Consultation

Chelsea, an experienced trainer and assessor was booked to conduct training off site at a factory workplace. She was provided with very little information other than the address, dates, times and the names of the units of competency she had to cover in the allocated time frames. When Chelsea approached the customer relationships officer at her RTO, they were not able to give her much information either and said that the sales team had done the deal and it was arranged through them.

Chelsea took it upon herself to call and speak to the workplace to find out more information about the motivation for booking the training and found the following:

- It was a large factory with leftover funding to spend on professional development activities before the end of the financial year
- They wanted to upskill employees for advancement to a higher pay grade
- The EBA says staff must hold specific units of competency to move to the higher pay grade.

Chelsea proceeded to go through the listed units of competency she was booked to train and upon further enquiry, it was discovered that many of the knowledge and skill requirements in the selected units were not even relevant to the employees she was booked to train. The EBA contained outdated credential requirements for its employees.

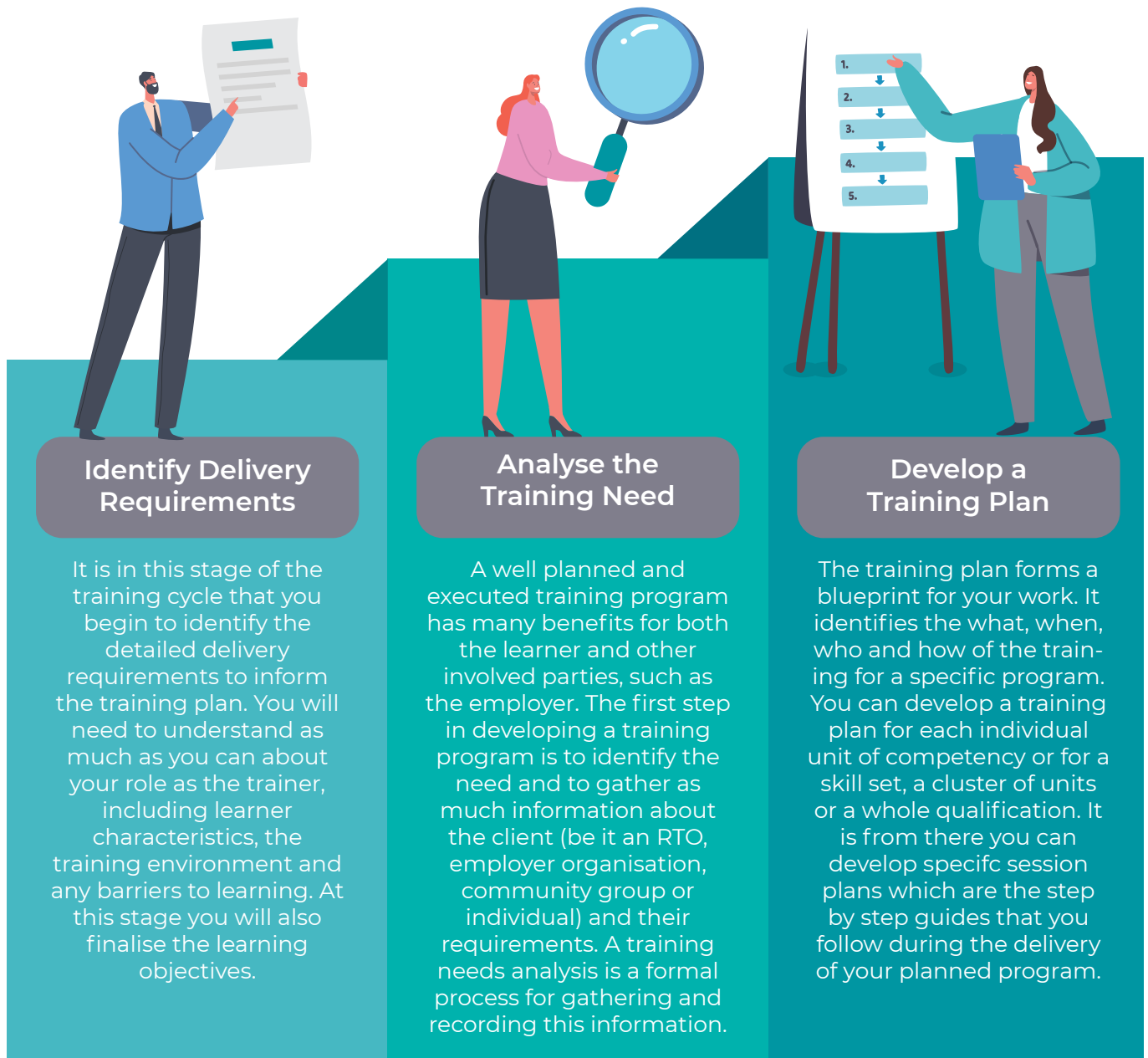
Learning from this, at Chelsea's recommendation, the training provider put in further processes for the sales team to delve deeper into the requirements of clients and to involve the training manager and trainers into the pre-booking consultation. This ensures that the end product being trained and assessed is an appropriate fit for the client.



1.3 The Vocational Training Design Process

A structured approach to the design, development and delivery of a vocational training program is imperative.

Before training delivery can take place, there are several important stages in the design and development process that must first be undertaken.



Think

There is a lot more to being an effective trainer than simply turning up at the allotted time and sharing your knowledge. It is only after comprehensive research, planning and preparation, that the training is delivered

Conducting a Training Needs Analysis

There are many reasons why an individual or organisation may wish to undertake training. A comprehensive Training Needs Analysis (TNA) will help to unpack these reasons, will ensure that you have a thorough understanding of the client's requirements and provide you with the information you require to develop an effective training program.

There are many benefits to conducting an analysis of this type – it is an opportunity to determine whether training is in fact required, it provides a framework for the planning process and identifies training goals. It also defines the target audience.

The research and analysis that you conduct during this process will provide you with information about:

- what should be included in the training program
- who should be trained
- how training should be delivered
- where and when training should be delivered.

There are many ways to analyse the need for training, but usually the need will fit into one of four categories:

1

Business goals (for example, increasing profit, building the business, achieving key performance indicators).

2

Performance appraisal and management.

3

Problem solving.

4

Career and personal development.



Training Needs Analysis Process

Getting to know the client.



Understanding the stakeholders.



Determining the client's needs.



Analysing current performance against training goals.



Developing training goals.



Understanding the target audience for the training.



Determining which delivery mode best fits the client's requirements.



Confirming that you have accurately evaluated the client's needs.



Getting to Know the Client

Before you can start designing your program, it is important to meet with your client and discuss their needs. It may be that they have recognised there is a problem that could be resolved by training, or it could be that they have recognised an opportunity to further improve and grow their business. Either way, you should take the time to gather as much information as possible from your client – this will help you ensure that the training program specifically meets their requirements.

During your first meeting with the client, you will need to:

- ✓ gather some background information about the organisation. How long has it been operating? What is their core business? What industry or service do they belong to? Much of this information can be found in the business plan or annual report.
- ✓ understand the client's reason for seeking training.
- ✓ gather the contact details for each person who will have input into the training program and find out who will make the final training decisions.
- ✓ discuss any specific needs that the client wants the training program to address.
- ✓ talk about how the training program will integrate with the overall objectives of the individual or organisation.
- ✓ put together a list of the specific job roles that are to be addressed.
- ✓ get a brief overview of the learner group (how many, roles, background and so on). You will develop a more detailed description of the learner group later in the process.
- ✓ discuss the normal work schedule and activities of the individual or organisation (this will be helpful when you consider how the activities can contribute to training and how training can fit in with the schedule).
- ✓ obtain a summary of resources or facilities that the organisation has access to that might be of assistance to the training program.
- ✓ discuss timelines and budgets.
- ✓ outline the process that you will undertake to analyse the training needs and design a training program.
- ✓ set up a meeting schedule and confirm the next meeting.



Note

Remember to stay in touch with your client throughout the entire training cycle. You need to keep them updated regarding your progress and let them know that meeting their needs is your priority.



Think

If you are developing the training program on your own initiative as a trainer or RTO, your client is the industry and the potential learners. In this case, getting to know the client becomes a broader research project of industry and stakeholder consultation and market analysis.



Activity 1B

Gathering Information

Annabel Green is the Catering Manager of Zamba, a boutique style, five-star, inner-city hotel and restaurant. At a recent hospitality conference, Annabel approached you to discuss Zamba's future training needs. You explained the services that QualityEd could provide and gave Annabel your card.

This morning you received the following email from Annabel.

New Message



To info@qualityed.edu.au

Subject Training

Wed, 8 February 2023 15:22:30

Hi,

My name is Annabel Green and I am the catering manager at Zamba. I met you recently at the High T Hospitality Conference and would now like to get together to discuss our future training requirements. I would also like to urgently arrange training for two of our staff members, Brendan Moon and Josie Virgona. I have included a little about Brendan and Josie below and would be happy to provide more information at our first meeting.

Brendan – is currently a kitchen hand and breakfast cook. We anticipate that one of our senior chefs will retire within the next 12 months, and we will promote another chef to fill her place. This will leave a vacancy in our kitchen team, which we think Brendan would be well placed to fill. We have identified that he has the qualities to succeed as a chef and he has expressed a great deal of interest in moving to the next level in his career.

Josie – currently oversees our reception area and is demonstrating strong leadership skills. We have been doing some succession planning recently and would like to further develop Josie's skills with a view to her one day taking over as Zamba's operations manager. In the meantime, we would like to prepare Josie to backfill the operations manager when he goes on extended leave in six months' time.

Josie is multilingual but English is not her first language. While her languages are a great bonus for our guests, Josie does suffer from a lack of confidence in her own abilities – particularly where written English is concerned. So, while she is keen to progress her career, she may need some extra support in this area.

Please note that we are unable to release either staff member for full-time training, but that we do have more senior staff who would be very pleased to provide advice and support to both employees.

I can be contacted between 10am and 4pm Monday–Thursday. I look forward to hearing from you.

Regards,

Annabel Green
Director, Zamba

SEND



1. Using Annabel's email, gain as much information as you can about Zamba's training needs.
2. Identify what else you need to know.
3. Develop a list of questions that you will ask Annabel at your first meeting.



Note

Sometimes a training program is not developed at the request of a client, but rather at the request of your RTO to respond to an industry need

for more or better training, or training that covers a specific topic. In this instance you should consider the general industry of your client and conduct extensive research on their needs. You could research industry profiles, feedback from industry groups and conduct interviews with a range of potential learners or employers to get a sense of their needs.

In this situation, you would be doing more extensive industry consultation and research to ensure the success of your program.

Defining the Client's Needs

After you have conducted the initial interview with the client, you can begin the process of defining the client's exact requirements so you can develop some training goals. You will need to know whether the client has a specific requirement, such as:

	Implementing a new technology.
	Increasing productivity.
	Delivering accredited training for licensing or to satisfy licensing requirements.
	Improving Work Health and Safety (WHS) practices.
	Professional development, promotion and career change.
	Employee reward and recognition.

You may find that a client has a broader expectation of a training program with more than one need. For example, the goal might be to improve WHS practices to reduce employee absence, which will in turn increase productivity and profit.

In some cases, the client will already have a very precise idea of what they want. In other cases, you will need to dig deeper. The best way to do this is to gather information from as many people as possible with an interest in the training program – preferably by meeting with them. The aim of these meetings is to get to know each person, establish a relationship and discuss their requirements in detail.

Before each meeting, give some consideration to what you need to know and how much information you will need to accurately analyse the training requirement. Try to keep an open mind too – you do not want to have a preconceived idea about what the client's needs are. During the meeting ensure you ask open questions and use active listening techniques.



Example

These are some discussion starters that you might like to use. Also remember that your questions should be appropriate to the target audience.

- What do you think works well in your department? What could be improved?
- How do you think training might improve your role, team and process?
- What would you like the result of this training program to be?
- What are your career goals?

You might also consider other methods of gathering the information that you need. You can try using:

- workshops
- brainstorming sessions
- mind maps
- surveys.

Stakeholder and Industry Consultation

A stakeholder can be defined as any person who has a vested interest in a project, business or service. They are directly impacted by (and can directly impact) the success or failure of a venture. In some cases, stakeholders may have invested money into a project or business.

It is important to identify stakeholders and consult with them as part of the training needs analysis. Stakeholders in a workplace environment include:

- management or supervisory staff of the organisation
- the employees who will be trained
- the employer or supervisor of an individual
- shareholders.

In terms of the broader industry, stakeholders include:

- industry organisations and professional associations – many industries have organisations that develop policy, give advice, provide information and consult with government. For example, the Real Estate Institute of Australia provides information and advice to real estate agents.
- industry training advisory bodies and skills councils – these organisations represent specific industries in the development of training packages and training resources. They also give advice to RTOs and trainers and are an invaluable source of information.
- unions.
- specific enterprise or industry clients.
- technical and subject experts.
- occupational licensing bodies – occupational licensing bodies are responsible for overseeing the licensing of individuals in specific areas. For example, all financial planners must be licensed to give financial advice and there are occupational licensing bodies in each state and territory that oversee this process.

Consulting Industry

Industry consultation is a process that ensures industry representatives are involved in the development of training programs. This ensures that recognised training incorporates the current priorities and needs of industry and the environments in which the learners will work once they have completed a course. It is important that the needs of the industry are carefully considered in the delivery of accredited programs. It is a requirement of the AQTF and the VET Quality Framework (VQF) that all training programs for recognised training are developed in consultation with industry.

One of the most effective ways to conduct industry consultation is to gather feedback on your proposed training program. We will look at this a bit further on in this manual. At this point of the training design process, however, it is important to think about the broad industry expectations and requirements and ensure you have completed them in your analysis.



Consider the following:

- Regulations or laws governing the industry
- Information about the work environment (for example, shifts or seasonal changes to schedules) that will affect delivery and assessment
- Preferences about the way in which a program is delivered
- Industry reference committees, licensing bodies, employer bodies, associations and similar groups
- Industry training needs identified in reports from industry bodies
- Characteristics of the client group that need to be accommodated in training and assessment
- The career progression opportunities for successful people at this level.

You can gather this type of information from industry reference committees, industry associations, enterprise and employer groups, licensing authorities and employees. This process may involve interviewing industry representatives, reading publicly available reports and research.



Note

Make sure you keep records of all your industry consultation.



Example

Some examples of questions you could use during industry consultation include:

- What skills do employers expect in order to do this task?
- Are there any licensing requirements?
- What laws are applicable to this legislation?
- What resources are typically required or used in the industry to complete this task?
- How likely is it that access to a workplace environment can be used as part of the training?



Activity 1C

Industry Consultation

Continuing on from the QualityEd and Zamba scenario in Learning Activity 1B:

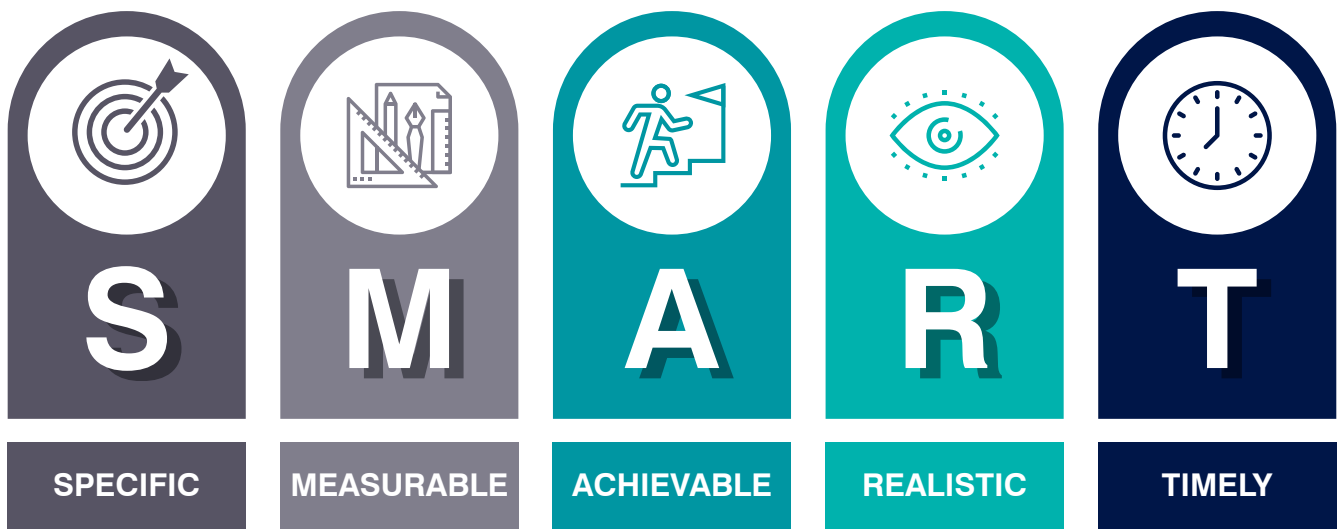
1. Identify the key stakeholders.
2. Identify any relevant industry bodies and licensing authorities that you could consider in your industry consultation.
3. Make a list of the information you might want to find out from industry that would help in your needs analysis.



1.4 Developing Training Goals

Once you have gathered as much information as you need to clarify the client's needs in your mind, you can start to develop a set of training goals. The development of these goals is an important step in the training needs analysis process – you will use them to confirm with the client and other stakeholders that you have accurately assessed their needs and that you are all heading in the same direction.

These goals should be quite specific and must be able to be measured. You might like to use the SMART process to develop the training goals. SMART goals are:





Example

To give you an idea of what a SMART goal might look, compare the following two statements:

- 'Increase the profitability of Brian's Bikes', with...
- 'Increase the profitability of the Brian's Bikes business by 3 per cent in the first quarter of the financial year.'

While the first goal is vague, the second goal is Specific (increase profit by 3 per cent), it is Measurable (Brian's Bikes can measure this by reviewing their financial data), it is Achievable, Realistic and Timely (the goal specifies the timeframe as being the first quarter).



Activity 1D

Training Goals

Continuing from Activity 1B and 1C, use the SMART principles to write some training goals for Brendan and Josie.

Once you have developed a set of training goals, you should arrange to present them to the client and, if appropriate, to other stakeholders to ensure that you have accurately captured their needs. These goals will be used to conduct the rest of the analysis; therefore they should be refined at this stage.



Watch

Learn more about conducting a training needs analysis and assessment. Watch the video below:



<https://scnv.io/G0qH> 

Analysing Current Performance Against Training Goals

Once you have developed a set of training goals, you should evaluate the organisation or individual's current performance against them. You may have already gathered some of the information that you will need to do this during the initial analysis, or you may need to go back to the client to evaluate individual learners, work teams or groups.



Case Study

Developing a Training Goal

Kate has been working with a new client to develop a training program aimed at improving the utilisation of some new client management software. She has conducted a needs analysis and discovered that some staff are reluctant to use the software. They do not understand how to use it independently and they feel that asking for help is slowing them down.

Kate has developed the following training goal:

'Deliver People Power software training to each member of the IT team sales force to an independent level by 2 August.'

Kate confirms this goal with the Sales Manager and works with her to develop a checklist of the functions that would indicate whether a user is operating the software at an independent level. She meets briefly with each member of the sales team and works through the checklist to establish whether they are using the software and, if they are, at what level.



Activity 1E

Training Goals

How might you analyse Brendan and Josie's current performance against the training goals you identified in Learning Activity 1D?



1.5 Understanding the Learners

Training can fail if the design and delivery of the program does not take into account the people involved – the target audience for a training program can be quite diverse.

At this point in the analysis, you only need a general overview of the target audience for the training program. It is when you are developing the training plan for a specific program that you will undertake a detailed analysis of the learners who will take part.

At this point in the process, you will need to know some information about the intended audiences, such as:

- gender
- age
- cultural and linguistic background
- language, literacy and numeracy skills
- educational background
- physical ability
- previous experience with the topic
- experience with competency-based learning
- previous learning experiences
- motivation for training.

You should also identify any potential barriers to training (for example, reluctance to participate, non-English speaking background, fear of training and so on).

This information can be obtained from a variety of sources, including:

- your own analysis from meeting the client
- HR managers
- training managers
- supervisors
- team leaders
- RTOs
- industry bodies
- stakeholders.



Activity 1F

Understanding Learners

Review Annabel's email from Learning Activity 1B and answer the following questions:

- What information can you gather about Brendan and Josie from Annabel's email?
- What else would you need to know to complete the training needs analysis? How would you find that information?
- Can you identify any barriers to learning from Annabel's email?

1.6 Determining the Best Delivery Mode

There are several training delivery modes you can use to deliver a training program, and each client will have different circumstances that will influence which mode is best for them.

We will now look at some different types of delivery modes.



On-The-Job or Work-Based Delivery

This is a delivery mode where either all or most of the instruction is provided within the workplace, often as part of carrying out the work activity. In work-based delivery, the workplace is used as a place for the learner to practise and develop their skills.

Traineeships and apprenticeships often use work-based delivery as the basis of their training program.



Distance Education

This type of delivery is provided by a trainer who connects with the learners by distance rather than in a physical classroom. Instruction may be provided with books and other resources, with further discussion undertaken via telephone, email or online chat and video.

Off-The-Job or Classroom-Based Delivery

In this mode, most or all the instruction is provided in a classroom environment.

A classroom-based program still needs to provide opportunities for learners to practise their skills. Some opportunities for skill practice may be available within the classroom context, although this will depend on the nature of the skills and the available facilities or resources (for example, colleges may have their own workshop facilities).

Depending on the type of program, usually some form of work-based training must also be included in the training program to ensure the learner has access to a real-life situation to practise their skills. Some courses that are classroom-based will provide a 'simulated workplace' environment, in which learners are given the chance to participate and practise their skills in an environment similar to that of a real workplace.



Online Delivery

Learners receive instruction, homework and practise exercises via a dedicated website. Trainers are available for online contact and discussion. A 'virtual' classroom can be established where instructors and learners interact individually or as a group, just like in a physical classroom environment.



Blended Mode

This type of delivery combines several other delivery modes to maximise the benefits to the learner and client.



Much of the information that you have received during the analysis process will inform your recommendation as to the best delivery mode.

For example:

- can a group of people all be released from the same workplace at once?
- will you be training on a specific process that is best done in the workplace itself?
- what facilities and equipment are required and how can you gain access to them?
- does the client have the necessary technology and equipment for on-site training?
- which mode does the client prefer?
- are there any Work Health and Safety (WHS) considerations?



Note

The guidelines within some training packages recommend delivery and assessment in a workplace or simulated workplace environment and some require demonstration of skills over a period of time and on a number of occasions. Whatever delivery mode is used, you must ensure that the requirements of the training package can be met.





1.7 Preparing a Training Needs Analysis

Once you have conducted a thorough analysis of the client's needs, you should prepare a final report that:

- summarises your findings
- refines the training goals
- makes recommendations of suitable nationally recognised training products
- outlines the rationale for your recommendations
- summarises the benefits of implementing the training program
- identifies any potential barriers.

This report is often referred to as the Training Needs Analysis (TNA). The training needs analysis should be reviewed with the client and stakeholders and be approved before you move to the training program design phase.



Example

An example Training Needs Analysis (TNA) is provided below.

QUALITY ED – TRAINING NEEDS ANALYSIS

Client:	Feel the Burn	Key Contact:	Darcy Jenkins
QualityEd Consultant:	Kate Rogerson		Phone: 02 1234 5678 Email: dj@feeltheburn.com.au

Client Summary:

Feel the Burn is a large, inner-city fitness centre. It has over 2500 members and provides a range of exercise and health classes with a fully stocked gymnasium. The business has been in the same location for approximately 16 years and is well known in the community. It employs 63 full-time, part-time and casual staff in a range of roles, including marketing, reception, administration, fitness and cleaning.

Training Need:

Until recently, Feel the Burn had a stable team of reception and administration staff. However, due to natural attrition, it has been necessary to replace all but one of the nine administration staff during the past 12 months. The owner (Darcy) reports that data entry accuracy levels have fallen, as well as record keeping standards. She is also very concerned that, in a recent client satisfaction survey, 13 per cent of clients indicated that they were dissatisfied or very dissatisfied with their customer service experience – this is a sharp increase over previous results. Finally, Darcy suspects that there are emerging problems in the way that the team interacts.

A secondary need also emerged during the training needs analysis. Due to regulatory requirements, all fitness instructors must hold a Certificate III in Fitness. It is recommended that the first aid component of this qualification be updated every 12 months and Darcy would like to engage a provider to run a rolling series of first aid updates to ensure that all fitness instructors are updated in a 12-month period.

Training Goals:

Customer Service Staff

- Increase accuracy of data entry to 98 per cent within three months
- Increase record keeping accuracy to 98 per cent within three months
- Improve the customer service satisfaction rating to 99 per cent at the next survey
- Build an effective, efficient team that is interacting in a positive way.

Fitness Staff

Successfully complete advanced life support reaccreditation at least once every twelve months.

continued on next page



Example continued

QUALITY ED – TRAINING NEEDS ANALYSIS

Training Recommendation:

Customer Service Staff

The Feel the Burn customer service staff would benefit from completing a BSB30120 Certificate III in Business (Customer Engagement), incorporating teamwork electives. The training duration would be over a 10-month period with a blended mode of off-site and on-the-job training. The Customer Service Manager, Danielle Cantwell, is well placed to oversee the on-the-job components.

Fitness Staff

To ensure that all fitness staff can complete the necessary regulatory requirements, a series of CPR updates will be run bi-monthly in an on-site training room. Participants will be able to select the session that best suits their schedule. The only requirement is that they successfully complete one session per annum.

Recommended Program Structure (proposed qualification and units):

Customer Service Staff

- BSB30120 Certificate III in Business (Customer Engagement).

Core units (6):

- BSBCRT311 Apply critical thinking skills in a team environment
- BSBPEF201 Support personal wellbeing in the workplace
- BSBSUS211 Participate in sustainable work practices
- BSBTWK301 Use inclusive work practices
- BSBWHS311 Assist with maintaining workplace safety
- BSBXCM301 Engage in workplace communication.

Elective units (7):

- BSBOPS304 Deliver and monitor a service to customers
- SIRXMKT001 Support marketing and promotional activities
- SIRXOSM003 Use social media and online tools
- SIRXPDK001 Advise on products and services
- BSBSTR301 Contribute to continuous improvement
- BSBOPS301 Maintain business resources
- BSBFIN302 Maintain financial records.

Fitness Staff:

- HLTAID006 Provide advanced first aid

continued on next page



Example continued

QUALITY ED – TRAINING NEEDS ANALYSIS

Learner Characteristics and Needs:

Customer Service Staff

There are nine customer service staff. The group is reasonably diverse and age in range from 18 through to 56. There are four women and five men. Three of the staff are from ESL backgrounds. Two are quite negative about undertaking training and two of the older staff are very nervous as they haven't participated in formal training for many years.

Fitness Staff

Again, the fitness staff are a diverse group. However, all have undertaken first aid training recently and understand the need to maintain their skills in order to keep their accreditation.

Client Sign Off:

- This training needs analysis has been explained to the client and they agree with its findings.
- This training needs analysis has been explained to the client and they have requested clarification or additional information.

Plan:

This TNA will be used to develop a Training Program and costing that will be submitted to the client for approval.



Activity 1G

Preparing a Training Needs Analysis

- Continuing from Activity 1F, what information would you include if you were writing a training needs analysis report for Brendan and Josie?
- Under each of the following headings, outline the key points that you would make.
 - Summary of findings
 - Recommendations
 - Benefits of training
 - Training goals
 - Rationale
 - Potential barriers.

Chapter 1

Review Questions



Use the following questions to check your knowledge.

- Q1.** Describe the different tasks that you might be required to undertake in the context of planning training programs.

- Q2.** Identify what information you should try to gather at an initial client training analysis meeting.

- Q3.** Outline how would you go about defining the client's training needs and goals.

- Q4.** Describe why is it important to have a thorough understanding of your learners when planning a training program. What information do you need to help you understand your audience? Where might you find this information?

- Q5.** List what information should be included in the Training Needs Analysis (TNA) report?

Chapter 2

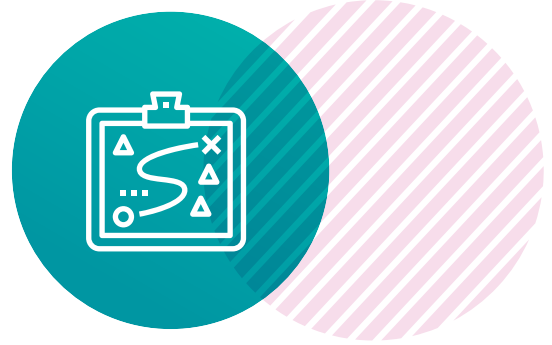
Developing a Training Plan

In this chapter, we take the information gathered in the training needs analysis and use it as a foundation to develop a plan for training. Each component of the training plan will be explored as we take a detailed look at selecting and analysing relevant qualifications and competencies.

By the end of this chapter, you will understand:

- ✓ the purpose of a training strategy and its components
- ✓ how to select and analyse relevant qualifications and competencies
- ✓ how to cluster units of competency
- ✓ how to recommend appropriate learning resources and suitable learning experiences
- ✓ what to recommend in an assessment strategy
- ✓ how to develop a training program for client review and feedback.





2.1 The Training Strategy

A training strategy, sometimes called a training plan, is a document that outlines the results of a Training Needs Analysis (TNA) and describes the approach to delivering the training course. While there is no set format for the document, a training strategy should include:

- a summary of the training need (from the training needs analysis report)
- the training goals, which are sometimes referred to as training objectives or training outcomes (from the training needs analysis report)
- the recognised competencies and guidelines upon which the training is built (usually from a training package or accredited course, or a combination of the two)
- a description of any clustering of units
- the required resources, including physical and human
- a summary of the types of learning and training experiences to be included in the program
- the modes of delivery (from the training needs analysis report)
- the role of the trainer(s) (from the training needs analysis report)
- details of industry consultation
- timeframes.

Where the training program is for a specific organisation, the training strategy should also include:

- a short history of the organisation and its development
- a description of the industry in which the organisation operates
- the position of the organisation within its industry
- the contact details for the relevant stakeholders.

A training strategy may be developed for or by the following types of training organisations:

- A Registered Training Organisation (RTO)
- An organisation working in a partnership arrangement with an RTO to provide recognised training and assessment services (often referred to as a Third-Party arrangement)
- An organisation providing non-recognised training and assessment services.

In some cases, you will be involved in developing the training strategy for the training that you will eventually deliver. In other cases, there will already be a training strategy in place. Regardless of which is applicable, you should still take some time to consider the program and ensure that it continues to meet the needs of all stakeholders – by doing this you will ensure continuous improvement in the training cycle.

A Training and Assessment Strategy (TAS)

Often a training strategy will be combined with an assessment strategy and will be called a Training and Assessment Strategy (also referred to as a TAS). As a condition of registration, every RTO must have strategies that cover training and assessment for each program. You should be able to access a copy from the RTO for whom you are developing the training program. The strategy is influenced by several factors, including:

- the market or business case based on workforce needs and candidate profile, such as age, education and training background, and linguistic and cultural considerations
- delivery context – classroom based, workplace, online or blended
- client target group
- size and resources of the RTO
- industry practices, needs and expectations.

A TAS is also required by an RTO when they are applying to add courses, skillsets or even single units of competency to their scope of registration. They must be able to demonstrate to the regulator their full course plans for training delivery and assessment.



Note

Scope of Registration

The 'Scope of Registration' is an official term used by the VET

regulators. The scope is the range of training products for which an RTO is registered to issue AQF certification documentation. It allows the RTO to provide training delivery and assessment resulting in the issuance of AQF certification documentation.

An RTO cannot deliver or assess any training products that are not on their Scope of Registration.



LEARN MORE

What is a Scope of Registration?

RTOs must apply for each course qualification, skill set or unit to be first approved and added to its Scope of registration. Providers are not allowed to deliver or assess courses that are not approved by the regulator. Learn more by following the link below:

<https://scnv.io/slt5>



Website

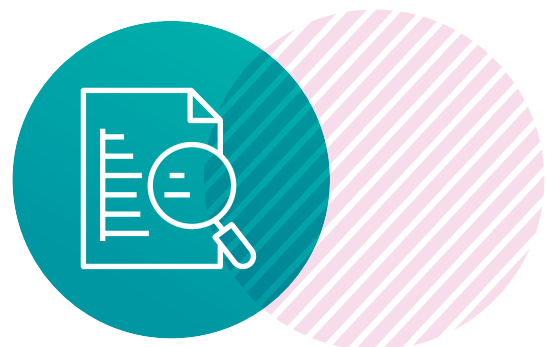
Looking up an RTO's Scope of Registration

training.gov.au is the national register of Vocational Education and Training (VET). You can look up Registered training organisations who are approved to deliver nationally recognised VET training.

To look up a provider's scope of registration, you can search for the provider by name, and click on their scope tab. If you do not know the providers name, you can look up the course and then click on the link that says: Delivery: 'Find RTOs approved to deliver this qualification'.

Follow the link below:

<https://scnv.io/cHus>



Components of a Training and Assessment Strategy

Course Details

- Qualification code and title
- AQF levels
- Purpose
- Target learner cohort
- Foundation skill levels
- Duration of the course
- Entry requirements
- Pathways
- Location.

Course Structure

- Qualification packaging rules
- Units of competency
- Volume of learning
- Mode of delivery
- Sequence of delivery and assessment
- Timeframes for delivery
- Reasonable adjustments
- Assessment methods
- Assessment tools
- Assessment conditions
- RPL and credit transfer
- Industry consultation.

Resources

- Learning and assessment resources
- Equipment requirements
- Workplace and simulated environments
- Trainers and assessors.

Safety

- Risks
- Control measures.

Endorsement and Review

- Approvals
- Date of next review.



Watch

Training and Assessment Strategies

Registered Training Organisations (RTOs) must develop strategies for training and assessment that

meet the requirements of the relevant training package (or accredited course) and that are developed in consultation with industry stakeholders. Learn more by watching the video below:

<https://scnv.io/yaTT>





Example

An example Training and Assessment Strategy (TAS) is provided below:

TRAINING AND ASSESSMENT STRATEGY

Program Details:

Course/qual code	BSB50420
Course/qual name	Diploma of Leadership and Management
Course/qual/unit requirements	12 units: 6 core, 6 elective

Purpose and Target Group:

Purpose	To develop team leadership skills for staff at Forever Young Nursing Home.
Learner characteristics/ target group	Team leaders of Forever Young Nursing Home. Qualified in aged and community care with a long history of working in industry, but not necessarily of managing others and leading teams.
Language/literacy/ numeracy requirements	The average age of the group is mid-40s, and 9 out of the 11 participants are female. Some participants speak a language other than English at home, but all have good English-speaking skills.

Delivery Mode, Duration and Location:

Delivery Mode/s	Blended, involving the workplace, independent study and a series of workshops.
Program Duration	52 weeks, including 12 weeks of holidays
Delivery Period	To be determined
Delivery Site/s	Forever Young Nursing Home, head office in Kew

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**Example continued****TRAINING AND ASSESSMENT STRATEGY****Units of Competency:**

Code	Title	Core/Elective	Prerequisites
BSBPEF502	Develop and use emotional intelligence	Core	NA
BSBOPS502	Manage business operational plans	Core	NA
BSBLDR523	Lead and manage effective workplace relationships	Core	NA
BSBTWK502	Manage team effectiveness	Core	NA
BSBCMM511	Communicate with influence	Core	NA
BSBCRT511	Develop critical thinking in others	Core	NA
BSBLDR522	Manage people performance	Elective	NA
BSBFIN501	Manage budgets and financial plans	Elective	NA
BSBPEF501	Manage personal and professional development	Elective	NA
BSBTWK501	Lead diversity and inclusion	Elective	NA
BSBHRM415	Coordinate recruitment and onboarding	Elective	NA
BSBTWK503	Manage meetings	Elective	NA

Entry Requirements:

All entrants are required to have at least one year of experience in a supervisory or management position and have a workplace in which they can practice and develop their skills during the program.

Pathways:

Upon completing this course, participants could go on to complete the Advanced Diploma of Management (Human Resources) or another related business qualification.

Participants will also be better placed for promotion to the next level of management within Forever Young Nursing Home.

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**Example continued**

TRAINING AND ASSESSMENT STRATEGY

Industry/Enterprise/Licensing Requirements:

There are no specific requirements for this qualification to be completed.

Risks and Control Measures:

No specific risks identified for this training.

Nominal and Delivery Hours:

700 nominal hours

Delivery hours:

260 hours of workshop time (one 6.5-hour workshop per week)

240 hours of workplace practice (6 hours per week)

200 hours of independent study (5 hours per week)

Total = 700 hours

AQF Level:

This qualification is at AQF Diploma Level which is described in the AQF as the following:

Purpose	Diploma. The Diploma qualifies individuals who apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled or paraprofessional work and as a pathway for further learning.
Knowledge	Diploma. Graduates of a Diploma will have technical and theoretical knowledge and concepts, with depth in some areas within a field of work and learning.
Skills	Diploma. Graduates of a Diploma will have: • cognitive and communication skills to identify, analyse, synthesise and act on information from a range of sources • cognitive, technical and communication skills to analyse, plan, design and evaluate approaches to unpredictable problems and/or management requirements • specialist technical and creative skills to express ideas and perspectives • communication skills to transfer knowledge and specialised skills to others and demonstrate understanding of knowledge.

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**Example continued****TRAINING AND ASSESSMENT STRATEGY**

Application	Diploma. Graduates of a Diploma will demonstrate the application of knowledge and skills of knowledge: • with depth in some areas of specialisation, in known or changing contexts and skills • to transfer and apply theoretical concepts and/or technical and/or creative skills in a range of situations • with personal responsibility and autonomy in performing complex technical operations with responsibility for own outputs in relation to broad parameters for quantity and quality • with initiative and judgement to organise the work of self and others and plan, coordinate and evaluate the work of teams within broad but generally well-defined parameters.			
Volume of learning	Diploma. The volume of learning of a Diploma is typically 1–2 years.			
Training and Delivery Schedule:				
The course will be delivered in the following sequence. All topics have one workshop apart from the first topic, which will have the first two workshops dedicated to it.				
Cluster and Units	Duration	Delivery Model	Key Topics to be Covered	Learning Materials
Teams cluster: • BSBTWK522 Manage team effectiveness • BSBTWK501 Lead diversity and inclusion • BSBLDR523 Lead and manage effective workplace relationships.	10 weeks	Blended	Leading a team; Performance plans; teamwork; problems in a team; communicating with teams and management. Nature of diversity; legislation, and regulations; barriers; workplace policies and procedures; role modelling inclusive behaviour; support for employees; training and coaching; reviewing and evaluation. Consultation; communicating with teams; professional conduct; diversity; networking; dealing with difficult situations.	Handouts Session plans PowerPoint presentations YouTube videos Textbook.

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Example continued

TRAINING AND ASSESSMENT STRATEGY				
Workplace Learning cluster: • BSBTWK503 Manage meetings • BSBPEF501 Manage personal and professional development • BSBCMM511 Communicate with influence.	10 weeks	Blended	Types of meetings; meeting documentation; meeting protocols; disseminating documentation; chairing meetings; communication; participant contributions; meeting minutes; storage of meeting documentation; reporting and following up. Role modelling; own work goals; competing demands; technology to manage work schedules; obtaining feedback about performance; professional development. Identify communication requirements, participate in and lead meetings, Make presentations.	Handouts Session plans PowerPoint presentations YouTube videos Textbook.

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Example continued

TRAINING AND ASSESSMENT STRATEGY

Staff Management cluster: • BSBHRM415 Coordinate recruitment and onboarding • BSBLDR522 Manage people performance • BSBCRT511 Develop critical thinking in others • BSBPEF502 Develop and use emotional intelligence.	14 weeks	Blended	What is the appointment?; job descriptions; legislation, codes, standards; advertising positions; selection panels; interview questions; shortlisting; interview schedules; interviewing procedures; how to participate an interview; reference checks; selection reports and recommendations; securing a successful candidate; documentation required; induction of new employees. Work allocations and work plans; codes of conduct; KPIs; risk analysis; performance management and review systems; training in systems; how to conduct performance management; documentation requirements; performance plans; coaching and monitoring; support for employees; disciplinary processes; termination. Assess individual and team critical and creative thinking skills. Encourage the application of critical and creative thinking. Monitor and improve thinking practices. Emotional strengths and weaknesses; stressors; role modelling appropriate behaviour; responding to emotions of others; encouraging others to understand the impact of their emotional behaviour.	Handouts Session plans PowerPoint presentations YouTube videos Textbook.
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**Example continued****TRAINING AND ASSESSMENT STRATEGY**

Budgets and Financial cluster: • BSBFIN501 Manage budgets and financial plans • BSBOPS502 Manage business operational plans.	6 weeks	Blended	Financial management approaches; working with others; contingency plans; dissemination of budget and financial plans; resources and systems; monitoring and controlling finances; gathering financial data for analysis; reporting on outcomes; recommendations for improvement; monitoring future budgets and plans. Develop operational plan; consultation; contingency planning; KPIs; specialist support; resource acquisition; intellectual property; performance systems; mentoring and coaching; document management.	Handouts Session plans Textbook.
Training:				
Training arrangements and amount of training	Participants are required to attend a series of 15 workshops – approximately 1–2 sessions per month. Each workshop goes for six hours. Each workshop will go over the main learning topics and will provide the opportunity for class discussions, scenario, role plays and group work. Training will also occur in the workplace, and activities and tasks between workshops have been set to guide the participants through their workplace training.			
Training materials and resources	Training materials will be purchased from Ready Learning Materials and will be supported by class handouts, session plans and case studies developed by the trainer. Some scenarios and case studies within the learning materials will be replaced by those more relevant to the participants.			
Workplace Arrangements and Placement Requirements:				
Participants will be provided with opportunity to practise new skills within the workplace. Participants will be asked to record their workplace practise on their Training Log. The manager of the workplace will be available to provide feedback and monitoring to the participants. The manager will spend at least two hours each week working with the participants to ensure their learning is supported in the workplace. Some tasks require the participants to gather information from their workplace or use real situations to respond to tasks and assessments.				

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Example continued

TRAINING AND ASSESSMENT STRATEGY

Assessment:

Assessment arrangements	Units will be assessed in clusters. Participants will be observed in the workplace and participate in work-based projects. Further assessment includes completion of a work-based portfolio of evidence and responses to short-answer questions for each unit of competency.
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Assessment Method Matrix:

Topic/Unit	Assessment Methods <i>WT = written task; CS = case study; P = project; OB = observation; RP = role play</i>	Assessment Tasks	Assessment Materials
Teams cluster: - BSBTWK522 Manage team effectiveness - BSBTWK501 Lead diversity and inclusion - BSBLDR523 Lead and manage effective workplace relationships.	WT CS OB	Task 1: Written questioning Task 2: Case studies Task 3: Workplace observations.	Mapping Marking Guide Assessment Record Tool Candidate Booklet.
Workplace Learning cluster: - BSBTWK503 Manage meetings - BSBPEF501 Manage personal and professional development - BSBCMM511 Communicate with influence.	WT CS P OB	Task 1: Written questioning Task 2: Case studies Task 3: Project Task 4: Observations.	Mapping Marking Guide Assessment Record Tool Candidate Booklet.

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**Example continued****TRAINING AND ASSESSMENT STRATEGY**

Staff Management cluster: • BSBHRM415 Coordinate recruitment and onboarding • BSBLDR522 Manage people performance • BSBCRT511 Develop critical thinking in others • BSBPEF502 Develop and use emotional intelligence.	WT CS P RP	Task 1: Written questioning Task 2: Case studies Task 3: Project Task 4: Role plays.	Mapping Marking Guide Assessment Record Tool Candidate Booklet.
Budgets and Financial cluster: • BSBFIN501 Manage budgets and financial plans • BSBOPS502 Manage business operational plans.	WT P	Task 1: Written questioning Task 2: Project Task 3: Project.	Mapping Marking Guide Assessment Record Tool Candidate Booklet.
Industry Consultation:			
Industry has been consulted on this training program through the PwC's Skills for Australia Skills Services Organisation. The workplace and the participants themselves were also able to provide feedback on the course structure. Feedback was sought on the proposed structure and delivery model of the program. Feedback was received and adjustments were made to the number of hours, the unit selection and duration of the program based on their comments. Records of the industry comments are on file.			
Facilities and Equipment:			
Workplace policies and procedures – from Forever Young Nursing Home. Classroom with whiteboard and projector – at Forever Young Nursing Home head office. Tables and chairs.			
Trainers and Assessors:			
Staff Name	Qualifications	Trainer (T) or Assessor (A)	Units Being Delivered (all or list specific)
Jeannie Lupe	BSB50420 Diploma of Leadership and Management	T/A	All

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Example continued

TRAINING AND ASSESSMENT STRATEGY

Additional Requirements of Trainers and Assessors:

There are no additional requirements of trainers and assessors.

Endorsement:

Signature:	
Print name:	Anton Marchem
Date:	30/10/20XX
Review date:	This Training and Assessment Strategy will be reviewed on or before 30/10/20XX



Note

Keep in mind that the Training and Assessment Strategy (TAS) is a high-level document that is developed and owned by the RTO. It provides an overview of the program that is tailored to meet the needs of different learner cohorts but does not give the detailed delivery information specific to the clients. The delivery detail is specified in the training and session plans, which we will explore in more detail later in this learner guide.



Activity 2A

Training Strategy

Throughout this Chapter's activities, you will develop a training strategy for the Zamba scenario from Chapter 1.

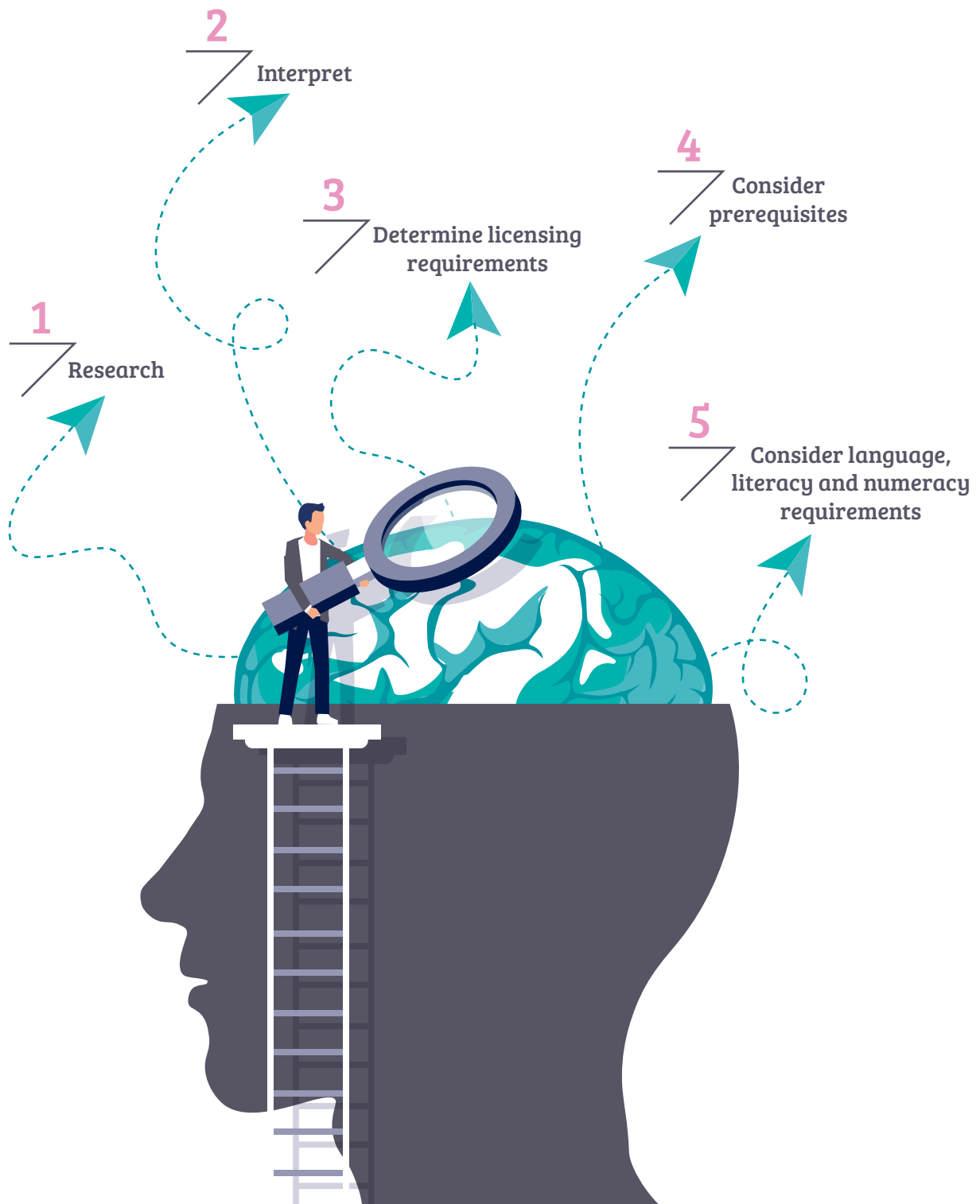
- Take a moment to review the training needs analysis information that you gathered. Think about how you would like to structure and sequence the training strategy. You might like to research online and look at how other learning strategies have been developed.
- Utilising nationally recognised training products, start to compile a training program for Zamba using your notes from Chapter 1. You might also like to add the delivery mode, estimated timeframes, roles of the trainers and any other relevant information now.



2.2 Analysing the Competencies and Guidelines

You will often find that there are recognised competencies from a training package or accredited courses that will help you meet the client needs and fill the skills gap identified.

The steps for analysing these are:



The Research Stage

You will need to examine various training packages or courses and identify units or qualifications that will meet the client's need and the skills gap.

Issues to consider include:

- whether a full qualification or skillset is required, or not?
- if a full qualification is required, what elective units are applicable to the needs and job roles?
- if a full qualification is not required, what skill set, or individual units are applicable to the client's needs?

You will be able to ascertain this information by analysing and interpreting the qualifications framework and individual units of the training package or accredited course.

The steps you should take include:



Think

When delivering nationally recognised training, the training must always be in accordance with the unit of competency requirements. You must ensure that the training covers all aspects of the selected unit(s).

There may be other aspects that will influence the specifications for the training program, such as the following:

- **Curriculum specifications** – training packages or other government guidelines relating to the curriculum that may be relevant to the skills being taught
- **Product specifications** – standards and equipment related to the end product of the work activity
- **Organisational work requirements and training needs** – practices, policies, procedures, terminology or other requirements that are part of the workplace
- **Induction requirements** – standards information, orientation or training that is part of the workplace
- **Regulatory and licensing requirements** – additional requirements that must be met for compliance with government regulations or for workers to gain a licence for their work activity.





Interpreting Training Packages and Accredited Courses

Training Packages

To be a successful trainer and assessor, you will need to be familiar with the training packages that you are using to deliver training and assessment. The training package will inform development of a training program and determine how assessment will be conducted.

Training packages also have companion volumes that assist and guide in implementation.

Training packages are made up of three components:

Units of competency

Qualifications framework

Assessment guidelines



Website

Staying Up To Date With Training Packages

The national register of VET:

<https://scnv.io/cHus>



Keep this website bookmarked for use throughout this course and into your career as a VET trainer and assessor as it is important to keep up to date with training packages.

You can subscribe to be notified of any changes to your training package by pressing the button that says 'notify me of changes'.

Unit of Competency

Units of competency are structured into two components. When accessing these from training.gov.au you will find the 'Unit of competency' and the 'Assessment requirements'.

Unit of Competency	
Unit Code	Each unit of competency has a unique code that makes it easy to identify the unit. Codes generally consist of six letters and three numbers, for example: CHCECE030. The 'CHC' means the unit of competency is from the Community Services training package. The 'ECE' means the unit is from the field of Early Childhood Education.
Unit Title	All units are titled based on the outcome of the unit of competency, and each title is unique.
Release Information	This will outline the version of this unit and the training package it is from.
Prerequisite Units	This section will only be included if there are any units of competency that must be completed before participating in the unit.
Application	This statement outlines the unit of competency's scope, purpose and relevance to various contexts, job roles and functions.
Elements	The elements of competency provide the basic outline of a unit of competency. They describe the major functions and tasks that must be performed to achieve competency.
Performance Criteria	The performance criteria of a unit outlines the observable skills and knowledge of competent performance. In simpler terms, the performance criteria describe what must be done and how well it must be done to satisfactorily complete the element.
Foundation Skills	Foundation Skills describe the required skills (language, literacy, numeracy and employment skills) that are essential to performance. These will specify things like the reading, writing, oral communication, digital literacy, numeracy levels and employability skills required to successfully complete the unit.
Unit Mapping Information	This will specify any equivalent units from previous versions of the training package. If a learner has completed a unit that is listed as equivalent under the unit mapping information, then they are not required to complete the updated version of the unit.

Assessment Requirements	
Performance Evidence	The performance evidence outlines the skills a candidate is required to demonstrate to be deemed competent in a unit. It identifies the application of the required knowledge in the context of a workplace outcome.
Knowledge Evidence	Knowledge evidence outlines what the candidate needs to know to perform the work effectively.
Assessment Conditions	The assessment conditions guide the process of assessment for the unit, providing advice on the context, resources and conditions for assessment.
Links	Links will outline any relevant links where more information relevant to the unit can be found. This will often include companion volumes that support the training package.



Case Study

Superseded Units

Lionel was training BSB30115 Certificate III in Business from 2018 to 2020. At the end of 2020, he saw that the course was superseded and a new qualification was added to training.gov.au, the BSB30120 - Certificate III in Business. He could see that there were more learners enrolled in the course in the coming months, so he approached his training manager for an explanation.

Lionel's training manager referred him to the standards for RTOs 2015 at Clauses 1.26 to 1.27 — Manage transition from superseded training products and explained something to him called a 'teach out' period. This occurs when a unit skill set or full qualification is superseded. In this case there is a period of time, usually 12 months (unless otherwise specified) to continue training and assessing current learners. After that period has passed, the RTO can no longer enrol new learners into the superseded products.



LEARN MORE

Manage Transition From Superseded Training Products

Where a training product is superseded by a replacement version, all delivery to all students in the superseded version must finish within one year. Learn more by following the link below:

<https://scnv.io/5jPU>



Qualifications

Once the units of competency are developed, they are grouped together to form qualifications. Qualifications represent the skills needed by a person to fulfil specific industry roles.

Within a qualification, some units will be identified as 'core' units, which means that learners or candidates for this qualification must demonstrate competency in these units. The remaining number of units will be made up from a range of 'elective' units. Elective units may be chosen that relate to the specific job role or context of the learner. They can be selected units from within the same training package, or from other training packages. Those brought in from another training package are called 'imported units'.

The Australian Qualifications Framework (AQF)

The Australian Qualifications Framework (AQF) is the national system of qualifications for education and training in Australia.

The AQF is an integrated policy that provides direction on:

- the learning outcomes for each type of qualification and the related AQF level
- the specifications for the application of the AQF in the accreditation and development of qualifications.

The AQF has ten levels, from Certificate I (the lowest level) to Doctoral Degree (the highest level). Each level describes the learning outcomes expected of a qualification at that level. The table below shows the education sectors in which each qualification level can be delivered. As you will see from the table, some levels cross over into multiple sectors.



Schools Sector	VET Sector	Higher Education Sector
Certificate II	Vocational Graduate Diploma	Doctoral Degree
Certificate I	Vocational Graduate Certificate	Master's Degree
Senior Secondary Certificate of Education	Advanced Diploma Diploma Certificate IV Certificate III Certificate II Certificate I	Graduate Diploma Graduate Certificate Undergraduate Certificate Bachelor's degree Associate Degree Advanced Diploma Diploma

Accredited Courses

There may be situations where no nationally endorsed training package exists for a particular industry or job role. In these cases, an accredited course may be developed by a training organisation in consultation with the industry or employer. These accredited courses are developed in accordance with the 2007 AQTF Standards for Accredited Courses and can lead to the issuance of a nationally recognised course or statement of attainment for a unit of competency or module.

Accredited courses are written in the same style as training packages. The units, in particular, contain the same format and type of information.

If a training package is developed that covers the industry sector for which the accredited course is designed, the training package will supersede the accredited course. Trainers and assessors must make the transition from the accredited course to the training package within 12 months of the package being released.

Accredited courses differ from training packages in the following ways:

- They are not developed by a Skills Service Organisation (SSO)
- They are accredited by a State or Territory registering body, while training packages are endorsed by the Department of Education and Training under advice from the Australian Industry Skills Committee (AISC)
- They cover only one course (although a series of accredited courses may be 'nested' together)
- They usually only contain information equivalent to that provided for one qualification within a training package.

The copyright is privately owned by the developer or, if developed by the state, may be copyright of the relevant state department.



Example Accredited Course

11027NAT - Certificate IV in Early Language and Literacy

The purpose of this course is to train early language and literacy practitioners to facilitate development in the early language and literacy skills of vulnerable early-stage students.

Skill Sets

Skill sets are single units of competency or combinations of units of competency from nationally endorsed training packages that link to a license or regulatory requirement or a defined industry need. They are usually listed in the front of the training package. Some RTOs may choose to deliver a skill set only, rather than a full qualification or course, as they better meet the requirements of the industry or their target audience.



Example Skill Set

SITSS00080 - Espresso Machine Operation

A set of skills to equip individuals in preparing and selling espresso coffee beverages.

This skill set is for espresso machine operators who prepare and sell espresso coffee beverages in cafés, restaurants, bars, clubs, and function and event venues and is comprised of four units:

- SITHFAB025 Prepare and serve espresso coffee
- SITXCCS014 Provide service to customers
- SITXFIN007 Process financial transactions
- SITXFSA005 Use hygienic practices for food safety.

Each time you design, deliver or assess using a qualification from a training package or an accredited course, you will need to refer to the course documentation to ensure that what you are training and assessing meets all the rules of accreditation and that the learners' outcomes can be recognised. These factors provide the training specifications for your training and assessment strategy, session plans and assessment tools and methods.

The process involves the following steps:





Trainer and Assessor Role Requirements



Trainers

Must ensure they train to the level required by the units that they are delivering and cover all relevant knowledge and skills

Assessors

Must ensure that the learner is competent against all requirements of the unit in a range of situations.



Both of these requirements are achieved through careful examination of the training package. Such examination is essential to the development of the overall strategy for delivery and assessment.



Activity 2B

Identifying Qualifications or Units for the Learning Program

- Review the scenario in Learning Activity 2A.
- Develop a learning strategy for either Brendan or Josie.
 1. Which training package or accredited course best meets your client's needs?
 2. Read and interpret the qualification packaging rules. Is a full qualification necessary? If yes, note the qualification.
 3. Should any core units be included, either as part of the full qualification or as standalone units?
 4. Are there any suitable elective units? Document the ones you might propose to include.
 5. Identify any curriculum requirements or other guidelines relevant to the training package or qualification you have chosen. You can find this information by accessing the website of your relevant state training authority.

Licensing Requirements

Licensing requirements are specific sets of standards that must be satisfied before a person is licensed for a particular employment. Some States or Territories may have licensing requirements that differ from others.

Any training provided to prepare a person for employment must take these licensing requirements into consideration and they may or may not be incorporated into the training package.



Activity 2C

Licensing Requirements

Think of some industries that might have licensing requirements. Have a look on www.training.gov.au and see if you can find some qualifications that detail specific licensing requirements.

Entry Requirements

Some qualifications may specify as an entry requirement, that participants demonstrate prior training, industry experience or sometimes both.



Example

Entry Requirement

Entry into the qualification:
BSB60720 Advanced Diploma of

Program Management, is limited to those who have completed one of the following qualifications: BSB50820 Diploma of Project Management; or BSB51415 Diploma of Project Management (or a superseded equivalent version). Or have completed two years equivalent full-time relevant workplace experience at a significant level within a project or program environment within an enterprise.

Prerequisites

Some course qualifications require prior attainment of other qualifications or units. Some individual units require prior attainment of other units, either from other qualifications or from within the same qualification.

Any required prerequisites related to a qualification or a unit of competency can be found at both the qualification or unit of competency level on the national register of VET (training.gov.au). They can also be found in the companion volumes where the details of qualifications and units are documented.



Example

Prerequisite Unit

In the Tourism, Travel and Hospitality training package there are several units related to cooking and catering for various work roles. For example, the unit SITHCCC029 Prepare stocks, sauces and soups, first requires the unit SITXFSA005 Use hygienic practices for food safety to be completed prior as a prerequisite.

Packaging Rules

Packaging rules are specified within the qualification or skillset. The packaging rules list all the core units and the permitted elective units of competency. Before any qualification or skillset can be awarded, all the required units of competency as specified in the rules must be competed in their entirety.



Case Study

Same Qualification, Different Unit Electives

The training manager at QualityEd has been asked to develop two different Training and Assessment Strategies (TAS) for the same qualification; SIS50321 - Diploma of Sport. The purpose of developing two different strategies was to cater to their differing intended cohorts. The qualification allows for specialisation, providing the RTO follows the packaging rules for that selected specialisation.



Follow the link below to see the SIS50321 - Diploma of Sport qualification details:

<https://scnv.io/gc6b>

The course qualification will be offered by QualityEd as two different pathway options:

- SIS50321 Diploma of Sport (Coaching)
- SIS50321 Diploma of Sport (Golf Professional).

Both cohorts will be required to undertake the same three core units:

- BSBOPS504 Manage business risk
- HLTWHS003 Maintain work health and safety
- SITXHRM003 Lead and manage people.

The Coaching specialisation course will undertake the remaining 11 elective units:

- HLTAID011 Provide First Aid (from group A)
- SISSSCO003 Meet participant coaching needs (from group A)
- SISSSCO004 Plan, conduct and review coaching programs (from group A)
- SISSSCO007 Apply sport psychology principles (from group A)
- SISSSCO008 Apply anti-doping policies (from group A)
- SISSSCO011 Manage integrity in sport (from group A)
- SISXFIND001 Develop and review budgets for activities or projects (from group C)
- SISXIND008 Manage legal compliance in sport and recreation (from group C)
- SISXMGT001 Develop and maintain stakeholder relationships (from group C)

- BSBMKG541 Identify and evaluate marketing opportunities (from group F)
- BSBOPS502 Manage business operational plan (from group F).

The Golf Professional specialisation course will undertake the remaining 11 elective units:

- HLTAID011 Provide First Aid (from group A)
- SISSSCO003 Meet participant coaching needs (from group A)
- SISSSCO004 Plan, conduct and review coaching programs (from group A)
- SISSSCO007 Apply sport psychology principles (from group A)
- SISSSCO008 Apply anti-doping policies (from group A)
- SISSSCO011 Manage integrity in sport (from group A)
- SISSGLF001 Coach advanced level golfers (from group B)
- SISSGLF004 Fit and alter golf equipment (from group B)
- SISSGLF005 Manage the structure and facilitation of golf competitions and tournaments (from group B)
- SISSGLF006 Participate in high performance golf tournaments (from group B)
- SISSGLF007 Manage on-course golf operations (from group B).



2.3 Clustering Units of Competency

A 'cluster' of units is a group of units that are connected by a common factor, or that comprise the competencies for a particular work activity. For example, you might cluster 'soft skills' units such as teamwork, communication skills and managing effective working relationships. Units are combined and then delivered and assessed at the same time. If a unit-by-unit delivery strategy is chosen, you may find you encounter issues of repetition. This may lead to boredom and distraction within the learning environment.

If you decide to cluster units, you will find clustering helps to:

- accurately represent the skill sets required for a particular work activity
- achieve outcomes with the least effort, as training in several similar areas or skills are undertaken at the same time rather than individually
- maximise the opportunity for concurrent assessment (addressing similar competencies from several units at the same time).

Clustering may also be necessary to meet the required profile of the learner or to address co-requisite requirements of a group of units.

Once you have made the decision to cluster units, you must ensure that all aspects of units within the cluster have been addressed in the delivery and assessment.



Example

Clustering Units

SHB20216 Certificate II in Salon Assistant, contains three core units

that it makes sense to cluster due to their nature:

- BSBWHS201 Contribute to health and safety of self and others
- SHBXCCS003 Greet and prepare clients for salon services
- SHBHBAS001 Provide shampoo and basin services.

In delivery, the tasks will naturally flow, there will not be any feelings of fragmentation in delivery and if they are assessed together, this could reduce repetition across tasks.

Considerations When Clustering

There are some important aspects to consider when choosing units for clustering.

The Learner

- Does the learner's job role require that they are competent in units that can be clustered?
- Is a clustered program suitable for the learner with regard to their time and availability?
- Does the learner have some competence in any units that could be recognised within a clustered learning program?

The Units Within the Learning Program

- Are there any units that share common knowledge and skills?
- Are the units already recognised as being within a proposed cluster? This might be indicated in the units themselves or in the training package as a skillset.
- Do the units represent tasks that are performed concurrently?



The Workplace

- Do the units represent tasks that comprise a particular job role within the workplace?
- Does the client require the units to be delivered and assessed as a cluster, or would they prefer separate delivery and assessment?
- Are there any employees that are competent in all units of the cluster? If so, are they able to contribute to and guide the development and practise of the learners?
- Is the workplace a suitable environment for learning? Does it have all the necessary resources for all the units of the proposed cluster?

The RTO

- Do the units meet training package and qualification packaging rules guidelines?
- Will clustering be an advantage in areas of timetabling and marketing?
- Is the RTO capable of delivering all units within the cluster, or are there issues relating to staff and material resources?
- Will 'un-clustering' be an issue for trainers to deliver and assess only part of the cluster, if a learner presents a statement of attainment with one of the clustered units for Credit Transfer?



Activity 2D

Identifying Suitable Clusters of Units

Refer to the units of competency you selected in Learning Activity 2B. Consider the learner, the workplace, the RTO and the units within the learning program. What recommendations would you make about clustering the units? Document possible clusters.



2.4 Foundation Skill Demands

All units of competency contain foundation skills. These are comprised of language, literacy, numeracy, digital literacy and employability skills. Depending upon the training package, these foundation skills may be listed separately in the unit of competency specifications or they may be embedded within the performance criteria. Either way, these skill demands must not be overlooked when developing a training program. These required skills have been identified by industry stakeholders and are transferrable in any workplace. As a trainer you will need to consider your learner's current foundation skills in these areas and work with them to ensure they are supported to reach the required levels of language, literacy, numeracy, digital and employability skills as required by the training specifications of the course they are about to undertake.

Your learners may have difficulties in successfully achieving competency if you do not consider their foundation skill needs.



Think

Think about the duties you perform in the workplace and how language, literacy, numeracy, digital and employability skills are a part of your everyday tasks:

- Communicating with your managers, supervisors, clients and colleagues – (language)
- Completing forms and other paperwork as part of your tasks – (literacy and numeracy)
- Use of workplace technology to complete your tasks – (language and digital literacy)
- Comprehension of written or verbal instructions in the workplace – (language and literacy)
- Ability to perform mathematical calculations, such as handling money, formulating budgets, measuring ingredients, and so on – (numeracy).



Watch

Why is Language, Literacy and Numeracy so important? Watch the video below:



<https://scnv.io/AFFn> 



Watch

How do I identify foundation skills in my training package? Watch the video below:



<https://scnv.io/38CB> 



Case Study

Trigger Words

The trainers at a national transport company were given the task of identifying the foundation skills in the units of competency that they were planning to provide training for on site. When they looked up the units on the national register of VET (training.gov.au), they found that the units in the Transport and Logistics Training Package (TLI) do not show the listed foundation skills, like they have seen in other training packages, instead at unit level there is a statement that says *'Foundation skills essential to performance are explicit in the performance criteria of this unit of competency'*.

One of the trainers was not sure how to do determine the specific skills, so they approached the training manager who told them about looking for trigger words in the unit performance criteria.

They provided one example from a performance criteria: *'Unsafe work practices and/or equipment are reported to appropriate personnel'*. They identified the skills in this PC are writing and oral communication.

How did they determine this?

The word 'reported' is a trigger word that identifies required skills in the PC. In this case, if something was not safe at work, there could be two ways of reporting it. Reporting in writing or reporting verbally, or even both. Identifying whether reporting should be done in writing or verbally would be further determined by following the correct workplace reporting procedures, which also brings in the skill of reading.



Activity 2E

Identifying Foundation Skill Requirements

Refer to the documentation of the units of competency you selected in Learning Activity 2B. Look for any specified foundation skill requirements. How would you go about building these requirements into your training?

2.5 Learning Resources

The training strategy should include a list of resources that will be used in the program. This list might include resources for the learner, resources for the trainer and resources for the assessor.

Useful resources include:

- textbooks
- websites
- workplace policies and procedures
- business plans
- annual reports
- user manuals
- brochures
- guest speakers
- industry experts
- focus groups
- research publications
- trade magazines and journals
- news articles
- workbooks containing content, activities and tasks
- background reading materials
- handouts
- PowerPoint or other computer-generated presentations
- DVDs or other audio-visual materials
- work samples
- online resources such as social networking sites, interest groups, chat rooms and forums.

How many more can you think of?



Activity 2F

Learning Resources

- Research suitable learning resources for your chosen training program in Learning Activity 2B.
- List at least ten resources. Outline their relevance and explain how they will be used.

Training Package Developer Resources

The training package developer will usually develop a range of materials to support the delivery and assessment of the qualifications within the package.

Companion Volumes

Companion volumes are included as part of each training package and can be found via a direct link on training.gov.au. Guides that may be included in the companion volumes include the following:

- Implementation Guide:

An Implementation guide is a mandatory requirement for Industry Skills Councils to develop. It includes an overview of the training packages, and information related to the units of competency, skill sets and qualifications. It also contains key implementation advice for use by RTOs. All training packages will include an implementation guide however some training packages may include additional guides and resources to assist with the implementation of the training package.
- Additional training package support materials, such as:
 - training strategies to guide the learning process
 - assessment resources
 - work placement guidelines
 - professional development advice.



2.6 Learning Experiences

While specific learning experiences targeted to each group will be included in the training session plans, information regarding learning experiences that are specified by the training package, competencies or course should be included in the training plan. You might also like to include learning experiences that you see as essential for every learner.

For example:

- real work experience
- a specialist guest speaker
- industry visits and tours
- practical demonstrations
- hands-on practice.

Adjustments and Special Requirements

There may be room for you to adjust the training program to meet the specific characteristics of the learners or the specific requirements of the organisation – provided the requirements of the units are met.

Adjustments should be considered when you are thinking about content and structure. Adjustments may be made to:

- allow for specific learner characteristics
- provide evidence of competency in skills or knowledge required by the organisation, yet not included in the unit.

Individual Client Requirements

Where you are developing a training program for a single client, there may be requirements specific to them that you will include.

For example:

- organisational policies and procedures
- training manuals
- standards of dress and personal presentation
- safety equipment
- identification requirements.

You can structure these into the training program where relevant. This is a form of contextualisation.

Contextualisation

The term contextualisation in this context relates to your freedom to adapt a qualification or unit of competency to better suit the needs of the client. Advice regarding contextualisation can be found in the unit of competency, the qualification rules or the companion volumes. You can also contextualise your training by using workplace examples and industry case studies.



Note

When considering contextualisation options, you must carefully check the rules within the qualification or unit to see how it can or

cannot be adapted. You will need to consider the specific needs of the client. If the client is an individual, constraints might apply in relation to the requirements of the job role and their place of employment. If your client is an organisation, it might relate to their unique requirements and preferences.

Where possible, aim to contextualise the qualifications or units to the needs of the client. As mentioned previously, there may be circumstances in which contextualisation will conflict with the requirements of the training package, therefore further discussion will be necessary.

When considering contextualisation, you will need to identify and document how the qualifications or units can be contextualised to the client's needs, such as:

- specific tools or equipment relevant to the competency
- specific organisational policies, procedures, processes and forms relevant to the competency
- linking organisation-specific terminology to the competency
- specific people relevant to the competency
- any conflict between the limits of contextualisation and the client's needs or preferences.



Activity 2G

Contextualisation

- How might you need to contextualise the training program to meet the needs of your client Zamba?
- Are there any limits to contextualisation expressed within the training package?

Work Health and Safety (WHS)

Workplace Health and Safety (WHS) is crucial when developing a training program, as the safety of the trainer and the learners is paramount. While a trainer has an inherent responsibility to provide a safe training environment, there may be specific WHS information that you will need to include in the training program. For example, a requirement for safety equipment or areas in an organisation with limited access.



2.7 Assessment Strategy

Your assessment strategy should outline how and when assessment will be delivered. Guidance can be found within the qualification and competencies. As mentioned above, often the assessment strategy is combined with the training strategy in one document to form the Training and Assessment Strategy (TAS).

To develop an assessment strategy, apply the following steps:

1. Read, analyse and apply the assessment guidance of the training package or accredited course and the assessment requirements within the unit to develop an assessment strategy.
2. Document the assessment strategy for your training program.

Include the following:

- How will assessment be conducted? (Methods and tools).
- How will the needs of groups or individual learners be met? (For example, reasonable adjustment in assessment and in relation to the workplace).
- How will Recognition of Prior Learning (RPL) be provided to learners?

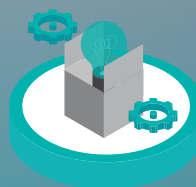
Assessment Requirements

A dedicated 'Assessment Requirements' section is provided in the unit of competency which includes three main categories:

1. **Performance Evidence:** Performance evidence is everything the learner needs to do, hence the word 'Performance'.
2. **Knowledge Evidence:** Knowledge evidence is everything the learner needs to understand, hence the word 'Knowledge'.
3. **Assessment Conditions:** The assessment conditions specify under what conditions the performance and knowledge evidence must be gathered. This includes the required resources, workplace or simulated environments, as well as the qualifications and experience of assessors.

Dimensions of Competency in Assessment

When planning for suitable assessment tasks in the assessment strategy, you must ensure that the learners will be able to demonstrate each the four dimensions of competency in the selected assessment methods.



Task Skills

The way specific workplace tasks are performed by the learner

Job Role and Environment Skills

This includes the responsibilities and expectations of the work environment and the learner's role while undertaking workplace activities



Task Management Skills

The skills needed to handle various tasks in order to complete a whole work procedure or activity

Contingency Management Skills

The ability to respond appropriately to problems or unexpected events when undertaking workplace activities.



2.8 Sustainability Matters When Planning Training

By incorporating sustainability principles when designing training programs and session planning, you can minimise the impacts on the environment and promote responsible practices within your training organisation.



Virtual Training

Consider offering virtual training sessions instead of in-person sessions to reduce carbon emissions from transportation. If in-person sessions are necessary, choose a location that is easily accessible by public transportation or bike and offer carpooling options.



Digital Materials

Avoid using paper materials for training sessions as much as possible. Instead, use digital materials such as online presentations, handouts or e-books. This can help reduce paper waste and conserve resources.



Sustainable Resources

Consider using sustainable resources when designing training materials. For example, use recycled paper for handouts or printing, or use eco-friendly materials for props or training aids.



Waste Reduction

Try to reduce waste during training sessions. This can be done by providing reusable cups and water bottles for attendees or by using a digital sign-up system instead of paper sign-in sheets.



Energy-Efficient Technology

Use energy-efficient technology such as LED projectors or screens and turn off equipment when not in use to conserve energy.



Sustainability Matters

2.9 Feedback and Review

An important step in finalising the training program is to gain industry feedback on the proposed strategy.

You will be getting feedback from the client in most cases, although it is also important to ensure you have feedback from external parties. This ensures the training program considers the needs of the industry, and not just those of the organisation you are working with. To gain industry feedback, you could go back to the same stakeholders we discussed in Chapter 1 or any others you think might provide relevant and accurate information on industry needs.

At this stage of the process, look for people who are willing to review your strategy and provide as much detailed feedback as they can on your proposed learning strategy.



You might ask the following:

- Is the learning appropriate for the target group?
- Are the delivery schedule and timelines realistic?
- Are the training and assessment methods likely to result in a competent learner?
- Have I selected appropriate resources?
- Have I considered all licensing and legislative requirements?



Note

It is important to document any feedback you receive from industry and explain how you have considered the feedback into the design of the training program. In line with the requirements of the Standards for RTOs 2015, industry consultation should be documented in the Training and Assessment Strategy (TAS).



Case Study

Industry Feedback

The training manager at QualityEd has prepared a training strategy for a program they wish to deliver for a retail chain, for whom they have just started working with. They put together a training strategy that considers the needs of the learners they will include in the program. After preparing an overview of the program, they contact the Australian Retailers Association (ARA) and the National Retail Association.

The training manager sends the course overview and a questionnaire that asks a series of questions about the QualityEd training strategy. Each of the contacts completes the questionnaire and provides them with a range of comments about the program. The training manager uses these comments to refine the training strategy and is then ready to present the strategy to the client for approval.

Review With the Client

Before you embark on the next stage in the development of a training program, you should go back to the client and present your current plan for review. This will give the client an opportunity to provide feedback, and it will also provide you with an opportunity to:

- check if the qualifications or units you have selected match the client's understanding of the purpose of the training program
- check the information you have gathered on learner characteristics
- discuss the estimated time frames for course completion
- resolve any possible conflicts between limits of contextualisation and the client's needs, preferences and to identify any changes.



Activity 2H

Finalising the Training Program

- Finalise the learning program for your client, Zamba.
- Roleplay a discussion of the report with your client Annabel with a group of your classmates, your trainer or a colleague.
- Summarise the discussion and any learnings that arose out of doing this.





Chapter 2

Review Questions



Use the following questions to check your knowledge.

Q1. Outline the importance of undertaking a training needs analysis process with your client.

Q2. Explain the differences between a training strategy and a session plan.

Q3. Describe how you go about selecting appropriate elective units for a qualification.

Q4. What are prerequisite units? Where can you find this information?

Q5. Explain how you can identify foundation skill requirements in a unit of competency if they are not specified.

Q6. Identify some advantages to clustering units of competencies. What considerations do you need to keep in mind?

Q7. Explain why the training strategy should be reviewed and approved by the client.

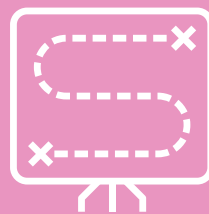
Chapter 3

Session Planning

The final step in the planning process is to develop a comprehensive session plan for each session in your program. In this chapter, we look at what should be included in a session plan and discuss techniques for documenting and refining each session.

By the end of this chapter, you will understand:

- ✓ the types of learner characteristics and their implications for designing and developing plans for vocational training
- ✓ learning theories and adult learning principles relating to designing and developing plans for vocational training
- ✓ basic instructional design principles relating to designing and developing plans for vocational training
- ✓ components of a session plan
- ✓ how to develop and plan the number and duration of sessions
- ✓ how to create and document session plans.





3.1 Learning Styles and Theories

As a trainer and assessor, you will have already completed school and probably further education. You will have also developed expertise in a subject, field of knowledge or a profession. While this grounding is invaluable in your industry or subject area and will certainly stand you in good stead for your career in training and education, you still need grounding in education, the theories that underpin practice and the technical language to work within the education and training industry.

The education and training industry is supported by a substantial base of research and literature drawn from many academic disciplines, such as neuropsychology, education psychology, psycholinguistics and pedagogy. These disciplines have formed our beliefs in how to manage formal learning and assessment. Research continues to contribute to this knowledge base and

brings about changes to teaching, learning and assessment practices in Vocational Education and Training (VET). Current work on brain functioning and artificial intelligence in the IT sciences, for example, is changing current theories on learning.

One of your responsibilities as a trainer is to stay up to date with contemporary practices in training and education. There are many ways in which to do this, including:

- subscribing to journals
- subscribing to newsletters
- regularly checking relevant websites
- networking with colleagues
- attending conferences and seminars
- attending formal and informal training.



Learning Styles

A learning style is the approach to learning that each person feels most comfortable with. Some people have a very distinct learning style, others have a combination of styles. There has been much research into individual learning styles and how they affect the training and assessment experience. Many theories and models have evolved and a knowledge of learning styles has become increasingly important as VET has moved towards flexible delivery models.

An understanding of an individual's learning style in a one-on-one training program has obvious benefits – it allows the trainer to tailor the learning program specifically to the needs of that person. There is also a known benefit in each learner understanding their own learning style – they are better able to determine which learning experiences and resources are likely to be useful to them, giving them control over their learning experience and making success more likely.

There is, however, some contention about how an understanding of the specific learning style is best used by a trainer in a group training environment. While

many groups are likely to share some commonality in learning style due to similarity in employment, culture and education, it is highly unlikely that they will all be the same. As you can imagine, it would be almost impossible to cater to the specific needs of every learner individually. Where the knowledge is useful, though, is in appreciating that there will be variety in the group and how to vary your training strategy to cater for that difference.

Human learning and development occur through the stimulation of one's senses by interacting with the world. We are all unique and have a particular combination of ways in which we learn best. As a trainer, your training style will not suit every learner, but you can provide a variety of training methods and learning and assessment activities so that everyone is learning in the way they prefer at least some of the time. Equally, as a learner, the training method may not suit you all of the time. With an understanding of your own learning style, however, you are well placed to manage your learning to ensure that you get the most from the experience.



Learning Through the Senses

Trainers and assessors should be aware of the various learning styles and preferences of learners. One method is to look at how people learn through their sense preferences. In other words, whether they learn most naturally by seeing (visual), hearing (auditory), doing (kinaesthetic) or reading and writing (read/write).

Visual learners learn through seeing:



- Use colourful posters and illustrations
- Use interactive, engaging presentations
- Use the Internet
- Use flipcharts
- Use video or television clips
- Use graphics, diagrams, and pictures
- Use a range of different coloured pens and markers
- Get learners to produce posters or brochures.

Auditory learners learn through hearing:



- Use your voice to explain things – change your tone, volume and intonation to match the content
- Use group discussions
- Use role play activities
- Use rhyming games
- Tell stories and jokes
- Use music – this can sometimes, however, be distracting to other learners
- Have learners give presentations.

Read/write learners learn through reading and writing:



- Have learners read from text
- Provide handouts
- Give learners writing activities to complete
- Write important words on the whiteboard
- Write on flipcharts
- Create concept maps and brainstorm.

Kinaesthetic learners learn through doing:



- Let them experience things for themselves
- Use stories and metaphors
- Make learners do all the work
- Spend little time behind the desk
- Use upbeat music in the room
- Physically demonstrate key tasks.



Case Study

Accommodating Your Learners

Bill is an experienced trainer. He normally stands at the front of the room and lectures. Bill is teaching a theory session for most of the day and he knows how restless the learners can become. He is keen to try the four different learning styles in his training.

He has:

- created handouts that have space for activities and note taking, that will be of help to the visual and read/write learners
- selected a short YouTube video that is relevant to one of his topics and a PowerPoint presentation, that will help the visual learners
- created a story to help the kinaesthetic learners experience the topic
- created role play activities, that will help the auditory learners.

When Bills completes his session, he is surprised at how engaged his learners were. At feedback time, he is amazed at how easily they recalled the content of the session.



LEARN MORE

NCVER Learning Styles

The NCVER has published an excellent report called Getting to Grips with Learning Styles. Follow the link below:

<https://scnv.io/aBi0>



Watch

Learn more about finding your learning style. Watch the video below:

<https://scnv.io/LE4D> 



Activity 3A

Your Learning Style

- Research online to locate a tool to assess your preferred learning style.
- Look at the information provided for your preference. Do you think that the results accurately reflect your learning style? Provide a reason for your answer. Would the tips help you in your learning? Why?



Brain Function

Another method is to look at brain functioning and the influence of brain dominance on learning preferences. This influences how learners think, divergently or convergently and theories of emotional intelligences.

Previous studies indicated that people preferred to use a certain side of their brain – this was referred to as ‘right-brain, left-brain theory’. For example, left-brain thinkers were said to be better at areas such as languages, critical thinking, numbers and reasoning. Right-brain thinkers were said to be better at music, colour, images, creativity.

Today, research has debunked this theory, indicating that it is a myth. While brain functions may favour specific sides (logical/analytical to the left; creativity to the right), people generally do not have stronger sides of the brain.

The University of Utah undertook brain scans of 1,011 people between seven and 79 years of age. They discovered that there was no evidence showing that people use one side of their brain over the other. Participants used their entire brain, equally, over the duration of the study.



Read

Left-Brain, Right-Brain Theory

Learn more about the University of Utah's study on left-brain versus right-brain function. Follow the link below:



<https://scnv.io/mTzB>



Learning Theories

There are many academic theories around the way that people learn. Some of the key theories are outlined below.

Gardner's Theory of Multiple Intelligences

Gardner's theory is that there are multiple intelligences that each of us possess in different quantities. He has identified nine, which are as follows:

 Verbal-linguistic (strong language skills, can convey ideas clearly, has good memory recall).	 Logical-mathematical (inductive and deductive thinking skills, can recognise abstract patterns, can work well with numbers, has good reasoning and problem-solving skills, prefers to work in a structured and organised learning environment).	 Musical (learns well through patterns, rhythms, songs, musical expression).
 Visual-spatial (can visualise spatial dimensions, can create internal images and pictures, is good at seeing the big picture, prefers to write information down).	 Bodily-kinaesthetic (prefers hands-on activities and scenarios, can easily become bored, prefers to learn by doing).	 Naturalistic (enjoys the outdoors, prefers scientific activities).
 Interpersonal (often extroverted, enjoys role plays and one-to-one communication, works well in groups).	 Intrapersonal (prefers to work alone, tends to be a perfectionist, understands own strengths and weaknesses, is good at relating learning to self).	 Existentialist (asks 'Why are we here?' and 'What is our purpose in the world?', enjoys philosophical discussion).

Apart from helping to understand yourself and your learners, and what they are likely to excel at, these ideas can also be helpful in developing processing tasks. They enable you to set a variety of tasks to ensure that everyone is processing information in an area of strength at some point in the training.

Witkin

Witkin's theory is that some people can analyse and learn things that are presented in isolation and other people like to learn in a more holistic way. Those that learn in isolation are not distracted by surrounding issues, while those that learn in a holistic way like to consider the surrounding issues.

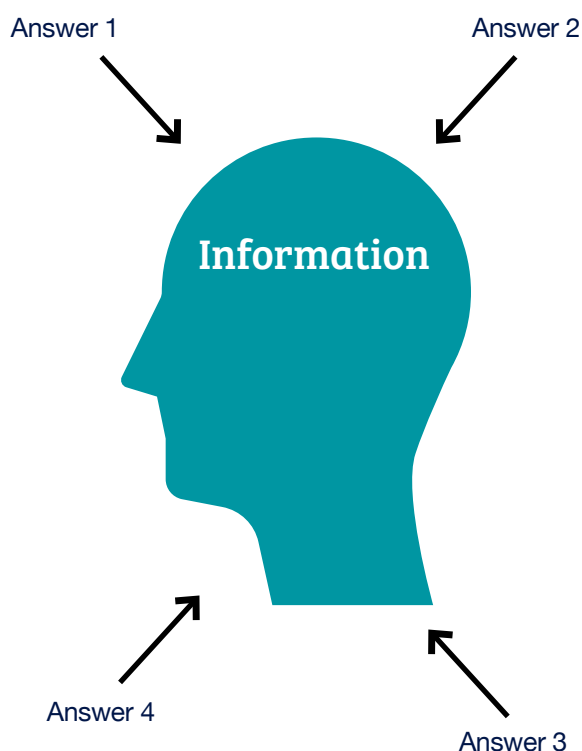
Pask

Similar to Witkin, Pask's theory is that some people like to learn by learning individual items in turn and then putting them together to form the whole, while other people like to start with the whole and break it down to learn its individual parts.

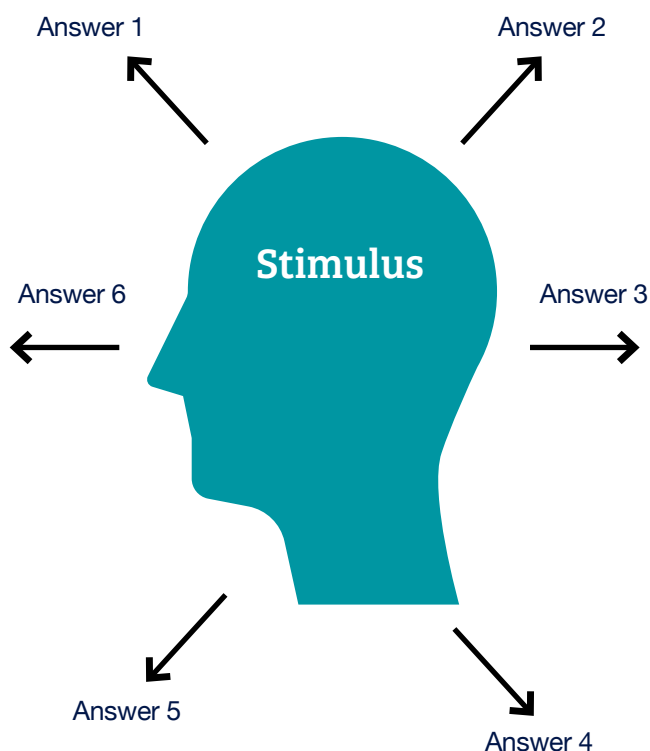
Hudson

Hudson's theory is that there are two different forms of thinking:

- Convergent thinking – people who are good at convergent thinking can bring information from a variety of sources to converge on a problem.



- Divergent thinking – people who are good at divergent thinking move outward from a problem, or diverge from it, which acts as a stimulus to enable them to think in a different way. They are likely to come up with creative, out-of-the-box solutions as the problem leads in a variety of directions.



Vygotsky

Lev Vygotsky believed the role of culture and social interactions were crucial to cognitive development.

Vygotsky's theory is based on the belief that adults foster the cognitive development of children by involving them in activities that are meaningful and challenging. Consider a child who is learning to ride a bike – the child moves through several challenges:

- riding with training wheels
- riding without training wheels, but with an adult holding on to the back of the bike to steady it
- independently riding when the adult has taken their hands away, often unknown to the child.

Note that while Vygotsky's theory is aimed at children's learning, it can still be applied to adult learning – ensure the tasks are not too easy, but also not too difficult to dissuade the learner from mastering the activity.

3.2 Models of Instruction

As with learning, there are many different methods and models of instruction.

There are two common one-sided models – curriculum or teacher centred and learner centred models. There is also a new two-sided model that is sociocultural and brings aspects of both cognitive and social learning together.

Curriculum Centred Model (Behaviourism)

A curriculum centred approach, also known as the transmission model, is based on the transmission of knowledge – teaching in this case is delivered with the primary focus being on the teacher. Both teacher and learner are passive, and the curriculum determines the sequence and timing of instruction. The role of the teacher in this approach is to transmit the curriculum.

Instructional activities under this approach include:

- lectures
- learners memorising information
- tests.

Most of us remember this model from our own school experience. Education reforms in school education mean that the perception that schools operate only with this model is probably unfair. The curriculum model, also commonly known as the transmission model, has the following features:

- Learning is mainly dependent on the teacher
- Teaching is accomplished by telling
- Learning is through repetition
- The learner is a passive container, waiting to be filled with knowledge but possibly not receiving the knowledge due to a block.

The purpose of assessment in this model is to determine the effectiveness with which a body of knowledge has been communicated by the teacher to the learner. This is best done through:

- questioning
- various forms of standardised testing
- essay writing
- repeating the information in an appropriate form.

Learner Centred Model (Progressivism, Cognitivism)

This approach is focused on the learner's acquisition of knowledge. Learners are limited in how much they can learn by their biology. Teachers must push learners beyond their limits. The role of the trainer in this approach is to create the environment in which the learner can develop in set stages.

Instructional activities in this approach are about learner discovery – reading materials and projects that are selected by the learner.



Interactive Model (Constructivist, Socio-cultural)

This approach is about the transformation of the learner through participation. What and how the learner learns depends on the opportunities the trainer provides. Learning is not natural but depends on creating interactions with other more experienced and trained people. The role of the trainer in this approach is to observe learners closely as individuals and groups. Provide learning experiences to match individual and collective learning plans that meet the individual needs of the learners.

Instructional activities in this approach are about trainer-guided participation in both small and large group work, recording and analysing learner progress and assistance to reach higher levels of competence.

Which Model?

Of these models, the two of most relevance to education and training in Australia is the transmission model (learner-centred) and a sociocultural model (interactive model) frequently referred to as the constructivist model.

In this model:

- the learner is regarded as a unique and multi-dimensional individual
- the importance of the background and culture of the learner shapes the social experiences in which learning occurs
- the learner has the responsibility for learning
- success is powerful motivation
- the role of the teacher is as a facilitator, who provides an environment in which the learner can be challenged
- learning is an active and social process
- there is dynamic interaction between task, instructor and learner.



The purpose of assessment in this model is twofold – assessment of learning and for learning – that is, assessment gauges what the learner knows and can do in order to facilitate further learning.

The constructivist model enables the centredness and cognition theories of the one-sided models to be merged with social and adult learning theories to create a model in which both teacher and learner have an interactive role. In a constructivist model the trainer retains the role of expert while guiding or facilitating learners through explicit activities in which learners transform what they already know.

Such a model requires very skilled educators who are expert, yet socially engaged in the learning process.

Learners in the VET sector are generally adolescents in the final years of non-compulsory education (such as in years 10–12, undertaking apprenticeships) or adults of all ages, educational and linguistic backgrounds. Unlike children, adults have life and work experience, as well as well-defined ways of learning, which are socially and culturally derived. These principles complement the constructivist model of learning.



Think

- What instructional models of learning are most compatible with what you already know about learning, and adult learning in particular?
- What model of instruction is most aligned with the requirements of the VET system, the transmission model and the constructivist model?

Six Principles of Adult Learning (Malcolm Knowles)

Need to Know

Adult learners feel the need to know why they should learn something before undertaking to learn it. They ask, 'What's in it for me?', 'Why should I make the effort?'

- Explain how the learning will be useful in life situations
- Help learners discover the gaps between where they are and where they want to be.

Learner's Self-Concept

Adults need to be recognised and treated by others as capable of self-direction.

- Wherever possible, allow learners to make decisions about their learning an assessment program.
- Treat learners with respect and listen to their questions, comments and concerns.

Learner's Life Experiences

Adult learners enter education with a variety of life experiences. These represent a rich resource for learning. These experiences are, however, imbued with bias and presupposition.

- Recognise that learners bring with them a wealth of experience
- Tap into this experience through group discussions and contribution from learners.

Readiness to Learn

Adults are ready to learn the things that align with their developmental tasks thus far.

- Tie the things you are teaching to the life situations of your learners.
- Ask questions such as 'How would this happen in your workplace?' and 'How would this affect you?'

Orientation to Learning

Adults are motivated to learn new material if it is applicable to their real-life situations. Adults are life centred.

- Make learning as relevant to the learner group as possible
- Use examples that learners can relate to.

Motivation

Adults' primary motivators to learn come from internal desires rather than external rewards.

- Make sure learning experiences are relevant to the learner.



Activity 3B

Instructional Models

- Consider the instructional models outlined above. Identify which model you prefer in regard to an adult learning context.
- Write a few paragraphs that will persuade your trainer to agree. Commence your writing with a paragraph that states your view, and then provide your argument. In the final paragraph, state your opinion again and briefly summarise your arguments.



3.3 Aligning Core Skills with Training Design

RTOs have been tasked by the Australian Government to develop core skills in each learner appropriate to the level at which they need to work and study effectively.

The Australian Core Skills Framework

The Australian Core Skills Framework (ACSF) is a framework that has been developed to assist both specialist and non-specialist language, literacy and numeracy practitioners describe an individual's performance in the five core skills of learning, reading, writing, oral communication and numeracy.

It provides a national approach to identifying and developing the core skills in diverse contexts including personal, workplace and training.

The framework can be used for many purposes in relation to core skill requirements such as:

- working out an individual's core skills performance
- mapping learning requirements and expectations
- customising approaches to teaching and learning
- describing the core skills relevant to the workplace.

What are the Implications for RTOs and Training Packages?

While the method for addressing core skills is not prescribed by the training package or the Standards for RTOs 2015, it must always be considered when developing a training program. How this is done will depend on the individual RTO and what their scope and learning strategies include. RTOs have an obligation to assess the individual needs of each student prior to enrolment to ensure that programs are suitable for the learner and that individual needs can be met. A part of this is ensuring the program is suitable for the learner's core skill levels and that these can be developed where possible and where needed.

You will explore core skills and the implications for planning later in your studies. In the meantime, you might like to consider the following questions in relation to addressing core skill needs:

- What are the current core skills of the learner?
- What core skills do they need to successfully complete the training?
- What core skills, including digital and employability skills do they need for the workplace?

Accessing Specialist Core Skills or Other Support

You may be at some point in your career required to look outside of your own capabilities to support the specific needs of a learner. In line with the legislated requirement to assess the individual needs of learners, your RTO will have a policy and procedure to follow for providing support. It is important that you follow these guidelines, and if you are ever unsure, always speak to your training manager.



Website

Learn about the Adult Learning Australia (ALA) Language, Literacy and Numeracy (LLN) toolkit. It contains a variety of LLN resources, many of which have been mapped to the Australian Core Skills Framework (ACSF). Follow the link below:

<https://scnv.io/kaD0>





Watch

Learn more about when is specialist Language, Literacy and Numeracy (LLN) support is needed. Watch the video below:

<https://scnv.io/0LGV> 





Read

Learn more about providing quality training and assessment services to students with disabilities. Follow the link below:

<https://scnv.io/DFw5>





Using the Training and Assessment Strategy (TAS) to Develop Session Plans

When developing training and session plans, you can start with the TAS by looking at several key components:

- The AQF level of the qualification
- The volume of learning (structured and unstructured learning)
- The estimated delivery timeframes (weeks, months and years)
- Breakdowns of nominal and delivery hours
- Any units that are clustered in delivery
- Location(s) and environment
- Required resources.

How Much Training is Required?

As good practice, the RTO should determine an appropriate amount of training during the planning and design phase for each unit of competency or each cluster of units of competency the RTO is delivering.

For each unit (or cluster), the RTO should consider the characteristics of its learners and the resources available. The RTO should select the mode of delivery of training and identify all the resources needed for that delivery mode.

Course Duration

This is the number of days, months or years needed to undertake the course from enrolment to completion.

Amount of Training

This is the structured learning including:

- delivery sessions, face to face and online
- class activities
- projects, assignments
- structured workplace experience
- structured prescribed reading and prescribed follow-up activities
- assessments.

Volume of Learning

This is the structured learning, plus un-structured learning such as:

- private study
- preparation and follow-up
- self-initiated learning
- research.



Definition

Volume of Learning

Volume of learning is defined in the Australian Qualifications Framework (AQF) as identifying the 'notional duration of all activities required for the achievement of the learning outcomes specified for a particular AQF qualification type. It is expressed in equivalent full-time years.'

Calculating the amount of training is often an ongoing process of adjustment and can be influenced in many ways. Each cohort is not the same and comes with different knowledge and skill levels, previous experience, or no experience at all. Class sizes can vary, the delivery location and resources are all factors to consider. As you develop experience in developing training programs and session plans, you would expect to be mentored by the RTO through this process early in your career as a VET trainer and assessor.



Read

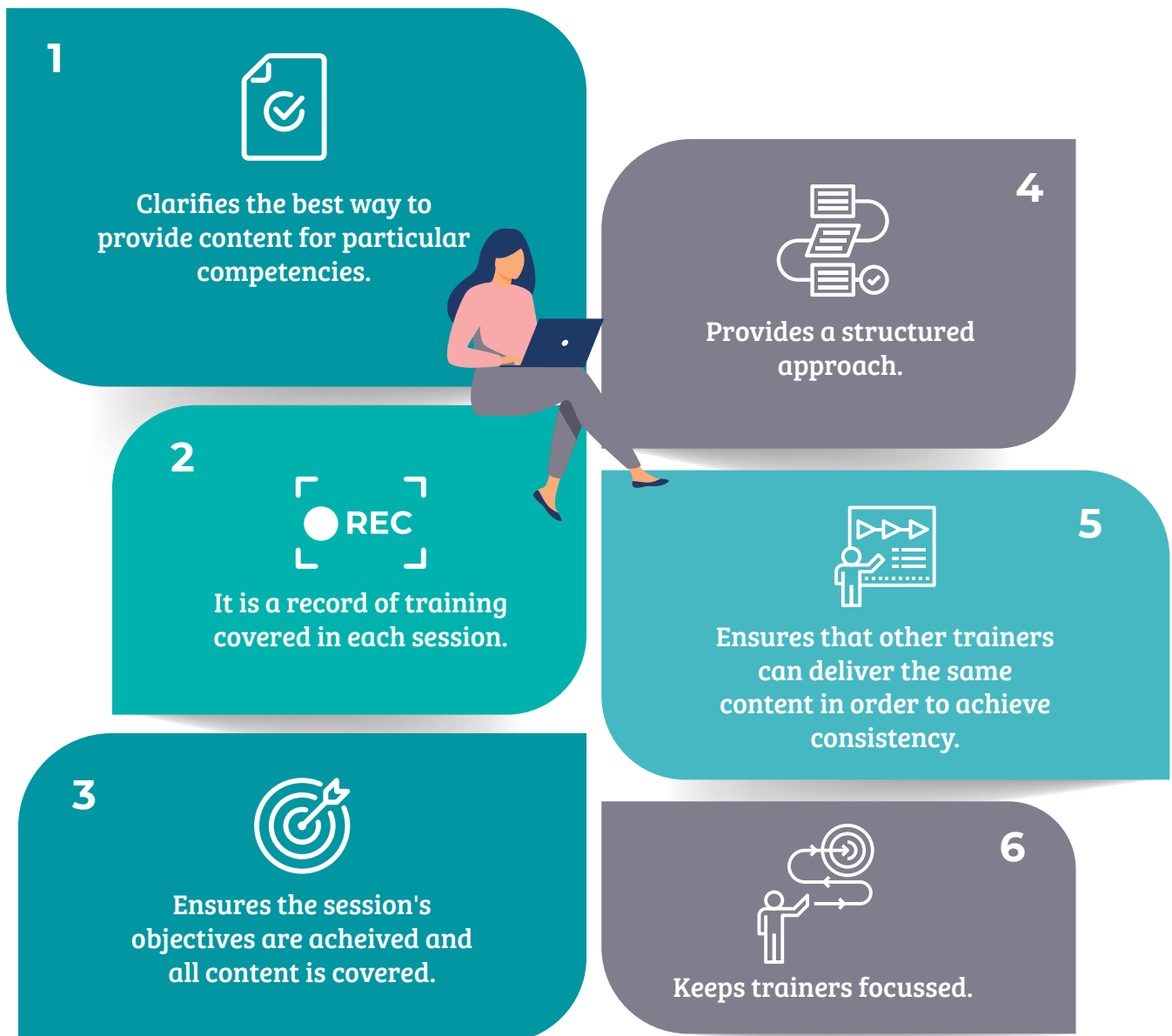
Learn more about determining the amount of training to deliver. Follow the link below:

<https://scnv.io/FjUI>



3.4 Planning Each Session

A session plan is a step-by-step guide that you will follow during the delivery of your program. A session plan is usually developed for each segment of the program and outlines how and when you will deliver the training and what aids and resources you will use.



Session Length

A 'session' has different meanings for different people and different organisations. For example, some RTOs will consider that a session is two hours in duration. If they book a training program for six hours, this will involve a series of three sessions and three session plans. Other RTOs might have one session plan to cover the entire six hours. Either the trainer or the RTO will determine the preferred format.

Sessions should typically not be shorter than one hour or any longer than two hours. Less than one hour is not very productive, as there is limited time to cover and process material. However, note that a session of more than two hours is also not productive – learners may tire easily and lose concentration.

A series of sessions during the same day must include substantial breaks to keep learners refreshed. A variety of activities within a session and across different sessions will also keep learners alert and willing to participate.

The session length might require some adjustments according to when learners are able to attend your sessions – you will want to avoid your sessions overlapping with their work schedules.

Number of Sessions

The overall number of sessions is primarily determined by how much instruction, processing and practise opportunities are required in order to develop competency. (Note that not all processing and practising has to occur during the sessions.)

You should also consider the needs and motivation of the learner group characteristics. The duration of the learning program needs to be realistic and manageable.

Format of a Session Plan

A session plan can take whatever form is most helpful. As you start developing and using session plans, it may be helpful to try a few different styles to discover which one is of most assistance. You may find various ways of personalising the plan to make it more meaningful.

It is important to note, however, that some RTOs and employers will have a template or preferred format for session plans. In these circumstances you will need to follow their format, as it is often structured to ensure compliance with either external or internal requirements.

A Session Plan Typically Includes:

- the learning objectives
- an outline and details of the content to be delivered
- the resources and equipment to be used
- the learning activities to be used
- opportunities for assessment
- any units of competency or modules to be covered or that are relevant to the training
- venue and dates of the training.





Example

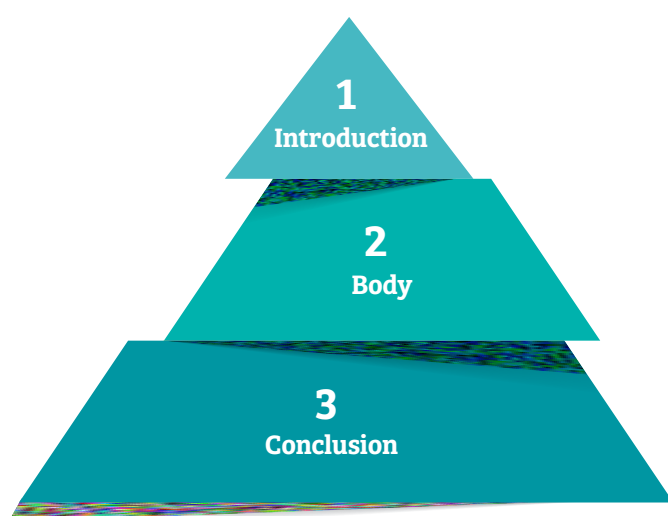
An example session plan is provided below:

Title:	Name of your session			
Session No: 2 of 3	Number of your training session	Cluster:	Name of the cluster If you are combining units	
Length of Session:	Duration of session (hours and/or minutes)			
Unit of Competency:	Name and title of the unit/s of competency you will cover in this session			
Facilities, Equipment and Resources Required:	Examples below (include where it is to be delivered) PowerPoint presentation – Title of File Computer Data projector Whiteboard/flipchart Handouts Sample learning strategies Learner's Workbox Assessment sheets			
Learning Outcomes:	The skills that will be developed as a result of the training			
Overview:	An overview of how the training will proceed and what is expected of the learners			
Length	Type	Topic	Training Manual Ref	Resources, Tools, Aids
Length of time for each section (minutes)	Review Activity Summary Activity/ Discussion Content	What is the topic being considered Information, activities, references, how topics will be considered, etc.	Reference to the page of the manual, workbook or other resource	Resources to be used in this section For example, whiteboard, video, OHP, etc.



Session Plan Structure

A session has three main parts:



Session Introduction

The introduction of any session needs to grab the attention of your learners and generate their interest and involvement. During the introduction you should provide information on what the session will involve and connect the learners with their own knowledge from previous learning or experience. In the first session, your introduction should also include any housekeeping issues such as toilets, availability of tea and coffee, and nearby shops. Emergency evacuation procedures should also be explained.

A good introduction will:

- engage the learner
- spark the learner's interest
- develop trust in you as the trainer
- overcome any barriers (for example, lack of interest or motivation, fear and so on)
- It can be helpful to remember the acronym 'ACT' when constructing an introduction – Attention, Connection, Training Information (ACT), see below.

Attention, Connection, Training Information (ACT)



Attention

At the beginning of any session, you must gain the attention of your learners to motivate them to learn. At the same time, you must develop mutual trust and respect. Some of the ways in which you can achieve this may include:

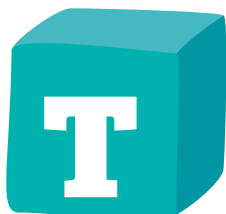
- using an interesting slide or short video
- outlining some interesting statistics or stating an unusual fact about the topic
- asking a question that has an unexpected answer
- using an exercise where the learners introduce themselves and talk about their expectations of the learning program – this can be particularly beneficial for the first session of a long series of sessions
- using a 'hook', such as explaining the benefits of successfully completing the program (such as career progression, salary increase, employability or personal satisfaction).



Connection

Try to connect the learners with the knowledge they have gained in previous sessions or from past experience. This can be done by:

- using a short processing exercise
- repeating the main points from the previous sessions
- asking a question about an issue from a previous session or from their own experiences.



Training Information

Provide the learners with information about the impending training session. This will give them the opportunity to get excited about the session and motivate them to learn. Information you might provide includes the:

- outcomes of the session and the main points
- activities they will complete during the session
- structure of the session
- importance of the session in terms of understanding crucial terms or issues.

Introduction Length

The length of an introduction will vary depending on the length of the session, the number of sessions to follow, and how much you feel you should cover. If you are planning an introduction to a long series of sessions, your introduction to the entire program could fill the majority of one session. If it is a standalone session, however, the introduction may take only five minutes. No matter how long a session is, or where in the series of sessions it sits, each one should have an introduction.



Case Study

Session Plan Introduction

Joe starts his session on WHS by outlining some statistics and showing pictures of people who have been injured in the workplace. He then asks the learners to take five minutes to draw a picture of what they learned in the previous session. The learners show their pictures to each other, and then one learner shows their drawing to the entire group. This picture explains most of the main points from the day before, yet Joe notices that one key piece of information is missing. He commends the learners on their drawings but draws their attention to the point that was omitted. Joe then reminds the learners what stage they should be at with their assessment tasks.

Joe provides an overview of the day's sessions. He also informs the learners what time the breaks will be held, and about the practical exercises they will undertake in the afternoon. Before launching into the material for the session, he asks if there are any questions.

At the beginning of the next session, Joe asks the group to recall the three main points from the previous session. He then explains what is going to be covered next. Joe tells the learners a story about how WHS statistics in a large workplace had changed once the employer implemented new WHS procedures.

Joe then begins to teach the day's session.



The Body of the Session

The body includes the main knowledge or skill you will be training during the session. The best way to teach the body is to break it into manageable segments. Each segment should be between 20 and 30 minutes and contain some information, an activity and a summary. Try to think about how the session will flow and how you might link each segment.

Skills and Knowledge

Consider the skills and knowledge required of the related units of competency. What skills and knowledge should you include as a section in your training session, and what could be supported by other learning materials, such as written learning materials and training aids?

The body of the session should include the following:

- Information
- Activities
- Summary.

Information

Training is based on information. Therefore, part of the training will involve the dissemination of various types of information. For example, in this course there is a lot of information on the principles of adult learning, facilitation skills and assessment requirements.

If your session mainly involves information or knowledge, rather than skill-based work, create some activities so learners can engage with the information you are communicating.

If the purpose of the training is for the learner to acquire skills, you will need to provide a description of the skill, why it is needed and how it can be performed. Where possible, you should demonstrate the skill and explain where and when to use it.

This is generally presented as the theory of the practice followed by the demonstration of the skill process. You would present this in the following order:

1. Provide an overview of the skill
2. Demonstrate the skill at normal speed
3. Demonstrate slowly and explain each step.

Activity

Undertaking a knowledge activity is where learners can put into practice what they have learned. This can be done by using:

- exercises
- discussion groups
- questioning
- role plays
- opportunities to practise skills.

When training a particular skill, you will need to have the learner follow through with regular practise. As the trainer, you should ensure that you:

- demonstrate the skill where possible
- ask questions to ensure the learner's understanding
- allow time for the learner to practise the new skill
- observe the learner performing the skill
- provide feedback
- allow the learner to repeat the skill.





Summary

At the end of the body of the session you should summarise what has been learned and encourage the learner to practise the skill. You might also reinforce how the skill can be applied in the workplace.



Case Study

Engaging With the Knowledge

Jennifer is training a session where the learners are investigating the current child safe standards in each State and Territory. She uses a PowerPoint presentation to support her in explaining and demonstrating the task. She then asks the learners to break into groups. She provides each group with a State or Territory to research. She allows time for the groups to conduct their research and then asks a spokesperson from each group to present their findings.

To conclude the session, Jennifer asks one of the learners to summarise the similarities and differences across states. Once this is done, she commends them for doing a great job and then expands on some key areas that were not previously identified.

Conclusion

The conclusion of the session plan needs just as much attention and planning as any other part. The purpose of the conclusion is to:

- summarise the session
- reinforce key points and messages that are important for your learners to remember
- relate the session to the learning outcomes introduced at the beginning of the session
- provide feedback to the learners regarding their participation
- receive feedback from the learners
- relate the session to the learners' future
- remind the learners about assessment, homework and so on.

If you have not already done so, you should ask questions to ensure understanding of key learning points.

If another session is to follow, remind the learners about when and where it will be held and give a brief outline of what will be covered. Ask them to bring along any equipment and learning resources that they will need.

It can be helpful to remember the acronym 'OFF' when constructing a conclusion.

Outcomes, Feedback, Future (OFF)

O = Outcomes

At the end of a session, refer to the learning outcomes that were introduced at the beginning. Discuss how these learning outcomes have been achieved and explain how the session has been successful.

F = Feedback

At the end of the session, you should provide your learners with feedback in a reassuring and supportive manner. Look for specific ways in which the group has excelled.

Ask for feedback from your learners at the end of each session by encouraging them to ask questions and offer comments. If some learners are uncomfortable speaking in front of the class, you can give them the option to submit their questions in writing.

It is more useful to ask an open question rather than a question that only requires a 'yes' or 'no' answer. For example, instead of asking 'Was the material relevant to your needs?' , ask 'How was the material relevant to your needs?'

F = Future

At the end of each session, inform the learners of what is ahead. If it is the end of the day or week, you will need to provide more detail than if the learners are only stepping out for a break. Future activities may include:

- the assessments relating to the session
- what to expect from future sessions
- any learning or assessment activities they will need to prepare for the next session.



Case Study

Session Plan Conclusion

Jennifer starts her conclusion by telling the group that they have completed everything they need to cover in the session. She commends them by saying, 'You have done a great job with the activities today. The answers from the group discussions were very insightful!'

Jennifer explains that their discussions contribute to their formative assessment. She informs the group of what will be required for the next session. Jennifer says she will be available during the break if anyone has questions.



Activity 3C

Session Planning

Working from your learning program in Activity 2B, develop a set of session plans for one of the units of competency (or clusters of units). Include the following as a minimum in your session plans:

- learning objectives
- presentation methods
- learning activities
- formative assessment activities
- sequence and timing of activities
- required resources
- total duration of sessions.

3.5 Tips for Developing Session Plans

In this section you will find a series of questions and reminders to help develop your session plan. There may be other points that you need to remember, so be sure to add any applicable items to this list.

Organisation and Planning

- What is your training goal or the goal of the learning program?
- What are the individual session learning outcomes?
- Do you need a workplace or practical application for training? How will you organise this?
- What delivery approach are you going to use – classroom, individual, distance, on the job, off the job?
- What is the duration of each session and how many sessions will there be?
- How many learners can participate?
- What are the competency standards or units of competency to be achieved?
- What do you need to do to ensure you have met all learning styles?
- Consider language and literacy requirements – are there any individual requirements?
- What equipment will you need? How will you present overheads – will you use hard copies or present on a data projector?
- What resources will you display?
- How are you training the five dimensions of competency?
- What is the content of handouts? How will you present them?
- What learning activities will consolidate learning and provide learners with an opportunity to practise new skills?
- What evidence of training are you collecting?
- What assessment methods will you use?
- Who are the facilitators?

Tips for Writing

- Use double line spacing when you create your plan – you can jot down ideas for activities as you think of them and add them to your plan later.
- Use visual cues for emphasis of key points – you might bold them, put them in italics or highlight them. Do whatever works best for you.
- Use post-it notes or coloured break-out boxes as a reminder of things you want to do during delivery, such as make eye contact, ask questions and so on.
- Work out the duration for each segment.
- Use shorthand for simple reminders, such as 'PPT for PowerPoint'.
- List the resources you are going to use and indicate when you are going to use them.
- Use a variety of activities that can follow each other, such as a role play and then a discussion.
- Vary the number of learners in group work – use pairs, groups of three or groups of four.
- Read the session plan a second time to ensure it flows smoothly.



Mapping and Cross Checking Your Unit of Competency

Similar to how assessment tasks are demonstrated in a unit of competency, you may wish to follow the same principles of mapping your units of competency to session plans.

You could either create a mapping document with columns to tick off or number your session components, or you could include the unit reference numbers and dot points directly in your session plan documentation. Either way it is important to go back and review each session plan to ensure the necessary skill and knowledge requirements have been addressed.

Documenting Session Plans

Documenting session plans is a responsibility of the trainer or training manager. Each RTO will have different requirements of their trainers in terms of documentation.

Often you may be required to:

- develop session plans
- make changes or updates to existing session plans
- update version control documentation
- inform other trainers of version changes.

Record keeping and documentation is a key audit requirement for RTOs. Records are relied upon heavily during audits to demonstrate appropriate training and assessment processes and will often be the basis of funding claims. Make sure you know what requirements there are on you to collect and retain documentation.



Chapter 3

Review Questions



Use the following questions to check your knowledge.

Q1. Describe what a session plan is. How does it help you to deliver training?

Q2. Identify what information a session plan should include.

Q3. List what types of training experiences might be documented in a session plan.

Q4. Explain how you might use the ACT acronym to assist you in developing session plans.

Q5. Explain how you might use the OFF acronym to assist you in developing session plans.

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Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



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