TAEDEL402
Plan, organise and facilitate learning in the workplace
Release 2

Learner guide

aspire
learning resources

Version control and modification history

Version	Release date	Modification
Release 1, version 1.1	January 2017	First release
Release 2, version 1.2	April 2017	Updated to Release 2

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Except where an information source is acknowledged, the names and details of individuals and organisations used in examples are fictitious and have been devised for learning purposes only. Any similarity to actual people or organisations is unintentional.

All websites referred to in this unit were accessed and deemed appropriate at time of publication.

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Participant

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Start date: ....

Phone number: ....

Email: ....

Work location

Name: ....

Address: ....

Postal address: ....

Workplace supervisor name: ....

Phone number: ....

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Name: ....

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Contents

Before you begin

This learner guide is based on the unit of competency *TAEDEL402 Plan, organise and facilitate learning in the workplace*, Release 2. Your trainer or training organisation must give you information about this unit of competency as part of your training program. You can access the unit of competency and assessment requirements at: www.training.gov.au.

How to work through this learner guide

This learner guide contains a number of features that will assist you in your learning. Your trainer will advise which parts of the learner guide you need to read, and which activities you need to complete. The features of this learner guide are detailed in the following table.

Feature of the learner guide	How you can use each feature
Overview	This section provides general information about the vocational education and training sector and its essential components (such as training packages), which will underpin your learning.
Introduction	The introduction covers the key concepts relevant to this particular unit of competency, including the terminology that will be used throughout this learner guide.
Learning content	Read each topic in this learner guide. If you come across content that is confusing, make a note and discuss it with your trainer. Your trainer is in the best position to offer assistance. It is very important that you take on some of the responsibility for the learning you will undertake.
Templates	Templates are referred to throughout the guide. These are samples of working documents similar to those found in a training organisation. Completed templates may be useful as evidence for portfolio assessments. Ask your trainer for sample templates provided with the *Trainer's and assessor's guide* for this unit.
Examples	Examples of completed documents that may be used in a workplace are included in this learner guide. Examples highlight learning points and provide realistic examples of workplace situations.
Activities	Activities give you the opportunity to put your skills and knowledge into action. Your trainer will tell you which activities to complete.
Summary	Key learning points are provided at the end of each topic.

Foundation skills

As you complete learning using this guide, you will be developing the foundation skills relevant for this unit. Foundation skills are the language, literacy and numeracy (LLN) skills and the employability skills required for participation in modern workplaces and contemporary life.

The following table outlines specific foundation skills noted for your learning in this learner guide.

Foundation skill area	Foundation skill description
Reading	▶ Accesses and interprets compliance information, contractual information, WHS information, and documents relevant to learning in the workplace, in the context of consultation and continuous improvement, to apply relevance to requirements
Writing	▶ Develops and maintains documentation relevant to workplace learning, including learning plans and evaluations, in accordance with organisational and workplace requirements
Oral communication	▶ Uses oral communication techniques to identify needs, build rapport, agree on learning plans, facilitate effective learning and monitor practice ▶ Selects appropriate vocabulary adjusting language, tone and pace to maintain effective interactions, and to build and maintain engagement with individuals or groups
Navigate the world of work	▶ Follows organisational protocols, policies and procedures in the management of records ▶ Recognises and responds to contractual and ethical requirements associated with own role
Interact with others	▶ Asks questions to clarify understanding, and seeks feedback and further information ▶ Cooperates and collaborates with others as part of routine activities to achieve team results, and to confirm outcomes meet requirements
Get the work done	▶ Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes ▶ Uses systematic, analytical processes in complex, routine and non-routine situations, gathering information, and identifying and evaluating options based on organisational needs ▶ Identifies and responds to problems and opportunities for improvement, considering options for different approaches ▶ Uses information and communications technology (ICT) based tools to design work processes and to complete work tasks

What do you already know?

Use the following table to identify what you may already know. This may assist you to work out what to focus on in your learning.

Topic	Key outcomes	Rate your confidence in each section
Topic 1: Establish an effective workplace learning environment	1.1 Establish, and agree upon, the objectives and scope of the work-based learning	☐ Confident ☐ Basic understanding ☐ Not confident
	1.2 Analyse work practices and routines to determine their effectiveness in meeting established learning objectives	☐ Confident ☐ Basic understanding ☐ Not confident
	1.3 Identify, and address any work health and safety (WHS) implications of using work as the basis for learning	☐ Confident ☐ Basic understanding ☐ Not confident
Topic 2: Develop a work-based learning pathway	2.1 Address contractual requirements and responsibilities for learning at work	☐ Confident ☐ Basic understanding ☐ Not confident
	2.2 Arrange for the integration and monitoring of external learning activities with the work-based learning pathway	☐ Confident ☐ Basic understanding ☐ Not confident
	2.3 Obtain agreement from relevant personnel to implement the work-based learning pathway	☐ Confident ☐ Basic understanding ☐ Not confident
Topic 3: Establish the learning–facilitation relationship	3.1 Identify the context for learning and the individual's learning style	☐ Confident ☐ Basic understanding ☐ Not confident
	3.2 Select an appropriate technique or process to facilitate learning, and explain the basis of the technique to the learner	☐ Confident ☐ Basic understanding ☐ Not confident
	3.3 Develop, document and discuss an individualised learning plan with the learner	☐ Confident ☐ Basic understanding ☐ Not confident
	3.4 Access, read and interpret documentation outlining the WHS responsibilities of the various parties in the learning environment	☐ Confident ☐ Basic understanding ☐ Not confident
	3.5 Monitor supervisory arrangements appropriate to the learner's level of knowledge, skill and experience to provide support and encouragement, and ensure learner's health and safety	☐ Confident ☐ Basic understanding ☐ Not confident

Topic	Key outcomes	Rate your confidence in each section
Topic 4: Implement the work-based learning pathway	4.1 Explain the objectives of work-based learning and the processes involved to the learner	☐ Confident ☐ Basic understanding ☐ Not confident
	4.2 Sequence the introduction of workplace tasks, activities and processes to reflect the agreed work-based learning pathway	☐ Confident ☐ Basic understanding ☐ Not confident
	4.3 Encourage learner to take responsibility for learning and to self-reflect	☐ Confident ☐ Basic understanding ☐ Not confident
	4.4 Develop techniques that facilitate the learner's transfer of skills and knowledge	☐ Confident ☐ Basic understanding ☐ Not confident
Topic 5: Maintain and develop the learning–facilitation relationship	5.1 Prepare for each session	☐ Confident ☐ Basic understanding ☐ Not confident
	5.2 Structure learning activities to support and reinforce new learning, build on strengths, and identify areas for further development	☐ Confident ☐ Basic understanding ☐ Not confident
	5.3 Observe learner cues, and change approaches where necessary, in order to maintain momentum	☐ Confident ☐ Basic understanding ☐ Not confident
	5.4 Practise ethical behaviour at all times	☐ Confident ☐ Basic understanding ☐ Not confident
	5.5 Monitor the effectiveness of the learning–facilitation relationship through regular meetings between the parties	☐ Confident ☐ Basic understanding ☐ Not confident
Topic 6: Close and evaluate the learning–facilitation relationship	6.1 Carry out the closure smoothly, using appropriate interpersonal and communication skills	☐ Confident ☐ Basic understanding ☐ Not confident
	6.2 Seek feedback from the learner on the outcomes achieved, and the value of the relationship	☐ Confident ☐ Basic understanding ☐ Not confident
	6.3 Evaluate effectiveness of the work-based pathway against the objectives, processes and techniques used	☐ Confident ☐ Basic understanding ☐ Not confident
	6.4 Recommend improvements to work-based practice in light of the review process	☐ Confident ☐ Basic understanding ☐ Not confident

Assessment

When you have completed your learning, you will be asked to complete an assessment. You need to understand what will be required of you regarding assessment as you work your way through this learner guide: your trainer/assessor will provide you with the relevant details. This learner guide does not include a final assessment. Your training organisation may be using Aspire's Assessment and RPL resource for this unit.

For this unit you will need to:

▶ prepare and facilitate work-based learning

▶ provide a minimum of two examples of developing work-based learning pathways that include:
  – identifying needs for learning
  – analysing work practices, work environment and work activities
  – organising and allocating work in a way that reflects learning needs, and provides effective learning opportunities through work processes

▶ conduct a learning–facilitation relationship:
  – with at least two individuals
  – demonstrating communication skills and flexibility
  – demonstrating one or more of the processes or techniques identified

You will also need to demonstrate knowledge of:

▶ systems, processes and practices within the organisation where work-based learning is taking place

▶ systems for identifying skill needs within the workplace

▶ different learning styles, and how to encourage learning for those who learn in different ways

▶ work health and safety (WHS) relating to the work role, including:
  – hazards relating to the industry and specific workplace
  – reporting requirements for hazards and incidents
  – specific procedures for work tasks
  – safe use and maintenance of relevant equipment
  – emergency procedures
  – sources of WHS information.

Always refer to your assessor for information about the number, type and detail required in the assessment materials you will be required to complete.

Developing an evidence portfolio

An evidence portfolio is a useful way to demonstrate to your assessor how you have developed the skills, knowledge, attitudes and abilities that contribute to competence. Samples of your work that are developed as a part of the activities can be used as evidence for assessment.

Your trainer/assessor may also ask you to provide samples of documents or completed templates to demonstrate your progress in this unit. Some of these could be submitted as part of an evidence portfolio. Always follow the specific directions and guidance of your trainer/assessor to determine what documents your portfolio should include and how they should be presented.

Here are some examples of what your portfolio might contain:

▶ Your responses to specific activities as indicated in each section of the learner guide

▶ Personal reflections on your progress via an ongoing learning journal

▶ Recorded comments from your supervisor, peers or clients about how you have applied skills and knowledge

▶ Documents or completed templates* you have developed such as assessment plans, assessment tools, training session plans or checklists

▶ Samples and an analysis of relevant forms, documents and other material used in a training and assessment environment

*Throughout this learner guide, reference is made to specific templates that you can use for activities or for your portfolio. Ask your trainer for template samples; Aspire has included relevant templates in its *Trainer's and assessor's guide* for this unit.

Overview
Understand vocational education and training

There is a great deal more to the VET system and the delivery of training and assessment than the information provided in this Overview. Each learner guide for the units offered in the Certificate IV in Training and Assessment provides activities and examples to demonstrate the application of your VET knowledge.

To work effectively in the vocational education and training (VET) system, you need to understand its essential components, particularly training packages and how to use them in a training delivery and assessment role.

VET develops skills and knowledge for work through a national training system that seeks to provide consistent training across Australia. The primary purpose of VET is to equip people with the skills, knowledge and attributes they require to be 'work ready' and to operate effectively in employment. The Australian VET system comprises two fundamental elements that help ensure quality and consistency in training: training packages and the VET Quality Framework (VQF), which includes the Australian Qualifications Framework (AQF).

Training packages

Training packages are the foundation of Australia's VET system. A training package is a set of nationally endorsed qualifications, units of competency and assessment requirements developed for a specific industry, sector or workplace. Copies of individual training packages can be viewed at: http://training.gov.au.

Training packages also provide the structure for competency-based training. A competency-based approach judges outcomes against specific standards established in the endorsed components of a training package. Endorsed components are the various units of competency, the qualifications within which they sit and assessment guidelines that describe the industry's desired approach to assessment and qualifications.

Training packages are developed by Service Skills Organisations (formerly by Industry Skills Councils) to meet the training needs of an industry or group of industries. Training packages are maintained in line with the National Skills Standards Council's Standards for Training Packages to ensure training packages are of high quality and meet the workforce development needs of industry, enterprises and individuals. These standards apply to the design and development of training packages for endorsement by the Australian Industry and Skills Committee (formerly the role of the now dissolved National Skills Standards Council (NSSC)).

Units of competency

Units of competency are the nationally agreed statements of the skills and knowledge required for effective performance in a particular job or job function. In other words, a unit of competency is a set of skills and knowledge that form part of a person's job role, and represents a discrete workplace outcome.

Units of competency are packaged as groups into qualifications and qualification levels in each training package. Each qualification has a descriptor that provides guidelines on how the unit is practically applied, who would use it and the unit's relationship to any applicable licensing, legislative or certification requirements.

Training packages do not prescribe how training is to be delivered. They provide guidance on assessment and the methods of assessment that may be appropriate for each unit of competency. Registered training organisations (RTOs) are responsible for how training and assessment occur.

An RTO can also issue qualifications derived from training packages or accredited courses, or statements of attainment to recognise the completion of a unit of competency from a qualification or accredited course.

The VET Quality Framework

The VET Quality Framework (VQF) is a set of standards and conditions used by the Australian Skills Quality Authority to assess whether an RTO meets the requirements for registration. The *National Vocational Education and Training Regulator Act 2011* (Cth) established the National VET Regulator (NVR) and underpins the VQF.

The VQF comprises:

▶   the Standards for Registered Training Organisations (RTOs) 2015
▶   the Australian Qualifications Framework
▶   the Fit and Proper Person Requirements
▶   the Financial Viability Risk Assessment Requirements
▶   the Data Provision Requirements.

Training that leads to the award of an accredited qualification must be delivered and assessed by an RTO that satisfies the Standards for Registered Training Organisations (RTOs) 2015. The Standards include the Essential Standards for Initial Registration and the Essential Standards for Continuing Registration. There are eight standards to which RTOs must comply.

You should familiarise yourself with the VQF and the compliance requirements it places on RTOs; this compliance directly affects the work you do as a trainer and an assessor.

Australian Skills Quality Authority

Course accreditation agencies such as the Australian Skills Quality Authority (ASQA) set regulations and standards for the VET sector to ensure course quality is maintained through the effective regulation of training providers and accredited courses. It does this mainly through the VQF. (Note: Victoria and Western Australia have not referred their powers of regulation to ASQA and continue to be subject to their respective state regulators if they operate solely within their state.)

ASQA works with other regulatory, funding and policy bodies to ensure the training provided is of high quality and meets the requirements of industry-developed training packages, so VET graduates have the required skills and competencies for employment.

Any RTO operating solely in Victoria and/or Western Australia is regulated by those states' regulators (not ASQA), and must comply with the Australian Quality Training Framework (AQTF) Essential Conditions and Standards for Registration. The VQF Standards for NVR Registered Training Organisations derive from the AQTF standards.

Throughout this learner guide, reference is made to both sets of Standards, presented as VQF/AQTF.

The Australian Qualifications Framework

The Australian Qualifications Framework (AQF), a component of the VQF, is a policy framework that defines the standards for regulated qualifications in Australian education and training. It specifies the learning outcomes for 16 nationally recognised qualifications. The following diagram represents the 10 levels of the AQF.

Reproduced with permission of the AQF council, from AQF Second Edition, January 2013, p. 19.

An RTO must issue qualifications and statements of attainment that align to the AQF and meet the requirements of the AQF Qualifications Issuance Policy and the endorsed training packages within that RTO's scope of registration.

Training and assessment

The primary role of RTOs in the VET system is to deliver accredited training and assessment-based units of competency and qualifications. You may be employed by an RTO to facilitate classroom, online or blended learning; to deliver workplace-based training and assessment on-site to enterprise staff; or to coordinate and support enterprise trainers, coaches and mentors in their roles.

Alternatively, you may be an enterprise trainer whose role is to facilitate learning and carry out assessment in the workplace, perhaps based on national units of competency or internal enterprise standards. The work you do may or may not lead to a recognised qualification.

When working with training packages and before providing training or assessment services, there are two aspects of competency and units of competency that you need to understand:

▶ How to identify and 'unpack' the key features of a unit of competency
▶ The dimensions of competency and their role in ensuring that competency incorporates all aspects of work performance

Explore a unit of competency

You should unpack a unit of competency and consider each part of the unit to form a picture of what a competent person looks like, how assessment should occur and what evidence is required.

The following table summarises the components of a unit of competency, as defined in the TAE Training and Education Training Package Implementation Guide.

Component feature	What it relates to
Unit of competency	
Title	The title describes the unit outcome.
Unit application	This field describes how the unit is practically applied, who would typically use it and the unit of competency's relationship to licensing, legislative or certification requirements.
Prerequisite units	This is an optional field that specifies any unit/s in which the learner must already be competent prior to achieving competency in this unit.
Unit Sector	This field is used to categorise units of competency in relation to industry sectors or types of work.
Elements of competency	Elements of competency describe the outcomes of the significant functions and tasks that make up the competency. Elements describe actions or outcomes that are demonstrable and assessable.
Performance criteria	Performance criteria specify the required performance in relevant tasks, roles, skills (including foundation skills) and the applied knowledge that enables competent performance.
Foundation skills	This field describes the language, literacy, numeracy and employment skills that are essential to performance.
Range of conditions	This is an optional field that specifies different work environments and conditions that may affect performance. Range is restricted to essential operating conditions and any other variables essential to the work environment, so it is quite different from the previous range statement.
Unit mapping information	This field specifies the code and title of any equivalent unit of competency.
Links	This field provides a link to the Companion Volume Implementation Guide.
Assessment requirements	
Performance evidence	Performance evidence, as the name implies, specifies what individuals must do to show that they satisfy the performance standards in the unit of competency.

Component feature	What it relates to
Knowledge evidence	Knowledge evidence, as the name implies, specifies what individuals must know in order to carry out the work tasks described in the unit of competency safely and effectively.
Assessment conditions	This field describes mandatory conditions for assessment; for example, details of equipment and materials; contingencies; physical conditions; relationships with other people; and time frames. It also specifies assessor requirements.
Links	This field provides a link to the Companion Volume Implementation Guide.

Explore dimensions of competency

Reviewing the dimensions of competency is an important part of unpacking a unit of competency. The dimensions of competency relate to all aspects of work performance in both routine and non-routine work situations. A competent person can successfully apply their skills and knowledge to work activities in a range of contexts.

The following table explores the four dimensions of competency in more detail.

Dimensions of competency	Meaning
Task skills	The candidate must perform the individual skills required to complete a work activity to the required standard.
Task management skills	The candidate must manage a number of different tasks to complete a whole work activity, such as working to meet deadlines.
Contingency management skills	The candidate must use problem-solving skills to resolve issues that arise when performing a work activity.
Job/role environment skills	The candidate must perform effectively in the workplace when undertaking a work activity by working well with all stakeholders and following workplace policies and procedures.

Incorporate foundation skills

Foundation skills are the non-technical skills that support an individual's participation in the workplace, the community and in education and training. In training packages, the foundation skills can incorporate the language, literacy and numeracy (LLN) skills described in the Australian Core Skills Framework (ACSF), and the employability skills described in the Core Skills for Work Developmental Framework (CSfW).

Foundation skills underpin competent performance and are identified in each unit of competency in a foundation skills table. The foundation skills should be considered an integrated part of the unit for delivery and assessment purposes.

FSK Foundation Skills Training Package

The FSK Foundation Skills Training Package was developed to work in combination with other training packages to support the development of learners' core skills, so they can achieve their vocational training goals. Trainers have an opportunity to use material developed, such as those developed by Aspire Learning Resources, to deliver foundation skills to learners. RTOs have an opportunity to deliver training and qualifications in foundation skills units to support their students.

IBSA's Building Strong Foundations resource provides information about using the Foundation Skills Training Package. You can access Building Strong Foundations at this website:

▶   www.ibsa.org.au

The Foundation Skills Training Package Implementation Guide also contains an explanation of the use of this training package. You can access it at this website:

▶   https://vetnet.education.gov.au

Assessment methods

The competency-based assessment system relies on an assessor making a judgment about a person's competence against performance benchmarks in a unit of competency, using methods such as criterion-referenced assessment, standards-based assessment or evidence-based assessment. An assessment candidate should be judged as either competent or not yet competent according to whether they demonstrate that they can meet the specified standards.

The recognition process

The recognition process allows candidates to provide evidence that their previous training, work or life experience aligns to the skills and knowledge described in a qualification or unit of competency.

Recognition of prior learning (RPL) is one form of this process. Recognition can also include recognition of current competency and credit transfer.

Evidence of competency may include work samples, journals, certificates of achievement and third-party testimonials. In addition, candidates may be asked questions, observed undertaking set tasks or asked to demonstrate the authenticity of their work.

RTO staff must be able to provide clear, accurate information on assessment and recognition processes to candidates. Your obligations could therefore include:

▶   advising and assisting a candidate/learner to apply for recognition

▶   determining the type of recognition for which the candidate/learner should apply

▶   assisting the candidate/learner to complete relevant documents

▶   processing recognition applications in a timely manner.

Candidates may apply for recognition before the learning program commences. In other cases it may become apparent as a learner progresses through training delivery that they have the skills, knowledge and competence to satisfy the assessment requirements for a unit of competency or a cluster of units.

Introduction

Plan, organise and facilitate learning in the workplace

Vocational education and training (VET) is designed for the purposes of meeting the skills and knowledge needs of Australian industry and commerce. Broadly speaking, the employers of Australia's workforce are the clients that all VET is aimed to provide for. More specifically, the training packages developed with industry consultation are focused on providing skilled workers in the many fields of industry represented in vocational training; from retail, business and hospitality to mining, childcare and aviation.

Acquiring the right skills

Employers, in collaboration with industry reference committees and the skills service organisations that support them, define the skills and knowledge needed by today's workers. These skills and knowledge are collectively known as 'units of competency', and are documented in the training packages endorsed by Commonwealth, state and territory governments. All the current units of competency used in any given field of employment, including accredited licences, apprenticeships, and all nationally recognised certificate- and diploma-level units and courses can be accessed at:

▶ www.training.gov.au.

While a lot of information contained in this learner guide centres on workplace-based training of apprentices and trainees, many companies have human resource policies in place to provide once-off or ongoing accredited and non-accredited training to develop the skills, knowledge and career pathways of new and existing employees.

Workplace training differs from classroom delivery in a number of ways. Primarily, conducting workplace training requires the understanding and application of real workplace procedures and processes, as opposed to simulated or scenario-based tasks. Additionally, the workplace procedures and context guide the way in which tasks are applied and training content is delivered.

What this unit covers

This unit of competency, *TAEDEL402 Plan, organise and facilitate learning in the workplace*, describes the performance outcomes, skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace.

The unit of competency applies to a person working as an entry-level trainer, teacher or facilitator, team leader or workplace supervisor, or any employee responsible for guiding learning through work.

Your job role

This learner guide will assist you to develop the competence required to plan, organise and facilitate learning in the workplace. It is written for a range of individuals whose role involves training.

Deliver accredited training

▶ You may be employed as a trainer (and/or assessor) in a registered training organisation (RTO) that provides training and assessment to learners who wish to gain nationally recognised qualifications. You may deliver and assess training to multiple groups of learners who are enrolled in various courses. This type of training and assessing usually occurs in a group environment, such as a workplace, classroom or, increasingly, as blended learning using various online technologies.

Deliver unaccredited training

▶ You may be employed by an RTO and asked to train learners in a workplace that is not registered to provide national qualifications. The training and assessment is the responsibility of the RTO, but may be managed in consultation with the workplace.

Mixed role

▶ You may be employed in a workplace that is also registered as an RTO (an enterprise RTO). Your job may be in the organisation's learning and development team, where your role is to train and assess workers in various sections of the organisation.

Training outside of an RTO

▶ You may be a supervisor, manager or subject matter expert who trains people in organisations.

A plan for training

In any organisation, there is a need to identify and determine what skills are needed and how people can develop them through training. This is called many different things in organisations, such as a learning and development plan, professional development plan, training plan or, in the case of an RTO, a training and assessment plan.

What you will learn

In this learner guide you will learn how to:

▶ establish an effective work environment for learning, such as how to identify the skills needed and what the scope of the learning will include

▶ develop a work-based learning pathway – arranging the necessary agreements, activities and contractual arrangements necessary for work-based training

▶ establish an effective learning relationship, such as mentoring different learning styles and encouraging learning for those who learn in different ways

▶ implement a work-based learning pathway, including encouraging and promoting independence and the learners' responsibility for their own learning

▶ maintain and develop the learning relationship by acting ethically and building on the strengths of the learner

▶ close and evaluate the learning relationship to provide feedback for continuous improvements in the work-based learning program.

Essential learning points

The information in this learner guide is based on an understanding of the following concepts and issues.

Work health and safety (WHS) implications	You need to understand and apply WHS policies, procedures and obligations that are relevant to the workplace before you begin to deliver training. All workplaces are different and have different policies and procedures in place. You must ensure all work practices, routines and proposed changes to work practices do not pose a risk to learners or others in the workplace.
Contractual requirements	As a workplace trainer or facilitator, you need to ensure you understand and meet the contractual requirements of your job. These requirements include developing training plans under apprenticeship and traineeship arrangements, and meeting the requirements of government-funded training programs, such as Industry Skills Fund programs.
Work-based learning pathway	The role of a trainer or facilitator is to identify the specific goals for work-based learning to address and identify the work tasks to be included in the learning process. You should then sequence these tasks in an appropriate way that reflects the learner's incremental development, and direct any guidance and modelling from experienced co-workers and experts in the workplace. You also need to identify and facilitate opportunities so the learner can practise their newly acquired skills and knowledge.
Individualised learning plans	As you work through this learner guide, you will learn how to develop individualised learning plans by collecting information about the individual's learning style, learner characteristics and the context for learning. You need to understand and apply clear boundaries and expectations with regard to the learning–facilitation relationship, and identify and document any equity or additional support needs for the learner. You will understand the need for communication skills, techniques and processes for facilitating learning. You will need to clearly identify and communicate the performance benchmarks that are to be achieved and implement the strategies, activities and process that will achieve these benchmarks.

Ethical behaviour	As a trainer or facilitator, you have an obligation to always behave in a professional and ethical manner. To have effective relationships with learners, colleagues and other people in the workplace, you need to be trustworthy, honest and have integrity. You must always follow the relevant organisational policies, and understand and accept your personal limits and the limits of your job role so you can be ready to provide a range of other intervention referrals as required. You also need to understand and comply with any privacy and confidentiality issues of the training delivery session and treat all individuals fairly and respectfully.
Impact	The aim of training delivery is to ensure the learner successfully achieves their identified goals. As a trainer or facilitator, your role is to support the learner to achieve their goals, monitor their rate of achievement and identify any problems or issues that result in a lack of achievement of identified goals. You need to understand how to communicate and build professional relationships with learners to increase their self-confidence, provide ongoing motivation to learn and increase their capacity to learn. You should also endeavour to influence the learner to achieve other outcomes as a result of the learner–trainer relationship; for example, by fostering a positive attitude to lifelong learning and developing new goals.

Access and equity issues

Access and equity issues are important in a learning situation. Learners must have access to an environment that does not discriminate on any basis or cause offence through cultural or language misunderstanding. You need the skills and knowledge necessary to ensure that the learning process reflects the needs of particular target groups, such as people with disabilities, Aboriginal and Torres Strait Islander people, women and people with a language background other than English.

There are a number of considerations when responding to diversity, as the following outlines.

Identify needs

▶ Develop a profile for each candidate and identify where they may require support.

Acknowledge culture

▶ Take into account a candidate's cultural background; for example:
  – don't use colloquial Australian words or phrases that may cause confusion
  – contextualise learning to show there is cultural understanding
  – understand cultural dress, but explain exceptions, such as the requirement for a learner to wear personal protective equipment (PPE) when operating machinery rather than a traditional scarf or skirt the person may usually wear.

Cater for disability

▶ Recognise disability issues and making adjustments, such as providing extra time for a demonstration or using an interpreter.

LLN specialist support

▶ Make use of specialist LLN support and advice when contextualising materials, planning training, conducting training sessions and making reasonable adjustments to assessment activities where necessary. The core TAE unit of competency *TAELLN411 Address adult language, literacy and numeracy skills* outlines ways you can do this.

Learn more

▶ Use the internet to research inclusive practices that are relevant to the needs of your learners. You can find out more at this website:
    – www.training.qld.gov.au/providers/inclusive

Topic 1

In this topic you will learn how to:

1A Agree on workplace learning objectives

1B Analyse work practices and routines

1C Address WHS implications

Establish an effective workplace learning environment

This topic explains why structured learning may be provided in a workplace, with guidelines and considerations for setting it up.

A learning environment is the combination of the location and characteristics of the setting that impact the learning experience. Learning in a workplace offers learners an opportunity to hone their skills and become 'work ready'. Workplace training allows the learner to practise their skills and knowledge and apply them in the workplace setting. Creating an effective workplace learning environment often requires negotiation and compromise between workplace managers, the trainer and the learners. As a trainer, you must carefully balance the needs of the learners with the requirements of the workplace, while still maintaining the integrity and validity of the training.

1A Agree on workplace learning objectives

Work-based learning is training that occurs in a work setting which is linked to the job role and the work being done. This can be a real workplace or a simulated work environment. This type of learning can cover a multitude of specific and general tasks, from basic office administration to the operation of plant and machinery. The learning objectives can also vary depending on the type of training required, the skills gaps identified and the organisational culture that supports the training. Identifying and clearly establishing the scope and objectives of training is an essential first step in the process of work-based training.

You may be an external trainer who has been provided with the outline of a learning program that has been decided by your RTO supervisor and management at a workplace organisation. You could be a workplace supervisor not connected with VET or an RTO and have the task of planning and organising learning in the workplace. However, you will still need to consult with various stakeholders to understand and verify details of any skills gaps and workplace tasks, processes and policies to negotiate the structure and delivery of training.

Establish objectives

Your first step in establishing objectives is to determine the key people and their expectations in relation to training. This consultation requires communication skills to establish the criteria and objectives of the clients and stakeholders. If the work-based learning is a continuous activity within an organisation, these lines of responsibility will be clearly identified. For new clients, it will have to be established before continuing. The following list describes how each stakeholder may contribute to the establishing objectives.

Workplace supervisor

A workplace supervisor is primarily concerned with the employability and improvement of the learner throughout the training. Objectives from this source may relate to specific skills, knowledge or workplace procedures.

Manager responsible for the work area

As with the supervisor, an area manager may recommend objectives relating to the learner's employability. However, they are generally more interested in how the learner will fit into the work group, and may therefore introduce objectives relating to teamwork and group participation.

The learner

The learner's objectives may range from gaining new skills and learning new tasks, through to achieving trade qualifications, gaining promotion and running their own business. The training objectives may therefore relate to the speed of the training, its timing and content, and the assessment requirements for achieving recognition.

Human resources (HR) staff

HR staff, including those responsible for training, usually oversee a number of trainees, and are therefore more likely to be interested in outcomes, milestones and reporting requirements. Objectives may overlap with area managers and government funding authorities, as each may require formal documentation of training outcomes.

RTO client manager

The client manager is the person at an RTO who manages the learner's enrolment and administration. Their objectives would include data collection and milestone reporting.

Trainer/assessor

The goals and objectives for the trainer/assessor usually revolve around delivery timing, content delivery, the successful transfer of skills and knowledge, and the learner–facilitator relationship.

Third-party stakeholders

Third-party stakeholders include government and licensing officials, union representatives, and funding providers (although these stakeholders do not usually have direct contact or involvement with the training delivery). Objectives are usually administrative and based on regulatory compliance processes, such as submission of competency records, compliance with award conditions and trainee certification.

Identify skill needs

An effective and efficient manner of establishing and agreeing on common training objectives is to analyse and discuss the skill needs of the workplace.

An organisation requires workers to have or acquire specific skills to operate effectively. These skill requirements may change over time as new processes, equipment or legislation impacts the tasks that each person carries out. For example:

▶ A floor manager at a furniture factory may be required to gain skills as a work health and safety (WHS) officer.

▶ An office manager may be required to implement new projects and therefore gain project management skills.

▶ An apprentice may need to learn how to use a variety of tools in different contexts.

Skill needs are specific to each organisation and may be affected by numerous factors ranging from competition and strategic direction, to environmental, sustainability, quality control and legal changes. Identifying skill needs must therefore be tailored to the specific organisation.

Strategies to identify skill needs include:

▶ workplace surveys and questionnaires to identify perceived needs of workers and supervisors

▶ results from professional development sessions

▶ interviews with managers, supervisors and staff

▶ skills gap analyses – comparing existing skills with work requirements

▶ workplace assessments to establish the current skill levels of workers (these may be known as skills audits or analyses).

Confirm objectives with the learner

Before starting training delivery, the trainer/facilitator should meet with learners and discuss the program to listen to the learner's needs, requirements, suggestions and concerns.

The manner of confirmation will depend on the workplace and the relationship you foster with the learner or workplace stakeholders. For example, internal trainers may have more authority to set out learning objectives than external trainers due to a managerial mandate. Additionally, external trainers may need to balance times, schedules and funding with national requirements, learners' needs and their own organisational objectives.

In an apprenticeship situation, objectives need to meet the work schedules and schedule any training provided into blocks. Confirming these objectives allows an apprentice to plan their personal and professional lives for the year/s ahead (for example, in relation to work projects, annual leave, transport arrangements and applying for any government support).

The trainer should confirm the objectives with the learner either during or just after this discussion. This is to ensure the learner wishes to continue with the training and is familiar with what is required, and to establish accountability and responsibility.

To confirm learning objectives, you can do the following:

▶ Discuss the training face to face or over the phone with the learner, and expressly agree on the learning outcomes.

▶ Provide written information and instructions to the learner prior to the training, outlining national competency requirements and workplace objectives.

▶ Create and agree on a training program with the learner and their supervisor (this is the practice with most traineeships).

▶ Meet with the learner to create a list of learning goals that satisfies the needs of all parties – this is useful when a nationally recognised qualification is not a requirement.

Confirm the scope of the learning

The scope of the learning refers to the breadth of information you will cover with the learner. For example, will the training cover the equipment used in the learner's current workplace or will you include equipment they may come across in other workplaces? Determining the scope of learning requires knowledge of the following factors.

Likely or potential needs of the workplace

▶ Consider, for example, whether it likely that the learner will be called upon to do a task outside their direct activities. If so, how can the training cater for such contingencies?

Industry knowledge

▶ You require some industry knowledge, at least to the extent that you understand the common needs of workers in the relevant industry. Further information can be gained from the learner and/or client organisation.

Organisational requirements

▶ Trainees and apprentices will often require specific workplace training on tools and equipment. You must be familiar with these requirements in order to incorporate them into the training.

National competency requirements

▶ For example, you may need to know what evidence is required to meet the unit of competency and how the evidence can be gathered from activities in the learner's workplace.

Example

Agree on workplace learning objectives

Joanne has worked as a sales assistant in a retail clothing store for the last six months. The store owners engaged an RTO to provide retail training to all staff with less than one year's experience. The trainer met with the owners to verify the objectives and scope of the training and agreed that:

▶ the purpose of training and assessment is to provide staff with national qualifications

▶ training can only take place before or after work hours

▶ training must be completed within 10 months.

These objectives were then mapped across to the competency requirements of the qualification, in this case a Certificate II in Retail Services. The next step was to confirm these objectives and gain agreement from Joanne and other new staff.

Joanne's requirement to attend training outside work hours was confirmed with the store owners, and they agreed to pay Joanne in accordance with workplace relations legislation. The only further requirement was to ensure the training aligned with Joanne's current and potential job requirements. The trainer sat with Joanne for one hour to go through her job description and create a training plan that incorporated her day-to-day job requirements. Joanne was pleased to learn the training could actually improve her efficiency and improve her future employment opportunities. These factors were incorporated into the scope of the training to keep Joanne motivated and focused on achieving the qualification.

Activity 1

Read the following case study and complete the tasks that follow.

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Case study

You have been asked to plan, organise and facilitate learning in the workplace for a new staff member at One Stop Mobile Phones. The owner has stated that the training can occur during work time and should incorporate nationally recognised competencies. However, a full qualification is not required. The learner is aware they must complete the training as a job requirement, but does not know any further details.

The job requires the following skills:

▶ meeting customer expectations for walk-in and phone clients
▶ product knowledge of all items for sale in the store
▶ handling complaints and referring them to the store manager where applicable
▶ complying with the organisation's dress and grooming policies.

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1. Establish the scope of the training that the learner requires.

2. Determine the learner's objectives, i.e. what the learner expects the training to provide them with.

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3. Determine learner motivations to undertake and complete the training.

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Click to complete Activity 1

1B Analyse work practices and routines

Unlike classroom-based learning, workplace learning emphasises the need for training to meet the requirements of a given workplace. To do this effectively, you need to be familiar with the work routines, processes and policies that guide the learner's day-to-day tasks. You need to determine whether they can be used to meet established learning objectives. By integrating this information into the learning, your training not only becomes more relevant to the learner, but also more valuable and effective to the organisation they work for.

Analyse existing work practices

Analysing work practices involves observing and evaluating current task requirements, and comparing these to the training scope and objectives. You can do this by using a checklist of objectives or existing units of competency and comparing each task to the tasks performed by the learner, as demonstrated in the following table, using the One Stop Mobile Phones example.

Training objectives	Workplace practice	Training requirement
Meeting customer expectations for walk-in and phone clients	Employees should be able to provide services to walk-in clients and clients who phone the store.	Practice and role-plays will be conducted using a range of customer situations
Having product knowledge of all items for sale in the store	Employees must be up to date on all products and promotional programs.	Steps to take to access and update product information and promotional items
Handling complaints and referring them to the store manager, where applicable	Employees should handle complaints and offer options and solutions. They should know when to refer to manger.	Group work and role-plays with a number of customer complaint scenarios
Complying with the organisation's dress and grooming policies	Employees should always be well groomed and presented at work.	Demonstration of the organisation's dress code

Include additional tasks

A unit of competency or an organisation's plans may require learners to develop skills in a task that they do not currently perform in their workplace. If certain tasks do not currently take place in the workplace, you should investigate methods of including them or finding external sources to fulfil the training need. Tasks and objectives that are not currently undertaken in the learner's normal workplace routine can be applied to the work situation.

For example, in the One Stop Mobile Phone store example, the manager wants staff to begin handling store complaints themselves rather than referring them all to the manager.

Apply tasks to the workplace situation by:

▶ extending current tasks (known as job extension)

▶ looking for opportunities to broaden the application of skills

▶ creating new work scenarios

▶ involving other team members in the learning experience.

Additional benefits of analysing current work practices

Analysing current work practices provides a number of advantages for the trainer, as the following outlines. Start with the local workplace needs, and then consider the training requirements such as VET and training package requirements to meet those needs.

Benefits of analysing current work practices include:

▶ Highlights areas where more or less training is required.

▶ Leads to improved efficiency.

▶ Improves the quality of the training in terms of relevance, learner motivation, applicability to job requirements and effectiveness of learning outcomes.

▶ Identifies current work systems, processes and practices that must be incorporated into the training delivery.

▶ Highlights areas where current practices or routines are not appropriate for learning, such as instances where safety or processes are unsuitable.

▶ Allows for more appropriate contextualisation of existing units of competency.

▶ Customises units to fit the needs of a workplace, which is a VQF/AQTF requirement.

Determine whether work practices and routines are appropriate

Once routines and practices have been analysed, you can identify areas where learning may be appropriate, and areas that are not suitable for learning due to the routine or work practice that takes place. For example, a noisy environment may be appropriate for the practical application of skills, but would be too distracting for the effective transfer of knowledge. Similarly, a high-risk environment, such as live high-voltage system, may be necessary for work outcomes, but may present unnecessary risk for learners before they are fully equipped with the relevant skills and knowledge.

To reduce risk, aim to provide training to the established standards, and not the workplace practice. If the processes in a workplace are not considered 'best practice' or do not meet the standards, they may be in breach of industrial workplace laws. In

such instances, tailoring your training to that environment may reinforce bad practices rather than setting high standards. Review learning objectives against the established standards to ensure you are able to provide an appropriate training environment.

When learning objectives cannot be applied to the current work tasks and job extension is not possible, consider the following options.

When learning objectives cannot be applied to the current workplace, consider the following options:

▶ Contextualise the task to meet workplace requirements.

▶ Transfer the task to a classroom environment (check the evidence requirements of the unit to ensure this is appropriate).

▶ Undertake the task in an off-site simulated environment; for example, commercial kitchens created specifically for training purposes.

▶ Ask the learner to draw from previous experience or workplaces to meet the required knowledge, if appropriate.

▶ Have the worker undertake an assessment to provide evidence of existing skills to avoid having to complete the training (as is the case with recognition of prior learning and current competency).

Example

Analyse work practices and routines

Milly works at an accounting practice and undertakes routine accounting duties for a number of clients. She doesn't have an accounting qualification, and therefore cannot provide financial advice to clients. To complete her Diploma of Accounting, Milly is required to provide advice to clients, so she is unable to complete the task in the workplace. Her trainer devises a role-play simulation that meets the standards of the qualification but still allows Milly to practise and be evaluated on her performance.

Activity 2

This activity follows the case study described in Activity 1.

Case study

One Stop Mobile Phones has identified skill needs in the organisation and engages you to train a new staff member. Following an initial briefing session in which you take careful note of the information provided, you take time to read through the policies and procedures provided by the employer to determine if the current work practices will assist your learning objectives. You find that there is no procedure for dealing with telephone inquiries.

1. What systems may One Stop Mobile Phones use to identify skill needs in the organisation?

2. What step/s could you take to determine if current routines could assist with the learning objectives outlined in Activity 1?

3. Briefly describe what you would do to provide training if it is determined that the current practices are not effective.

Click to complete Activity 2

1C Address WHS implications

Work health and safety (WHS) is a vital aspect of work culture in Australia. The importance of identifying and assessing WHS issues in training situations is often highlighted by legal and media cases when lack of training is identified as the cause of workplace injuries. You must ensure a safe work environment when training takes place. Exposing learners to unnecessary risks that lead to harm is a criminal act in all Australian jurisdictions and may result in large fines and imprisonment if the breach is considered direct and serious.

WHS obligations

A workplace is often a busy and dynamic environment. This means the characteristics of the workplace can change often and quickly. This can result in learners being exposed to new hazards and risks throughout a training session.

As a trainer, you have a duty of care to ensure:

▶ Action is taken to identify hazards and minimise risks in the training environment.

▶ Learners are informed of potential hazards and risks.

▶ You and the learners observe the safe procedures and standards of the workplace.

▶ You are familiar with and can explain emergency or evacuation procedures.

▶ Correct personal protective equipment (PPE) is worn or used where appropriate.

Age of the learner

When apprentices are under the age of 18, your duty of care is heightened by the fact you are caring for minors. You may be required in this instance to apply for and carry a card identifying you as someone authorised to work with people under the age of 18. In all states, a 'Working with children check' must be conducted on anyone employed or volunteering to work with minors. Cards are issued in most states and costs apply in some jurisdictions.

WHS responsibilities

Since workplaces can be busy and dynamic, you must continually monitor hazards in your training environment. For example, if a nearby machine starts and introduces an unacceptable noise level into the learning environment, you must act to reduce that hazard or move away from the machine (as a last resort, you can issue learners with PPE, such as ear muffs). If a hazardous chemical spills near the site where you are conducting training, you must know the procedure for the given workplace and act quickly. This may involve removing all learners from the vicinity, or it may require you or another person to act to disseminate the spill. Knowledge of the workplace safety procedures and standards is paramount to ensure the safety of your learners and meet your duty of care obligations.

By monitoring and carrying out your responsibilities under your duty of care, you reduce the likelihood of injury and the risk of incidents. When delivering training in the workplace, you can observe these responsibilities by being a role model for the learners (i.e. always following the correct procedures) and doing the following.

Comply with the requirement to work safely by:

▶ wearing the required PPE correctly

▶ establishing or using an existing safety management process, such as who the learner should report safety issues to and what procedures to follow if an incident occurs.

▶ documenting and reporting hazards in compliance with workplace procedures and to the relevant workplace authority (such as the health and safety officer)

▶ following manufacturers' guidelines when using equipment

▶ monitoring learners during the training to ensure they are acting safely and in accordance with WHS procedures.

WHS terminology

To understand and apply WHS policies and procedures so that the workplace and your training is safe for all involved, you need to know what is meant by key terms.

This table defines each term and provides an example of their application.

Term	Definition	Application
WHS officer/health and safety advisor (HSA)	Required (in most jurisdictions) for organisations employing 30 or more staff.	The WHS officer/HSA is your contact for further information regarding the WHS considerations and procedures in a specific workplace.
Hazard	The source of a potential risk to safety, such as an unfenced pool.	You will need to identify any hazards that exist in your training environment in order to consider the risk each one poses.
Risk	The event resulting from a hazard measured as a calculation of likelihood and consequences. For example, it is highly likely that a consequence of death will occur if a high-voltage line is left dangling in the middle of a workplace.	You must consider the likelihood and consequences of a risk occurring in relation to each hazard. Typically recorded as high, medium or low on a risk assessment form or job safety analysis form (JSA). See the 'risk assessment matrix' example at the end of this section.
Personal protective equipment (PPE)	Equipment used or clothing worn to reduce a health and safety risk.	Must be used where required by policies and procedures or the equipment manufacturer.

Term	Definition	Application
Hierarchy of control	The order of controlling risks as required by Australian Standard AS/NZS 4801.	Apply the best control measure affordable in the given situation based on the level of risk to your trainees. In order of preference, risks should be: 1. Eliminated 2. Substituted for a lower risk 3. Isolated (blocked off) 4. Engineered to reduce the risk (barricades, witches hats) 5. Administrative control (posters, warning signs) 6. PPE applied
Risk assessment/JSA	A procedure for identifying, recording, monitoring and processing workplace hazards.	A risk evaluation should be performed before any workplace training. See the example in Activity 3.

Hazards

If you are responsible for guiding work-related training, you need to know about the hazards related to the industry and specific workplace. Information about hazards in your industry may be available on the following website:

▶ www.worksafe.vic.gov.au/safety-and-prevention/your-industry

Identifying the types of hazards in your industry is a crucial step to applying the correct procedure for reducing risk to the learners. Hazards can be grouped in the following categories.

Physical hazards

These hazards pose a direct physical risk to people. They include fallen power lines, broken chairs, fire and poorly maintained machinery. They are usually dealt with immediately through a reporting and action process managed under workplace policy and procedures.

Psychosocial hazards

Psychosocial hazards pertain to anything not directly related to a physical cause. They can be:

▶ Emotional – risks that may result from the emotional influences felt by the learner, such as bullying in the workplace or supervisor intimidation.

▶ Psychological – hazards posed by noise, glare, ongoing exposure to hot or cold environments, and learning difficulties.

These types of risks are not as easily detected given the internal nature of harm they may cause. It is the responsibility of the trainer, learner and the employer to provide a safe and optimal learning environment, which is one where all psychosocial risks are controlled. This also helps to reduce the influence of psychosocial hazards on the learner's ability to focus on tasks.

WHS legislation and standards

The *Work Health and Safety Act 2011* (Cth) came into effect on 1 January 2012, replacing the *Occupational Health and Safety Act 1991* (Cth) and most state and territory laws regarding health and safety. At the time of publication, all states except Western Australia and Victoria have harmonised WHS legislation.

For more information on the legislation relevant to your geographical area, you can access your state or territory's WHS authority or Safe Work Australia at:

▶ www.safeworkaustralia.gov.au

WHS policies and procedures

Under WHS laws, regulations and standards, employers must operate safe workplaces for all their workers. They require a safety policy and clearly accessible procedures for all workers to follow. Conducting training in these workplaces should be as simple as reading, understanding and applying existing policies and procedures to the training environment. If the workplace is not compliant with existing WHS regulations, you must be able to identify the breach and report it to the workplace authority – particularly if the risk impacts on your training. However, you have a duty to report all breaches to the workplace authority regardless of the impact on training.

Workplace policies and procedures should also state the reporting and action responsibilities of staff including:

▶ Fire wardens/officers – for fire or chemical leaks and spills

▶ WHS officers – for incident reporting and WorkCover advice

▶ First-aid officers – for immediate attention for injuries

▶ Equal employment opportunity (EEO) officer – in relation to harassment, discrimination and bullying

Communicate to promote safety

Training in a workplace requires knowledge of your reporting responsibilities should incidents occur. Learners will look to you to provide guidance and leadership in such circumstances.

For learners who have language and/or literacy issues, such as those who speak English as a second language, workplace policies will outline your duties and obligations.

The following may be included in these obligations:

▶ explaining safety symbols, posters and signs; for example, in relation to evacuation procedures, fire safety and chemical responses

▶ providing support personnel

▶ using illustrations that explain the safe use of machinery and equipment.

Work role and work practices

As a workplace trainer, you need to address specific WHS implications for your learners. For example, you may need to advise on the correct PPE to wear when operating a bandsaw or the procedures to follow when mixing colour chemicals in a hair salon to avoid skin irritation or harmful effects for the client.

To address WHS implications, take the following steps:

▶ Ascertain exactly what the learner's job role involves.

▶ Consider what equipment they'll be operating.

▶ Determine where the learner will be working.

▶ Find out who the learner's co-workers and workplace supervisor are.

▶ Check that the training and assessment site complies with any WHS and organisational requirements, and has a site safety plan.

▶ Conduct a JSA or risk assessment using the training organisation's checklist. Ask your trainer for a sample 'Job safety analysis' template. Aspire has included relevant templates in its *Trainer's and assessor's guide* for this unit.

Risk inspection

When conducting a risk inspection, you must be aware of the various WHS items they need to consider. The following table outlines each item, its associated issues and what you should do. When completing a risk inspection, ensure these are clearly indicated.

WHS issue	What you should do
Risks involved with common hazards relating to the industry and specific workplace	▶ Identify and list any hazards associated with the training. ▶ Access industry information from the relevant WHS website or an industry regulator, if available.
The risks involved with carrying out specific tasks in the workplace	▶ Know how to check WHS requirements before commencing work. ▶ For example, wearing correct PPE; how to lift heavy items; how to regulate noise levels; and correct ventilation procedures.
Ensuring that the equipment used in training is safe and in good condition	▶ Follow supplied safety data sheets (SDSs). ▶ Comply with manufacturers' maintenance guidelines. ▶ Carry out general inspection of the equipment.

WHS issue	What you should do
Procedures that must be followed in the event of an emergency, such as a fire, chemical spill, gas leak or earthquake	▶ Locate a safety procedure poster. ▶ Familiarise learners with the appropriate policies and procedures.
Reporting and recording work-related incidents and hazards	▶ Familiarise yourself with the incident reporting process for the given workplace and (if necessary) have an incident report form on hand.
Being informed about WHS procedures, responsibilities, policies and legislation	▶ Locate safety notices around the workplace. ▶ Familiarise yourself with WHS policies and procedures, relevant state/territory legislation and regulations pertaining to the industry.
Any special needs of learners that may impact the WHS requirements of training; for example, requiring left-handed tools or special set-up arrangements	▶ Gather information from the learners prior to undertaking training to ensure special needs are catered for.

Example

Address the WHS implications of training in a workplace

Leon is required to train two workers in operating a new packaging machine at a food factory. The training is to take one hour and the two workers are to be assessed immediately following the training. Given his experience, Leon knows the risk of injury that the machine poses. He is also aware that during normal operation the machine moves quickly and noisily. The procedure manual details the safe operation of the machine and the workplace policy instructs all staff to know about the safe operation of each machine on the factory floor.

Prior to the training session, Leon also first goes through the evacuation and incident reporting procedures of the workplace. He does this with all of his trainees prior to any training session.

Leon addresses the WHS risks by spending the first 20 minutes of the training in the training room, which is located adjacent to the factory floor, but is isolated from much of the noise. There he can stress the safety procedures, including risks the machine poses to workers and when to use the emergency stop button. He then spends the next 20 minutes familiarising the workers with the machine during normal operation so they became accustomed to the noise it makes and how it operates. He does not progress to the practical application until both workers are comfortable to do so.

Activity 3

In this activity you are required to apply your knowledge of WHS to your current training environment. For the purposes of this activity, the classroom, workplace or home is your training environment. The learner will be someone wishing to undertake Certificate IV in Training and Assessment in this workplace. Your trainer will be your WHS officer.

Evaluate your training environment by completing the job safety analysis using the sample template.

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Click to complete Activity 3

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Summary

1. The objectives of work-based learning can vary depending on the type of training required, the skill gaps identified in the workforce and the organisational culture that supports the training.

2. Before commencing any training delivery, you must confirm the objectives with the learner, workplace employer and possibly the RTO to ensure they wish to continue with the training, are familiar with what may be required, and to establish accountability and responsibility.

3. To effectively meet the requirements of a given workplace, you need to be familiar with the work routines, processes and policies that guide the day-to-day tasks that the learner will undertake.

4. Assessors and trainers must ascertain exactly what the person's job role involves, what equipment they'll be operating and the work setting.

5. Exposing learners to unnecessary risks that lead to harm is a criminal act in all Australian jurisdictions and may result in large fines and imprisonment if the breach is considered direct and serious.

6. You must be aware of all personnel responsible for WHS at your training location. These may include managers, WHS officers, supervisors, first-aid officers and fire wardens.

Topic 2

In this topic you will learn how to:

2A Address contractual requirements
....

2B Arrange external activities
....

2C Obtain necessary agreements
....

Develop a work-based learning pathway

Formal workplace learning can include apprenticeships, traineeships, inductions, mentoring, coaching and cadetships, and is achieved through an agreement between the learner, trainer, regulating body and employer to a set of outcomes that fit the needs and abilities of all these stakeholders.

A learning pathway is documented to provide a guide for each stakeholder on how, when and where the learner will complete the agreed goals. This format depends on the type of learning relationship and the organisational context.

2A Address contractual requirements

A learning contract forms a binding agreement between the learner, the trainer and their respective organisational stakeholders. It is an important legal document that establishes the level of participation and responsibility of each party during the workplace training and assessment program. Contracts have legal and monetary implications that must be understood by all parties. You require sound literacy skills to be able to read and interpret contracts, organisational and legal documents pertaining to the training agreement.

Contractual requirements

As a trainer/assessor you will come across a variety of contracts in the VET sector. The most common contract applies to apprenticeships and traineeships.

Apprenticeships and traineeships (collectively known as Australian apprenticeships) involve a signed contract, the paid employment of the learner, and the requirement of a nationally endorsed qualification as an outcome. The training is part of that arrangement in setting out how the course will be delivered, and the different responsibilities of the RTO and the workplace in facilitating the learning and assessment.

This contract details the obligations and criteria for government funding. The Australian Apprenticeship Support Network consists of apprenticeship network providers contracted by the government. The apprenticeship network providers offer a free service to industry, employers, apprentices and trainees to assist them with the sign-up, administration and management of apprenticeships and traineeships. All government-funded programs require participants ot enter into some form of contractual arrangement to ensure funding is allocated effectively. You can find a list of providers and information about the scheme at the Australian government web portal:

▶ www.australianapprenticeships.gov.au

Training contracts and training plans

A training contract is the legal foundation of an apprenticeship or traineeship, and sets out the rights and responsibilities of the employer and apprentice/trainee. An apprenticeship network provider assists apprentices and employers to reach agreement and draw up the contract.

A training plan is also required before the delivery of any structured training. This forms part of the student's learning pathway, and must be negotiated and devised by the RTO and the employer, with input from the apprentice/trainee. It lists the units of competency to be covered and a schedule for the completion of each unit. There is some variation between states in relation to time frames. Refer to your relevant state or territory training authority for more information. The use of a specific training plan template is mandatory in most states, such as in NSW.

You can access the NSW training plan template at:

▶ www.training.nsw.gov.au/training_providers/apprenticeships_traineeships/
  training_plans

Training plans under apprenticeships/traineeships

The training plan is drawn up between the employer, learner and the RTO. An apprenticeship network provider can also provide assistance.

A complete training plan will include the following components:

▶ The title of the formal qualification to be undertaken by the Australian apprentice.

▶ The commencement date of the training and time frame for completion.

▶ The mode of training delivery by the RTO (for example, block training, classroom-based training, online learning or on-site delivery) and details of when and how much training will be undertaken off the job.

▶ The type of assessments that will be conducted.

▶ A list of the units or modules that combine to form the qualification, and who is responsible for delivery and assessment of each unit of competency.

▶ The list of training materials to be provided by the RTO.

▶ The competency record books or work evidence records to be signed by the employer, trainer and learner.

▶ Any arrangements for providing training support to the employer, such as subsidies for purchasing equipment, resources or information.

▶ Details of extra support offered by the RTO to support any special needs of the learner; for example, language or literacy support, or on-site mentoring.

Requirements of government-funded training programs

The second type of contract required for a workplace training program states the details and obligations of parties when any government funding is to be supplied. There are many options for funding depending on the type of Australian apprenticeship, the skill being learned, and the state or territory where the training is undertaken.

All funding depends on the fulfilment of specific criteria by the employer, the apprentice, the apprenticeship network provider and/or the RTO. The eligibility criteria may be outlined in the training plan or in a separate government funding contract.

Note that funding options vary considerably depending on the skill needs determined by the federal, state and territory governments. Funding opportunities usually have strict cut-off dates that will immediately affect any training plan or government funding contract. Information on all current funding options may be accessed via the Australian apprenticeships website:

▶ www.australianapprenticeships.gov.au

Employers can access funding for eligible Australian apprenticeships through the following programs.

Standard, additional and special incentives programs

▶ These include federal, state and territory programs, with measures for employers and apprentices. Payments of up to $4,000 may be made to the employer for taking on an Australian apprentice at the Certificate III to Advanced Diploma level, subject to meeting certain eligibility criteria.

Support for adult Australian apprentices

▶ This well-publicised measure is offered by the federal government to encourage employers and Australians over 25 years to undertake Australian apprenticeships in identified key skill areas.

Support for Australian apprentices with a disability

▶ Organisations that employ Australian apprentices with disabilities are eligible to receive financial incentives to support the employer to make any changes to the workplace in order to assist the learner.

Australian school-based apprentices

▶ Funding is available for employers taking on school-based apprentices to encourage full-time employment for the learner when their training progresses during their final years of school.

Group training organisations (GTOs)

▶ GTOs employ apprentices and trainees, and place them with host employers. GTOs undertake employer responsibilities.

Responsibilities for learning at work

Employers should encourage learners to complete training in the allocated time by supporting their efforts to learn and providing them with time and a location to do so. This can be documented in the training plan schedule as on-the-job training time or by agreement between the supervisor, trainer and learner. This ensures that the learner spends adequate time studying or practising their skills and knowledge.

Contracts, such as those for an Australian apprenticeship, require that the learner acknowledges their responsibilities for undertaking learning. This will include their obligations to maintain WHS standards, attend all training sessions and keep logbooks of the evidence they accrue during training. This contract will also include any requirements if the learner chooses to cease training or change employers. Training funds follow the learner, so losing a contracted Australian apprentice could require the employer to repay the government on a pro-rata basis.

Follow organisational procedures

Confirming the scope of the training must be done in line with existing procedures. For example, when workplace training is a compulsory and regularly planned activity, scope may be confirmed in a notification memo or via a noticeboard. When training is created to meet a specific gap or a new workplace need, the scope can be confirmed during initial meetings, interviews or other consultative processes, in line with workplace procedure.

Your responsibilities

Training is a significant responsibility and you need to know specific information in order to carry out your responsibilities as a trainer. Information about policies, legislation and standards is outlined in the following table.

Legislation/ policies/ standards	Federal responsibilities	State/territory responsibilities
Work health and safety (WHS)	The WHS Act provides a model for WHS to be governed in a consistent way across Australia. It also covers Australian government employees (including trainers/trainees). Workplaces must be safely maintained and you have an obligation to ensure the safety of learners, according to the relevant state/territory requirements. Model WHS Regulations addressing hazards in a more specific way also provide a model for harmonised state and territory WHS regulations.	Each state and territory has WHS legislation, which has been largely harmonised since the passing of the WHS Act. For information about Victoria and Western Australia, see the Safe Work Australia website: safeworkaustralia. gov.au. Generally, laws cover the duty of care of those responsible in the workplace. This includes your obligation to ensure a safe training environment and to report any incidents to relevant personnel.
Privacy legislation	You have an obligation to maintain the privacy of learners' information and only disclose information pertinent to training with relevant parties.	
Anti- discrimination legislation	These laws are separated into categories such as sexual discrimination and racial discrimination. There are also broad-based Acts, including the Australian Human Rights Commission Act 1986 (Cth). Trainers must comply with basic human rights by avoiding discrimination and modelling tolerance and acceptance of others.	Each state and territory mirrors the federal legislation covering discrimination of others based on age, sex, colour, race, culture, religion and disability. Trainers must comply with basic human rights by avoiding discrimination, and fostering tolerance and acceptance of others.

Legislation/ policies/ standards	Federal responsibilities	State/territory responsibilities
VET and employment legislation	The *Fair Work Act 2009* (Cth) details workplace relations information pertaining to employees and employers. When conducting workplace training, trainers must not breach the Fair Work principles; for example, by demanding extra time for no pay or conducting an activity well outside the employee's abilities and workplace requirements.	Each state/territory has training legislation detailing such information as what constitutes an apprentice, trainee, vocational placement and the requirements of training organisations. This information expands on the requirements of RTOs under the Standards for RTOs 2015.
Workplace policies	These are policies directly affecting how training is conducted, including workplace agreements and awards, trainee contracts, WHS policies, confidentiality policies and codes of conduct. Trainers must operate within the boundaries of workplace policies to avoid legal or commercial ramifications.	
Standards for RTOs	The Standards for RTOs 2015 are enabled by the *National Vocational Education and Training Regulator Act 2011*. They cover the following areas: ▶ providing training and assessment services ▶ issuing qualifications ▶ marketing training and assessment services ▶ financial management standards ▶ grievance mechanisms ▶ record-keeping ▶ systems for continuous improvement. Their purpose is to provide consistency and quality, as well as to ensure that RTOs operate ethically, and consider the needs of both learners and industry. The Standards and explanations of their implications for trainers/assessors and RTOs can be found on the Australian Skills Quality Authority (ASQA) website. ASQA is the national regulator for the VET sector. Victoria and Western Australia have their own regulators: Victorian Registration and Qualifications Authority (VRQA) and Training Accreditation Council (TAC), respectively. All RTOs must comply with VET quality framework requirements.	

Legislation/ policies/ standards	Federal responsibilities	State/territory responsibilities
Industry-based codes of practice	These codes of practice exist to guide the professional conduct of trainers in the industry. Examples include: ▶ Conditions for registered training organisations delivering general construction induction training in NSW under the Work Health and Safety Regulation 2011 ▶ Australian Driver Trainers Association (Victoria) Inc. Code of Practice You need to be familiar with the codes of practice applicable to your industry. You may need to ask senior colleagues or by research the industry websites.	
National standards affecting training	You should also be familiar with up-to-date changes to national standards, such as the training packages they teach from, industry skills shortages that affect funding, and research into more effective training methods. This information can be sourced from the following websites and may be subscribed to for free: ▶ training.gov.au – training package information ▶ www.asqa.gov.au – general VET training professional information ▶ www.ncver.edu.au – published and continuing research of VET issues ▶ www.aqf.edu.au – the factors contributing to an Australian qualification ▶ www.education.gov.au – the current government department administering the VET sector ▶ www.australianapprenticeships.gov.au – current funding and processes for Australian apprentices	

Example

Address contractual requirements

Sarah is an 18-year-old school leaver employed by a large building company to work in its headquarters. Daniel is a workplace trainer who will facilitate her training in the competency requirements of Certificate III in Business Administration. The first step of his contractual obligations is to download a copy of the training plan from training.nsw.gov.au. He looks over the template before arranging a time to meet with Sarah and her workplace supervisor.

Daniel enters the units of competency that Sarah will be studying and the approximate assessment dates for each unit. He then enters her hours of employment and allocated times for face-to-face, classroom and workplace projects. He gathers the initial training materials and, once the plan is in a draft format, arranges a time to meet with Sarah and her supervisor.

Daniel goes through each part of the training plan with Sarah and her supervisor to explain the learning pathway, and gain input from her and her supervisor. They negotiate any small changes to the electives of the qualification and any scheduling that would better suit the workplace needs. Daniel then provides Sarah with a training log that he states must be kept with her at all times during her nine months of training. Sarah has no special needs, but these options are discussed so she feels comfortable with the flexibility and support of the arrangement.

Daniel then explains to Sarah's supervisor his responsibility to ensure that Sarah has the time allocated to workplace training, and the impact on government funding should there be a failure to comply.

Finally, when all parties are satisfied with the arrangements, three copies of the training plan are signed by all three parties. The logbook and copy of the training plan is given to Sarah and her supervisor, while the other copy is returned to the RTO. A copy is also lodged with the state training authority.

Activity 4

1. Explain the two main contracts used for workplace training programs.

2. Why do you think it is important to have both contracts in place for learning at work? Consider and discuss the role that legislation and workplace policy play in such a decision.

Click to complete Activity 4

2B Arrange external activities

Learning in a workplace involves:

▶ observing and testing new information provided by colleagues, supervisors and mentors

▶ integrating new skills and knowledge facilitated by a trainer and implemented into work practices.

In many cases, however, undertaking additional learning activities outside the workplace may be required to meet competency requirements. This additional learning must be integrated into structured learning activities, and is achieved by documenting and applying a learning pathway for each learner.

Specific goals for work-based learning

Goals may be set to achieve certain milestones in accordance with the training plan or certain workplace projects that may be undertaken. For example, if the learner's employer is constructing a house, the learner may be tasked to complete certain goals over that time that may be integrated into the learning and/or assessment of the training. In some cases, goals can be further broken down into specific tasks. The goals form the basis of the learning pathway. Agreement must be reached by the learner, trainer and workplace supervisor during initial discussions before each internal and external work activity is broken down into tasks.

Specific workplace tasks or activities can be listed on a learning pathway document to align directly to particular elements or performance criteria from a unit of competency. For example, if an element from a unit of competency requires the learner to operate a piece of machinery, a workplace task may read: 'Complete a daily function test on the machine'. This provides more detail than the overarching goals. It also allows the learner and supervisor to identify how the learning fits into the learner's work routines and expected outcomes.

You need to contextualise each of the elements and performance criteria so that they relate to workplace operations. If you identify a performance criterion that cannot be conducted in the workplace, you must look for external learning opportunities.

Integrate external learning activities

Integrating external learning activities to meet the overall training goals should be recorded in the learning pathway document. This integration should also be discussed with the learner and supervisor when meeting about the training plan. Any arrangements must be made in accordance with the employer's workplace policies to ensure the learner has the time, insurance coverage and authorisation to leave the workplace for any training activities. These activities may include acquiring a licence for a particular vehicle; attending classroom-based sessions at an RTO; undertaking a

first-aid course; or undertaking work on equipment that is not available in the current workplace. Information about completing such activities can be used as evidence of skill and knowledge development towards the qualification.

To monitor the progress of the learner during these off-site activities, you can do the following:

▶ Implement a reporting requirement for the learner to email, call or otherwise update you on their progress.

▶ Have the external facility provide regular feedback or a competency update on the learner (this may be in the form of a certification on the given equipment, vehicle or skill set).

▶ Keep records of dates to monitor attendance; that is, attendance records.

▶ Have the learner provide copies of licences, certificates or qualifications gained as part of their external activities.

▶ Have the learner and external training agent provide a third-party checklist of the skills and knowledge gained during the external activity.

Sequence job tasks to reflect the learner's incremental development

When listing the goals or tasks on a learning pathway document, ensure all information combines to cover the unit of competency in logical steps, and directly relates to the workplace setting and work practices. This means that each task should build on the learning of the last task, or at least be part of a logical workflow. For example, you should ensure the learner has basic safety-related skills and knowledge before on-site work is carried out.

Guidance and modelling from experienced co-workers and experts

Co-workers and industry experts can offer important insights into task skills and tacit knowledge; the information collected from experience rather than from textbook materials. You can describe the delivery method or type of training that will be provided within the learning pathway document. For example, you can stipulate whether workplace guidance is provided in the form of mentoring, coaching or peer-related methods, such as shadowing (following the learner to ensure they carry out the tasks safety and correctly) or buddying (teaming the learner up with a senior colleague who can instruct them as they work).

Opportunities for practice

Time must be allocated for the learner to trial and practise their new skills in a workplace. This can be written expressly into the document or inferred by a covering statement, as in the following example. Note that this example outlines a simple task. Australian apprenticeship learning pathways are often much longer because the tasks are more complex and must cover the relevant competencies and workplace requirements. To reduce the upfront workload, in some cases a separate learning pathway is created for each unit of competency as the training unfolds over time.

Example

Arrange external activities

Learning pathway for: Leanne Cole

Organisation: XYZ Ironing Services

Workplace goal	Delivery method	Staff required	Training location
Gain computer literacy to the level required for ongoing training (Certificate I in Information, Digital Mediwa and Technology)	Coaching	Computer-basic training (CBT) staff	External three-day training at CBT room
Gain competency on the workplace computer information system	Buddying	Admin staff member	Office
Understand the current workplace policies and procedures relating to the staff pay and leave system	Coaching	Workplace trainer	Office and on-site training room
Print reports in accordance with management requests	Coaching	Workplace trainer	Office and on-site training room
Initiate and send out payment advice and leave advice to staff	Shadowing	Admin manager	Office
Handle issues with the pay and leave system in accordance with workplace policies and procedures	Shadowing	Admin manager	Office

This learning pathway allows time for the trainee to practise their skills and knowledge of the workplace pay and leave system. Workplace staff and managers will allocate time during each training session to allow for this measure.

Duration of learning pathway	Three months

Delivery summary	The trainee will complete an external computer training course prior to starting the workplace learning. The workplace trainer will provide the necessary skills and knowledge to carry out all the functions of the role. Workplace colleagues and the supervisor will shadow the trainee to ensure their ability to conduct the tasks in accordance with current policies and procedures. Contingencies and problem-solving will then be assessed by the admin manager.
Assessment summary and options	Assessment will occur during several periods throughout the training by gathering evidence of course completion by CBT assessors, feedback from colleagues, a function test carried out by the workplace trainer, and third-party observation reports finalised by the admin manager. Options for testing include verbal testing of policies and procedures if literacy support is needed.
Monitoring learning	Learning will be monitored using a weekly feedback diary filled out by the trainee and submitted to the workplace trainer. External learning will be monitored and assessed by a statement of attainment issued by CBT staff. Corrections to the learning pathway can be made in accordance with workplace policies.

Activity 5

Read this case study and complete the task that follows.

Case study

Alan is starting a new job with a lawn-mowing services business, Complete Mowing Solutions Pty Ltd. The skills and licences he will need include:

▶ operating a push lawnmower

▶ operating a ride-on lawnmower

▶ licence to drive a small truck with a trailer

▶ operating a petrol edge-trimmer

▶ licence to operate a chainsaw.

Alan does not currently possess any of these skills or licences. His boss wants to organise some training and prepares an informal training plan.

Create a learning pathway for Alan using the table below.

Ensure the learning pathway:

▶ follows a logical, incremental flow of attained skills

▶ complies with legislative regulations in your state, such as licensing requirements

▶ uses internal and external training options

▶ details how you will monitor the learning provided by external providers.

Workplace goal	Delivery method	Staff required	Training location

	This learning pathway allows time for the trainee to practise their skills and knowledge for each element of the lawn care business. Workplace staff and managers will allocate time during each training session to allow for this measure.
Duration of learning pathway	
Delivery summary	
Assessment summary and options	
Monitoring learning	

Click to complete Activity 5

2C Obtain necessary agreements

Before the learning can be implemented, relevant stakeholders need to agree about various aspects of workplace training, as outlined in the following table.

Stakeholder	Aspects of training to agree to
The learner	The timing and obligations they must adhere to during the learning process
The RTO	The support given, materials and resources provided and trainer's obligations
The apprenticeship network provider	The contractual obligations of all parties to an Australian apprenticeship
The trainer (you)	Ensure you have the means and ability to deliver the training in the agreed time and format
The employer/ supervisor	Ensure the trainee will have the time and support required to complete the work-based training
Any other stakeholders with contractual responsibilities	For example, establish LLN skills of learners and those required to perform job roles competently

Obtain agreement from stakeholders

Stakeholders have to comply with the required standards and specifications in signed training and funding contracts. Additional aspects of training can be negotiated.

The progress from inception to implementation should take no more than three months to meet the funding requirements of the standard incentives offered for Australian apprenticeships. Typically, the process only takes a few days.

The process involves:

▶ organising the paperwork (training plan contract and government-funding contract)
▶ developing the learning pathway and individualised learning plan between the trainer and the learner
▶ holding a meeting with the workplace supervisor to gain the final sign off.

Implement the learning pathway

Agreement allows you to take the next step of implementing the learning pathway.

Follow these steps to implement the learning pathway:

1 Lodge the documentation with the appropriate state/territory training authority.

2 Generate copies for the learner and supervisor, and for the learner's file, which is kept with the RTO.

3 Ensure the learner has the original copy of their work diary/logbook (also known as a competency record book or work evidence record). This is the document designed for the learner to monitor and mark off their progress through the training.

4 Explain the next steps to the learner, which means informing them of their first training sessions and the details pertaining to those sessions.

Deal with contingencies

If stakeholders do not agree on the contract, you should determine where the problems exist in order to progress. An apprenticeship support provider and experienced staff members at your RTO can discuss any contingencies that may occur. Training coordinators in the various state or territory government departments are also a good source of information and advice. Issues can usually be overcome by negotiating changes to the following elements.

There may be room for flexibility in these areas:

▶ selection of elective units

▶ timing of assessments

▶ supervisor commitments, such as the time required by the supervisor to attend to the trainee's needs

▶ the amount of time allocated to complete the qualification – this can be negotiated as most Australian apprenticeships and licences operate on a competency-based system, allowing learners to progress more quickly if they achieve their competencies faster.

Non-negotiable areas

Non-negotiable areas include the criteria by which funding is provided. For example:

▶ no national qualification is sought

▶ the amount of funding is disputed

▶ industrial relations or WHS laws are compromised; for example, when the employer requires training to be conducted outside work hours with no pay or in unsafe conditions

▶ the volume of learning for completing the course falls well short of what is typical at it is AQF level and you cannot explain how a specific learner cohort:

 – has the characteristics to achieve the required rigour and depth of training

 – can meet all of the competency requirements in a shorter time frame.

Example

Obtain necessary agreements

Judy is a new trainer at an RTO in Western Australia. Her main role is to visit new clients and implement training plans with their staff and supervisors. She has been shown the training plans and learning pathway documents used by the organisation and how to fill them out according to the guidelines and requirements of apprenticeship support providers and government funding. She feels confident about gaining agreement from the trainees and supervisors she is visiting.

When visiting her third client, she has trouble explaining the government requirements to a supervisor who only wants to employ a part-time worker. To ensure the trainee is not disadvantaged, she calls the contact person at the apprenticeship support provider and asks about the possibility of a part-time arrangement. She finds out that it is possible to arrange for part-time employment over a longer period of time. The trainee and the supervisor both agree to the new plan and sign the learning pathway.

Activity 6

This role-play is designed to help you self-evaluate the communication skills required for gaining agreement on a learning pathway. With a colleague, classmate or trainer acting as the trainee, use the learning pathway from the example in Section 2B. Gain agreement from the learner, Leanne Cole, with regard to the details, flow and other training requirements outlined in the plan.

When conducting this role-play, your partner must:

▶ ask questions about the structure, timing and delivery methods

▶ raise the issue that they don't believe there will be enough time and ask for six months to complete the training.

During the role-play, you must:

▶ answer all questions confidently and clearly

▶ refer to relevant government compliance requirements

▶ negotiate the timing (in this case, the training cannot be completed in any less than two months and no more than four months).

During this role-play, have a third party (a colleague, classmate or trainer) evaluate your ability to:

▶ use language skills to keep the learner motivated

▶ convey information clearly and concisely

▶ deal with the contingency issue raised

▶ use effective body language

▶ get the trainee to reword any instructions to show they understand the meaning.

Click to complete Activity 6

Summary

1. A learning contract is a binding agreement between the learner, the trainer and their respective organisational stakeholders. It connects the parties to their participation and responsibilities during the training and assessment program.

2. The main two contracts of a work-based learning program are the training plan, and the obligations and criteria for government funding.

3. Funding options vary considerably depending on the skill needs determined by federal, state and territory governments. Funding opportunities usually have strict cut-off dates that will affect any training plan contract.

4. A workplace trainer must know about the relevant policies, legislation, codes of practice and national standards that affect their training context.

5. A learning pathway establishes goals based on national training criteria, and matches them to workplace and external learning activities.

6. Time must be allocated for the learner to trial and practise their new skills in a work environment.

7. All parties must agree to the learning pathway before it can be implemented. Effective communication and negotiation skills are required to achieve this outcome.

Topic 3

In this topic you will learn how to:

3A Identify the context for learning and the individual's learning style

3B Select and explain learning techniques

3C Develop and discuss an individualised learning plan

3D Interpret WHS responsibilities in the learning environment

3E Organise appropriate supervision

Establish the learning–facilitation relationship

The relationship between trainer and learner is central to achieving effective learning outcomes. This means developing trust, rapport and good communication. Establishing boundaries and expectations allows the learner to operate effectively within the training environment and allows the trainer to monitor and adjust their delivery as required. An effective learning relationship is one where these boundaries and expectations are clear, measurable, and in line with the work requirements of the trainee, worker or apprentice.

3A Identify the context for learning and the individual's learning style

Effective learning is a balancing act; the trainer and learner must continually make small adjustments to the delivery, learning style and work tasks. The aim is to stay relevant and to achieve the outcomes set out in the training plan. Knowing how, when and where the learning will take place, and the learner's preferred learning style are all necessary to achieving this balance.

Some learners may not be comfortable with formal ways of learning and an attempt should be made to determine and accommodate how they learn best.

Learning context

The learning context broadly covers the characteristics of the learning environment and the way in which the trainer and learner will interact within the environment. To understand the learning context, you must be able to identify and understand each of the characteristics described below.

Purpose of training

▶ This determines why the training is required:
  – Is there a skill gap or a newly created job role?
  – Is it continuation training for existing workers or skills assessments?
  – Is it a combination of these?
▶ The purpose of the training will determine your approach to the delivery, choice of location, and the tools and resources you need to complete the training. For example, if the purpose is to retain employees through paid skills and knowledge programs, you may prefer a more motivational approach using on-site training and positive examples from the workplace.

Location

▶ The training environment is characterised by the location, which will determine contextual aspects, such as:
  – work health and safety (WHS) requirements, timing and access to the training environment
  – the resources provided in the location and those that must be accessed separately
  – access to colleagues, supervisors and industry specialists.

Training schedule

▶ Broadly interpreted, this characteristic may affect WHS considerations, such as heat and cold, noise exposure, safety and access to health services. Locally, this characteristic will also impact your interpretation of industrial relations and workplace policy, such as overtime pay or access to the site before or after hours.

Training methods

▶ Training methods include the type of delivery (face to face, mentoring, group, individual or distance education) and the use of training resources, such as tools, samples, learning guides, and workplace manuals and policies. You need to establish the most appropriate training methods to suit the learner's style, training purpose and workplace requirements. Discuss the learning context and gather information from the learner and workplace supervisor to find the best approach. For example, you could use face-to-face training on real workplace equipment where the outcome is gaining a practical skill. If the outcome is to complete a business activity statement (BAS), you may choose a coaching method with samples and templates as your tools.

Learner profile

▶ This is a complicated but necessary appraisal of learners within their learning context. One way to learn more about the characteristics and needs of a learner is to interview them. This can be combined with informing them about the proposed training program. Further understanding of a learner's skills can be gained with the help of a specialist LLN trainer.

Organisational culture

▶ Industrial relations issues may affect learning and training arrangements. Consider the arrangements you need to make to establish a 'cultural fit' with the organisation you're training for. These may include:
  – adopting existing training tools
  – observing allocated times for training
  – the level of supervisor involvement
  – accessing areas of the workplace
  – WHS induction training.

▶ Workplace cultures vary considerably. You must familiarise yourself with the given culture to avoid embarrassing and sometimes legal mishaps, such as breaching regulations or legislation pertaining to the workplace. Consider contacting site managers, WHS representatives, office administrators and other experienced trainers when establishing your understanding of the workplace culture.

Outcomes of training

▶ Outcomes of training link the outcomes to the training purpose, and require knowledge of the other characteristics of the context, such as where, when and how training will take place. The outcomes will be affected by all of these characteristics and therefore must be considered holistically to determine the balance of the separate components.

Learning styles and preferences

Individual learners are likely to have a particular preference for how they learn best, i.e. their preferred learning style. For example, they may prefer to learn independently and online, or through group discussion. Some learners find it hard to concentrate for long sessions, so shorter sessions may be a way to facilitate this.

You may also have heard of visual, auditory and kinaesthetic (VAK) learning styles. In recent years this theory has been criticised for pigeonholing learners too narrowly. However, it should not be discarded completely as providing information and activities in visual, auditory and kinaesthetic forms is more engaging for learners.

Knowing how to apply learning principles, theories and styles will help you deliver training sessions in a way that will engage all learners. You can also identify possible reasons for why something isn't quite going to plan during your delivery.

Visual

Many learners readily take in visual information, such as demonstrations, posters and movies. Showing learners a PowerPoint presentation if more effective if images and graphs are included and not just text.

Auditory

Auditory information (for example, lectures and audio recordings) is well received by some learners. These learners prefer to hear verbal explanations rather than read learner notes.

Kinaesthetic

Kinaesthetic learning is learning by doing, i.e. when learners try things for themselves. It is hands-on learning that suits some learners (for example, pragmatists – see below).

Global/right brain

A global, right-brain learner has a visual learning style; they look first look at the big picture before attempting to understand the detail.

Analytical/left brain

An analytical, left-brain learner has an auditory learning style; they need to understand the details before they can see the big picture.

Theoretical

Theoretical learners have a preference for understanding the theory relating to the learning content.

Pragmatist

Less concerned with theory, a pragmatist learner prefers to learn by doing – they prefer to just jump in and have a go.

Reflective

The reflective learner prefers to learn by watching and thinking about what they have heard or observed.

Dunn and Dunn learning styles

The Dunn and Dunn model has been adopted by the National Association of Secondary School Principals in the US and has generated interest in the Australian education system. In this model five elements of the learning styles highlight a preference for a particular type of learning method:

▶ Environmental

▶ Emotional

▶ Sociological

▶ Physiological

▶ Psychological

Consider how a learner may learn if each of these headings was applied to their learning style. For example, an emotional learner would prefer examples that draw on emotive conjecture or memories, whereas a physiological learner would prefer learning that is based on experiencing tasks.

Experiential learning styles

Experiential learning theory is most commonly associated with David Kolb's experiential learning theory (ELT) model. The theorists Honey and Mumford identified similar preferences among the learners they studied.

Kolb's experiential learning theory

▶ The ELT model identifies four stages of learning that any person can start from or have a preference for. The stages in the cycle are:
  – Concrete experience (observing/feeling/hearing a new event)
  – Reflective observation (reflecting on the new experience by considering how it relates to past experiences)
  – Abstract conceptualisation (applying known theories to the new experience)
  – Active experimentation (considering how the new experience can be modified or used in future experiences)

Honey and Mumford's learning styles

▶ Honey and Mumford's learning styles are also based on these four stages – they are (in the same order):
  – Activist – one who prefers doing and experiencing
  – Reflector – one who prefers to sit back, read, observe and reflect
  – Theorist (theoretical learners) – one who wants to understand underlying principles, concepts and relationships
  – Pragmatist – one who likes to try different techniques and experiment to see what works and what doesn't

Personality-based learning styles

Personality-based learning styles are based on the personal preferences of individuals who can align their interests and personality preferences with the descriptions given in common tests, such as the Myers-Briggs type indicators (MBTI) or the creative, theoretical, assertive and proactive learner models.

The MBTI model determines the learner's attitudes (extroverted vs introverted) and functions (sensing, intuition, thinking and feeling). Simple versions may be found online and can be useful indicators of personality and learning preferences. Opportunities to learn independently may be appreciated by an introverted learner, though this consideration must be balanced with the requirement for learners to develop teamwork that is found in most units of competency.

It is advantageous for the following types of learners to have opportunities to exercise their strengths and receive support in areas in which they experience difficulty.

Creative learners

▶ Creative learners combine the way they feel with what they see when learning. Therefore, they have strong imaginations, are good at brainstorming and generating ideas, but suffer when there are too many alternatives or purely logic-based answers.

Theoretical learners

▶ Theoretical learners think about what they are observing during their learning experience. They are good at defining problems and analysing data, but poor at practical application and are risk-averse.

Assertive learners

▶ Assertive learners like to do the task and think about what they're learning. They are good decision-makers and problem-solvers, but often make mistakes and lack focus.

Proactive learners

▶ Proactive learners combine their feelings with what they're doing. This results in good leadership and an ability to adapt to new situations, but leads to impatience and impractical planning.

Multiple intelligences

Howard Gardner's proposal of multiple intelligences includes the following preferences for intelligence and cognition:

▶ Spatial

▶ Linguistic

▶ Logical (mathematic)

▶ Kinaesthetic

▶ Musical

▶ Interpersonal

▶ Intrapersonal

▶ Naturalistic

Spiritual or existential intelligence may be another of these intelligences.

The theory proposes that everyone has aspects of these intelligences, but at varying levels of cognition (that is – how best they deal with problems in each area). Unlike learning styles, each intelligence is geared toward certain types of content.

You should be mindful that the people you are facilitating learning for will have differing strengths and interests in the areas mentioned above. Acknowledging strengths and interests, and allowing people to follow them encourages them in their learning. Considering Gardner's list of intelligences can prompt you to think of effective ways of using the diversity of a group of learners and also some creative options for discussing and presenting information and developing activities that suit individual learners and the group.

Learning styles can vary with age and experience, and can change through training, application in different contexts, review and repetition. This can help if the individual's learning style test results are too narrowly weighted towards one style. For their own learning skills development, learners could aim to level out their preferred styles, or at least acknowledge their strengths and weaknesses over time. As a trainer, you can encourage this by using a number of different delivery methods and styles.

Example

Identify the context for learning and the individual's learning style

An RTO in Western Sydney caters for a number of international and domestic students with courses in business and hospitality. A key feature of the RTO's workplace training is the training needs analysis (TNA) tool it provides to students at enrolment. As the RTO caters for public enrolments, this TNA questionnaire doubles as a learning style indicator. It asks a number of basic questions sourced from online surveys that have been created by learning style analysts. The tool captures information about each student's workplace and the opportunities they have to learn and develop at work.

An example of a question is:

1. When I've learnt a new task in the past, I've best learnt by:
    a. repeating the task several times after being shown
    b. reading the instructions of the task first
    c. seeing the task being demonstrated
    d. thinking about how you would do the task based on your experience – then acting
    e. a combination of all of these (please add the preferred method from a, b, c or d).

As a first step, this tool provides vital information to assist the trainers in developing suitable training methods that can apply to the individual learners. The information forms the basis of any training plan created for employer/employee traineeships. The TNA questionnaire is also used with corporate clients when establishing the gaps in employee skills and knowledge.

Additionally, completed learner feedback forms indicate that many international learners are more used to traditional learning contexts where a teacher is the authority figure and exams are used to assess learning. Because of this feedback, trainers at the RTO are told to explain carefully the benefits and reasons for the less formal and more collaborative style of learning favoured in Australia. This helps students feel more comfortable about taking part in unfamiliar learning activities, such as workplace learning.

Activity 7

This activity will help you understand the process of determining someone's learning style through the use of a questionnaire.

Take the learning style quiz located at this website:

▶   http://homeworktips.about.com/qz/Learning-Style-Quiz

Alternatively, use a test recommended by your trainer.

Once completed, summarise your learning style and comment on how the current learning context meets aspects of your style and how it may be improved to meet other aspects.

Click to complete Activity 7

3B Select and explain learning techniques

One training technique may be more appropriate than another in a given situation. An effective trainer will be able to identify, develop and implement training methods that suit the learning preferences of students. You need to know what can and should be done in given circumstances to improve the likelihood of effective learning. You must also be able to explain the basis of the technique to the learner.

Training and facilitation methods

Training and facilitation methods are a combination of the type of delivery and the choice of training resources, such as equipment, tools, samples, learning guides and workplace manuals, learning activities, policies and procedures used for training purposes.

Basic training methods include those described here.

Instruction

▶ Instruction is used when the content of the learning is presented to the learner in its final form, such as learning from a learner guide, lecture or demonstration. An amount of instruction suits learners requiring competency-based and/or criteria-based outcomes where specific measures are applied to the learner's level of skill and knowledge at the completion of the instruction. To address the practical skill development requirements of units of competency, instruction is combined with other training methods.

Exploration

▶ The information is presented and the learner is allowed to explore and transform what they see or hear into new skills and knowledge, such as with action learning. The trainer acts as a facilitator to support learning and allow the participants to problem-solve. Keep the learning on track to achieve the desired outcome. Exploration can have broad or no predetermined outcome criteria and may therefore be less useful in competency-based training, but it does provide extended learning opportunities for higher qualifications, such as a diploma or graduate qualification.

Behaviour modelling

▶ This training method combines the two previous approaches. It requires the learner to imitate what they see and hear from a role model (or trainer) and apply it through experimentation within new situations. This is a common practice in VET where there is a requirement to transfer new skills to various contexts and situations.

Delivery types

Instruction, exploration and behaviour-modelling lend themselves to a range of delivery types, resources and tools.

There are several different delivery types that you need to be aware of. They fall under the broad categories of individual and group training.

Individual training

▶ Individual training methods are used when there is one identified learner, such as a single apprentice or trainee in a workplace. Individual training can take the form of:
  – one-to-one coaching
  – mentoring.

Group training

▶ Group training that may be used in a workplace includes:
  – demonstration or skills-based learning
  – distance groups (a blended training program where the trainer spends some time with the group, and some time monitoring and coaching via distance methods)
  – action learning groups (the group identifies, analyses, evaluates and recommends solutions to real workplace problems).

Mentoring

Individual training can take the form of one-on-one coaching or mentoring, depending on the work relationship between the learner and the trainer.

A mentor is usually an existing colleague, tradesperson or manager with extensive experience in the field. They are already trained and can operate as a guide to work-based activities. They use behaviour modelling by acting as role models and instructors to raise the learner's confidence and motivation. A mentor situation has an advantage over other forms of individual training as mentors can be appointed for long periods and can develop close relationships with the learner, which in turn supports the learning experience. Additionally, mentoring allows for the transfer of tacit knowledge. Tacit knowledge is experiential knowledge specific to the task or workplace that is not learnt from textbook or course content, such as learning the particular quirks of a machine or the political behaviour in an office. Learners that benefit most from mentoring:

▶ prefer a workplace relationship rather than an external coach
▶ identify strongly with the mentor.

Coaching

Coaching is a face-to-face or distance learning method that has clear trainer–learner boundaries, such as times, responsibilities, expectations and outcomes. A coach (or trainer) delivers knowledge and demonstrates skills in an instructional format that the learner needs to grasp and perform in the workplace to be found competent; for

example, learning a particular trade or vocation. A coach can be appointed from an organisation, from an external RTO or from another training organisation, depending on the training purpose.

Coaching is the more formal of the two methods and is the method commonly chosen for traineeships and apprenticeships. The relationship boundaries and responsibilities are usually drafted in a training contract. This method of training works well for learners who require more time to query the content of the training as the trainer has allocated their time directly to the learner. Additionally, coaching is effective for learning work-specific tasks that may not apply to larger groups.

Group training

Group training is most common in trade training as a component of the learner's overall knowledge accrual. It may only form part of the complete training picture, as mentoring and coaching are also used to pass on skills and tacit knowledge. Trainees can also benefit from attending group work as part of their traineeship with other learners in sessions where ideas and experiences can be shared. These can be held at RTO facilities or workplace training areas, depending on the needs and abilities of the client.

The following group training methods are explained in the context of the workplace.

Group presentation or session	The classroom environment is often necessary to avoid distracting surroundings and to transfer a lot of knowledge in a relatively short period of time. TAFE classes and publicly enrolled training courses are examples of this style of delivery. The group session suggests that you share your knowledge by talking to the group. Of course, this style can also include interaction such as questioning, scenarios, role-plays and any other training techniques in the classroom environment.
	The choice of interaction will depend on the group's learning preferences. For example:
	▶ An accounting class requires time to work on problems individually, then discuss their answers with the group.
	▶ A manual trade learner may like several opportunities to trial the task in a simulation or role-play before tackling the real task.
	While the group delivery session is most commonly thought of as an instruction method, by using different tools and resources, you can allow some level of exploration and behavioural modelling to occur.
Demonstration or skills-based learning	When classrooms are replaced by simulated or real workplaces, the lecture- style approach takes on the characteristics of the demonstration or skills-based approach. While you are still essentially passing knowledge on to the class, you are doing it through demonstration and explanation in a workplace work-like environment. This is most typically an instruction-only environment; for example, hospitality courses such as cooking are taught in fully functional kitchens where the tools of the trade are readily available and the skills learnt can be more readily transferred into a real workplace.

Distance groups	Distance groups is a less common form of workplace training, but is used in many large organisations where distance is a significant factor in the cost of training. Distance groups are usually managed by a single trainer and monitored through online assessment submissions and discussion forums. Distance group learning can form part of a blended training program where you spend some time with the group, and some time monitoring and coaching via distance methods. For this reason, distance is very exploratory rather than instructional. Instruction must still take place via reading materials and forum questioning.
Action learning groups	This group-based approach is well suited to the workplace. Employees are often strongly motivated to improve a process or situation and action-learning groups can have a problem-solving goal. You act as the facilitator to ensure the group identifies, analyses, evaluates and recommends solutions to real workplace problems. Action learning is a relatively new approach based on organisational work group methods used by large organisations to solve internal problems or to come up with new ideas. In workplace training, specific issues can be identified as learning outcomes. Action learning is an exploratory method where the learning outcomes are often determined by the learners themselves.

Use resources, tools and activities

Your choice of training method will depend heavily on the resources, tools and activities at your disposal. To match the needs and styles of learners, you may incorporate many different tools to deliver the meaning, purpose or task structure of the skill you are teaching. The following table explains the application of some of these tools and the learning styles they apply to.

Resource/tool/activity	Explanation	Application	Learning style
Learning guides	A text-based manual covering the skills and knowledge required by the learner. It may be a website, e-book or paper-based tool.	Useful in classroom or distance education settings as an instructional tool. Learner guides are mostly used in conjunction with question/answer workbooks to capture evidence of learning.	Suits read/write learners, theorists and reflectors.

Resource/ tool/activity	Explanation	Application	Learning style
Product samples or sample outcomes	A visual representation of the end goal, which may include a document template, or completed model or recipe.	May be used on or off the job to demonstrate the end goal or to clarify what the learner is striving for. Should be physically accessible by the learner.	Suits visual, assertive, creative, kinaesthetic and proactive learners.
Explanations	A verbal explanation of a process or task. Explanations can include debates, lectures or recorded instructions, such as podcasts.	This style supports safety and task management because important points can be stressed verbally. This may be used to explain mathematical or theoretical examples.	Suits auditory, theoretical and creative learners. It may also suit visual learners if word pictures are used.
Demonstrations	A demonstration is an activity that clearly displays the task requirements. It can include role-plays, physical activities and task imitation. It is used in conjunction with task-specific tools or other resources, such as PowerPoint slides and whiteboards.	This is a key activity to task-oriented learning. Demonstration should be applied in all face-to-face or visually based training.	Suits visual, kinaesthetic, theoretical, creative, proactive and assertive learners.

Resource/tool/activity	Explanation	Application	Learning style
Case studies	A case study is a story written about a particular scenario with people who have particular roles, and which can be used as a problem-solving exercise.	It allows for the learner to place themselves in the story or to be an observer involved in a simulated, real life situation. They are useful for scenarios that are unlikely to occur in the workplace; for example, emergency situations.	Suits visual, kinaesthetic, creative, proactive and assertive learners.
Other visual aids	Can include equipment or task documentation, self-evaluation tools and pictures.	Used to support verbal or written learning techniques and can be applied to all training methods, including online, instruction-based and exploratory methods.	Suits visual, proactive, theoretical and kinaesthetic learners.

Explain the learning techniques

The learner gains a number of advantages if you tell them why you are going to teach them in a certain way. The explanation does not need to go into the theories behind your choice, but rather take on a practical application.

A simple approach to explaining the learning techniques that allows for the learner to add their thoughts is likely to be the most effective approach. If the pre-course questionnaire does not pick up a learning difficulty or preference, the learner has a chance to modify their preference during your explanation by offering direct feedback.

Benefits to the learner of explaining learning techniques include:

▶ Learners have more ownership of the process, and therefore become more attentive and willing to learn.

▶ Learners develop trust and rapport with you, and therefore become more open to ideas and instruction.

▶ Learners begin the process of adjusting to the learning experience they are about to enter into, and therefore learn more readily.

▶ Learners visualise the expectations of possible future experiences, and therefore remove their barriers of fear and anxiety related to the unknown.

Example

Select and explain learning techniques

Here is an example of how a trainer can explain their rationale for using particular training styles to the learner in order to meet the learner's needs.

'Hi Tom, after reading your pre-course questionnaire, I've developed a few approaches that can help you to grasp and apply the new skills and knowledge we're going to cover. This is based on the way you prefer to learn. I'd like to go through these and get your feedback before proceeding in case we've missed anything.'

The trainer then lists some of the techniques he will use with Tom, such as demonstration and imitation of the tasks, and providing multiple templates and examples to describe the task.

Activity 8

Using your personal experience and professional judgment, interpret the information in this case study and answer the questions that follow.

Case study

Bill is a 50-year-old man who has been selected to undergo workplace training to develop his skills and abilities as a manager. He has been a manager for five years. He has enrolled in a work-based traineeship for a Diploma of Management. Bill has undertaken a self-evaluation, which includes questions on how he prefers to learn.

He prefers to learn independently through reading and benefits when kinaesthetic elements are present so that he can practise new skills. He enjoys writing and notices that it helps him to clarify information and thoughts. He doesn't like listening to presentations or lectures.

1. Based on what Bill has told you, what training methods would you use and why?

2. What resources and tools might you use and why?

Click to complete Activity 8

3C Develop and discuss an individualised learning plan

A learning plan documents the details necessary to complete the learning pathway. It is often included as part of the workplace contract between the RTO, trainee and employer known as the training plan, as much of the detail is required for both. Ensure that you understand the components that make up a learning plan and why they are important for effective workplace training.

The learning plan should be discussed with the learner in detail. They must feel comfortable with the training they are about to receive and the responsibilities and expectations they must adhere to over the training delivery period. For apprenticeships, this may be four years or more. You should encourage the learner to raise any concerns and questions they have during this time so you are both clear as to the expected outcomes and responsibilities. The training/learning plan should include a field where the trainer, learner and RTO sign the document once the learning plan has been discussed.

Prepare a learning plan

Ensure that you differentiate the terminology used in VET. An individual learning plan is not a plan for how you will deliver a training session. Nor is it a learning program. These are both created at the RTO and encompass how the RTO intends to run an entire course.

An individual learning plan may begin as either a blank document specifically created for a new learner or as a template used by the RTO to plan the training of an individual apprentice or trainee.

The LLN requirements of a learning program and LLN needs of learners can be recorded on the learning/training plan under a section with information about how additional needs will be addressed, or a separate LLN learning plan can be developed.

Ask your trainer for a template sample 'Training plan'; Aspire has included relevant templates in its *Trainer's and assessor's guide* for this unit.

Components of a learning/training plan are described here.

The context for learning

The context for learning is the location and learning environment in which learning will take place. This should be specific to the individual learner and include addresses, locations within the work area and a description of any classroom-based learning. Other aspects of the environment that influence the learning experience can also be recorded, including social, institutional and geographical factors. For example, the learner may be in a remote location. Information to be recorded includes:

▶ whether training will be on the job
▶ whether a training room is available
▶ any WHS considerations.

The person's learning style and characteristics

The individual's learning preferences and any information about their learning style should be described to allow you to adjust or adapt delivery, and allow learners to adjust their learning techniques as required. Here is an example of a learner's demonstrated strengths and characteristics:

▶ Can interpret visual information quickly
▶ Can retain information provided in images and text
▶ Is happy to work by themselves or with a coach/mentor
▶ Prefers not to work in groups
▶ Has difficulty with large amounts of data
▶ Requires careful observation to avoid safety concerns

Boundaries and expectations of the learning–facilitation relationship

Learner relationships need to be developed to allow for two-way communication, openness, trust, support and encouragement, and to motivate the learner. By discussing and setting clear boundaries and expectations, all parties acknowledge their individual roles and accountability in the process. This is usually documented as a paragraph, table or a series of dot points outlining:

▶ key areas of responsibility
▶ expected outcomes
▶ method and regularity of communication
▶ how progress will be monitored.

Documented equity or additional support needs for the learner

Fairness and support for additional needs in VET are requirements under the Australian Quality Training Framework (AQTF)/VET Quality Framework (VQF) guidelines. The learning plan should identify all relevant access and equity support needs as they apply to the learner and the learning context.

Here is an example of how a trainer can identify and document a client's needs:

'Mr Drew will require additional time to complete written tasks to allow for his current level of literacy. Support from the trainer will be provided to ensure Mr Drew understands written questions and can convey his level of understanding of the course content during assessment. This may be done verbally where units of competency allow for such a reasonable adjustment.'

Performance benchmarks to be achieved

For training in nationally accredited qualifications, benchmarks are represented as units of competency or accredited modules. As VET is criteria- and competency-based, all benchmarks have a performance evidence requirement of 'competent' in each task. This is usually represented as a brief description followed by a list of units or modules.

Activities and processes

It should include the set of planned delivery and assessment activities and processes. These combine to form the evidence for the listed benchmarks. This information can be summarised from the assessment requirements of units and modules. Learners need to demonstrate competency in the tasks outlined in the elements of the unit.

Each unit listed must include this type of information. More specific activities that detail how each piece of evidence will be gathered may also be included if required. This level of detail will vary between situations and workplace contexts.

LLN and foundation skill gaps

Generic skills, such as LLN and interpersonal communication, are necessary for competence in work roles. The Australian Core Skills Framework (ACSF) is a tool that can be used to describe core skills relevant to the workplace and employment. LLN and foundation skills should therefore be addressed in workplace training. These skills must be integrated into the workplace learning that is aimed at developing specific skills or job roles. If skill development is needed in any of these areas, learners need to be provided with assistance to help them achieve their goals. You can access support in the form of materials, websites, training packages, programs, external courses and specialist LLN practitioners.

Access materials developed to support LLN needs

▶ Materials produced under the former Workplace English Language and Literacy Program can be accessed to support learners in different industries.
▶ You can find an example of a resource designed to support learners who are working in aged care by searching for 'Working words in aged care' at:
  – www.voced.edu.au
▶ Links to resources addressing LLN in other industries can be found at:
  – www.awpn.com.au/resources
▶ Links to industry-based LLN resources and programs can also be found at:
  – www.education.gov.au/literacy-net

Programs

▶ The federal government has initiated a skills development program for eligible participants. Its Industry Skills Fund can support businesses with advice, strategies and training to boost required skills. For more information, go to:
  – www.business.gov.au/assistance/industry-skills-fund

External courses

▶ Effective people skills and communication courses are offered by training organisations to support a learner's interaction with others in a workplace setting.

LLN specialist support

▶ LLN specialist support may be available within your RTO, or may need to be externally sourced. LLN specialists can assist with contextualising materials, provide advice on training and assessment strategies, and conduct an assessment of a person's current LLN skills. If you undertake training in *TAELLN411 Address adult language, literacy and numeracy skills*, you will learn more about accessing specialist support.

Foundation skills training package

▶ This training package and material developed to support its use is intended to improve the LLN skills of people who need to improve their skills at AQF levels 1 and 2.

Facilitation relationship

The extent of this section of the learning program will depend on the existing relationship between you, the learner and the learner's organisation. The more familiar you are with them, the less explicit the boundaries need to be.

You may specify the following with the learner:

▶ meeting times

▶ updates

▶ discussions

▶ progress reports

▶ behavioural standards

▶ WHS expectations

▶ workplace rules.

Example

Discuss the learning plan

Here is an example of an agreement which can be made following a discussion between the trainer and the learner about their responsibilities and expectations while the learning plan is being implemented.

Trainer responsibilities and expectations:

▶ Commence at 8 am on dedicated training days and follow the daily timetable.

▶ Endeavour to answer any legitimate course-related queries from the learner.

▶ Provide up-to-date and relevant course content.

▶ Follow and monitor organisational WHS policies.

▶ Respect the legal and cultural rights of the learner.

Learner responsibilities and expectations:

▶ Attend training no later than 8 am on scheduled training days and stick to the daily timetable.

▶ Abide by organisational WHS policies and procedures.

▶ Follow the legitimate instructions provided by the trainer.

▶ Respect the role of the trainer and their legal and cultural rights.

▶ Commit to completing the training in the allocated time.

Activity 9

Choose a single unit of competency from a national training package, such as the BSB, CHC or SIT package. Create a sample individual learning plan covering the headings listed in the table below, which is a single page of a learning plan. Identify any parts of the units you have chosen that could be suitable for workplace learning. Consider how this would work and the kind of tasks, conditions, support and WHS considerations for the learner.

You can create fictional learning style summaries and additional needs as required.

Next, discuss the plan with a colleague, classmate or trainer acting as the learner. Document any queries, feedback or questions raised during the discussion.

Additional information	Additional needs and specific tasks		
Learning context			
Learner characteristics			
Boundaries and expectations	Trainer:	Learner:	
Additional needs required for the learner (including WHS requirements)			
Performance benchmarks			
Activities and processes for achieving the benchmarks	Type of activity	How evidence will be gathered	Location of activity
Learner feedback/ queries			

Click to complete Activity 9

3D Interpret WHS responsibilities in the learning environment

In a learning environment, as in any workplace, everyone has a role to play to ensure that safety is maintained. While everyone involved in the learning process is responsible for maintaining health and safety, some may have more specific responsibilities.

As a trainer, you need to know about:

▶ hazards relating to the industry and specific workplace

▶ reporting requirements for hazards and incidents

▶ specific procedures for work tasks

▶ emergency procedures

▶ sources of WHS information

▶ the safe use and maintenance of relevant equipment.

Workplace policies and procedures

Your responsibilities will also be outlined in your organisation's workplace policies and procedures, which can be accessed from:

▶ the company website or intranet

▶ safety bulletin boards and newsletters

▶ the safety officer or workplace manager

▶ office administration staff.

A well-documented learning plan will also include the WHS considerations for the individual training you deliver. You will need to refer to the learning plan for this information where relevant. Learning plans will usually be kept in the RTO's administration system as a computer file, online or as a paper document. You will need to be familiar with the contents and how to access the documents relevant to your training delivery.

Specific responsibilities

A number of people may be involved with the training environment, either directly or indirectly. The following list describes the specific duty of care responsibilities expected of different staff members.

Employer
The employer must ensure a safe workplace, demonstrated through safe work practices, up-to-date WHS policies and procedures and workplace attitude to safety (safety culture).

Workplace manager
The manager must be aware of safety procedures in the workplace and arrange for newcomers to be briefed or given induction training. They are also often responsible for reporting incidents and need to ensure that WHS policies and procedures are followed in the workplace and that risk control measures are in place and effective.

RTO management

RTO management must ensure procedures are in place for the trainer to undertake a WHS inspection prior to training or assessment activities. The RTO must ensure its trainers are qualified to train in a workplace.

Trainer/facilitator

A training facilitator allows learners to experiment and create new experiences. They are responsible as a trainer and to diligently monitor their learners throughout their activities. They have a duty of care to work safely and should know WHS reporting procedures.

Trainer (technical skills expert)

An expert (such as a tradesperson or driver) has a duty to ensure the tools and equipment being used in the training meets current manufacturer and WHS standards. Additionally, they must ensure the equipment is being used in the correct and safe manner.

Coach

During direct instruction, a coach must ensure the learner conducts the task safely and correctly. Other duties include risk control of the immediate workspace and incident reporting.

WHS officer

Also known as a health and safety advisor (HSA), a WHS officer is responsible for conducting safety audits, monitoring safety processes, and reporting incidents and accidents to the state authorities. They fulfil the role of an on-site WHS expert.

Fire warden

A fire warden is responsible for the maintenance of fire-evacuation systems and processes.

Learner

The learner is responsible for their own safety and awareness of safety procedures. They must also raise any new hazards or issues with their supervisor or trainer.

Apprenticeship network provider

Apprenticeship network providers and group training organisations must ensure Australian apprentices are sent to qualified organisations and employed by businesses that follow current safety regulations. This is done through the training appointment contract.

First-aid officer

A first-aid officer is responsible for the on-site care of injured people and is the expert in first aid prior to the need or arrival of professional medical personnel.

Brief learners on WHS procedures and requirements

You need to brief learners on any relevant WHS procedures and requirements before and during training, and must know and understand the WHS requirements for the task you are instructing or demonstrating. Identify and apply safety procedures,

and read and interpret the learning program to identify any equipment, technology or personal protective equipment (PPE) that learners will need access to during instruction and demonstration.

Plan the WHS information that you will give to learners, considering:

▶ what information you will give them (this will vary to suit the needs of the learners)

▶ the purpose and location of training

▶ when you will give the information (before, during or after training)

▶ the communication method you will use.

The information for a briefing session could include:

▶ hazard identification procedures

▶ reporting hazards and incidents

▶ protocols to follow if a safety breach occurs

▶ start-up/shut-down and routine maintenance procedures for plant and equipment

▶ specific hazards and control measures relevant to tasks that they will be practising

▶ manual-handling procedures

▶ workplace policies on bullying, harassment and discrimination

▶ waste disposal procedures

▶ accessing WHS policies and procedures, forms and reports (including incident reports)

▶ other sources of WHS information

▶ correct use of PPE

▶ emergency procedures.

Site-specific safety rules

Organisations develop and implement safety rules that are aligned to their WHS policies and procedures, and suit their industry, type of operation and workforce characteristics.

Identify whether there are specific site rules that apply to the work skills included in the learning program. Obtain a copy of any such rules and confirm that you and the learners understand what is required.

Site-specific safety rules will vary, but may include:

▶ How to interpret safety signs and information

▶ How to operate equipment safely

▶ Fire and emergency procedures

▶ First-aid procedures

▶ How to report health and safety incidents

▶ How to handle hazardous substances

▶ Manual-handling techniques

▶ Procedures for working at heights

▶ Housekeeping procedures

Incident reporting

The organisation where work skill instruction occurs will require all employees, trainers and learners to report any hazards, near-miss incidents and injuries that occur in the workplace. This usually involves completing an incident report and submitting it to the relevant workplace supervisor or WHS personnel as soon as possible.

Follow organisational policy and procedure when reporting incidents or near misses. When an incident occurs, obtain and complete an incident report as soon as practicable. Delivery plans need to be designed to incorporate time for briefing learners on any WHS procedures and requirements before and during training. It is helpful for learners to see an example of a completed incident report form, especially if the learners have LLN support needs.

Sources of information

Identify the sources of WHS information and advice you can refer to when planning and delivering work skill training. Ensure you understand the WHS procedures and requirements that apply to the training and seek clarification of any areas you're unsure about.

Organisational policies and procedures should be your starting point for finding information regarding the WHS obligations you and your learners have. These obligations could include risk assessment, safe operating procedures, completing documentation, using PPE and consulting with WHS personnel.

Workplace noticeboards and safety newsletters often display current WHS information. Health and safety representatives (HSRs) and WHS committees are also a valuable source of WHS information. Confirm with them:

▶ what they require from you to comply with workplace policies and procedures

▶ any induction training that you or your learners need to undertake

▶ requirements for the safe use of on-site equipment and technology.

Ensure you are familiar with relevant safety data sheets (SDSs), forms or templates (such as incident reports) and the instructions for PPE.

Confirm a safe environment

Whenever you use real work activities as the basis for learning, you are responsible for gathering sufficient information to eliminate hazards or minimise the risk of harm to anyone in the learning environment. A hazard is anything with the potential for harm resulting in injury, illness or property damage. A risk is the likelihood that a hazard may cause harm.

In addition to the usual measures to control hazards in the workplace, you need to learn the safe operating procedures (SOPs) that apply to a learning process. Clarify any instructions you don't understand with a supervisor, trained and experienced operator, HSR or other relevant person, or access additional information or resources. Ensure you are familiar with any procedures for the following safety requirements.

Exit requirements

▶ Be familiar with the location of emergency exits and evacuation procedures in the learning environment. There may also be safety procedures or other routines to follow before leaving a workplace or area.

Personal protective equipment (PPE)

▶ You must know what PPE is required in the workplace for specific tasks and activities. Instruct and monitor learners on all aspects of the correct use of PPE. This includes where PPE is stored, the correct fit, application, cleaning, maintenance and disposal (where appropriate) of PPE.

▶ Observe learners during all training/work skill instruction, as you may also be required to gather evidence that they have underpinning knowledge of PPE and its application.

Safe access

▶ You may be responsible for providing workplace training in locations where there are access issues or requirements. In certain circumstances, such as in confined spaces or restricted areas, there may be special licensing or permit requirements.

▶ Check arrangements for security, gaining entry, transport to the location and using PPE to access the site.

Safe use of equipment

▶ You need to understand the SOPs for any equipment you are going to use during training or demonstration.

▶ Follow the manufacturer's safety instructions and correct start-up, shut-down, operating or maintenance procedures.

▶ Check that equipment is in safe and serviceable working condition before anyone operates it, and tag any equipment that is not in a safe operating condition.

Emergency procedures

▶ You need to be familiar with evacuation procedures in the learning environment, including the location of emergency exits, fire-fighting equipment and first-aid supplies.

▶ Ensure that learners are familiar with the following information:
- evacuation alarms
- the names and appearances of the fire wardens
- the locations of emergency exits
- what to take and what not to take in an evacuation
- emergency assembly points.

▶ When you are delivering work skill training that uses material, equipment or technology that poses a risk to personal safety, you need to know how to contact the person who is able to administer first aid. You should also know the emergency shut-down procedures for any equipment and machinery you will use.

Example

Interpret WHS responsibilities in the learning environment

Prior to a daily training session the trainer at a busy manufacturing plant conducts her WHS site inspection and notices a pile of piping that was not there yesterday. The plastic piping is in an area where the apprentice learner is likely to walk and it could pose a tripping hazard. The trainer is aware that under WHS legislation, she has a duty of care to provide a safe workplace. She also knows that she has a duty under the RTO's policy to foster a safe and healthy learning environment. Clearly, this hazard needs to be addressed.

She has the option of moving the pile of piping herself, but she considers the workplace safety procedures that she heard from the site supervisor a few weeks earlier that stated all hazards must be reported to the site supervisor in the first instance. Without this knowledge, she may have created more of a hazard by moving the pile to a location that interfered with factory operations or worker safety.

As the learner arrives, the trainer asks him to wait temporarily while she contacts the site supervisor to deal with the hazard.

Activity 10

Read the case study, then answer the questions that follow.

Case study

June is a hospitality trainee at a busy suburban restaurant. The business employs 15 staff, including five wait staff, seven kitchen staff and three managers (the chef, front of house manager and bar manager).

You are June's training supervisor and her apprenticeship network provider has asked you to provide information regarding WHS procedures at the restaurant to demonstrate compliance with WHS legislation.

1. Describe the general responsibilities of the bar manager (who reports to the owner/restaurant manager) with regard to your role as a training supervisor.

2. Describe June's WHS responsibilities.

3. Describe the WHS responsibilities of the owner/manager of the restaurant.

<div style="text-align:center; background-color:#f39200; color:#ffffff; padding:20px; font-weight:bold;">Click to complete Activity 10</div>

3E Organise appropriate supervision

Workplace training requires the efforts and dedication of you, the learner and those supervising, mentoring and instructing the learner during normal work activities. As the trainer, you are responsible for ensuring that any training that occurs outside of your direct supervision aligns with the performance standards and benchmarks of the training package, while remaining relevant to workplace needs. You have a duty of care to the learner and need to monitor the supervisory arrangements to:

▶ make sure they are appropriate to the learner's levels of knowledge, skill and experience

▶ provide support and encouragement

▶ ensure the learner's health and safety.

Reasons for monitoring supervision

Consider the following reasons outlining why you will need to monitor any supervision given to the learner.

Trainer absence

▶ You may not always be present, and may need to delegate responsibility to others to deliver the training and provide opportunities for practice; particularly if you are from an external organisation.

Technical expertise required

▶ In some cases the facilitator does not do the actual training, but will arrange for experienced co-workers and experts (such as tradespeople) to train, supervise, guide, act as a role-model, support and encourage the learner according to the learning plan.

▶ The technical expert might not have any training background, so need to be monitored. The trainer needs to keep up regular contact to support the technical expert if necessary.

Process for monitoring supervision

Workplace managers often allocate the supervisory role. As a trainer, you have the responsibility to check aspects of the supervision that the workplace manager may not know about.

Ensure the supervisor:

▶ has qualifications, at least to the level being addressed by the learner

▶ has access to, reads and understands the learning plan

▶ communicates with the trainer/RTO

▶ understands their role and responsibilities in line with the learning plan

▶ is aware of the WHS requirements of the workplace.

Relationship with workplace supervisor

As an external trainer, it is difficult to determine supervisory responsibility if workplace managers do not fully support the learning/training plan. To gain the employer's agreement and support, you can refer to the contract documentation and learning/training plan to detail the specific responsibilities of the workplace supervisor and the organisation.

By maintaining a close relationship with the workplace supervisor, mentor or coach, you can access information about the progress and any issues concerning the learner. These details should be logged in the learner's student file (or similar portfolio relating to the learner's progress), as required by the RTO. These notes act as a record of training, along with assessments, and feedback from learners and supervisors. This documentation serves as an effective monitoring system for trainers during the learner's training period.

Example

Organise appropriate supervision

Brendan trains Lee in a classroom environment for two weeks every three-month period. For the remaining time, Lee is guided, instructed and assessed by his workplace supervisor, Bob, who is a tradesperson. To ensure that Lee's training is consistent with the benchmarks of the national trade training he is receiving, Brendan uses the following communication tools to monitor and support Lee's learning.

Effective monitoring of workplace supervision

1. Learning plan

Brendan provides a copy of Lee's learning plan to Bob and spends time going through the details of the plan and the training contract.

2. Regular contact

Brendan contacts Bob on a fortnightly basis to gather feedback and provide guidance regarding Lee's performance during each period.

3. Maintain focus on learning outcomes

The first few minutes of every face-to-face training session between Brendan and Lee is spent reviewing Lee's on-the-job performance.

4. Deal with issues quickly

By rigorously following this pattern, Brendan ensures that Lee is receiving quality training and advice during his time in the workplace. If it appears that there has been misguidance or use of incorrect procedures, these are quickly dealt with at the start of every face-to-face session and reported to Bob for quality control purposes.

Activity 11

Case study

You have been asked to conduct workplace training for three Australian Defence Force workers in a remote aerial firing range in the Northern Territory. The training forms part of Certificate IV in Leadership and Management, a popular qualification among Defence personnel. They have enrolled in two units of competency that align with their current duties, and can be taught as part of their workplace training. You only have time for a one-day visit and will then rely on workplace supervisors to deliver the remaining estimated two weeks of training and assessment.

1. In terms of training and monitoring, briefly explain what you need to consider before visiting the remote station.

2. What systems would you put in place to ensure the training is monitored and completed successfully? If possible, discuss this in an open forum with colleagues, your trainer or classmates. Consider aspects of work culture, WHS requirements, time allocation, confidentiality and legislative requirements in your discussion. List the recommendations you all agree on.

Click to complete Activity 11

Summary

1. The learning context broadly covers the characteristics of the learning environment and the way in which the trainer and learner will interact within the environment.

2. Knowing how to apply learning principles, theories and styles will help you deliver learning sessions in a way that will engage all learners. Familiarising yourself with experiential learning styles and theories can assist you to identify learner characteristics and adjust your delivery and facilitation to suit each learner.

3. Instruction, exploration and behaviour modelling are three main, broad approaches to training.

4. The choice of training method relies on the resources, tools and activities at your disposal. To match the needs and styles of your learners, you may incorporate many different tools to transfer the meaning, purpose or task structure of the skill you are teaching.

5. A learning plan documents the details necessary to complete the learning pathway. It is often included as part of the workplace contract between the RTO, trainee and employer.

6. The learning plan should be discussed with the learner in detail. They must feel comfortable with the training they are about to receive and the responsibilities and expectations they must adhere to over the coming period.

7. All parties involved in training delivery must adhere to WHS legislation within their given state or territory, and obey the organisation's WHS policies and procedures.

Topic 4

In this topic you will learn how to:

4A Explain the objectives and processes of work-based learning

4B Sequence activities according to the agreed work-based learning pathway

4C Encourage learners to take responsibility for own learning

4D Facilitate the learner's transfer of skills and knowledge

Implement the work-based learning pathway

A work-based learning pathway can involve a number of people and can last up to four years for some Australian apprenticeships. Training needs to be effective, particularly since it can be a long process, use resources, and have a significant effect on the learner and productive capacity of the workplace. The implementation of learning must be clear, relevant and unambiguous. This requires attention to detail and effective communication skills to identify, interpret, paraphrase and, where needed, rectify any ambiguity and misunderstanding. Detailed planning and the ability to engage and motivate learners and supervisors is an essential skill for workplace trainers.

4A Explain the objectives and processes of work-based learning

Before you begin any formal training, you need to ensure the learner understands what is about to occur and why. This process ensures the learner is prepared for, organises and takes responsibility for their training.

Considerations when briefing the learner

Make sure the learner clearly understands the learning plan and pathway they are about to undertake. Here is a summary of the components of the learning plan that should be followed. Most importantly, you need to engage and empower the learner to ensure they accept responsibility for their own learning.

Specific goals

▶ Specific goals relate to the workplace and include the achievement of specific competencies within the given time frame. The learner must understand how these goals relate to their employment and job satisfaction. For example, ensure that a learner undertaking training in a grocery store understands that by achieving competency in certain tasks, they will be able to work in different areas of the store and have more variety in their work life.

Job tasks

▶ Individual tasks should be explained so the learner understands how they fit into the overall picture of training and their job role. At this stage, explain and discuss the sequencing of job tasks and how they reflect the learner's incremental development.

Guidance and modelling

▶ Explain how direct guidance and modelling from experienced co-workers, supervisors and trainers will benefit the overall outcome and rate of learning by offering different perspectives, expert opinion and instruction. Experts from an organisation can be asked to explain the wider context of what leaners are required to do in a workplace, and the impact of their job on customers. These could be people from HR, maintenance or the quality area.

Opportunities for practice

▶ Discuss the various opportunities for practice that will be provided. Encourage the learner to practise tasks in different contexts, such as at different workstations and locations, or with slightly different equipment to develop a broader and deeper understanding of each task. When recommending practice, use your professional judgment to determine whether supervision is required.

Provide opportunities for feedback and questions

The only way you will know if the learner understands the task before they commit to carrying it out is to ask and answer questions. Ensure you provide an environment that encourages open communication and provision of constructive two-way feedback.

This can be achieved by asking questions yourself and by prompting the learner to asks their own questions. Provide feedback to their questions either formally (in a written format) or informally via verbal discussion.

Example

Explain the objectives and processes of work-based learning

Brea is a young trainee working in a physically demanding environment. Her workplace trainer, Rod, is tasked with providing instruction throughout several blocks of her apprenticeship. He takes the time to explain the various processes to Brea to help her focus on the bigger picture.

Rod describes the weekly tasks and assessments to Brea, and they discuss how each will fit into the work schedule. Rob specifically raises the topic of how the training will benefit Brea in her role and asks her to describe how that will benefit her personally. Brea tells Rod that the job is important to her and that she has an ambition to establish a career in the trade. Rod can now use this information to engage and motivate Brea throughout her apprenticeship.

Activity 12

1. Describe why it is important to link the training activities to the learner's own personal and professional goals.

2. Explain why you need to apply your interpersonal communication skills in such a situation.

Click to complete Activity 12

4B Sequence activities according to the agreed work-based learning pathway

Sequencing is the process of creating and implementing a schedule of learning events and activities that build on one another to create an overall work-based competency. Units of competency from national training packages are already organised in a logical, iterative manner. However, you will need to know how to integrate existing work tasks, contextualise the content and integrate multiple units to meet individual training needs.

Align with the agreed learning plan

The learning plan created from your original learning pathway should reflect the processes of the workplace and any external training needs where additional classroom or external training needs to be provided.

Each task can be trained individually, or a pathway can be created that integrates each task in order to fulfil a large portion of the role. The latter option aims to plan and sequence a successful learning pathway.

For example, in a hospitality role a learner may be required to show competence in the following tasks:

- customer service
- inventory replenishment
- food and beverage service
- the responsible service of alcohol
- cash-drawer operation.

The learner would be shown the individual tasks over time and have the theory (known as the required knowledge) explained along the way. This can be done using a number of methods, such as peer/instructor coaching and shadowing by the learner's supervisor.

Sequence tasks

Tasks should be sequenced to reflect the common sequencing approach used in the workplace. In the example of the hospitality role on the previous page, the trainer may choose the following sequence.

Training sequence in hospitality role:

1 **Inventory replenishment** – to ensure the learner is aware of the stock on hand and where the stock is located.

2 **Cash-drawer operation** – to familiarise the learner with the location of cash-drawer functions in relation to stock items.

3 **Customer service** – to learn the skills needed to engage customers in accordance with the organisation's policies and procedures.

4 **Responsible service of alcohol** – this may be conducted externally as a short course to highlight the learner's responsibilities to the customer and employer. This task is left until the end of the initial learning pathway so as not to disrupt the flow of learning.

5 **Practice and assessment** – the trainer must then include the time periods for practice and assessment within the sequencing to allow time to absorb the new information and replicate the tasks safely and correctly.

How sequencing is documented

The sequence of learning events and assessment activities is taken directly from the list of competencies in the trainee's learning plan. Some trainers use the learning plan exclusively and include comments and changes on the original document. Others may prefer to keep a separate plan of specific activities that stays with the learner's file. The choice will depend on whether the original plan was thorough enough to use as an action plan, and whether changes or contingencies have been introduced that will alter the flow of training. In this example, a change may be in the form of a workplace procedure; if bar staff are no longer required to assist with inventory management, this task may need to be taught externally or outside of workplace routines.

The following example shows how sequencing can be recorded on a learning plan. Note that changes to a learning plan must be recorded and placed in the learner's file, which is kept at the RTO for audit and regulatory purposes.

Example

Sequence activities according to agreed work-based learning pathway

The following example shows how sequencing of activities can be recorded on a learning plan. Note that changes to a learning plan must be recorded and placed in the learner's file, which is kept at the RTO for audit and regulatory purposes.

The format of the learning plan or the individual sequencing document will vary between RTOs. It is important to discuss the procedures and formats that are used by the RTO you undertake training for.

Type of activity	How evidence will be gathered	Location of activity	Sequence
Coaching to identify all required stock item	Observation by supervisor	Front bar area and store room	1
Instruction on cash-drawer operation	Shadowing and observation by the supervisor	Front bar	2
Customer service role-play	Interaction and observation by supervisor	Front bar	3
RSA short course (conducted and assessed online)	Certificate issued by XYZ	Conference room	4

Activity 13

Sequence the following learning activities that may occur in a fast-food restaurant and explain why you have selected each task in the given order. Discuss your choice with your colleagues, trainer or classmates to compare notes. The following activities are provided in no particular order – you must choose a logical order that would suit the workplace:

▶ Clean the floor

▶ Clean the food service bench tops

▶ Change the deep fryer oil

▶ Prepare all items from the menu

▶ Follow WHS procedures in the workplace

▶ Handle food safety (regulatory requirement)

Click to complete Activity 13

4C Encourage learners to take responsibility for own learning

Learning in the workplace is inextricably tied to job roles, work outcomes and ongoing employability. Failing to learn the correct processes or apply workplace policies and procedures correctly will inevitably result in an inability to hold the job role and could even lead to unemployment. Workplace learners must understand their responsibilities and accountability when undertaking training. They should relate it directly to their job roles in order to accept personal responsibility for the completion of the tasks and activities set by the training provider.

Promote independence

Empowering and motivating learners to take an active role in managing their own education is essential to successful work-based learning. Engaging the learner involves applying interpersonal skills to maintain a healthy trainer–learner relationship and communication skills to facilitate two-way discussion, negotiation and critical reflection. Here is a summary of a range of interpersonal and communication skills to promote the learner's empowerment and engagement.

Trainer–learner relationship

▶ Discussing and agreeing on boundaries regarding communication, expectations and behaviour can significantly improve a working relationship. For example, allowing the learner to communicate with you after hours may seem proactive and harmless, but may lead to the learner's dependence on you. Instead, you could suggest the learner creates a list of their after-hours ideas or questions.

Motivation

▶ Motivation has internal and external components. You should provide external motivation through the use of positive language, examples and scenarios, while the learner may generate internal motivation by visualising competent outcomes and better job prospects. These various motivations should be discussed early in the training cycle.

Empowerment

▶ If you allow the learner time to practise and make changes that are likely to benefit the outcome, and you positively reinforce good results and work attitudes, this is likely to have an empowering effect. The learner will feel like they can have a positive effect on their environment both during and after the training. They are more likely to show initiative if this is the case.

Negotiation

▶ Allowing the learner to enter into negotiations is essential; the process of learning is theirs, and they should therefore have the ultimate say in the outcomes. A good trainer allows the learner to guide discussions and facilitates the situation to ensure agreed outcomes and benchmarks are achieved.

Critical reflection

▶ Critical reflection can happen through verbal questioning of results and performance, formal analysis of performance using benchmark references, or general discussion between the learner and trainer to analyse the learning and assessment process. This is essential in workplace training for both you and the learner to continually improve.

Discussion

▶ Discussion skills are a combination of body language, appropriate use of tone, volume and vocal speed, and the ability to use open and closed questions to help the learner arrive at desired outcomes. Discussion involves the learner in the process, and is more than simple instruction or lecturing; it is vital for the promotion of learner independence.

The learner's responsibility for learning

Learners should take responsibility for their own learning. The learning outcomes should align with their personal and professional goals so that they can maintain focus and motivation on the tasks ahead. As a trainer, you can re-focus learners onto the tasks at hand by raising and discussing the goals they originally set out to achieve.

Learners may already exhibit many aspects of responsibility for their own learning by:

▶ choosing the vocation or course

▶ speaking with experts, colleagues and others regarding their learning options

▶ creating new and innovative approaches to work tasks and learning activities.

Self-assess performance

Reflecting on performance is a critical part of the learning process. Self-evaluation should be undertaken regularly, so the learner gets used to continually improving and proactively participating in their learning experience. Typically, learners might ask questions such as: 'What was the best part of the learning experience?' and 'What was the point where I learnt the least?'. They may then elaborate on these by asking why they think that was the case.

For workplace learners, this activity allows them to determine:

▶ What worked – the approaches, tasks, activities and lessons that helped them understand and achieve the learning outcomes

▶ What didn't work – those factors that hampered their learning, including the learning environment, and ineffective training methods or approaches to learning

▶ What can be improved next time – the analysis of the good and bad points can result in recommendations for future activities

▶ How they're tracking – measuring their performance against benchmarks and typical performance measures (how others may have progressed) in relation to their learning plan/pathway

Example

Encourage the learner to take responsibility for own learning

Joel is a third-year apprentice builder. His mentor and tradesperson, Peter, encourages him to spend a few moments at the end of each day or project to write down what he learnt that day and what he thinks he didn't learn as well. This process helps Joel on many occasions to seek explanations from colleagues or his TAFE instructor and in one case his feedback influences the way a particular assessment is carried out. Both Joel's instructor and Peter value the input of their apprentices. This shows in the excellent results each of them have achieved over the years in relation to their trainees and apprentices.

Activity 14

Reflect on the training you're currently participating in and write your thoughts, experiences and recommendations under the relevant headings in this table.

Your learning	Your thoughts and experiences so far	Your recommendations for further and future training
What have you learnt best?		
What are you still unsure of?		
What did your trainer/ coach do that helped you to learn?		
What could be done better to aid your learning?		

Click to complete Activity 14

4D Facilitate the learner's transfer of skills and knowledge

According to the experiential learning model, learning requires some level of experience, reflection, conceptualisation and experimentation. Learning a task in one situation without verbal or physical examples of transferability (the application of the skill in other situations) will considerably diminish the learning experience. There are a number of techniques you can use to help learners transfer their skills and knowledge to new situations.

Techniques for skill transfer

When a task is first demonstrated or experienced by observing others in the workplace, the learner will often try to compare what they see and hear with some other experience they have had in their lives. This is how memories are formed and how skills are eventually learnt. But, if they only see or hear something once, the effect is short-lived and the experience is likely to fade from memory quite quickly. You should ensure the skill is learnt in such a way that the learner can transfer that knowledge and ability into different workplace situations; for example, learning to use a hammer drill in one context, such as an outdoor rock retaining wall, then using a hammer drill with the same effect inside a concrete building.

The following outlines some techniques for skills transfer.

Teach across a range of learning preferences	People have different learning preferences. The first technique for improving transferability is to teach across a range of learning preferences. This means that in the case of using a hammer drill, you may use demonstration, instruction, imitation/trial, video clips of hammer drills being used correctly (and incorrectly), and some reading and writing activities to demonstrate knowledge. This gives the learner several angles for their brains to absorb, understand, conceptualise and experiment with the skill. Contrast this with a lesson on hammer drills that is taught purely on paper or just by using one person to demonstrate. Without these added experiences, the transferability factor reduces.
Use multiple learning contexts	The second technique for improving skill transfer is to ensure that learning occurs in two or more learning contexts. A common example is the block training conducted by many trade schools. Apprentices are taught the theory and safety requirements of using equipment, then have the chance to practise the task in a simulated environment at the trade school. After that, they return to their workplace, where they have the chance to experiment with similar equipment in a different setting; for example, it may be a noisier environment, be outdoors, or be part of a different project. The idea is to ensure they can transfer the skill in practice, before needing to apply it during an assessment or in a real work context.

Use technology to support learning	Another technique for improving transferability is using technology in the form of online, visual learning aids and interactive computer programs. This technique gives you the option to use simulated scenarios that stretch the application of knowledge to fit new contexts and situations. This technique can benefit learners when real experience of a task is high-risk or where the skill sets are typically knowledge-based, such as in accounting, office management, IT or finance.

Example

Facilitate the learner's transfer of skills and knowledge

Rholanda is learning the classical guitar. Her instructor is training her to achieve a national qualification in music and understands that her guitar skills must be demonstrated in front of a panel of judges and in his studio. To prepare Rholanda for this experience, he shows her a video of a concert-like experience similar to her assessment. Additionally, he takes her to the hall before the assessment so that she can practise playing the guitar in this environment without the stress of the audience being there.

The experience allows Rholanda to conceptualise the assessment activity and maintain her skills in a different setting. She also has the opportunity to actively experiment with the sounds and scale of performing in the hall. These experiences add to her overall skill level and have set her up for a fine performance when the time comes.

Activity 15

Read the case study, then complete the task that follows.

Case study

You are the workplace trainer for Beverly, an aircraft maintenance engineering student at Brisbane's civil aviation training facility operated by the Queensland government. Her goal is to work with Qantas or Virgin Australia as an aircraft engineer. These airlines operate a number of different aircraft from several different manufacturers. The course covers:

- ▶ Module 1 – Mathematics
- ▶ Module 2 – Physics
- ▶ Module 3 – Electrical fundamentals
- ▶ Module 4 – Electronic fundamentals
- ▶ Module 5 – Digital techniques/electronic instrument systems
- ▶ Module 6 – Aircraft materials and hardware
- ▶ Module 7 – Maintenance practices

- ▶ Module 8 – Basic aerodynamics
- ▶ Module 9 – Human factors
- ▶ Module 10 – Aviation legislation
- ▶ Module 11 – Aeroplane aerodynamics structures and systems
- ▶ Module 15 – Gas turbine engines
- ▶ Module 17 – Propeller
- ▶ Module AA-02 – Aviation English (as required)
- ▶ Module AA15 – New supervisor

The training occurs in a hangar across from the terminal and adjacent to Qantas and Virgin Australia maintenance facilities.

Without researching the finer details of aircraft engineering, briefly describe a technique that could be used with Beverley to help her learn the skills necessary to transfer into any aircraft maintenance situation. Consider what skills may need to be transferable and how you would approach delivering training for each skill.

Click to complete Activity 15

Summary

1. Sequencing is the process of creating and implementing a schedule of learning events and activities that build on one another to create an overall work-based competency.

2. Tasks should be sequenced to reflect the common sequencing or approach used in the workplace.

3. Before you begin any formal training delivery, you need to ensure that the learner understands what is about to occur and why.

4. Job tasks, specific goals, sequencing, and the opportunities to learn from co-workers and to practise skills should all be discussed to engage and inform the learner.

5. Empowering and motivating learners to take an active role in managing their own education is essential for successful work-based learning. Engaging the learner involves applying interpersonal and communication skills to facilitate two-way discussion, negotiation and critical reflection.

6. Techniques for improving transferability of skills include teaching across a variety of learning styles, changing learning contexts and using technology to support learning.

Topic 5

In this topic you will learn how to:

5A Prepare for the session

5B Structure activities to optimise the benefit to the learner

5C Monitor the learner and change the approach if necessary

5D Behave ethically

5E Schedule regular meetings to monitor the effectiveness of the learning relationship

Maintain and develop the learning–facilitation relationship

The success of workplace training depends on the effectiveness of the trainer–learner relationship. A successful relationship encourages and facilitates self-learning and commitment to the training process. To be a successful workplace trainer, you need to:

▶ prepare thoroughly

▶ recognise when change and adjustment to suit the learner is required

▶ be aware of the obligations and constraints you must observe with the learner's employer

▶ demonstrate appropriate behaviour and conduct during training delivery.

5A Prepare for the session

Training sessions involve interaction between the learner and the trainer, and the transfer of skills and knowledge. Preparing for the delivery of each session is a vital phase of the workplace training process. Consider and prepare for the session to ensure that the content and the delivery location are organised in advance.

Content-based considerations

To prepare for each session you will need to organise a number of important documents.

Documents that may be required for a training session include:

▶ the session plan, which may sometimes be referred to as a lesson plan or training plan (however, this is a different document to the one used in the contract phase of work-based learning)

▶ course learning materials that are required by the learner, such as assessment workbooks, learner guides, textbooks and portfolios

▶ Australian apprenticeships' workplace diaries/logbooks; it is mandatory for apprentices and trainees to have a logbook

▶ slides, notes, handouts, samples, posters or any other learning aid applicable to the training session.

Create a session plan for workplace learning

Session plan formats differ across organisations, but the basic purpose is the same: a session plan is used to guide the trainer through the course content for any given session. It outlines timing, resources needed and content to be covered. Some session plans include location and evidence requirements, times allocated for ice-breakers, roll-call and assessments, depending on the learning context. Here is an example of a session plan. Ask your trainer for a template sample 'Session plan'; Aspire has included relevant templates in its *Trainer's and assessor's guide* for this unit.

Session plan	
Learning program	Certificate III in Warehousing Operations
Session name	*TLID2010 Operate a forklift* Session 1 of 3
Aim	Learners will develop skills and knowledge to check and operate a forklift under supervision.

Learning outcomes	In compliance with WHS requirements, relevant state/territory authority licence requirements and regulations, manufacturer's specifications, and using safe driving techniques, learners will: ▶ check forklift condition ▶ drive forklift.
Learner group	▶ The group consists of eight male learners who are undertaking a traineeship in Certificate III in Warehousing Operations. ▶ One learner has a mild hearing impairment. ▶ Two learners have ACSF indicator level 1 for numeracy. ▶ Remaining members of the group have the necessary language, literacy and numeracy (LLN) skills for a qualification at this level.
Name of facilitator	Mohamed Arkani
Training support	RTO LLN specialist Astrida Campana has modified existing calculation sheet to make it more accessible for the group. Calculation tasks are broken into stages.
Duration of session	4 hours
Resources	▶ PDS Hardware warehouse ▶ WHS procedures for safe operation of forklifts ▶ WHS evacuation poster ▶ Two forklift trucks ▶ Operator's manual ▶ Personal protective equipment (PPE) – high-visibility vest and hearing protection ▶ Trainee logbooks ▶ Observation checklist, calculation sheet and verbal questionnaire (completed)

Time	Content	Resources and support required
8.30 am – 8.50 am	▶ Explain compliance with WHS and workplace requirements ▶ Read WHS evacuation poster ▶ Wear appropriate PPE	▶ Checklist to ensure WHS PPE is worn correctly ▶ WHS evacuation poster ▶ PPE – high-visibility vest and hearing protection

8.50 am – 10.00 am	▶ Show the learner the manufacturer's specifications for safe operation and load-shifting task (operator's manual required) ▶ Conduct some basic load calculations according to manufacturer's guidelines	▶ Operator's manual ▶ Calculation sheet
10.00 am – 10.15 am	Break	
10.15 am – 10.30 am	▶ Demonstrate the correct settings and driver adjustments for safe operation ▶ Logbooks are checked and signed by the driver ▶ Practise setting up the forklift to suit the individual ▶ Learner to sign the logbook as the driver	▶ Checklist
10.30 am – 12.00 pm	Demonstrate driving the forklift, including: – engine start/stop – power management – hazard-control techniques – reversing safely – parking and securing the forklift ▶ Learner is to observe, imitate and practise the techniques demonstrated until the trainer believes they are ready to be assessed in the workplace	▶ Forklifts x 2
12.00 pm – 12.45 pm	▶ Learner to carry out all tasks unaided and in accordance with unit and workplace benchmarks, legislative requirements (including WHS) and manufacturer's instructions	▶ Forklifts x 2 ▶ Observation checklist ▶ Verbal questionnaire covering required operational knowledge
Assessment: **Formative or summative**	▶ Formative and summative ▶ Learner is to observe, imitate and practise the techniques demonstrated until the trainer believes they are ready to be assessed in the workplace ▶ Summative assessment of check forklift and drive forklift for learners who are ready	

Session review/follow up:

Further opportunity for assessment of check and drive forklift in Session 2

Arrange individual numeracy support if necessary

Session plans

Session plans can vary depending on the course requirements, type of delivery and the standard processes used at your RTO.

It is good practice to create your own session plans and notes. Pre-set guides are good when courses are structured for groups or public enrolments where individual circumstances are either not known or have less impact on the timing of the training. When you are familiar with the characteristics of a group, you may know what would benefit them more; and when they may need more or less time, or contextualised resources. However, you must still cover the required elements, knowledge and skills specified in a unit of competency.

Creating a session plan from scratch also improves the quality of your training delivery as you will need to visualise how long certain tasks will take and the sorts of techniques you might use to convey the information.

A session plan that applies to a national competency, such as the one in the previous example (*TLID2010 Operate a forklift*), can be constructed by using the sequence of elements and performance criteria provided in the unit of competency. As mentioned, these are already designed to follow a logical work flow. If your session is shorter than one whole unit, elements can be broken down into smaller sections to fit the time line of the training. The competency described in the previous example shows only a portion of an entire unit.

Additionally, if competencies overlap or workplace routines differ from the unit of competency, you can combine or cluster work tasks and performance criteria, as long as the outcome is still relevant and applicable to the standards you are assessing against.

Develop good communication skills

Preparing for training delivery can also include the continual development of your interpersonal and communications skills. Communication skills you require to continually develop as a workplace trainer include:

▶ using appropriate vocabulary

▶ adjusting your language, tone and pace to maintain effective interactions

▶ building and maintaining engagement with individuals or groups.

Here is more information about language considerations and skills that are relevant to training settings.

Use effective verbal and nonverbal language	▶ Effective language refers to the structure, vocabulary, emphasis, inferences, body language and written language you use to communicate with a learner. Effectiveness is measured by the learner's ability to understand the meaning of what you say or write. Pitching information or language at too high or low a level can reduce the effectiveness of your communication. ▶ Tone refers to attitudes conveyed in the way you speak or write. Addressing learning in a respectful tone is appreciated by most listeners. Expressing confidence and positivity in the way you speak is also effective.

Use critical listening and questioning techniques	▶ Critical or active listening means giving attention to learners when they ask for clarification or volunteer an idea or suggestion.
	
	▶ Questioning techniques refer to the type of questions you ask the learner to ensure they fully understand what you are teaching. For example:
	
	   – Open questions require the learner to answer by referring to their experience, and are a very effective method of determining understanding.
	
	   – Asking closed questions (requiring just one possible answer) is a good technique for clarifying knowledge prior to moving on; for example, a pop-quiz.

Give supportive and constructive feedback	▶ Supportive feedback is always positive. This means that regardless of the success or failure of the attempted task, you praise the learner's effort and follow up with constructive feedback. ▶ Constructive feedback requires that you reframe what you have observed by comparing the learner's actions with the task requirements, and allowing them to identify where they did well and where they could improve.
Assist learners to paraphrase advice or instructions	▶ Paraphrasing means the learner re-words what they have heard so that it makes more sense to them. This is a common teaching technique that helps learners to grasp some of the more complex concepts or difficult instructions by associating key words and meanings with their own experiences. You can then confirm or adjust the meaning for the learner.
Provide clear and concrete options and advice	▶ The term 'concrete instructions' infers solid, unchanging options and advice. Ambiguity in language and instructions can lead to safety issues, task failure and other detrimental outcomes. ▶ Clarity in communication requires that you think about what needs to be said and the wording so that the learner has the chance to comprehend what you are saying.

Use appropriate industry/ profession terminology and language	▶ Delivering workplace training requires an understanding of the operational terminology and references that workers can identify with in their day-to-day roles. Using cross-industry terminology (i.e. terminology from other industries) is dangerous. It is best to ask for clarification on terms, acronyms, references and language to make the training more relevant to the learner.
Ensure the learner has adequate LLN skills and provide additional support if necessary	▶ Pitch your language, written materials and any numeric references to the audience's capacity. Pitching at too high or too low a level will affect the learning outcome. ▶ As a trainer, you might have to use prepared learning guides written to suit a particular level (usually worded to meet the AQF level of the course being delivered). ▶ If your learners are finding it too difficult, you may need to provide further instruction or examples to improve their learning. Alternatively, ask learners to paraphrase key points or ideas from the text.

Example

Prepare for the session

Jill has to deliver a six-hour training session on account reconciliation and cashflow estimations to a group of corporate executives. The Diploma-level subjects are relatively complex with respect to the amount of content to be delivered in such a short time. Jill determines the workplace requirements and the assessment requirements of the unit of competency, but needs to do more in order to prepare thoroughly.

1

Determine assessment requirements
Jill contacts the workplace manager. She learns there is no assessment required. This will allow her more time to deliver the content and have the learners practise the tasks in the workplace. She will not address performance criteria from the units of competency that do not apply to the workplace or the client's needs.

2

Secure resources
When speaking with the manager, Jill secures the use of the boardroom, whiteboard and data projector facilities. She also arranges for learners to work from the administration and accounting area office for the workplace requirements of the unit.

3

Prepare session plan
Jill carefully reads through the units of competency and designs a sequence that uses the elements and performance criteria to piece together what she will be delivering. She estimates the time to deliver each element and skips those that don't apply to the client. She allocates time for the learners to be in the workplace office.

4

Visualise training session
Jill then visualises her training session. She goes through it in her head to determine what activities to do and when to ensure she will be able to deliver and have learners practise the tasks in the given time. She considers which activities the learners will do on their own under the supervision of a supervisor in the workplace.

5

Prepare workbooks
Jill then prepares 10-page workbooks for the group so they can follow along with the content and complete exercises as they go. She adapts existing workbooks she owns the copyright for by removing irrelevant content and re-formatting the remaining text.

6

Trial session
Jill trials the session to make sure the timing is sufficient and the activities are manageable.

7

Confirm training
Jill confirms the training with the workplace manager to ensure that needs are sufficiently covered. She then incorporates his feedback before the training session. She confirms the arrangements with the workplace office that the learners will use as part of their training.

8

Gather resources
Before attending the session, Jill prepares a folder with all her examples, workbooks and a USB stick with her visual presentation on it.

Activity 16

Prepare for a training session covering the following portion of the national unit of competency, *BSBCMM101 Apply basic communication skills.*

Element 2: Communicate in the workplace

Performance criteria:

2.1   Use effective questioning, and active listening and speaking skills to gather and convey information

2.2   Use appropriate nonverbal behaviour at all times

2.3   Encourage, acknowledge and act upon constructive feedback

Complete the following tasks:

1.   Create a session plan for delivery to a colleague, your trainer or classmate.
     You can use this session plan (which has been condensed to suit this activity).

Session plan	
Learning program	
Session name	
Aim	
Learning outcomes	
Duration of session	
Resources	

Time	Content	Resources and support required
Assessment: Formative or summative		

2. List the relevant personnel you will need to contact to arrange access and resources. Record how you will communicate with each person and who you may need to contact if they were not available.

3. Conduct a visual WHS inspection of the workplace/classroom and record any identified hazards, then report back to your trainer.

Click to complete Activity 16

5B Structure activities to optimise the benefit to the learner

The goal of workplace learning activities is to lead the learner through the steps of a task and develop supporting skills and knowledge throughout the activity. Additionally, you must look for opportunities to reinforce new learning and build on the individual learner's strengths to identify areas for further development in order to reinforce their learning.

Support new learning

Support and reinforcement can be considered as separate strategies when structuring your learning activity. The following can support learners during training.

Provide support tools

▶ When learners have LLN skill gaps, you can provide a range of supplementary learning tools to assist their reading, writing and numeracy development. Online reading, writing and numeracy exercises and practice tests can assist development in these areas so the learner has a better opportunity to benefit from your core learning activities. Refer to strategies provided in the Aspire learner guide *TAELLN411 Address adult language, literacy and numeracy skills*. Learners may benefit from training based on the foundation skills training package. Seek advice from LLN specialists if necessary. Contextualised materials are also available online (for example, at this website: http://awpn. com.au/resources).

Focus on learning styles and preferences

▶ By collecting learning preference information from the learner, you can develop supporting material or delivery methods that suit their learning style. This applies primarily to individual learning situations. For example, providing a kinaesthetic learner with more opportunities to practise a hands-on task would benefit their learning experience. When delivering training to a group, try to make sure that a variety of learning activities are used; for example, role-play, diagrams, reading, using computer programs and completing practical tasks.

Monitor participation in activities

▶ By monitoring your learners' participation in activities (such as reading, processing information, imitating tasks and undertaking self-directed learning), you can identify strengths and weaknesses that allow you to adjust your delivery.

Encourage cooperative and social learning

▶ Make time in your learning plan for learners to mingle, discuss, observe and debate the topics they have learnt with more experienced colleagues and supervisors or classmates. Ask the learner to take notes of the outcomes of their workplace social and cooperative interactions to reflect on what they have learnt and raise any new questions.

Reinforce new learning

There are two main types of reinforcement learning strategies: positive and negative reinforcement.

Positive reinforcement

▶ People enjoy being rewarded for their work. Positive reinforcement works alongside the learning support strategies. As a trainer, you will have many opportunities to observe a learner during their training, and while undertaking various learning and assessment activities. When new skills and knowledge are demonstrated, take note and provide positive feedback to reinforce the learner's achievement.

▶ Phrases such as: 'You completed this section very well' or 'Your knowledge in this area is excellent' reinforce the actions, and therefore the learning of the individual.

▶ Positive reinforcement must be delivered carefully so as not to sound overly generous, condescending or perfunctory. Only provide reinforcement when the behaviour warrants it.

Negative reinforcement

▶ While the term sounds off-putting, negative reinforcement is actually a common and successful tool in supporting learning. The idea is to strengthen a positive or desired behaviour by introducing a negative consequence if they were to do otherwise.

▶ For example, apprentices learning about high-voltage wiring know that failure to comply with safety procedures can result in electrocution, but images of the results of electrocution can negatively reinforce this important information. It is a very powerful message that is designed to focus learners on following the safety procedures. Anti-smoking, drink-driving and speeding television campaigns are also examples of this type of reinforcement.

Safe learning environment

Training must always be conducted in a safe environment. As well as physical safety, a training environment should be a psychologically safe space as well. Respecting diversity and individual difference and taking care to work in a non-discriminatory fashion are part of creating a positive, inclusive, cooperative environment that supports people in their learning.

You should ensure the workspace provided for the learning activity and the tasks you would like learners to undertake are free from hazards and risks of all kinds.

Build on strengths

When the learner has displayed an early ability to adopt new skills or knowledge, they are demonstrating their strengths. Analyse the reasons behind their natural abilities and positive results in order to structure ongoing learning to take advantage of these strengths. For example, if the learner easily answers a set of questions after reading a procedure manual, you could assume they have a strong reading/writing learning style or that they have experienced this kind of procedure before (an experiential strength). Your next activity could then introduce more written material, or include a discussion on procedures to determine the details of their experience.

Learners will not always be able to tell you accurately about their strengths. As an accredited trainer, you should have the skills to identify the different types of learning that occur as learners competently perform the tasks. This may be through questioning or simply observing how the learner performs in different situations, or with different forms of instruction.

Competency is achieved via a combination of skills, knowledge and attitude. A learner will not be competent if they master only one or two of these aspects of their training. If they display strength in the physical aspect of the task (their skill), you must also determine whether they are doing the task safely and correctly (their attitude), and that they understand why the task is completed in such a way (their knowledge). You will need to rely on your professional judgment, experience and the benchmarks or standards used for the given task. Compare your observations with your experience of what a competent worker would do, and use the benchmarks to indicate a satisfactory level of performance to provide constructive feedback and guidance.

Identify areas for further development

While it is important to build on the learner's strengths as a form of focus and motivation, it is equally important to identify their progress in other areas of learning. They should have a balance of skills, knowledge and attitude in order to meet the learning outcomes required by the workplace and the national units of competency.

There are a number of ways to identify areas for further development before, during and after a learning activity.

Before the learning activity	Pre-training questionnaires can gather information about the learner, including preferred learning style, LLN levels, previous experience in the field of study and cultural or attitudinal factors that may influence their learning. There are many tools available to conduct this kind of learner survey, both commercially and freely from RTOs, course developers, recruitment firms, apprenticeship centres, experienced colleagues and online organisations. Alternatively, you can decide what information you need to gather to help structure your course and create a set of questions you can ask the learner during an initial interview. Your aim is to source relevant information that can help you identify strengths and weaknesses before structuring the learning activities. Be open to information from peers, workplace supervisors and the learner.
During the learning activity	While you observe the learner carrying out new tasks, asking questions or through observing their general demeanour, you can draw inferences about their abilities. For example, if the learner is having trouble with a minor physical task, but is clear about what needs to be done, you might infer that they require further dexterity development. Check your theory by asking questions during training or by assigning the learner with other tasks that test their ability.

After the learning activity	After you have conducted a learning activity there are two methods to identify areas for further development. Firstly, the learner can reflect on the task and identify their areas for improvement. This is a non-threatening approach that encourages the learner to evaluate their performance against what they believe to be the standards, and identify what they did well and what needs to be improved. Secondly, you can compare the activity with the benchmarks to analyse any gaps. This is a one-sided analysis of the learner's performance, but you can turn it into a two-way discussion using positive reinforcement and cooperative learning.

Example

Structure activities to optimise benefits to learners

Before the first session of a two-month traineeship, workplace trainer Ajman assembles the information he has gathered from the workplace supervisor, a training needs analysis survey of the learner and a phone interview he conducted with the learner yesterday. From the information, he establishes that the learner has a visual learning style preference and has a level of literacy that is at the lower end of the training requirements. He also identifies that the learner has had experience in the industry and is likely to possess considerable knowledge in some areas of the training course.

To structure a relevant session, Ajman first deals with the literacy issue by contacting the learner and discussing ways to improve their literacy skills. This is done with a positive and cooperative tone of voice, and language that is intended to encourage the learner. He suggests reading material pitched at the competency level, encourages the learner to seek out specific opportunities to develop their literacy skills and assures the learner that he is available for support in this area.

The next step is to ensure the learning aids Ajman has will be sufficiently stimulating for the visual learner. He discovers that some handouts are overloaded with text and chooses to cut and paste relevant images from an industry website to help illustrate the key points. He also requests access to a workspace where physical examples are readily accessible.

Lastly, Ajman needs to consider the learner's strengths in the industry. He talks with the learner's supervisor to gain insight into his experience and adds questions to his first session plan that will give the learner the opportunity to expand on what he already knows.

Ajman now feels prepared for the session and is confident that the learning activities will meet the learner's expectations.

Activity 17

Read the case study, then complete the task that follows.

Case study

You have been asked to train a new employee, Juan, in how to operate the workplace phone system. Juan is 20 years old and has only recently migrated to Australia from Brazil. He has English skills equivalent to Year 7 level. Juan has worked in office environments in Brazil for three years and is very skilled at using telephone technology. He explains to you that he learns best by watching someone and imitating what they do.

Using a phone system you are familiar with (such as your home phone, mobile, or business phone), create a learning activity that will support Juan. Use the table below, which is a condensed version of a session plan, to create the activity.

Show as much detail as you feel is necessary to illustrate what you will do to:

▶ support the learner (including his safety)

▶ reinforce the learner's strengths

▶ identify areas for improvement.

Time	Content	Resources and support required
Assessment: Formative or summative		

Click to complete Activity 17

5C Monitor the learner and change the approach if necessary

A learning activity is not a 'set-and-forget' process. While the learner is actively engaged in completing a task, the trainer should monitor progress to ensure safety and accuracy is maintained, while still allowing the learner to maintain momentum and motivation.

Avoid interruptions

Maintaining the momentum of the training and learning relationship is vital. Any interruption to the training process can damage the learning chain and ruin an otherwise healthy learning activity (O'Donohue and Fisher, 2008). You may have heard that children learn by making mistakes – adults are no different. If the learner doesn't understand sufficiently or performs a task incorrectly, they learn from the error, either as a direct result of the error or through reflection after the event. Your role is to provide information or corrective action only as the learner realises they may have made an error, not to prevent them from having this kind of learning opportunity. The exception to the rule is, of course, when safety is at risk.

Identify learner cues

The effectiveness of your corrective actions or words will depend on your ability to identify learner cues and the way in which you respond. A study has shown varied results when asking subjects to identify cues and respond by adjusting their delivery. There is a tendency for trainers to be more worried about the content than responding and adjusting their delivery to the learner's cues (Kagan & Tippins 1991).

This can be overcome by the trainer reflecting on their own performance with the learner and by carefully analysing the learner's evaluation of the session. However, this is only a post-mortem of the occurrence and is not immediately helpful when you are in the midst of training. So what are cues and how can you identify them?

Verbal cues

▶ When the learner verbalises an issue or problem, raises a question, or even mutters under their breath, they are providing you with a verbal cue that the learning is not being transferred as effectively as it could be.

Nonverbal cues

▶ Nonverbal cues are often very subtle and cannot always be a trusted source for establishing a problem. They can include movements like shrugs, shaking the head or opening palms. They can be facial expressions, such as surprise, or frowning with confusion or disbelief. They may even be sighs, clicking the tongue or grunts. As no single cue is enough to get to the source of the issue, you should always address the potential issue immediately with a question or two to understand the cause of the problem, if indeed there is a problem.

Deal with the cues effectively

Maintaining the momentum of learning or the learning chain is pivotal to the likelihood of a successful learning outcome.

Ways of dealing with verbal cues include:

▶ Paraphrase any queries or concerns to ensure you understand the issue, then suggest solutions or alternatives.

▶ Reflect on the question by challenging the learner to solve the problem themselves and observe them closely to demonstrate your desire to have them succeed.

▶ Ask the learner to expand on why they are confused or unsure; by trying to expand on what it is they don't understand, they can often arrive at their own solution or better articulate what issues need to be addressed.

Deal with cues promptly

Dealing with nonverbal cues requires an immediate reaction in many cases. Signs that the learner doesn't understand something or is not confident in their task can lead to compounding issues later on in the training; for example, failing to learn a fundamental maths concept, then trying to work out complicated equations. By quickly interjecting and asking questions to confirm the source of the cue, you can get a better grasp on the issue and collectively seek an answer.
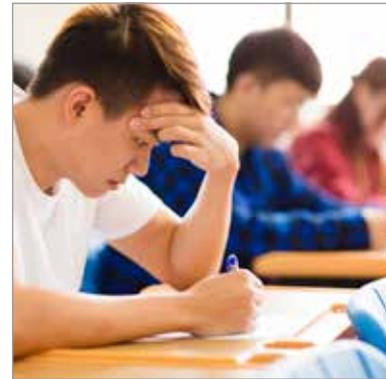
As mentioned earlier, interrupting the learning processes can be detrimental, so you may choose to let the learner continue in the short term to see if they are able to recognise and deal with an issue. For example, a learner attempting a new task may get halfway through and forget the next step. They may hesitate, fumble for a moment, then recall the processes and continue. Interjecting would simply disrupt this learning process.

When the learning activity is knowledge-based, you should interject immediately; however, when it is skills-based, let the learner attempt to rectify the issue first. For example, a session on WHS legislation may overload some learners with information. When cues are given such as yawning, distractions or glazed looks, you should interject with questions, relevant and interesting examples, scenarios or physical activities.

Example

Monitor the learner and change the approach if necessary

Jarrod is attending a block training session at his trade school. As he prefers the open air and the physical aspects of his trade training, he begins his theory training with some level of anxiety and frustration. The trainer notices that Jarrod seems distracted during the first session as he repeatedly looks out the window and taps his foot on the floor.

The trainer has the option of continuing, but he knows that if he does, Jarrod will most likely miss most of the information. Instead, the trainer uses an 'attention-getter' by slamming a textbook shut, and announces that the learners will pair up to teach each other the next section of theory. He mentions that, as tradespeople, they will need to teach others on the job, so this is good practice. He gathers the apprentices around his desk and gets them to mark out the sections in the textbook they will be teaching to each other. He suggests they may want to pre-read the text and try to explain it to the other learner in their own words. He gives them 15 minutes each and says they can do the task outside if they wish.

He monitors each pair and checks to see if Jarrod is now engaged. He is, and the session progresses quickly as the learners compare notes and reflect on their ability as trainers.

Activity 18

Reflect on your own experiences in the classroom, workplace and with family to answer the following questions. Discuss the answers to these reflective questions with your classmates, colleagues or trainer.

1. Describe at least three ways you might be able to tell if someone is frustrated.

2. Describe the cues a learner might show if they are confused (including verbal and nonverbal cues).

3. Have you ever misread a person's nonverbal cues? Describe one event and how you rectified the situation.

.   .. .

.   .. .

.   .. .

.   .. .

Click to complete Activity 18

5D Behave ethically

Workplace training in Australia is governed by federal, state and territory law, as well as the regulatory standards required by RTOs and the trainers they employ. As such, there are several standard areas that define ethical conduct: trust, integrity, privacy and confidentiality, honesty, fairness, working within own limitations, and adhering to workplace policies.

Honesty and trust

Honesty in training can lead to improved trust, greater respect and a better reputation. You should demonstrate honesty at all levels of communication with the learner, client, RTO manager and workplace supervisor by being consistent, telling the truth, and maintaining a moral standard that reflects your values. For example, if there are issues with an assessment tool, raise the issue clearly and quickly with your RTO content developers. If the issue cannot be resolved, let the learner know that you will delay the assessment tool until the activity can be reworked.

The trainer–learner relationship must involve trust between the parties in order to provide a workable situation. As with all ethical considerations, trust must be demonstrated not only in words, but through your actions as well.

Demonstrating trust with the learner can include:

▶ Taking them at their word: if they say they have or haven't done something and no explicit evidence exists to the contrary, let them know that you believe them.

▶ Giving the learner the freedom to practise and make mistakes: this empowers the learner and builds their trust in you.

▶ Asking for their trust in return: you must state your responsibilities and limitations so the learner can understand what you can and cannot do during the training program.

Integrity

Integrity is the concept that the actions, words and values you have are consistent across all aspects of your life. Integrity can be measured by comparing who you want to be with the way you act and think in different situations. For example, if you want to have high moral standards in the context of training, yet you find yourself lying about an assessment or arguing with the learner, your measure of integrity is lower than it should be.

Demonstrating integrity is difficult as it must be displayed over time. The clearest demonstration of integrity is to do what you say and act consistently throughout the period of training. Avoid making moody judgments, being late, emotional outbursts, inconsistent evaluations and workplace gossip.

Privacy and confidentiality

Privacy and confidentiality are governed by laws that must be adhered to. Ethical behaviour requires that you abide by the law and the workplace policies governing privacy and confidentiality. For example, student information is protected by law and can only be shared with others for the purpose of assessment or student administration; this must be agreed to by the learner (usually upon enrolment).

Privacy and confidentiality laws affect how information is collected, used, maintained, shared, stored and disposed of. Always follow your organisation's policies and procedures when dealing with client information.

Know your own limitations

You have personal and professional limitations. Ethical behaviour requires that when you recognise that an issue, question or circumstance is outside your ability or responsibility, you must not pursue it without help. Making up answers or trivialising issues can result in a range of legal and professional repercussions, such as counselling or dismissal from your job.

If you require the assistance of others for reasons due to a medical emergency, behavioural issue, workplace incident, learner grievance or simply to provide the learner with more information, you will need to know who to contact and where to go. Consider where the learner's supervisor is and how they may be able to help. Also consider where to get outside support for learning issues or psychological problems if necessary.

Follow organisational policies

Following workplace policies and procedures is akin to following the law. Deciding to take shortcuts or overlook policies and procedures is not only illegal, it also breaches your ethical conduct obligations. For example, if there are elements in organisational policies and procedures that contradict your training or safe work practice, you must observe the workplace procedures for reporting and recommending changes. Remember, the learner is watching you even when you are not specifically passing on knowledge. They expect your behaviour and that of their workplace supervisors to be of the highest standard. They also expect to be able to follow what you do and say without potentially breaching workplace policies.

Fairness to others

An RTO's access and equity policy is intended to achieve fairness that guides the trainer's behaviour towards learners.

Fairness in facilitating learning in a workplace or classroom can best be demonstrated through an open and honest acceptance of differences in others and by avoiding biased or discriminatory behaviour. For example, if the workplace training requires assessment, there may be two learners who are given the same question-and-answer test, yet if the trainer knows that one is dyslexic, the outcome of the assessment will be biased towards the learner without dyslexia. Similarly, letting someone know that they are not ready to be found competent requires a legitimate explanation so the

learner understands the reason/s, and where they need to improve. In a workplace setting the feedback from the workplace trainer or supervisor to the learner must be honest and provide real examples of how they can improve.

Example

Behave ethically

A trainer, Reagan, created a list of the ethical requirements expected of a trainer and filled in what she had done in the last month that demonstrated each of these areas.

Ethical requirement	How this was demonstrated
Trust	I allowed a learner to re-sit an assessment after he told me he'd had a family emergency that distracted him in his previous attempt.
Integrity	All my classes and workplace training sessions started on time.
Privacy and confidentiality	All student files were locked in the cabinet at work after each use. I 'lock' my computer whenever I have files open and must leave my desk. I shred unneeded documents that have students' names on them.
Using referrals when needed	I asked the workplace WHS officer to help with a hazard situation.
Knowing my limitations	I understood that I couldn't remove the hazard myself as I didn't know the workplace implications or whether I would be safe in doing so.
Following existing policies and procedures	I signed in and followed the briefing requirements of all workplaces visited this month. I also refused to change a waste disposal procedure when asked without first reporting my recommendation to the workplace supervisor.
Honesty	I explained my limitations to my learners in a new workplace so they understood what I could and couldn't do with them.
Fairness	I requested one workplace to provide lift access to a learner who had broken her leg, to ensure she could still attend and carry out the training.

Activity 19

Using this table, write down how you demonstrated these aspects of ethical behaviour in your work, learning, and/or home life in the last month.

Ethical requirement	How I demonstrated this in the last month
Trust	
Integrity	
Privacy and confidentiality	
Using referrals when needed	
Knowing my limitations	
Following existing policies and procedures	
Honesty	
Fairness	

Click to complete Activity 19

5E Schedule regular meetings to monitor the effectiveness of the learning relationship

The learning environment is dynamic. Changes happen frequently and occasionally, you will need to adjust:

▶ the schedule

▶ access to facilities

▶ rules of the relationship

▶ delivery methods.

Even units of competency will sometimes be adjusted and updated.

Under these conditions, you need to constantly monitor the effectiveness of the training to ensure it meets the goals and objectives of the workplace. The most effective way of monitoring and controlling the training relationship is to meet and communicate regularly with key stakeholders to discuss and review the learning plan.

Considerations when scheduling meetings

Workplace training of an individual or work group can continue for months or even years. Regular meetings allow stakeholders to keep up to date and focus on relevant goals. The scheduling of meetings about training can be affected by a range of factors.

Scheduling meetings to keep up to date and focused on relevant goals will depend on a number of factors, such as:

▶ the willingness and ability of stakeholders to attend regular meetings

▶ the field of training; for example, an IT-related traineeship would require more frequent monitoring than office administration

▶ the availability of communication technology – when distance is a contributing factor to the schedule, you may need to rely on email, video links and telephone meetings to monitor progress

▶ RTO and/or workplace policy – organisations may dictate specific meeting times outside the normal training schedule to discuss training performance

▶ contingency events, such as medical issues or any unforeseen training-related issues.

Guidelines for scheduling meetings

Here are some general guidelines for scheduling meetings.

Meetings with the learner

▶ Meetings with the learner outside the training environment should be scheduled as needed. In a remote location this may not be possible. Refer to workplace policy regarding scheduling meetings with learners; for example, it may specify that meetings must take place every six months.

Meetings with the workplace supervisor

▶ Schedule meetings with the workplace supervisor/employer, as determined by the workplace policy, or at regular intervals throughout the training period.

Be prepared

▶ Meetings outside the scheduled training times must be organised with the relevant people well in advance to ensure they are able to attend, and are aware of the purpose and aims of the meetings.

Conduct meetings

Meetings with the learner aim to discuss and resolve current issues, enable two-way feedback regarding overall performance, and motivate the learner towards their end goals. Meetings with supervisors are intended to provide updates on the learner's performance and to discuss any relevant matters pertaining to the workplace. Examples of the planning, communication and 'soft' skills that are required in both situations are provided below. To be competent as a workplace trainer, you need to cooperate and collaborate with others to achieve shared goals and confirm that individual and organisational needs are being met.

Organisational skills

▶ Use your organisational skills to provide guidance and feedback to individuals. Ensure you are prepared for meetings by having relevant evidence and data from your training sessions and any documented feedback from the learner, employer or RTO. People will respond better to feedback when you base your advice on documented evidence.

Observation skills

▶ Use your observation skills to monitor individual verbal and nonverbal communication. As with observation during your training session, you need to observe the parties attending your meetings to respond quickly to cues and ensure the meetings stay on track. For example, if a supervisor looks uninterested, get them involved by asking them to provide information or to offer their opinion of the training performance.

Interpersonal skills

▶ Interpersonal skills can be used to maintain appropriate relationships and boundaries. Professional training and observation can tell you what is appropriate in a given situation. For example, the workplace supervisor and the learner have an existing power–distance relationship based on their workplace culture (a power–distance relationship is considered small if the relationship between the supervisor and the worker is more democratic and consultative and large if the relationship is autocratic and the worker is clearly subservient to the supervisor [Hofstede, G, 2005]).

▶ You should maintain this relationship in line with the existing culture. Similarly, keep your relationship with the learner professional, even when discussing issues outside of the training environment.

Constructive and supportive feedback

- ▶ Meetings should allow for two-way feedback. By being prepared, you can offer constructive feedback and gain insight into the views of performance of the following people:
    - – learner
    - – RTO
    - – supervisor
    - – employer.
- ▶ Encourage feedback to ensure you are covering all relevant topics and issues.

Document meetings

Document any information arising from meetings in accordance with existing practices of your RTO or workplace. If there is no prescribed practice, you should endeavour to take down the following details from any training-related meeting to ensure you cover your privacy, confidentiality and training organisation obligations. These practices apply to all types of meetings, such as videoconference calls, emails, phone link up, etc.

Required details

- ▶ Purpose of the meeting
- ▶ Date and location of the meeting
- ▶ Names and positions of those in attendance
- ▶ Details of the discussion, including topics, opinions and outcomes

Additional information (may be included for future reference)

- ▶ The progress or milestone point in the training, such as 'midway', 'week 10' or 'module 16 of 20'
- ▶ Signatures of attendees to document their agreement to certain actions
- ▶ RTO file reference; for example, the learner's file reference or another internal referencing system

Example

Schedule regular meetings to monitor the effectiveness of the learning relationship

Jake is the workplace trainer facilitating a Certificate III in Business for a learner, Louise. The following notes were recorded at their last meeting to monitor the performance of the trainer–learner relationship.

Meeting purpose	Training progress meeting
Date	18 September 2016
Location	CBT Training College
Attended by	Jake Ford (trainer) Louise Tratorio (student)

Topic of discussion	Outcomes/recommendations	For action
Overall progress of workplace training	Louise has attained competency in six units, in line with the training plan schedule. JF commented that her work to date has been detailed and of a high standard. Louise commented that the workload has been satisfactory up to this point.	N/A
Issues from last meeting	Training session date change caused issues with Louise's work schedule. Resolved to provide no less than one week's notice or find alternative trainer in the future. Actioned by JF at the RTO.	N/A
Concerns since the last meeting	Louise is worried about unit *BSBCMM301 Process customer complaints* as she is not involved in customer complaints. Recommend JF to speak with supervisor to facilitate time in customer service capacity to expand job skills.	JF to speak to supervisor to facilitate LT's time in customer service capacity.
Other concerns	Louise hasn't had as much time to complete workplace projects as she would like, despite being able to deliver projects on time. Discussed some time-management techniques to rectify. Outcome satisfactory.	LT to continue undertaking time-management techniques.
Signed in agreement of actions to be taken	*J Ford* *Louise T*	

Trainer comments: Louise is progressing well. No immediate need for changes to delivery or assessment methods. Workplace supervisor meeting required to follow up item three.

File reference: Louise Tratorio/3/#003

Activity 20

Conduct a role-play meeting with your trainer, colleague or classmate playing the role of learner. Use your current progress through Certificate IV in Training and Assessment as the basis of the discussion. Ensure you demonstrate the required skills for conducting a meeting that were discussed in this section. Is there evidence that you were organised, used sound questioning techniques and interpersonal skills, and provided constructive feedback to the 'learner'?

Use this template to record the meeting details.

Meeting purpose		
Date		
Location		
Attended by		
Topic of discussion	**Outcomes/recommendations**	**For action**
Overall progress of workplace training		
Issues from last meeting		
Concerns since the last meeting		
Other concerns		
Signed in agreement of actions to be taken		
Trainer comments:		
File reference:		

Click to complete Activity 20

Summary

1. Consider location-based and content-based aspects when preparing a training session.

2. A session plan is used to guide you through the course content for any given session, including timing, resources needed and content to be covered.

3. Preparing for training also includes the continual development of interpersonal and communication skills.

4. Support and reinforcement can be considered separate strategies when structuring your learning activities; both need to be addressed during your delivery.

5. While it is very important to build on a learner's strengths, it is equally important to identify their progress within other areas of learning and development to ensure they maintain a balance of skills, knowledge and attitude.

6. While the learner is actively engaged in completing a task, you should monitor progress to ensure safety and accuracy of the task is maintained, while still allowing the learner to maintain momentum.

7. You need to develop your interpersonal skills to identify both verbal and nonverbal cues from learners.

8. Practising ethical behaviour includes the ability to:

   – demonstrate trust, integrity, privacy and confidentiality
   – use relevant referrals when needed
   – know your personal limitations
   – follow existing policies and procedures
   – exercise honesty and fairness.

9. Regular meetings between the learner, trainer and workplace supervisor help to keep the mode and content of training delivery effective.

Topic 6

In this topic you will learn how to:

6A Use skills to close the relationship smoothly

6B Seek learner feedback on outcomes and the relationship

6C Evaluate the effectiveness of the work-based learning pathway

6D Recommend improvements after the review process

Close and evaluate the learning–facilitation relationship

The learner–trainer relationship concludes when there is enough evidence gathered to support the goals and outcomes of the training. The assessment outcome then legitimises the attainment of the goals. During this process and especially for training relationships that have been going on for some time, there can be a sense of melancholy or sorrow at the impending completion. Managing the end stage of training delivery can play an important part in encouraging the learner to continue to progress to future success, and helps to ensure a positive training experience.

6A Use skills to close the relationship smoothly

Australian apprenticeships can last from three months (for some trainees) and up to five years or more for some trade apprentices. During this time, the relationship between the trainer and the learner often becomes bound by common goals, workplace experiences, personal growth and successfully completing a large learning commitment. To close the relationship effectively requires a high level of interpersonal and communication skills, and an eye for detail to ensure that all matters are finalised properly at the end of the training period.

Steps to close the relationship

While the level of the relationship will vary in different contexts, a consistent approach to closing each learning relationship will be beneficial. By forming a routine, your professional practice will improve over time and you will be able to guide learners through the process more efficiently.

The following process includes policy and procedure requirements for most workplace training situations.

Pre-empt the ending of training	In the weeks or days prior to the close of training, discuss the final steps with the learner and encourage them to view the end of their training experience as a positive. By approaching the conclusion with a positive attitude, the learner is likely to remain more attentive during the last period of training and to embrace the final stage as an exciting step in their career.
Prepare contracts and training documentation	Ensure you have completed copies of the Australian apprentice's training log. For traineeships and apprenticeships, this document serves as vital evidence to attain the qualification, and must be completed by gaining the signatures of the learner, supervisor and trainer for all units and/or activities undertaken during the training. In NSW, apprentices and trainees can choose to record their activities on an app designed for the purpose.
Meet with the learner and their supervisor to finalise the training	You need to meet with the learner and their supervisor in all cases, whether or not contracts for government funding are in place. Use the meeting to discuss the training, gain formal and informal feedback and collect all the remaining paperwork, including: ▶ the completed training log ▶ the signed completion contract (if applicable) ▶ any outstanding supporting evidence for assessment that the learner still needs to submit.
Finalise the documentation	Prepare and gather the completed legal documentation for the learning period. Include contracts, feedback tools and the learner's logbook.

Deal with closure

Closure of the training relationship may affect the learner and the trainer emotionally. Techniques for professionally dealing with this include establishing a post-training contract schedule and undertaking an official closure of the course; for example, a graduation ceremony.

Establishing a post-training contact schedule

▶ Both the trainer and the learner may benefit from ongoing contact after the training to monitor workplace progress and comment on the relevance of any training over the following months. This is a common technique used by universities to track the success of their alumni and rate the success of the teaching programs.

Official closure

▶ Many organisations use a ceremony to officially close the relationship. This may be a graduation ceremony where learners are invited to attend and be recognised in front of their peers, family and colleagues. Alternatively, the learner may be presented with a certificate of completion (not to be confused with the national qualification parchment), which states that they attended the training over the given period. There may be a work function that formalises the end of the relationship, and allows all parties to celebrate and have a positive conclusion.

Example

Seek learner feedback on outcomes and the relationship

Jennifer has been training Rae from the time she started as a kitchen hand, through to the stage of achieving her Certificate III in Commercial Cookery. It is now time to complete the relationship, and Jennifer has scheduled a meeting with Rae and her supervisor Lorenzo.

Jennifer is prepared with her copy of the training plan and has previously asked Rae to have her completed training log with her for the meeting. The meeting includes a light-hearted discussion of the previous year's training, and the ups and downs experienced by all parties. Jennifer formalises the closure by awarding Rae with a certificate of attendance. She tells her that there are still two things that need to occur:

▶ She will participate in a formal feedback session (this prompts Jennifer to hand over a feedback form).

▶ The graduation ceremony will be held, where Rae will receive her qualification

Activity 21

Pair with a colleague, classmate or your trainer for a role-play. You can conduct it in conjunction with Activity 22.

Take turns acting as the trainer or learner to practise closing a long-term training relationship. You may choose a relevant training topic. Pay close attention to:

▶ your voice, mannerisms and attention towards the other person

▶ conducting a logical, smooth discussion that leads the learner to a sense of closure.

You could ask your trainer to observe you during this role-play to evaluate, and provide feedback on your interpersonal and communication skills.

Click to complete Activity 21

6B Seek learner feedback on outcomes and the relationship

An important element of any quality system is the application of a continuous improvement system. Gathering feedback from learners is a VQF/AQTF requirement for RTOs. It is also smart business practice for you as a trainer and a valuable tool for learners to benefit from.

Quality indicators

A set of quality indicators is used extensively in businesses when they want to gain feedback and evaluate the effectiveness of programs. There are various online surveys and questionnaires that can be used for gathering this information online.

RTOs that conduct training are required to provide learner engagement and employer satisfaction reports when these are asked for by the state training authority. You can find information on the obligations of RTOs and required learner and employer questionnaires on the ASQA website at:

▶ www.asqa.gov.au

The required 'Quality indicator annual summary report' form that asks for details of improvement actions in response to employer and learner feedback can be found here:

▶ www.asqa.gov.au/vet-registration/comply-with-your-obligations/quality-indicator-reporting.html

The exemplar format for these reports includes feedback (usually quantitative) on the following areas. Learners with LLN skill gaps usually require assistance in understanding and completing the learner questionnaire.

Quality indicators:

▶ Trainer quality – the ability of the trainer/facilitator to transfer skills and knowledge in an engaging manner

▶ Effective assessment – the assessment met the employer's and trainee's expectations and required outcomes

▶ Clear expectations – the learner, employer and trainer were clear about all aspects of the learning process and outcomes

▶ Learning stimulation – the learning was engaging and stimulating

▶ Training relevance – the training was relevant to the learner and to the workplace/employer

▶ Competency development – the training transferred new, relevant and useful skills and knowledge

▶ Training resources – the training resources added to the learning process and were relevant to the work context

▶ Effective support – the needs of the learner and employer were effectively supported during the training and assessment process

▶ Active, relevant learning – the learning encouraged the participant to apply their skills in real situations

▶ Overall satisfaction

Seek feedback during the closure process

To maintain registration, RTOs use written feedback mechanisms to gather responses to various aspects of the learner's training experience. In addition to familiarising yourself with this process, consider the ways you may implement the feedback process to gather the best and most effective feedback.

In short workplace courses, 'happy sheets' are usually distributed at the end of the course to capture the participant's feelings and opinions prior to leaving. The term 'happy sheets' is a colloquial reference to the type of responses likely to be received from learners at such a time. Individuals are not likely to spend too much time considering the various aspects of the course when they're already visualising leaving the training environment for home or other duties. You are likely to obtain a more useful set of data by using a more structured and focused approach to feedback. The following outlines approaches to gaining more relevant and meaningful feedback.

Provide time

▶ Ask the participants to fill out the feedback template overnight and return it the next day or next week, whatever you judge to be appropriate.

Staggered feedback

▶ Gather feedback throughout the training at regular intervals. Structuring a regular training feedback system is common in longer training relationships, but can still apply to shorter courses. A critical incident questionnaire is an example of this type of feedback. Questionnaires are designed to capture the best and worst aspects of the previous training session. They are valuable tools when combined at the end of the training to evaluate any trends. For example, if there are fewer problems towards the end, this shows that throughout the training you were undertaking positive corrective.

Schedule feedback

▶ During a closure meeting, set aside time to specifically cover the aspects of the course you require feedback for. You can facilitate this as an interview or discussion by raising points such as:
  – the value of the training relationship
  – the outcomes that have been achieved
  – significant issues and experiences during the training.

What type of feedback should you seek?

Feedback can improve current and future training practices. This includes feedback regarding the following:

Value of the training

▶ How did the learner perceive the value in relation to their career progression/ employability, time commitment and personal development?

Perception of the learner–trainer relationship

▶ Does the learner believe the relationship with the trainer was positive and added to the learning experience?

▶ Were you helpful, knowledgeable, focused and supportive to the learner's needs and situation?

Highlights and areas for improvement

▶ What elements of training can be improved and which were considered highlights? This gives the RTO and trainer valuable information regarding the application of certain delivery methods, assessment techniques and training content.

Perceived future benefits

▶ Where does the learner believe the training will lead them? This is important to judge the opinion learners have of the training outcome, units of competency and value of the qualification.

Example

Seek learner feedback on outcomes and relationship

The following feedback questionnaire has been developed to gather information in an interview/discussion context.

Feedback questionnaire

Rating: 1 = strongly agree, 3 = doesn't apply, 5 = strongly disagree						Comments
I believe the training I've received will benefit my career.	1	2	3	4	5	
I believe the training I've received will improve my ability to gain employment.	1	2	3	4	5	
The training has been of benefit to my personal development, regardless of employment opportunities.	1	2	3	4	5	
My relationship with the trainer had a positive influence on the outcome.	1	2	3	4	5	
My trainer was knowledgeable and supportive throughout the training period.	1	2	3	4	5	
Describe a time when you enjoyed the training most. Why?						
Describe a time when you were most challenged by the training. Why?						
Where can you see your training taking you in the next five years?						

Activity 22

With a classmate or colleague, conduct a feedback interview session on the training they have received so far in Certificate IV in Training and Assessment, or using the training topic you chose in Activity 21. Use this template to guide your questioning or add/change the questions to gather the information you believe is relevant.

Feedback questionnaire						
Rating: 1 = strongly agree, 3 = doesn't apply, 5 = strongly disagree						Comments
I believe the training I've received will benefit my career.	1	2	3	4	5	
I believe the training I've received will improve my ability to gain employment.	1	2	3	4	5	
The training has been of benefit to my personal development, regardless of employment opportunities.	1	2	3	4	5	
My relationship with the trainer had a positive influence on the outcome.	1	2	3	4	5	
My trainer was knowledgeable and supportive throughout the training period.	1	2	3	4	5	
Describe a time when you enjoyed the training most. Why?						
Describe a time when you were most challenged by the training. Why?						
Where can you see your training taking you in the next five years?						

Click to complete Activity 22

6C Evaluate the effectiveness of the work-based learning pathway

The process of ending the learning–facilitation relationship includes formal and informal discussion and documentation of outcomes for the learner, trainer, employer and RTO. In addition to evaluating feedback from the learner, you will be looking to establish the impact of learning, the attainment of milestones and outcomes, and to conduct self-evaluation (both you and the learner). You will need to compare the effectiveness of the actual delivery and performance against the planned and expected outcomes. They can also give some insight into the incidental or unplanned outcomes of the work-based learning. Compare objectives, processes and techniques used throughout the training with those originally defined in the learning plan.

The review process, including recommendations for improvements, should be documented and filed in line with your organisational and legal responsibilities.

Determine the effectiveness of the plan

At the outset of the training, the learning plan was designed with the needs, expectations and benchmarks required at the time. Over the duration of the training, reasonable adjustments may have been required to meet the various changes in the work role, performance requirements or to meet competency needs outside the work environment.

The following table outlines each of the components of the plan and how you could compare planned objectives, processes and/or techniques against actual results.

Component	Planned objectives	Planned processes	Planned techniques
Information about the individual's learning style, learner characteristics, and the context for learning	To establish appropriate delivery methods to suit the learner's characteristics and the context in which training would be delivered	Process used to gather and identify learner characteristics and learning context	The methods for planning and delivering to the identified learning styles and within the planned context
Comparison with actual results			
▶ Did the individual's learning style match the identified style? If not, how did the learning style differ? ▶ Were the methods appropriate to the learner? ▶ Was the context appropriate? ▶ Did the context meet expectations? ▶ Could the style, characteristics or context be determined more accurately?			

Component	Planned objectives	Planned processes	Planned techniques
Clear boundaries and expectations of the learning/ facilitation relationship	The boundaries established the scope within which the learner–trainer relationship would take place and the expectations of all parties	How the boundaries and expectations were set; for example, through formal negotiation, discussion or documentation using a learning contract	The interpersonal and communication skills used to establish the boundaries and expectations
	Comparison with actual results		
	▶ Were the boundaries respected and followed? ▶ Did all parties meet the planned expectations? If not, why not? ▶ Were the trainer's interpersonal and communication skills effective, appropriate and well received by the learner? ▶ How could the relationship be set more effectively?		
Documented equity or additional support needs for the learner	To meet the special or additional needs of the learner throughout the training period	Plan for ways and means of effectively supporting the additional needs of the learner	The selected methods of providing the support; for example, LLN assistant, ramp access, interpreter
	Comparison with actual results		
	▶ Did the support plan meet the learner's needs? ▶ Were the techniques relevant, adequate, sufficient and sensitive to the learner's requirements?		
Performance benchmarks to be achieved	Select and list the units or modules that must be completed to meet the training needs of the client	Meeting with learner/ employer to gather sufficient information regarding training needs	Determining workplace activities and external activities with competency requirements
	Comparison with actual results		
	▶ Were the performance benchmarks adequate to achieve the training goals? ▶ Was the candidate successful? If not, what benchmarks did they fail to achieve and why? ▶ Was sufficient information supplied by the learner/employer to make an appropriate selection of units or modules? If not, what were the information gaps? ▶ Which competencies were achieved external to the workplace? Why was this necessary? ▶ Could future training incorporate these competencies in the workplace?		

Component	Planned objectives	Planned processes	Planned techniques
Activities and processes that together will achieve the benchmarks	Determine and list the sets of activities and learning/ assessment processes that will be used to supply the learning and gather the evidence	Analysis of each unit requirement in order to determine appropriate delivery and assessment methods	Compare unit/module requirements with workplace tasks and benchmark requirements; discuss with learner and employer
	Comparison with actual results		
	▶ Were the activities effective in meeting workplace requirements and competency benchmarks? ▶ Which activities/processes worked well and which didn't? Why/ why not? ▶ Were any activities changed to meet workplace/role changes? If so, how, and would they need to be changed for future courses? ▶ Did the activities align with current workplace tasks?		

Impact of learning

Feedback about the impact of learning can be gathered directly through an interview, meeting or questionnaire process with the learner or indirectly via third-party information sources, such as the workplace supervisor, mentor or manager.

You should establish the impact learning has or will have on worker performance and career maturation. Here are examples of questions you can use to determine this.

Workplace performance

▶ What measures are used to indicate improvement in workplace performance over and above the learning outcomes?
▶ Does the worker now:
  – contribute more to the productivity of the workplace?
  – show signs of being better engaged?
  – have fewer absences?
  – operate with more attention to safety?
  – have better morale?

Career maturation

▶ Will the learning lead to advancement in the worker's career pathway or employability? This information may be gathered from supervisors and managers, from the learner's viewpoint, or by using industry benchmarks, such as licensing and regulatory obligations required for particular roles.
▶ As long as the worker remains in their field of training, how has the learning impacted on their role?

Achievement of gaols

Workplace training will include milestones for achievement, such as formative assessments and summative assessments conducted over the period of training, and capstone assessments conducted at the end of many apprenticeships. The rate of achievement should be evaluated as a way to view the overall performance of the learner; for example, how often the learner passed their assessments on the first attempt or what marks they were awarded by the facilitator. Results may indicate the learner's long-term improvement or difficulties they experienced over the training period. You can use this information to review the effectiveness of training.

Whether performance has been above or below expectations, you should determine the reasons behind the result for each milestone through discussion, reflection and analysis of the training and assessment process the learner has been through.

Here are examples of ways in which a workplace learner may benefit from training.

Unexpected benefits and achievements	▶ Workplace learners can gain unexpected achievements as a result of the training. For example, training may provide new opportunities within or outside the learner's workplace, or lead to personal benefits from the learning they've gained. ▶ Workers who develop new skills and confidence in using computers sometimes report strong satisfaction in being able to use these skills in their personal lives for online research, paying bills and contracting relatives who live overseas. ▶ Learners may also achieve recognition from industry, apprenticeship or trade bodies as a result of their training.
Developing new goals	▶ A learner's work role, personal career goals and professional development opportunities often change as a result of furthering their education. These should be reviewed at the end of the training relationship to offer advice to the candidate or employer regarding possible future steps. ▶ Alternatively, if the relationship does not allow for professional advice, you may be able to recommend future pathways to the learner or employer based on their feedback and your analysis of the results.
New or increased motivation to learn	▶ Has the learner gained motivation to continue their education as a direct result of successfully participating in training? Learners' feelings are often mixed between relief/ gratification for finishing a period of study and the personal satisfaction gained through the learning experience. This leads to the learner either desiring further learning in the near future or refraining from learning for some time. ▶ Through the reflection process, you should allow the learner to determine their own level of motivation towards learning in the future, while staying focused on the positives of the training they have received.

Greater capacity to learn	▶ Active participation in learning can improve a person's capacity to learn as they transfer new learning skills to other domains.
	▶ Additionally, gaining new qualifications provides new learning opportunities, such as higher levels of qualification, new areas of employment or supporting qualifications, such as licences, auditing courses, and WHS courses.
	▶ While the information is still fresh in the learner's mind, it is important to review their opportunities for further training and learning.
Increase in learner's self-confidence	▶ Over the period of learning and assessment, you may have noticed an increase in the learner's confidence when approaching new tasks, taking on roles they may previously have been unable to fulfil, or performing well during assessments. By reviewing these results with the learner, you promote their self-belief and further boost their level of self-confidence and empowerment.

Your self-evaluation as a workplace trainer

By undertaking a review and evaluation of your performance over the training period, you will recognise areas of improvement in your skills and ability. This is a vital tool as you develop your professional career. The following outlines some useful areas of self-evaluation and reflection.

Own ability

- ▶ How well were you able to prepare, deliver and assess the trainee over the learning period?
- ▶ Did you cover the content effectively in the time allocated?
- ▶ How do you measure your performance?
- ▶ What feedback have you received from your RTO, learner, workplace supervisor or employer that can help you with your evaluation?

Positives and negatives

- ▶ Reflect on what that went well and what could have gone better.
- ▶ Human nature tends to make us focus on the negatives when we reflect, so make an effort to list as many good points as points that need improvement. Good points, such as being prepared for a particular session, can benefit your professional development as much as seeking out bad points, such as arriving late one morning. In both cases you have the opportunity to consider why each occurrence happened and resolve whether to improve or repeat the performance in the future.

Relationship building

▶ How could the relationship-building process be improved?

▶ Consider the time spent with the learner. There will always be times of uncertainty, possibly due to miscommunication or misunderstanding, or where the relationship boundaries and expectations may not have been adhered to.

▶ Look for ways you could improve your behaviour, conduct, systems and/or processes to better deal with uncertainty or other interpersonal issues that may have arisen over the period of training delivery.

▶ In most cases, the relationship will be healthy, appropriate and beneficial, so don't spend too long thinking about the negatives – remember to record your successes too.

Review records

▶ Your memory serves as a notoriously poor record of events. Use training diaries, journals or other written records to critically evaluate your own performance as you go.

▶ This information may also be useful to identify trends over time and can be used in your continuous improvement strategies.

▶ This approach also reinforces the need to keep accurate notes of your training as you conduct each session.

Review feedback from the learner

Take time to review the feedback you gather from the learner to establish context and meaning for each comment they provide. To do this, reflect on the time and place that feedback was received, or the event that took place, and compare it to your notes and memory of the event to determine the meaning and value of the feedback.

Another example is the 'happy sheets' we mentioned in the previous section. The context for this type of feedback is a significant contributing factor to the type of response you will receive. To review feedback effectively, always place it in an appropriate context before searching for meaning and relevance.

File documentation

You have legal responsibilities regarding the documentation of the closure and evaluation process. These concern privacy and handling student records.

Privacy

▶ You must ensure any personal information and private comments are kept confidential and in accordance with workplace policies.

▶ Additionally, you must follow RTO policies regarding privacy. These usually reflect legislative requirements to keep all personal information filed in a lockable or password-protected filing system accessible by relevant personnel only.

Student records

▶ Records of attainment must be filed and submitted in accordance with RTO and Australian apprenticeships' guidelines for all government-assisted programs.

▶ This will usually involve a single document that describes the competencies attained and the outcomes achieved by the learner, which are then submitted with required statements and signatures to the relevant state, territory or federal funding body.

Example

Evaluate the effectiveness of the work-based learning pathway

Chris teaches in a trade school, where he trains and assesses over 300 apprentices each year. When a group of apprentices completes their capstone assessment, he schedules a meeting with each to apprentice to discuss the outcomes, gather feedback and talk about their future in the trade they have completed.

After each meeting, Chris gathers the signed documentation and feedback questionnaires. He spends time evaluating the results against the benchmarks set by the institute and his personal notes of the training he has been involved with. He compares any extreme comments or results relating to the training (such as poor assessment results, good training feedback and any issues and concerns raised by the learner) with his own professional training diary. Where the context and results require review, he makes a further note in his diary for follow-up over the coming days.

Chris then secures the results and feedback with the learner's file in the locked filing cabinet dedicated to student records at the institute, and sends a copy of the competency record to the student administration staff as per company policy.

Activity 23

Compare the following planned activity with the reported results. Summarise the differences in one or two sentences. Do not make any recommendations at this stage. Consider whether the initial activity meets the workplace objective and any required WHS measures.

| Planned activity (as per the learning plan)	Recorded results (from the trainer's diary)
Objective: To establish competence in cutting ceramic indoor and outdoor building tiles.	The learner practised for several hours, cutting various pieces of tiles from the off-cut bin.
Practice activity: Scribe different angles and lengths on a number of ceramic tile off-cuts. Using the manual diamond-tipped tile cutter, the learner will practise cutting each tile along the scribed lines.	On the day of assessment, his supervisor said they would use the electric tile cutter, and that the manual one is now obsolete. The supervisor supplied an electric cutter for the assessment.
Assessment activity: The learner will cut a new tile using the manual diamond-tipped cutter. Evidence of competence will include a third-party observation checklist.	The learner was found not yet competent as he continually broke the tile. A re-assessment was booked for the following day and the learner was allowed time to practise with the new equipment under the supervision of a work colleague.

Click to complete Activity 23

6D Recommend improvements after the review process

The review process gives you the opportunity to identify areas for improvement. The final step of the review is to provide recommendations to the relevant people so that they may implement your suggestions. There are a number of issues associated with passing on recommendations. Your supervisor may assume responsibility for documenting and communicating recommendations concerning the workplace training that has been completed.

Provide recommendations

During the evaluation and review part of a continuous improvement cycle, feedback is analysed and compared with expected outcomes. The final stage, 'recommend and adjust', leads to the creation of a new plan; in this case, for the next workplace training process. The recommendations need to be directed at the right people using an appropriate format in order to benefit the next cycle of implementation.

The continuous improvement cycle

1 Plan and design

2 Implement and control

3 Evaluate and review

4 Recommend and adjust
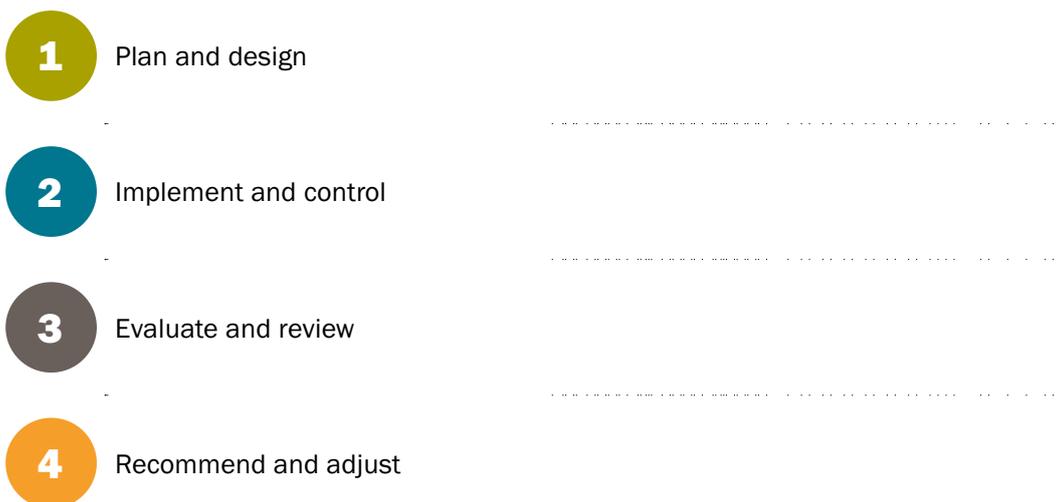
Stakeholder responsibilities

You will need to identify who is responsible for each recommendation you intend to make. Here is a brief description of stakeholder responsibilities to assist you.

Employer

▶ Recommendations concerning ongoing training in the employer's workplace, industrial relations or human resources concerns are usually dealt with by the employer.

Workplace supervisor

▶ The workplace supervisor may deal with recommendations regarding supervision, responsibilities, accountability, training support, WHS, workplace training environment and employee–manager relationship issues.

RTO manager

▶ Concerns or issues relating to the implementation of the training processes, systems, learning content and assessment tools should be forwarded to the RTO manager or training manager for action.

RTO administration

▶ Training administration support staff are usually responsible for equipment or training facility booking, student records management, pre-course enrolment information and liaison with the apprenticeship network provider (if applicable). Follow the protocols of your organisation.

Trainer/assessor/facilitator

▶ Concerns or issues to do with training delivery, planning, conducting assessment, the facilitator–learner relationship, on-site WHS, pre-course interviews or the relationships between the trainer/employer/supervisor should be handled by the trainer.

Follow organisational procedures

Your recommendations may take a number of forms such as verbal recommendations, written proposals and internal processes.

Verbal recommendations

▶ Talk to the relevant people and suggest improvements.
▶ This approach is quick, decisive, and focused; however, it can also be confrontational, unwelcome and easily ignored.
▶ Verbal recommendations are effective when they are followed up regularly and formally in writing.

Written proposals

▶ When there are many recommendations, a written proposal may be the preferred option.
▶ The benefit of a written proposal is that you have the time to consider all the options, research and justify your opinions and clarify every detail.
▶ The drawbacks are that the length often deters potential readers, the time taken may void much of the effort and the recommendations are presented without discussion, which can lead to relationship issues.

Internal processes

▶ Recommendations may be forwarded to relevant personnel via existing internal documentation. Many RTOs and large corporations use internal feedback forms for trainers.
▶ The recommendations are collated and entered into the organisation's management system for action by the relevant people.
▶ This process works well when all parties acknowledge and use the information. The obvious drawback is when the information is ignored. Sufficient follow-up and accountability measures can reduce this issue.

Recommended improvements

▶ Improved work practices may have come out of the program either through:
  – suggestions from the leaners
  – suggested improvements to forms
  – suggested processes that the trainer may have used.

Example

Recommend improvements after review process

A national RTO runs traineeships for business people around the country. The extent of the training and the numbers of learners enrolled at any one time makes it difficult to collect and implement recommendations without the help of a central processing system.

Local trainer Robert handles a number of Australian apprentices through a government-funded traineeship program. At the end of each student's course, he reviews and recommends changes based on each experience. The RTO requires that Robert fill out a two-page feedback form where he can suggest changes and updates to course material, delivery modes and almost any other dimension of the training relationship. The form is emailed and collated at the state office and a summary is emailed back to Robert for checking.

At that stage, the RTO manages the implementation of any of Robert's recommendations in discussion with the relevant people such as instructional designers/writers, client services, employers and other trainers and assessors.

Activity 24

Refer to the work activity you evaluated in Activity 23. Fill out this internal feedback form to submit your recommendations.

Trainer feedback and recommendations	
Trainer's name:	Date:
Please complete all sections of this form and return it to the administration department.	
1. What aspect/s of the training went well? Why?	
2. What aspect/s of the training require improvement?	
3. What inclusions would you recommend for future sessions? Explain.	
4. Further comments/recommendations:	
Signed:	Email address for follow-up action:

Click to complete Activity 24

Summary

1. To close a long-standing facilitator–learner relationship effectively requires a high level of interpersonal and communication skills, and an eye for detail to ensure all matters are finalised properly at the end of the training period. It may be appropriate and beneficial to establish a post-training contact schedule.

2. Gathering feedback from learners is a VQF/AQTF requirement for RTOs; it can provide valuable information that a trainer and RTO can use to improve the quality and outcomes of subsequent programs and can lead to adjustments that learners benefit from.

3. Evaluate the relationship from a learner's point of view from their experience in the workplace, and consider possible improvements to work practices.

4. At the completion of the training and assessment of the workplace learner, it is necessary to compare the effectiveness of the actual delivery and performance against the planned and expected outcomes.

5. Recommendations for improvement must be provided in line with organisational procedures. This will include identifying the appropriate person to receive the feedback and the format of your recommendations.

6. Most RTOs and larger corporations have sophisticated internal reporting systems for the provision of trainer recommendations.