**TAE40122 Full Program – Delivery Cluster – Knowledge Questions**

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| **Name of Candidate** |  |

**Knowledge Questions:**

This is a research project - to answer the questions, you must access a range of creditable and current sites including ASQA, NCVER, Training.gov.au, Federal and State departments responsible for Skills and Training, Training Package developers, Jobs and Skills Australia and Peak bodies.

You are required to answer the knowledge questions clearly and concisely demonstrating that you have a good understanding of what's required to work effectively in the VET sector and work within a compliance framework.

Don't forget when you do your research, you can search the Internet, locate information in the Blueprint Training Manuals and use other sources of information.

Ensure that your sources of information are current - there are many websites that refer to VET, however, haven't been updated for many years. It's a good idea to cross check the facts when you find your answers on the Internet.

Your responses must be your own work. Don't copy or plagiarise from other students, as this will result in your work being marked as incorrect and may result in cancellation of enrolment.

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| 1 | **Gathering feedback from learners on work skill instruction**  **Gathering feedback from learners on work skill instructions** helps to ensure the instruction is relevant and engaging, it meets the learner's needs, and the trainer has a clear understanding of what work skill instruction is required.  **Read the scenario below**, then identify the organisation procedures to be followed for gathering feedback from learners on work skill instruction.  **Scenario**  **David must follow the organisational procedures to gather feedback from learners on work skill instruction. His Training Manager has outlined what feedback he needs to gather.**  David has recently joined BrainstormRTO as a hospitality trainer and he has been asked to do work skill instruction for new employees of Bluey's Cafe. The training manager has outlined the RTO procedures for gathering feedback, asking David to contact the Cafe and find out what skills the workers already have and what skills they now need to develop. David also needs to find out what hospitality equipment they are using in the Cafe and what equipment he'll have access to for the work skill instruction.  Training is scheduled to start in 4 weeks' time, and David is preparing his session plans, he's thinking about how he'll know if the training is meeting the student needs whilst he is actually delivering the training.  The manager has also requested that David report back to the workplace on the outcomes and successes of the work skill instruction and also what would need to be changed for future training sessions.  **Select the five (5) correct statements from the list below which demonstrate that organisational procedures are followed to gather learner feedback on work skill instruction.** | | | | | | |
| a) Pre-course surveys ensure David understands the needs of the learners and their expectations of the work skill instruction  b) David only needs to gather feedback on completion of the work skill instruction  c) Feedback rarely influences the planning, scheduling and delivery of training  d) David could gather feedback from the learner by using surveys, focus groups, observations, one-on-one interviews and exit polls  e) Gathering feedback from the learner during the work skill instruction will identify if they understand the content and if any customisation is required  f) It's not the role of the trainer to gather or analyse feedback from learners  g) Gathering feedback will help David manage student expectations regarding the work skill instruction  h) Gathering feedback will help David identify and address any potential barriers to learning  i) Gathering feedback will help ensure the students finish on time each day  j) David can decide at what point and how he'll collect feedback | | | | | | |
| 2 | **Learner characteristics and needs**  As a trainer it is essential to understand the characteristics and needs of your learners prior to delivering training, work skill instruction and coaching.  **Select seven (7) correct reasons why you should be aware of the learner's needs.** | | | | | | |
| a) Helps identify any pre-existing knowledge or skills gaps that may require addressing.  b) Enables trainers to tailor their training approach to suit each student's learning style.  c) Helps the learner understand when their assessments are due  d) Facilitates the development of relevant and engaging training materials.  e) Helps to create a positive and inclusive learning environment.  f) Allows trainers to provide appropriate support and resources to students who require additional assistance.  g) Enables the trainer to remove assessment tasks that would not be relevant to the learner  h) Helps to manage student expectations regarding the training program.  i) Helps to identify and address any potential barriers to learning.  j) Helps to ensure the students will finish on time each day | | | | | | |
| 3 | **Learner needs**  There are a variety of documents that provide useful information about the needs of learners  In preparation for the **training** of **learners in the workplace**, what sources of information and documentation could be used to find out about the **needs of the learners**.  **Select eight (8) sources of information that could help you determine their training needs.** | | | | | | |
| a) Enrolment forms  b) LinkedIn profile  c) Interview records  d) HR employee records  e) Training Needs Analysis  f) LLN test results  g) Enterprise bargaining agreement  h) Tax file declaration  i) Observation records  j) Job descriptions  k) Performance reviews | | | | | | |
| 4 | **Purpose and key features of Work Skill Instruction Plan**  A **session plan for work skill instruction** is a document used to outline the specific skills and knowledge required for a particular job or task.  Below includes a list of purposes for a session plan for work skill instruction.  **Select three (3) correct answers:** | | | | | | |
| a) Supporting the development of skilled workers that meets the needs of the Registered Training Organisation.  b) Providing a structured approach to the learning of specific skills and knowledge required for a workplace task  c) It is used to cover all aspects of the job role.  d) Establishing clear learning objectives and outcomes that align with the needs of the industry or workplace.  e) Identifying the required resources and materials needed to deliver the itraining  f) It is intended to be a rigid, inflexible document to be used as a solution for all industries.  g) Outlining the assessment methods used to measure the learning outcomes.  h) Ensuring that instruction is delivered in a systematic and consistent manner across different trainers and training sessions. | | | | | | |
| 5 | **Session plans components**  A **session plan** outlines how to deliver your content in a logical sequence, ensuring all content is covered in detail.  Which of the following are key components of a well written session plan?  **Select six (6) correct answers.** | | | | | | |
| a) Session objectives  b) A summary of the training and assessment strategy (TAS)  c) Content to be covered in a logical sequence  d) Moderation schedule  e) Delivery approach to use  f) A validation report  g) Task breakdown  h) Timing  i) Conclusion  j) Catering options for lunch | | | | | | |
| 6 | **Sources, availability and content of support materials**  **Learning resources and support materials** can be produced in a range of formats to assist with delivering your content.  **Describe three (3)** resources you might use in your vocational area for work skill instruction.  **Outline** where you would **source** the content for these **support materials**, what the **availability** of the resource is, what content is covered, and why it's **suitable** for your learners. | | | | | | |
| **RESOURCE #1** | | | | | **Describe the sources, availability and content of suitable support materials** | |
| a) Type of resource/support material | | | | |  | |
| b) Comment on the availability of this resource | | | | |  | |
| c) Briefly outline the content | | | | |  | |
| d) Why is this a **suitable** resource/support material | | | | |  | |
| **RESOURCE # 2** | | | | | **Describe the sources, availability and content of suitable support materials** | |
| e) Type of resource/support material | | | | |  | |
| f) Comment on the availability of this resource | | | | |  | |
| g) Briefly outline the content | | | | |  | |
| h) Why is this a **suitable** resource/support material | | | | |  | |
| **RESOURCE #3** | | | | | **Describe the sources, availability and content of suitable support materials** | |
| i) Type of resource/support material | | | | |  | |
| j) Comment on the availability of this resource | | | | |  | |
| k) Briefly outline the content | | | | |  | |
| l) Why is this a suitable resource/support material | | | | |  | |
| 7 | **Training, facilitation and coaching techniques and when to use them**  **Training, facilitation and coaching techniques** are used to support adult learning relevant to work skill instruction. The techniques used will depend on the work skill to be developed and the learner characteristics and needs.  Training, facilitation and coaching are all important approaches to work skill instruction, but they differ in their goals, methods and outcomes.  **Match the technique to the relevant use and desired outcome. Write the letter of the technique being described on the space provided.** | | | | | | |
| **Technique** | **Definition** | | | | | **Letter** |
| 1. Facilitation 2. Coaching 3. Training | A structured and formal method of instruction focusing on delivering specific knowledge and skills to learners. Typically delivered in a classroom, online or in a workplace setting. | | | | |  |
| Designing and delivering training content to guide the learner through activities and exercises, and evaluating their progress. Provides guidance and support as the learner develops the necessary knowledge and skills. | | | | |  |
| Helps the learner identify their strengths and weaknesses, set goals, and develop strategies to achieve those goals. Provides guidance, support and feedback to help the learner reach their full potential. | | | | |  |
| 8 | **Adult Learning Principles and their application to work skill instruction**  When researching **Adult Learning Principles** online, you will find many different examples of how these principles apply to the training of adults.  Using the three (3) principles listed below, **briefly explain** how each principle can be **applied to the facilitation of individual and group-based vocational training and work skill instruction**. | | | | | | |
| **Adult Learning Principle** | | | | | **Briefly explain how these principles can be applied to the facilitation of individual and group-based vocational training and work skill instruction.** | |
| a) Adults use their life experiences to facilitate learning | | | | |  | |
| b) Adults need to know how the information is relevant | | | | |  | |
| c) Adults want to choose how they learn | | | | |  | |
| 9 | **Practicing self-reflection, review and opportunities for improvement**  As a Trainer and Assessor it is important to **review and reflect** on your own practices.  This includes self-reflection on training, facilitation and work skill instruction techniques you have used with your students.  **Outline** the **key steps** for practising **self-reflection**.  How would you ensure you had the opportunity to **review and reflect** on your practices?  How would you record **opportunities for improvement**? | | | | | | |
| **Adult Learning Principle** | | | | | **Self-reflection and continuous improvement of training, facilitation and work skill instruction techniques.** | |
| a) Key steps for practising self-reflection | | | | |  | |
| b) How to ensure you have opportunities to review and reflect on your practices | | | | |  | |
| c) How to record opportunities for improvement. | | | | |  | |
| 10 | **Contextualising and customising support materials**  **Contextualisation of support materials** to the **workplace** ensures that the learning content is relevant and realistic for the learners and specific to their skills requirements and job outcomes.  There are a variety of sources of information that can **assist** the trainer when they are **developing, customising and contextualising support materials**.  Choose four (4) appropriate sources from the list below that can be used to **contextualise** these **support materials**.  **Select four (4):** | | | | | | |
| a) Random images from the Internet  b) Organisational Policies, Procedures and Work Instructions  c) Use a competing companies procedures  d) Manufacturer equipment guidelines  e) Google images – specify to the topic, equipment or process  f) Industry standards, terminology, trade magazines and bulletins | | | | | | |
| 11 | **WHS issues in the learning environment - duties and responsibilities**  To ensure you have a **safe learning environment** you need to understand the relevant policies and procedures, including the **duties and responsibilities of key personnel** and the **responsibilities of learners**.  Creating a safe learning environment is a collaborative effort that involves the following key personnel. | | | | | | |
| **Key personnel** | | | **List three (3) WHS duties and responsibilities for each of the key personnel.** | | | |
| a) Trainer and Assessor | | | *e.g. - Instruct students on safe work practices* | | | |
| b) Fire Warden | | |  | | | |
| c) WHS Officer | | |  | | | |
| d) RTO Manager | | |  | | | |
| e) The Learner | | |  | | | |
| 12 | **WHS policies and procedures**  WHS policies and procedures exist to **ensure a safe working and learning environment**.  **Match the relevant processes to the examples of why these procedures exist. Write the letter of the process being described on the space provided.** | | | | | | |
| **Process** | | **Example** | | | | **Letter** |
| 1. Safe use of equipment 2. Hazard and risk identification Procedures 3. Emergency procedures 4. Hierarchy of Control | | Help to prevent workplace injuries and illnesses. Ensure employees are working in a safe and healthy environment. Promote a culture of safety within the workplace. | | | |  |
| Help to prevent accidents, injuries and illnesses caused by the use of machinery and equipment. Includes guidelines for regular maintenance, inspection, and storage of equipment. Contributes to productivity and efficiency reducing downtime caused by equipment malfunctions or injuries. | | | |  |
| Help employees and learners respond quickly and effectively to emergency situations, minimising damage and loss. Examples include fire evacuations and lock downs, chemical spills, contaminations, natural disasters, medical emergencies and outbreaks of violence. | | | |  |
| A systematic approach to managing workplace hazards and risks, starting at the top and working down - Elimination, Substitution, Engineering controls, Administrative controls and Personal protective equipment. | | | |  |
| 13 | **WHS issues (hazards, risks & risk control)**  To **ensure a safe learning environment** the trainer must have an understanding of the **common hazards and risks** and have strategies to **control the risks**.  Before we can control the risk, we need to know what the hazards are.  Hazards and risks will differ depending on specific learning environments. For instance, hazards & risks in a commercial kitchen will be different to hazards & risk in a science lab or an office.  Think about the **learning environment** relevant to your **vocational area** and complete the table below. | | | | | | |
|  | | | | | **Process to ensure and control a safe learning environment** | |
| a) Briefly describe your **learning environment and vocational area.**  (e.g. - what equipment is in the room, what PPE is required) | | | | |  | |
| b) List four (4) **common hazards and risks and the risk control strategies** that are typical for the learning environment you have described above. | | | | | **Hazard#1** | |
| **How to control the risk?** | |
| **Hazard#2** | |
| **How to control the risk?** | |
| **Hazard#3** | |
| **How to control the risk?** | |
| **Hazard#4** | |
| **How to control the risk?** | |
| c) What do you need to do **prior to training and assessment** to ensure a safe learning environment. | | | | |  | |
| d) What do you need to do **during training and assessment** to ensure a safe learning environment. | | | | |  | |
| 14 | **Trainer and assessor requirements**  **Select the statement** that best describes the four **training and assessment requirements** for trainers to deliver industry training in the **VET sector**. | | | | | | |
| a) TAE40110, Ongoing PD, Vocational Competency, Industry Currency  b) TAE40116,Ongoing PD, Vocational Competency and mapped equivalent  c) TAE40116 or successor, Ongoing PD, Vocational Competency & Industry Currency  d) TAE40116 or successor, Vocational Competency, Mapped Equivalence, Industry Currency | | | | | | |
| 15 | **Training and Assessment Strategies**  All Registered Training Organisations (RTOs) must develop a strategy for training and assessment for each training product they are registered to deliver. The format for these strategies can be determined by the RTO. The **Training and Assessment Strategy** must address, at a minimum, information to ensure quality facilitation of individual and group-based vocational training.  From the list below, **select three (3) statements** that include components that **must be included in the Training and Assessment Strategy.** | | | | | | |
| a) Training product, core and elective units  b) Target group, mode of delivery and entry requirements  c) Advertising schedule, scripts and testimonials  d) Assessment methods, Learning resources, Human resources, Physical resources  e) List of trainers who have applied for the job  f) List of graduates from previous courses | | | | | | |
| 16 | **Behaviour management**  **Unacceptable behaviour** in the learning environment can disrupt the learning process and create a negative learning experience for all involved.  **Describe three (3) examples** of such behaviour and provide strategies or techniques for addressing them. | | | | | | |
| **Unacceptable behaviour** | | | | **Techniques for addressing the behaviour** | | |
|  | | | |  | | |
|  | | | |  | | |
|  | | | |  | | |
| 17 | **Record keeping**  In relation to **records management** - Registered Training Organisations (RTOs) have a number of responsibilities under the Standards for RTOs and the National Vocational Education and Training Regulator Act 2011.  Which of the following statements are true. **Select six (6) correct answers.** | | | | | | |
| a) RTOs must ensure that all student information is stored securely to ensure the privacy of students.  b) RTOs must publish their privacy statement/policy for all potential students.  c) RTOs must keep all student evidence for at least 6 months or to the end of the appeals process, whichever is longer.  d) When it’s not possible to keep the actual evidence, then evidence can be disposed of by the RTO.  e) All assessment evidence must be stored for 7 years  f) RTOs must submit student data at least annually to NCVER for Total VET Activity reporting (TVA)  g) RTOs must be able to reproduce student results/qualifications for 30 years.  h) If an RTO closes their business, then the student data must be transferred to the AQF.  i) Student data is used by the Australian Taxation Department for informing the uptake of training and determining the skills development areas, which in turn helps determine if the correct tax has been paid by the student.  j) Student data is also used by State Government departments for funding of training to RTOs. | | | | | | |
| 18 | **Learner Support**  Which of the following are **appropriate examples of support** that could be given to a student with **challenges speaking and understanding English**?  **Select four (4) correct answers** | | | | | | |
| a) Repeat the content in different ways to confirm understanding  b) Speak louder  c) Provide a glossary of industry terminology  d) Check in often for understanding  e) Have the student repeat back in their own words  f) Say the same thing again and again till they understand | | | | | | |
| 19 | **Professional Development**  RTOs have a responsibility to ensure all trainers involved in the facilitation of vocational training have a record of **ongoing professional development**. Trainers also have a personal responsibility to ensure and maintain their ongoing PD.  **Select three (3) processes that apply to all RTOs and their trainers in relation to Professional Development** | | | | | | |
| a) The RTO is responsible for funding all PD activities of trainers  b) The RTO is responsible for recording all PD activities of their trainers  c) RTOs must ensure that training and assessment is only delivered by trainers and assessors who have current knowledge and skills in vocational training and learning, and all trainers and assessors undertake professional development.  d) Trainers must keep an up to date record of all PD  e) All non work related activities and hobbies are relevant PD activities  f) You don’t need evidence of your PD activities  g) The RTO is responsible for organising all PD opportunities for their trainers  h) PD activities can include attending conferences, webinars, reading journals and subscriptions and doing industry release | | | | | | |
| 20 | **Interpreting nationally recognised training products**  By interpreting the requirements of Training Products, also known as **unpacking a Unit of Competency** - Trainers and Assessors are able to identify the necessary standard of performance.  All components of a Unit of Competency need to be addressed through training to ensure learners are ready and well prepared to meet the **assessment requirements**.  Complete the following table by providing a brief explanation of **how you would ensure all components are covered** when delivering training and **assessing students**. | | | | | | |
| **For each component consider the structure, content and application** | | | **How you will ensure each of the components are covered during assessment?**  (think about the types of activities relevant to your vocational area)  *e.g. - include a role play when other people need to be involved* | | | |
| a) Elements/Performance Criteria | | |  | | | |
| b) Performance Evidence | | |  | | | |
| c) Knowledge Evidence | | |  | | | |
| d) Assessment Conditions | | |  | | | |
| e) Foundation Skills  (including the Language Literacy & Numeracy and Employability Skills) | | |  | | | |
| f) Digital literacy | | |  | | | |
| 21 | **Dimensions of Competency**  The **Dimensions of Competency** are broadly defined as effective workplace performance requiring not only technical skills, but the knowledge and attitudes to apply those skills in routine and non-routine situations.  **Match** each **dimension** with the correct **definition**. **Write the letter of the dimension being described on the space provided.** | | | | | | |
| **Dimension** | | **Definition** | | | | **Letter** |
| 1. Contingency management skills 2. Task Skills 3. Task management skills 4. Job/role environment skills | | Performing the task/job to the required standard | | | |  |
| Able to do more than one thing at a time and managing the tasks correctly | | | |  |
| Responding appropriately to irregularities and breakdowns in routine within a job or workplace | | | |  |
| Able to deal with the responsibilities and expectations of the work environment | | | |  |
| 22 | **Dimensions of Competency**  When we unpack a unit of competency, we consider the elements, performance criteria, foundation skills, performance evidence, knowledge evidence and assessment conditions.  We also develop a picture of competency by considering the **Dimensions of Competency**.  A competent worker demonstrates their ability to perform the task to the required standard, manage a range of tasks to complete work requirements and respond to irregularities or breakdowns in routine according to the workplace's policies, procedures and timeframes.  **How can the dimensions of competencies guide you in developing training activities in the workplace? Include an example from your vocational area.** | | | | | | |
| **Dimensions of Competency** | | | **Briefly describe the workplace activity** | | | |
| a) Task Skills | | |  | | | |
| b) Task Management Skills | | |  | | | |
| c) Contingency Management | | |  | | | |
| d) Job/Environment Skills | | |  | | | |