

Step into your future



TAE40122 Certificate IV in Training and Assessment

Delivery Cluster Training Manual

TAEDEL311 Provide work skill instruction

TAEDEL411 Facilitate vocational training

This manual also supports the fundamental knowledge and skills in:

BSBCMM411 Make presentations

TAEDEL405 Plan, organise and facilitate online learning

TAEDEL416 Facilitate learning for young vocational learners

TAEDEL412 Facilitate workplace-based learning

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Introduction

The demand for highly skilled employees has never been greater in the history of business and industry. Developing technology and increased job complexity transforms the roles of employees and management. In a globally competitive marketplace, ongoing training and education is an essential part of an organisation's strength and a key component for business growth. For any organisational change or improvement to occur smoothly, staff need to be informed, empowered, and involved. Training equips staff with the tools to be proactive members of a team.

Managers and team leaders need to become competent trainers to develop and maintain a productive workforce and proactively deal with inevitable changes. Having experience and expertise does not automatically mean that managers can confidently teach or transfer their knowledge and skills to others. Effective training requires some specialised instructional proficiency.

Becoming a trainer, instructor or coach allows you to embark on an extremely fulfilling experience. Participants of your sessions will appreciate your commitment to their development as well as the knowledge and skills you impart. You will enjoy the benefit of observing participant progress while extending your own professional development.

This Learner Guide supports **TAEDEL311 Provide work skill instruction** and **TAEDEL411 Facilitate vocational training**. It also supports the fundamental knowledge and skills required in **BSBCMM411 Make presentations**, **TAEDEL405 Plan, organise and facilitate online learning**, **TAEDEL416 Facilitate learning for young vocational learners** and **TAEDEL412 Facilitate workplace-based learning**.

More specifically, this Training Manual will help you develop the skills and knowledge to:

- determine learner needs and cater to these in a workplace learning environment
- prepare for the delivery of practical instruction and demonstration
- organise and develop learning resources
- Use appropriate communication and interpersonal skills to deliver training
- Review training effectiveness and report on outcomes

For more detailed information about the content of each of the units addressed by this Training Manual, go to www.training.gov.au

Getting Started



Training happens all around us, every day, in both informal and formal settings.

Examples of structured training include inductions, safety training, word processing training, and customer service training and forklift driver training. Unstructured training can be ad hoc, it happens as required, someone asks you how to perform a task and you show them the steps. Training can take many forms, coaching and mentoring, role play, role modelling, shadowing, classroom facilitation and simulator training are just a few of the examples.

In this manual, we will focus on accredited training using relevant units of competency from Training Packages or Accredited courses. Our focus is to deliver training that will meet the needs of our learners. This may be providing the learners with new skills and experiences, providing updates and refresher training, or providing higher level skills training to experienced workers.

The VET sector is all about workplace skills, so regardless of where you are doing the training, the concept is to focus on workplace skills that will help learners get a job, stay in a job, get a promotion, or change career paths.

When you completed the Design Cluster, you developed sessions for training and when you complete the Assessment Cluster, you will develop assessment instruments and tools to assess the learners' knowledge skills and attitude. In this cluster, you will be preparing for the delivery of training, taking into consideration the different learning objections of your target group. You will demonstrate a range of delivery techniques and use effective communication skills to ensure an understanding of the content by your learners.

Firstly, it's important to **identify the need for training**. Then you will **plan and organise** your training ensuring you have appropriate resources and venue suitable for your delivery. A well-planned training session makes the **delivery of training** more reliable; it helps you remember everything that needs to be ready for use and the content to be covered in the session. Once you have completed the training, you should **review the training**.

Did the training meet the needs of the learner?

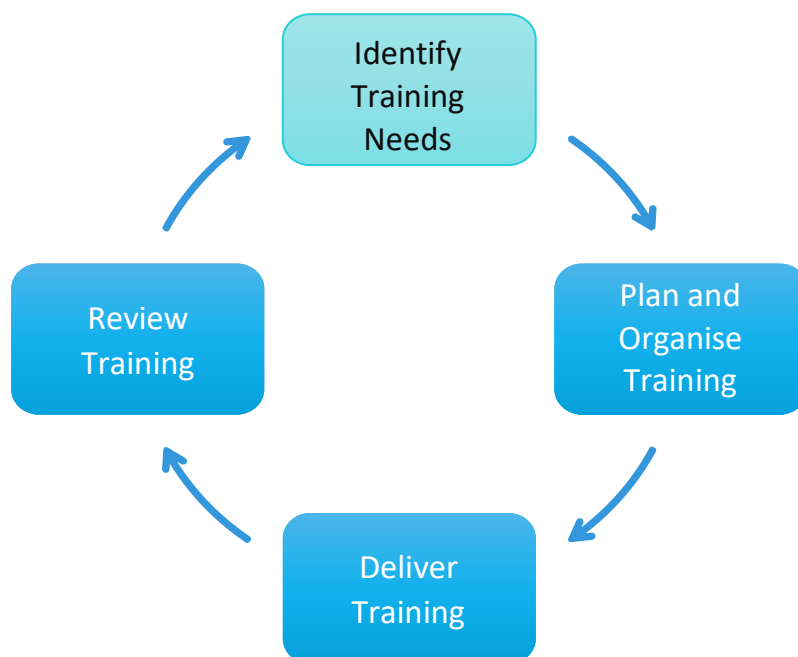
Has there been an improvement in work practices?

Did the audience respond well to your delivery?

How can you improve on the training in the future?

The Training Cycle

The Training Cycle is shown in the diagram below. This section addresses the “Identify Training Needs” stage of the cycle.



Training Needs Analysis

Training can be an outright cost, or it can be a valuable investment. The challenge lies in determining what training is relevant, when, and how to best implement it. The process of identifying appropriate training is known as Training Needs Analysis.

If inappropriate training is introduced, then the time and money involved is simply an expense since the impact of such training will be negligible and possibly even detrimental. Training is only beneficial if there is a return on investment. This return may be evident in productivity levels, improved morale, increased revenue, or a number of other success measures outlined further in this manual.

Obviously, training is not the solution to every operational or people related problem. This section will help new managers analyse training needs by providing useful information and suggesting practical ways to ensure that training has the most positive effect on the business possible.

There are three main areas in which a training needs analysis may take place:

- **Needs at an organisational level:** where in the organisation is training most needed?
- **Needs at occupational level:** what is needed in terms of skill, knowledge, and attitude so that the duties of various jobs can be effectively and competently carried out? This is the process of job analysis.
- **Needs at individual level:** who needs training in what? What is needed by individuals to bridge the competency gap between where they are now and where they should be in terms of skill, knowledge, and attitude? This is the process of needs assessment

The exact relative importance of the three areas will vary from situation to situation, but the final stage will always involve an identification of the people to be trained and the competency gap to be bridged. To ascertain this accurately, you will need to **profile your audience**.

This means determining:

- The **mood and opinion of your audience** regarding the subject of your training session.
- **Educational background.** If your audience is well-educated, you can use sophisticated vocabulary. If they're not, you need to keep things simple.
- **Familiarity with Topic.** What do people know about the topic already and what do you need to explain?
- **Familiarity with Jargon.** Avoid any specialised vocabulary unless you think that everyone in the audience will understand it. If you have to use a technical term, explain it.
- **Interest in topic.** What do people care about? What's important to them?
- **Possible misconceptions.** What wrong ideas might you need to correct?
- **Attitude.** Are people hostile, supportive, curious, worried? Have they chosen to attend or been forced to participate? The attitude of your audience will affect the tone of your speech.

Once you have a good understanding of the participants, you will be better equipped to undertake a Performance Problem Analysis.

Performance Problem Analysis Matrix

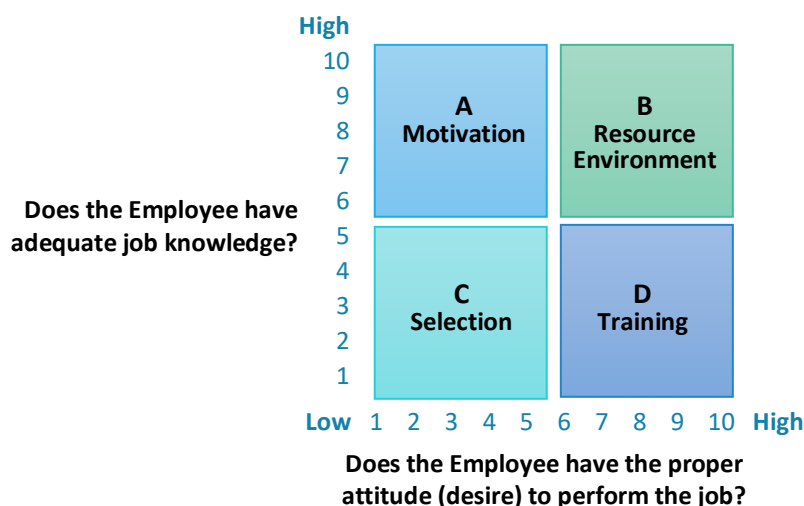
The Performance Problem Analysis Matrix helps identify areas for improvement by asking four questions.

Quadrant A – Does the employee have the motivation to perform the job?

Quadrant B – Does the employee have the resources to do the job and is the environment conducive to performing the job/role?

Quadrant C – Is the employee in a role where they can be successful?

Quadrant D – Does the employee have adequate job knowledge?



INSTRUCTIONS - Select an employee whose performance is not meeting the expected standards. On a scale of 0 - 10, rate the employee along both axis (mark your score on each). A score of 0 would mean "very low or poor" and a rating of 10 would mean exceptionally high.

The horizontal axis refers to attitude and initiative so that a rating of 8 would mean that the employee has a positive attitude toward work and will usually work on projects without constant supervision. The vertical axis represents the employees work related knowledge and skills. A score of 3 on this axis would mean that the employee has not yet learned all the competencies required of the job. Draw lines from each axis marked so that they intersect in one of the quadrants in the grid. The quadrant will then indicate a possible solution to performance problems.

Quadrant definitions

- A. Motivation** - An employee who has sufficient job knowledge but has an improper attitude or low initiative would be a motivation challenge. The rewards for high performance and the consequences for poor performance may need to be adjusted.
- B. Resources / Environment** - If an employee's work performance is unsatisfactory despite adequate knowledge/skills and attitude/initiative, then the problem may be out of the employee's control. An environmental analysis should be conducted to determine if additional resources are required, time pressures too severe or if any other elements are preventing maximum performance.
- C. Selection / Job Compatibility** - An employee who is incapable of performing their job because they lack the knowledge and skills, and who also has a negative attitude requiring supervision, may be improperly placed in the position. This implies that the selection process was not effective, and the employee may need to be transferred or discharged.
- D. Training** - If an employee is keen to perform but lacks the necessary competencies (knowledge and skills), additional training may be the solution.

It is important to remember that this method should only be used as a tool and managers must take into consideration other factors which may impact on an employee's performance.

Indicators that training is required



1. Customer dissatisfaction

It is necessary to analyse the cause of a negative customer comment to determine if the problem could be solved by training. Training may be of benefit if the complaint relates to how a customer was treated by an employee, or about the quality of a product as it relates to the work performed by staff. Customer dissatisfaction will ultimately result in low repeat business so every comment should be investigated.

2. Low productivity / Sales

When the cost of labour is high compared to sales or revenue, the cause could be a slippage in productivity. When employees spend long periods in unproductive activity, there is something wrong with the training and scheduling of the staff. While there are often legitimate slow periods, effective managers try to plan alternate duties for employees and have them cross trained to perform other job tasks.

3. High waste

Departmental training should emphasize ways to minimize wastage and breakage. Employees need to be educated on the connection between waste control and profitability.

4. Disorganisation and confusion

When employees have difficulty working together, it may be because they have not been taught how to function as a team. The group may also be disrupted if some employees do not know how to perform required duties or if responsibility for specific tasks has not been clearly defined.

5. Substandard products or services

Employees may not have been correctly trained to meet operational standards. This can be reflected by inconsistencies and irregularities as well as low quality.

6. Employee turnover and absenteeism

Confusion and frustration often affect staff morale and training can do much to provide employees with clear expectations and standards as well as how to perform prescriptive tasks. It is important to note that excessive turnover and absenteeism is often a complex issue, and that lack of quality training may be a contributing factor rather than the sole cause.

7. Grievance and unfair employment practice suits

Legal action can be the result if supervisors and managers have not received adequate training in industrial relations and unknowingly implement policies and procedures which contravene legislation.

8. Accidents, injuries, and illness

Safety related incidents often increase if training has not been provided for staff in ways to manage risk, avoid and prevent hazards.

Training may be appropriate when:

- New employees join the organisation
- New technologies have been introduced
- New reporting systems are implemented
- There's a change of structure or process
- A performance problem that fits quadrant, C has been identified
- An employee has been promoted or given additional responsibilities
- Compliance, quality improvements, annual WHS inductions, licensing renewals require the training
- Contracts such as Traineeships and Apprenticeships mandate training



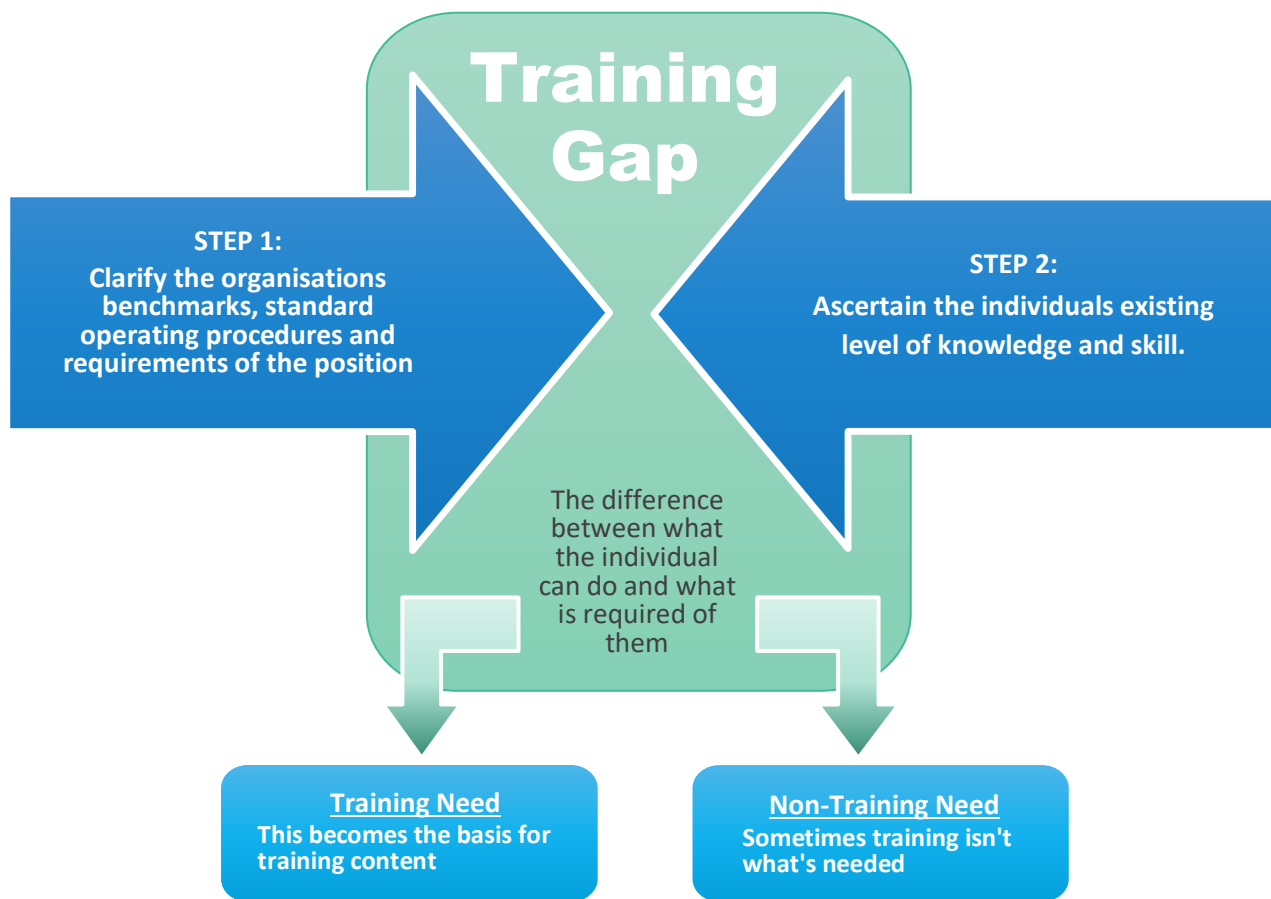
Training is not the solution if:

- A process needs to be fixed
- A memo or voicemail will suffice
- Employees are overwhelmed by change
- Standards have not been determined
- Supervision is inadequate



Identifying training needs

To identify the Training needs – follow the steps below.



STEP 1 Review documentation:

Review related documentation such as operations manuals, standard operating procedures, policies and processes, job competency profiles and task instructions.

Observe experienced and top performing staff as they work and ask questions to clarify your understanding of the role or task.

STEP 2 Ask employees:

Ask employees to walk you through the steps to perform a task successfully.

Relate questions to what employees do, not what they know.

Ask questions:

- “How do you know if you have performed this task successfully?”
- “What, if anything, makes it hard for you to perform this task?”

Once the gap has been identified, you will need to determine if the need is related to training, or another solution would be more appropriate.

Strategies for identifying training needs

Activity – research strategies to determine training needs

Discuss the following strategies with other potential trainers and learners to determine the advantages and disadvantages of each in ensuring the validity and reliability of the training needs analysis.

Strategy	Advantages and disadvantages
Observation	
Questionnaires	
Subject matter experts	
Skills testing	
Organisational documents	
Work products	
Interviews	
Focus groups	
Enrolment forms	
Job description	

What you need to find out prior to training

Who do I have to consult?	List the key stakeholders (internal and external) you need to consult to organise this training:	
	1	
	2	
	3	
	4	
	5	
Why train?	<ul style="list-style-type: none"> • Why do they need training? • How do I identify the need for training? 	
Who am I training?	<ul style="list-style-type: none"> • What do I know about the trainees? • How much do they already know? • What can they already do? • Do they find it hard to learn new things? • How motivated are they - what's in it for them? 	
What am I training them to do?	<ul style="list-style-type: none"> • What do they already know? • What does the organisation require? • What standards/benchmarks will be used? • What knowledge do they need to do this? • What skills am I teaching them? • What are the workplace implications of this training? 	
How will I train them?	<ul style="list-style-type: none"> • How will I structure the delivery? • What methods of instruction would be most appropriate? • What resources can I use to ensure training is effective? • Will I train them in small groups, or should it be one-to-one? 	
Where will I train them.	<ul style="list-style-type: none"> • Will the training be done in the workplace or off the job? • What facilities are available and are they suitable? • What will it cost? 	
When will I train them?	<ul style="list-style-type: none"> • How many sessions will be required? • How long will each session need to be? • Do I need to plan a training schedule with the trainees? 	

Job description and analysis

The foundation for developing employees who are efficient and confident, is an accurate job description developed after careful analysis of the job requirements. This simply means understanding exactly what each position involves. Without a comprehensive understanding of what each employee is expected to do, training will lack direction and possibly even be irrelevant. Training time is valuable, so it is essential to use it effectively.

A job analysis involves two steps:

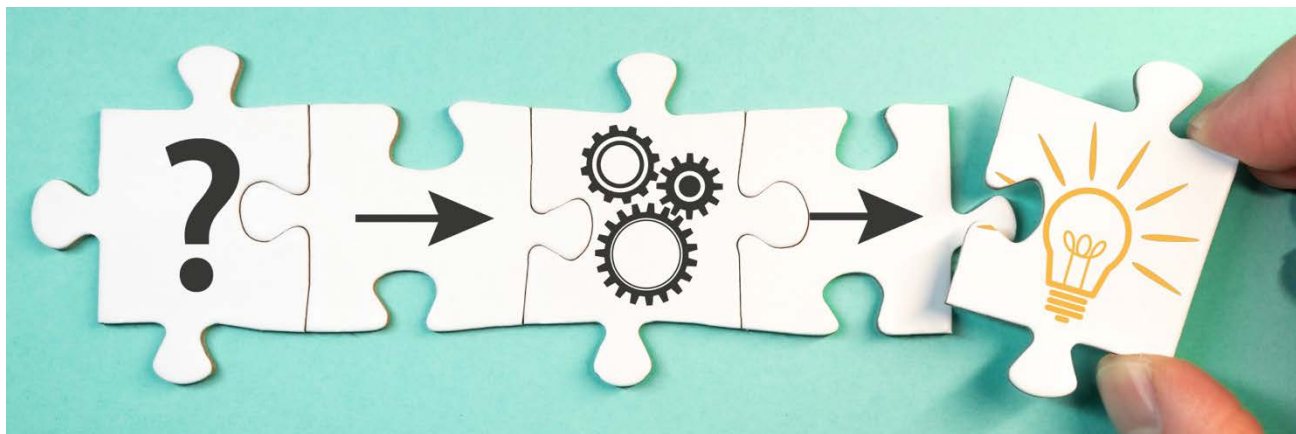
1. Create a job competency profile by listing all the tasks an employee in a specific position is required to do. The competency profile details WHAT duties an employee must be able to perform after training is completed. Often a position description includes enough detail to be used as a competency profile.
2. Develop task breakdowns for each competency which are specific and detailed. Breakdowns are a list of the steps it takes to complete each task on the profile. A task breakdown indicates HOW to perform each task and sets standards on HOW WELL the duty must be done.

JOB COMPETENCY PROFILE		
POSITION: CASHIER		DATE OF HIRE:
EMPLOYEE NAME: _____		
SKILLS / COMPETENCIES	C / N	COMMENT
Collect, sign for and check cash float at the beginning of each shift.		
Open the cash register.		
Replace paper receipt roll as needed.		
Perform cash transaction correctly.		
Issue correct change by counting aloud to customers.		
Complete change request form.		
Accept valid credit payment.		
Check credit payment limits with		
appropriate agency over the telephone.		
Prepare location sales summary.		

Task breakdown for:
ACCEPT VALID CREDIT PAYMENT

1. Ask the customer politely how payment will be made.
2. Recall the accepted credit cards and advise customer.
3. Check expiration date of card.
4. Telephone credit agency to obtain approval if purchase exceeds \$1000.
5. Write approval code on credit voucher.
6. Imprint voucher with card details and ensure that all information is legible.
7. Complete purchase details on voucher.
8. Politely request the customer to sign voucher and check that signature matches that of the card.
9. Return yellow copy of voucher to the customer along with the credit card.
10. Thank the customer for their business and invite them to return.

Learning Theories and Practice



Research into learning has been going on for more than a hundred years. There are many theories about the nature of learning and how people learn best. Although it is not necessary for you to be aware of all these theories, as trainers we can often use the findings of such research to design and deliver more effective training programs

Here are a few of the more useful theories and approaches for trainers:

- **Classical learning theory (Pavlov-Skinner et al)**
- **Kolb's learning cycle**
- **Bloom's hierarchy of learning**
- **Context-specific learning**
- **Stages of learning**
- **Multiple Intelligences (Gardner)**
- **Sensory learning preferences**

Theories including behaviourism, cognitivism, constructivism, workplace learning, and adult learning are all theories of learning available to assist trainers in their endeavours to deliver effective and efficient training relevant to the learning environment.

Behaviourism theory uses the key ideas from B.F. Skinner based on his ideas that rewards increase the likelihood that behaviours will be repeated, while punishments decrease the likelihood of repetition.

Cognitive theory is largely based on the work of Jean Piaget, rejecting the idea that learners are passive and simply react to stimuli in the environment. Instead of focusing solely on the observable behaviours cognitive theory takes into consideration the 4 stages of development which indicate the learner's ability to understand abstract and complex concepts.

Constructivist theory focuses on social interaction where the learning is a collaborative process. Learners develop their skills best when working collaboratively with others who have higher skills than their own. This can include pairing students together and using problem-based learning.

Workplace learning theory focuses on learning as a product and learning as a process. Here the learner develops the skills by actively engaging processes in the workplace.

Learner-centred approaches to teaching prioritize the unique needs and interests of each learner, while promoting active engagement, reflection, and self-directed learning. Students are encouraged to take an active role in their learning. This includes setting goals, identifying their own strengths and weaknesses, and taking responsibility for their own learning. Learner-centred practice also emphasizes the importance of feedback and assessment that helps learners to reflect on their progress and identify areas for improvement.

Adult learning theories take into consideration that adults have an existing base of knowledge and life experience, and their learning requirements are based on personal interest, wants, and needs. Adults understand why they are learning, and this should lead to naturally higher levels of motivation. Adult learners benefit from working things out for themselves and organising themselves (self-directed learning), and the role of the trainer becomes one of mentor, coach, and content expert.

Activity – Research Learning Theories

Using the Internet or other sources of information, research the Learning Theories listed above. Think about the training you have participated in as a student.

- What theories have been utilised in the delivery of the training?
- What are the advantages of using this theory?
- What are the disadvantages of using this theory?
- Which theory is most suited to the training you plan to deliver?

Learning Domains

The acquisition of knowledge, skills and habits is a developmental process. Information is recorded and synthesised according to the level of complexity, beginning with the simple and progressing to the more difficult. Experts in the field of education recognize three (3) domains or areas that learning can be characterised by.

In order for an individual to demonstrate learning as a product, i.e.: “A change in behaviour that can be observed and measured”, information must be presented sequentially using these domains as a guide.

An example of learning domains in action

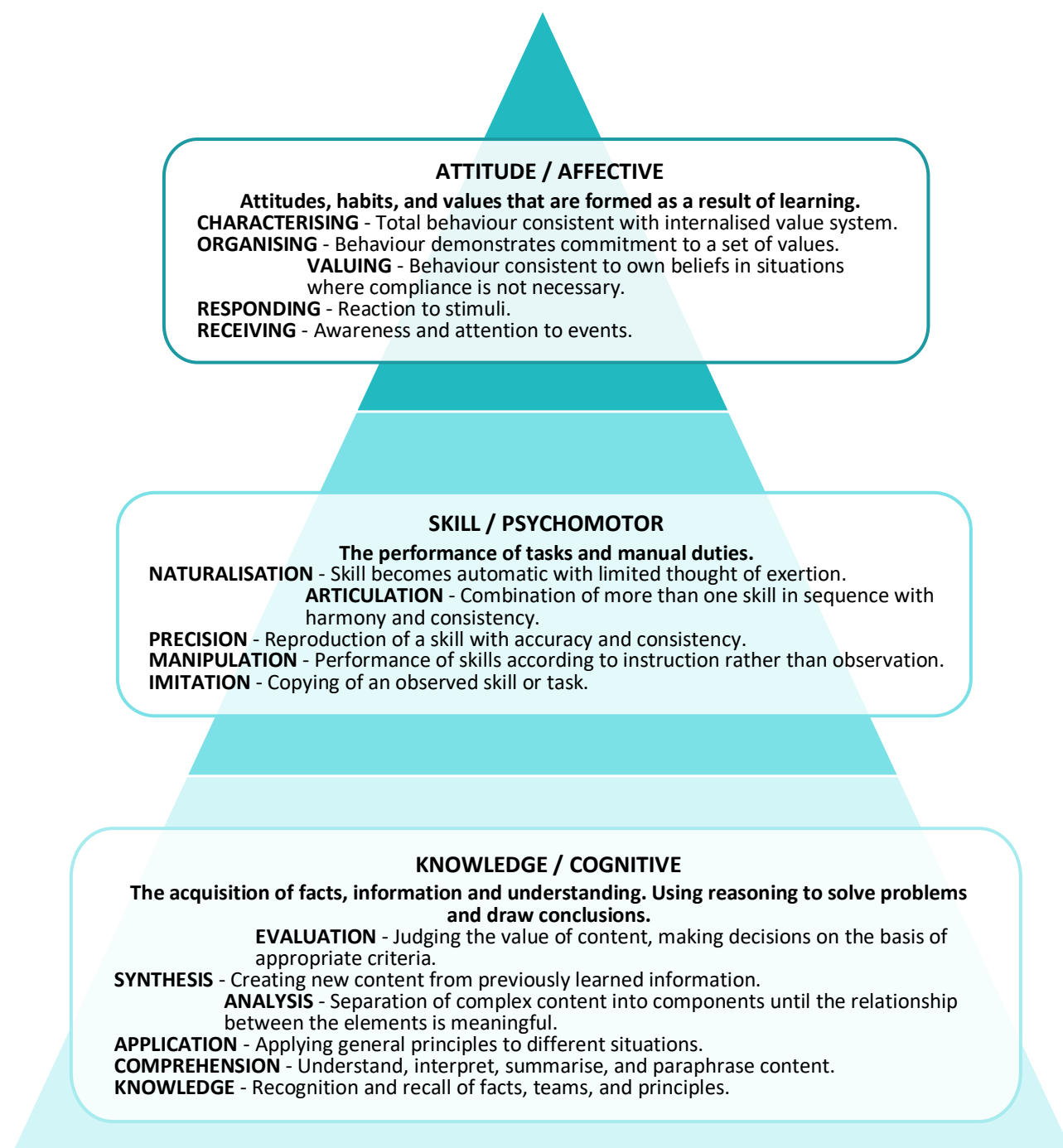
Making an espresso coffee	
Knowledge (Cognitive)	<ul style="list-style-type: none"> Procedures for espresso machine set up. Correct grind texture for coffee
Skill (Psychomotor)	<ul style="list-style-type: none"> Ability to texture milk correctly to the required temperature Handling multiple tasks in the process efficiently
Attitude (Affective)	<ul style="list-style-type: none"> Confidence in using the espresso machine Commitment to hygiene and safety



Bloom's Taxonomy identifies three domains of learning as:

- **Cognitive** – *knowing* – using your head (What questions?)
- **Affective** – *feeling* – using your heart (How questions?)
- **Psychomotor** – *doing* – using your hands (Performing)

The following diagram illustrates and defines the learning domains, giving sample characteristics for each. Start from the bottom and move upwards.



Principles of Learning

Learning principles are guidelines for the ways in which people learn most effectively. By reflecting these principles in the training process, training is likely to be more effective.

Primacy

"First impressions are the most lasting"

Exercise

"Repetition of new skills is needed for learning"

Intensity

"Vivid, exciting learning will be remembered"

Effect

"Learners accept and repeat pleasant experiences and avoid unpleasant ones"

Disuse

"Skills not practiced and knowledge not used are forgotten"

Sensory Learning Preference or Learning Styles (VAK or VARK)

Even experienced instructors often make the mistake of assuming that if they teach, the participants will learn. Although effective teaching usually results in at least some learning, the focus should be on participant outcomes rather than instructor inputs.

Learning is a process and a product. Primarily, it is gaining knowledge as a result of instruction; however, if this knowledge is not utilised, the time spent teaching has been wasted. Therefore, a change in behaviour must be observed and measured. In simple terms, learning gives a person potential, but it is performance that indicates that the potential has been realised.

Training is the process of sharing and teaching new knowledge and skills and refreshing previously learned information that will enable employees to do their jobs better.

It is important that trainers understand the process of learning in order to develop instructional strategies that will enhance learner outcomes. It is widely accepted that individuals have different learning styles, and these styles must be taken into consideration when planning a training session regardless of the actual content. A person's sensory learning preference determines how he/she will best receive information.

Visual: These learners like to take in information through the eyes. They like to see things written down, read books, watch a demonstration, look at pictures, diagrams and take notes.

Auditory: These learners like to get information through their ears. They like to listen to the trainer, repeat things in their head, and take part in discussions.

Kinaesthetic: These learners like to get information through their hands, bodies, or movement. They like to touch, move things around and write things down. They prefer experiential learning and hands-on activities. How can we make sure that all sensory learning preferences are accommodated in our course?

Often, **Read/Write** is also included separately in the learning style indicators. These learners like to read the instructions and write notes for themselves to revise later. They would prefer to be given the manual then attend a lecture or watch a video.

In order to maximise learning, an instructor must be aware of each participant's sensory learning preference or learning style and use this understanding to present information in numerous ways. No learning style is better than another but incorporating a variety of activities, training techniques and strategies will ensure that each participant can learn, comprehend, and retain information.

When a learner is equally adept at using more than one of the learning styles – we call this **Multimodal**.

Activity – What is your preferred Learning Style

There are several sites on the Internet where you can find out your preferred learning style.

Take a couple of minutes to complete the online questionnaire and find out what learning style seems to be your preferred style. Then think about the way you learn. Do you agree with the results?

Don't forget to read the instructions before you start the quiz. You can have more than one answer to each question.

<https://vark-learn.com/the-vark-questionnaire/>

Adult learning



An individual's desire to participate in training is often the result of a changing personal, social, or vocational situation. Consequently, programs must be designed to satisfy the interests and needs of the participant. The adult learner returning to study is entering an unfamiliar environment. Prior experience with training and education will influence the learning process and the individual's reaction to the training session.

An adult who has realised a deficiency in their skills or knowledge has accepted this and decided to take action to improve the situation. This scenario leads to positive expectations. Occasionally however, an adult attends a program because a superior has ordered that updating or re-skilling is required. This usually leads to negative reactions because the participant interprets this as an insult to their expertise. When this occurs, it is important for the instructor to communicate respect while explaining the purpose of the program in a positive manner.

Malcolm Knowles popularised the concept that in order to be effective, adult education should be approached somewhat differently to the manner used for child education. He made some assumptions about adult learners that can assist a trainer in meeting the needs of adults.

1. **The need to know** – Adults need to know why they should learn something before committing to the learning process.
2. **Self-concept** – Adults have the ability to make decisions and take responsibility for their own actions, so they often resent situations where they feel that others are imposing their wills upon them.
3. **Experience** – Adults have a wide body of pre-existing knowledge and skills.
4. **Readiness to learn** – Adults are prepared to learn when they have an immediate need for the knowledge or skills to help them cope effectively with their real-life situations.
5. **Motivation** – Adults are motivated intrinsically (personal motivators such as job satisfaction and quality of life) as well as extrinsically (reward factors such as promotion, higher salary etc).

Implications for training

- **Confirm the benefits of learning**

Spend time at the beginning of the training to help participants identify personal and professional benefits they will obtain from the content. You might need to find out exactly what motivates each participant.

- **Be flexible**

Involve participants in decisions such as times for breaks. Promote self-directed activities, problem solving and case studies. Allow participants to track own progress while giving feedback and coaching.

- **Tap into experience**

Check existing knowledge and skill levels before the commencement of training. Request participation and contribution. Encourage discussion rather than lecturing. Explain how each session can be of practical benefit

- **Be aware of baggage**

Adult learners often bring attitudes, biases and habits that have been formed and consolidated over many years and these are sometimes hard to break. Encourage differences of opinion as an asset to problem solving by generating non-judgmental discussion. Set appropriate behaviour guides to eliminate undesirable contributions such as racist and sexist comments

- **Timing is important**

Conduct the training when the knowledge and skills can be applied quickly and in real circumstances.

- **Ensure relevance**

Training content and examples need to be relevant to the personal or professional lives of the participants. Use appropriate case studies and develop activities that are focussed and practical where possible.

We can summarise the above strategies which are often referred to as **Adult Learning Principles**:

- Adults learn best when the content/training is relevant to them
- Adults learn best when they are shown respect
- Adults learn best when their prior experience and life skills are recognised
- Adults learn best when they are given timely feedback
- Adults learn best when they can put the new skills into practice



Young Learners

Young learners in the VET sector are informally defined as being between 15 and 18 years old, often still attending high school.

Whilst there are similarities between learners of all demographics, young learners have some specific characteristics and needs that will influence the planning, delivery and assessment of learning opportunities. Outlined below are the most important factors to consider when supporting and training young learners.

1. Safe and supportive learning environment

A hostile or threatening learning environment can negatively impact a student's mental and emotional wellbeing. This can include verbal or physical aggression from teachers or peers, as well as policies or practices that discriminate against certain students.

Students thrive in an environment where they feel safe and supported. This means creating a physically safe space that is free from hazards, as well as emotionally safe space where students feel valued, respected and included.

2. Developmental stage and individual differences

Young learners are undergoing significant developmental changes. Trainers should be aware of individual differences in physical, emotional, social and cognitive development, and use this knowledge to tailor their delivery approach accordingly. This can be done by adopting a student-centred approach where the trainer acts as a facilitator of learning, rather than the primary source of knowledge. This approach allows for individual differences in pace, style and interests, and providing support as needed.

3. Relevance and engagement

Young learners are more likely to engage with learning when they can see the relevance of the material to their lives and interests. Trainers can increase engagement by using examples and activities that relate to real-life situations, and by providing opportunities for student choice and input in the learning process.

Teachers who make learning engaging and relevant, and who help students discover their passions and interests, can help foster a love of learning that can carry over into other areas of their lives. Students who are engaged and motivated to learn are more likely to experience a sense of fulfilment and wellbeing.

4. Peer relationships and social dynamics

Peer relationships and social dynamics play a significant role in the lives of young learners, and can impact their learning and motivation. Trainers can address this by creating a positive and inclusive classroom culture that values diversity and encourages collaboration and mutual respect.

Additionally, trainers can foster positive relationships with students by being approachable, supportive and empathetic. Building positive relationships with students can help create a sense of belonging and support. Teachers who take the time to get to know their students, show an interest in their lives, and provide emotional support when needed can help students feel more connected and engaged in learning.

5. Technology and digital literacy

Young learners are highly engaged with technology, and trainers should incorporate technology in their delivery methods to increase engagement and foster digital literacy. Trainers should be familiar with the latest educational technologies and platforms, and use them in ways that support learning goals and student engagement.

6. Autonomy and responsibility

As young learners transition to adulthood, they are increasingly seeking autonomy and responsibility. Punishment or humiliation as a teaching method can be damaging to a student's self-esteem and can create a negative association with learning. This can include practices such as public shaming, withholding recess or other privileges, or using physical punishment.

Trainers can support this transition by providing opportunities for students to take ownership of their learning, set their own goals, and make decisions about their own learning. Trainers can also encourage responsible behaviour by setting

clear expectations and consequences, and providing opportunities for students to practice decision-making and problem-solving skills.

7. Recognition of individuality and culture

Disrespecting students' cultural backgrounds or identities can lead to feelings of shame and isolation, and can negatively impact a student's sense of self-worth. Similarly, when trainers ignore or dismiss individual learner needs, it can lead to feelings of frustration, isolation, and neglect. This can include ignoring or dismissing requests for help or support, failing to provide necessary accommodations for students with disabilities, or failing to address concerns raised by students or their parents.

It is important for teachers to create a culturally responsive learning environment that values diversity and promotes inclusivity as well as consideration and respect for individuals.

8. Habits – healthy and otherwise!

Encouraging young learners to develop and maintain healthy habits can have a positive impact on their physical, emotional and mental wellbeing. This includes promoting healthy eating habits, encouraging regular exercise and getting enough sleep. Trainers can also promote mindfulness and relaxation techniques, and encourage moderation in the use of technology and social media.

Learner issues

At some point, young students may have difficulties with learning or learning relationships. Below are some of the specific issues that are common in young learners as well as strategies that trainers can use to support learners with these difficulties:

1. Poor performance:

A young learner may be struggling with a particular unit, concept or skill, resulting in poor performance. Trainers can offer additional support through one-on-one tutoring or small group instruction, or provide alternative instructional strategies to help the student better understand the content.

2. Lack of engagement or motivation

A young learner may show little interest or enthusiasm for learning, which may be a sign of boredom, frustration or lack of confidence. Trainers can increase engagement by offering more choice in learning activities, using interactive and hands-on approaches, and providing opportunities for students to connect their learning to real-world contexts.

3. Difficulty with social interactions

Young learners may have difficulty forming positive relationships with peers or may exhibit inappropriate social behaviours. Trainers can help to support positive social interactions by modelling and reinforcing positive behaviours, teaching social skills explicitly, and providing opportunities for students to work collaboratively and cooperatively.

4. Behavioural issues

A young learner may exhibit disruptive or challenging behaviours, which may be a sign of underlying emotional or behavioural issues. Trainers can work with professionals to identify and address the underlying causes of these behaviours, and provide a supportive and structured learning environment that meets the needs of the student.

5. Difficulty with executive functioning

Young learners may struggle with executive functioning skills, such as planning, organization, time management and self-regulation. Trainers can provide structured routines and schedules, use visual supports to help with organization and planning, and provide opportunities for students to practice self-regulation strategies such as mindfulness and deep breathing.

Overall, by observing and responding to cues that indicate a young learner may be having difficulty with learning or learning relationships, teachers can provide targeted support and help students to succeed academically, socially, and emotionally.

The impact of legislation and standards on your training

As discussed in the Design Cluster Training Manual, you will need to know about the environment in which you will deliver the learning. For example, you are required to have knowledge of the relevant:

- National standards, codes of practice, and Commonwealth and State/Territory legislation including licensing requirements, industrial relations requirements and workplace health and safety (WHS) obligations, privacy policies and copyright legislation
- Organisational WHS policies and procedures including internal policies and procedures to meet WHS requirements and hazards commonly found in the work environment to which learning is related
- Business or industry knowledge specific to the training
- Training Packages and their competency standards.

Some of the key national and state legislation and regulatory requirements that impact educational institutes, trainers and teachers who deliver training to under 18 year old students in Australia:

1. Education and Care Services National Law Act 2010

This national law regulates the provision of education and care services for children from birth to 13 years of age. It sets out requirements for the operation and management of these services, including staffing ratios, qualifications and training for educators, and health and safety standards.

2. Child Protection Laws

Each state and territory in Australia has its own child protection laws, which require schools to report suspected child abuse or neglect to the appropriate authorities. Additionally, educational institutes are required to have policies and procedures in place to protect students from harm while they are on premises or participating in learning activities.

3. Disability Discrimination Act 1992

This federal law prohibits discrimination against people with disabilities in education, including the provision of reasonable adjustments to enable learners with disabilities to participate fully in education and training.

4. Privacy Act 1988

This federal law sets out privacy principles that schools must comply with when handling personal information, including young learner records.

5. Working With Children Check

In most states and territories, anyone who works with children must undergo a Working With Children Check to ensure that they do not pose a risk to children. This includes teachers, trainers and other education professionals.

6. Teacher Registration

Each state and territory has its own teacher registration board, which sets out requirements for becoming a registered teacher. These requirements typically include completing a teacher education program, passing a content knowledge exam, and completing a certain number of supervised teaching hours.

7. Occupational Health and Safety Regulations

Educational institutes, including VET providers are required to comply with state and territory occupational health and safety regulations.

It is important for VET providers and all staff who work with learners under 18 in Australia to be familiar with these laws and regulations to ensure that they are providing a safe and effective learning environment for their students.

Catering to individual differences

The Standards for Registered Training Organisations (RTOs) 2015 provide the following nationally agreed definition of access and equity.

“Access and equity mean policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.”

Through the implementation of Access and equity policies and approaches, the benefits of participating in vocational education and training are available to everyone on an equitable basis.

While States and Territories may use a range of terms and definitions regarding equity, the goals of all VET policies on equity are the same nationally: to improve access to and outcomes from VET for all clients and potential clients. In meeting individual needs, past and present barriers to VET entry and success must be recognised and addressed. Some groups within the community have experienced more severe barriers than others and therefore continue to need assistance in accessing VET and achieving their goals.

Two groups who are recognised nationally as particularly under-represented in some areas of VET are:

- Indigenous peoples
- People with a disability

Other groups that may experience particular difficulties include:

- people with few financial resources
- people with low socio-economic status
- people with low literacy and numeracy skills
- people from culturally and linguistically diverse backgrounds - English as an additional language
- women where they are under-represented
- mature aged people (with potential low digital skills)
- people from rural and remote regions
- offenders and ex-offenders

Barriers experienced by individuals will depend on many factors, not just whether they fall into one or more of the above groups.

Everyone is different and we all learn differently. We also have diverse personal characteristics, cultural backgrounds, levels of past education, family experiences, work, and personal life experiences. These variations mean that training needs to be offered in flexible ways and with a range of support mechanisms.

Our main purpose in conducting training is to help learners learn! To do this effectively, we need to find out what they need to learn and also how they prefer to learn. Learners and their individual needs must be the focus of our planning and delivery. Each participant requires varying levels of support and guidance in the learning process. Differences may be evident in the following areas:

- | | |
|------------------------------|-----------------------------------|
| ● Level of confidence | ● Nationality/Cultural background |
| ● General knowledge | ● Age |
| ● Work skills and experience | ● Physical ability |
| ● Gender | |

It is important to cater to these differences as much as possible to ensure positive learning outcomes and demonstrate that you are concerned about meeting each trainee's particular needs. Find subtle ways to do this that don't make it obvious that certain trainees receive special attention. To do this, you must get to know your trainees before the training commences either by speaking with them personally or requesting background information through a questionnaire or discussion with their supervisor.

Access and Equity in practice

Access generally refers to the ability to enter training. Improving access might involve strategies such as improving physical access to a training venue; ensuring that selection criteria do not discriminate against learners; adapting marketing activities to encourage all learners. Access issues form a sub-set within equity issues.

Some examples of practising access in an RTO environment would be:

- Making sure your training venue has ramps and disabled toilets
- Providing adjustable lighting and plenty of room to move around
- Flexible training activities that can be adjusted to suit individuals

Equity is a term used to cover issues relating to access, participation, and achievement of outcomes in VET. Equity issues cover a wide range of matters. Equity strategies include providing a supportive learning environment; adjusting assessments to meet individual circumstances; implementing policies on fee reduction; developing and using inclusive training materials. Essentially, equity refers to the capacity for all learners to achieve results in training and to receive training in an inclusive environment with inclusive materials.

Examples of practising equity in an RTO environment would be:

- Discounted courses and/or payment plans for disadvantaged persons
- Accessibility to a range of interpreters
- Flexible training materials that can be adjusted to suit individuals

Equity is about ensuring that all people and all groups of people participate, have the opportunity to reach their full potential, make choices and receive responsive and appropriate products and services to suit their needs and requirements. In other words, the destination for all learners is the same but the journey may be different. For example, some learners may gain qualifications through a Recognition of Prior Learning (RPL) process; others may complete training before being assessed; and some learners may need more time than others, because of family responsibilities or because they are returning to learning after a long interval.



What is culturally sensitive communication?

The interaction between individuals and their cultures makes cultures dynamic and ever changing.

Cultural differences can create barriers to learning including language and literacy, cultural traditions, and cultural assumptions.

Recognising the cultural diversity within your training environment helps meet the educational and welfare needs of your students.

You can learn more about the richness of diversity of your students by looking carefully at the enrolment form. The enrolment form will collect AVETMISS data which includes information about a student's prior education, their country of birth, languages spoken at home, if the student identifies as Aboriginal or Torres Strait Islander and if the student has any disabilities.

There are important things to consider when training in a culturally diverse environment:

- Make sure the course content reflects a range of cultural perspectives on issues
- Avoid presenting one view and giving the impression that it is a universal truth
- Encourage students to provide examples from their own culture and experience
- For Indigenous students - ensure you do a acknowledge country, pre-frame any video or pictures if it contains deceased persons
- Check in for understanding, speak clearly and slowly and have them repeat in their own words to confirm understanding
- Muslim person - Trainers should be mindful not to physically touch the opposite sex as this is not allowed in this culture. Allow for prayer time and be sensitive during Ramadan/fasting, acknowledge this student may have low energy during Ramadan.

The NSW Department of Education provides key messages on cultural diversity:

- culture is complex and dynamic
- culture is not the same as identity
- culture is a widely contested term
- culture influences perspectives and identities
- culture adapts with migration, across generations and place and with intermarriage
- culture can be expressed in a variety of ways
- culture can be invisible
- culture does not define people
- culture can include ways of behaving, thinking, valuing and being in the world.

Source: [Culture and diversity \(nsw.gov.au\)](https://www.nsw.gov.au/culture-and-diversity)



Equal Employment Opportunity (EEO) and Anti-Discrimination

Equal employment opportunity (EEO) and anti-discrimination ensures we have diversity in the workplace which means having employees from a wide range of backgrounds. This can include having employees of different ages, gender, ethnicity, physical ability, sexual orientation, religious belief, work experience, educational background, and so on.

In Australia, national and state laws cover equal employment opportunity and anti-discrimination in the workplace. You're required by these laws to create a workplace free from discrimination and harassment. It's important that as an employer, you understand your rights and responsibilities under human rights and anti-discrimination law. By putting effective anti-discrimination and anti-harassment procedures in place in your business you can improve productivity and increase efficiency. This also applies to the classroom; students must have equal opportunities to participate in training regardless of their background.

The Australian Human Rights Commission has a range of fact sheets to help you develop effective policies and best practice guidelines. The Fair Work Ombudsman also provides education and assistance for employees and employers on preventing discrimination in the workplace.

<https://humanrights.gov.au/>

<https://www.fairwork.gov.au/how-we-will-help/templates-and-guides/fact-sheets/rights-and-obligations/workplace-discrimination>

<https://www.business.qld.gov.au/running-business/employing/employee-rights/anti-discrimination-eeo>

Self-reflection Activity – Describe ways that you could cater to the following individual differences

Mature aged student with slight hearing loss
Student whose spoken English is limited
Shy student who appears to lack confidence
Student in a wheelchair
Unemployed youth
Female student in a male dominated training environment

Workplace Health and Safety (WHS)

Work Health and Safety legislation requires that those undergoing workplace training and assessment are not placed at risk to their health and safety by activities in the learning program or assessment tasks.

In Australia, there are three Acts that refer to WHS. You need to look at the legislation relevant to your state.



STATE	WHS LEGISLATION
QLD, NSW, S.A., N.T. A.C.T, TAS	WHS ACT (2011)
W.A	Work Health and Safety Act 2020
Vic	Occupational Health and Safety Act 2004 (OHS Act)

Note: The terms ‘occupational health and safety’ (OHS) and ‘work health and safety’ (WHS) are equivalent, and generally either can be used in the workplace. In jurisdictions where model WHS laws have not been implemented, registered training organisations (RTOs) are advised to contextualise the learning by referring to existing WHS legislative requirements in that State.

Safety in the Learning Environment

A safe learning environment is one where the risk of harm is minimised, and students feel secure. Harm relates not only to dangers in the built environment, involving such matters as architecture and construction, lighting, space, facilities, and safety plans; harm may also refer to violence, physical threats, verbal abuse, threatening gestures, sexual harassment, and racial vilification.

Trainers have a “duty of care” to ensure the health and safety of learners. As part of exercising this duty of care, trainers must:

Complete a Hazard Identification and Risk Assessment check of the training venue to ensure that it is appropriate and safe for the anticipated training and is free of any hazards.. It is a good idea to use a safety inspection checklist so that results can be documented and any identified hazards can be mitigated.

Learn the WHS procedures relevant to the venue. This might include: the emergency evacuation procedure, obtaining the name and contact details of WHS officer and finding out where the first aid kit and muster points are located.

Provide WHS information to learners and monitor safety throughout the training. WHS information will need to be provided when learners are first advised about the training, at the beginning of the training session, throughout the training and upon conclusion.

Learners also have a WHS responsibility to take reasonable care of, and cooperate with actions taken to protect the health and safety of both themselves and others. follow all WHS practices, identify unsafe situations, and hazards that may make it unsafe to continue work, report incidents and near misses, apply personal protective equipment supplied and attend WHS meetings as required by their organisation. Seek assistance with unfamiliar tasks prior to commencement.

WHS information needed BEFORE training starts	<ul style="list-style-type: none"> How to get to the venue and how long they should allow for travel What to wear and bring with them What they need to do before training
WHS information needed AT THE START of the training	<ul style="list-style-type: none"> Emergency evacuation procedure and meeting points First aid information Behaviour expectations and instructions Instructions relating to personal comfort and safety
WHS information needed DURING training	<ul style="list-style-type: none"> Reminders of behaviour and instructions particularly if non-compliance is evident Instructions for specific activities
WHS information needed at the END of the training	<ul style="list-style-type: none"> Remind learners of safe work practices when working independently. The safe transition of learning to an active workplace should be monitored by a trainer or supervisor where possible.

Record and report any incidents or near misses. It is likely that the training venue will have a specific document for reporting however, you should take a copy of this or note the event in a diary or similar.

Note: the terms Workplace Health and Safety (WHS) and Occupational Health and Safety (OHS) are equivalent and either term will be used depending on the State that you train in. For instance, Victoria and Western Australia will refer to OHS legislation whilst all other states refer to WHS legislation.

You should become familiar with the relevant legislation in your State.

Additional reading and research:

<https://www.worksafe.qld.gov.au/laws-and-compliance/workplace-health-and-safety-laws/laws-and-legislation/work-health-and-safety-act-2011>

<https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards>

<http://www.distance.vic.edu.au/wp-content/uploads/2015/09/SAFETY.pdf>

Privacy

All training organisations have a responsibility under the Standards for RTOs to ensure the privacy of their learners. RTOs must have a privacy statement that they provide to potential learners on enrolment, advising of the security processes around the collection, storage and use of their enrolment and training records.

Trainers and other staff members of the RTO must ensure student data is protected. This means that you can't give out student information without their permission. An example of this would be if a potential employer called the RTO and asked for the student's results or their progression history whilst on the course. This information could not be provided unless the student had given written permission to the RTO to disclose the information.

Registered Training Organisations are required to report **Total VET Activity** to the National Centre for Vocational Education Research (NCVER). This means that the RTO must collect and report full enrolment and results data relating to all students. This is commonly called the AVETMISS data. All students have a Unique Student Identifier (USI), and the exported data is then imported into the USI Student portal ensuring that students can access their results at any time in the future. The data in the portal starts from 2015.

Additional reading and research:

<https://desbt.qld.gov.au/training/docs-data/statistics/rto-data>

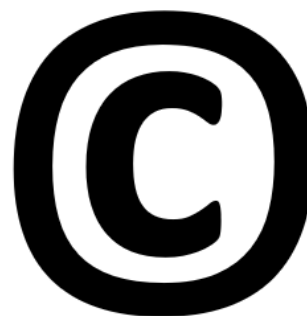
<https://www.dese.gov.au/skills-and-training/announcements/data-provision-requirements-update>

<https://www.ncver.edu.au/rto-hub/statistical-standard-software/standard-enrolment-questions-example-form>



Copyright

To deliver high quality vocational training and education, RTOs need to access and use information quickly and efficiently from a variety of sources such as textbooks, websites, newspapers, and journals. However, there is often uncertainty around what information an RTO can legally use. Here are five things RTOs need to keep in mind when copying and sharing copyright content for educational purposes.



1. You can't copy a copyright work without permission or a licence.

Most works are covered by copyright. If your staff members copy and share text, tables, graphs, or images that were created by others, they will usually need permission from the copyright owner.

Using even a very small part of someone else's work can require permission if that part is important or integral and was the result of skill and time.

Australia's copyright law does allow the use of up to 10 per cent of a work without permission in special circumstances (e.g. a student can use 10 per cent of a work for research or study). However, educators are generally not allowed this 10 per cent leeway. There are exceptions to this:

- if you obtain permission from the copyright owner
- if your organisation is covered by the statutory education copyright licence – this is covered in more detail in point 5.

2. Internet content is not necessarily free to use

News articles, graphics, and images available at the touch of a button, and it is now easier than ever to copy, share, download or email creative content.

These works, even though they are on the internet, are usually copyright-protected. Under Australian law, copyright applies automatically to written and artistic works from the moment they are created or fixed in some way – whether offline or online.

Most websites contain information about terms of use or a copyright notice. These state what you can and can't do with the content on the site. Even if there are no terms of use, content on the internet is protected by copyright in the same way as any other content.

3. Crediting the content creator when using their work is not always sufficient

Under the 'moral rights' provisions in the *Copyright Act 1968* (Commonwealth), you must:

- credit the author of the content you use unless it is reasonable not to (or the author has consented to not being credited)
- not credit work to a person who was not the creator
- avoid making changes or additions to works that are unreasonably 'derogatory' (prejudicial to the creator).

It is important to note that credit alone is not always sufficient. The economic rights of the copyright owner also need to be addressed. Depending on how you are using the work, the copyright owner might only require a credit, but they might require a payment too.

4. RTOs are responsible for the copyright compliance of their employees

It is your responsibility as the RTO to ensure content used by your staff members and casual educators is licensed whenever relevant. This includes everything from textbooks to digital resources such as online newspapers and blogs.

To avoid copyright breaches, you need to:

- monitor which materials educators are using across all classrooms on a daily basis
- find and contact the owner/publisher of a copyright work to seek permission every time you wish to use a portion of their material
- arrange payment of a licence fee when required.

Alternatively, 'blanket' licences have been developed to help educational organisations manage copyright risk and enable faster workflows. A blanket licence covers the whole institution and allows educators immediate use of content from any source. This gives you the freedom and flexibility to provide students with a wide range of content, and supplements course materials you may be developing or purchasing from a third-party supplier. Point 5 provides more detail on blanket licences.

5. Three entities manage the 'blanket' copyright licences available to educational organisations



The Australian Government appointed the Copyright Agency to manage the education copying scheme (Statutory Education Licence). The scheme provides a blanket copyright licence allowing educational institutions to copy and share text and images for educational purposes in ways that usually require permission, provided that fair compensation is made to the creators of content. <https://www.copyright.com.au/>

The Copyright Agency has arrangements with peak bodies for schools and universities, and individual agreements with more than 1,000 other private education providers. This includes private colleges, RTOs, training arms, community colleges and kindergartens. The agency has also developed a cloud-based digital library—called Flex—to help educational institutions manage their copyright compliance when compiling reading materials.



The Australian Government has also appointed Screenrights to manage the licence that allows educational institutions to copy and share broadcast content, such as documentaries shown on television. <https://www.screenrights.org/>



There are also similar arrangements available with APRA | AMCOS for music licences. <https://www.apraamcos.com.au/>

ASQA <https://www.asqa.gov.au/news-events/news/five-things-rtos-should-know-about-copyright>

Record Management and Reporting

It is important for RTOs to record the results of all student training and assessment in a secure way. This may be a paper-based system or most likely will be an online system. RTOs also have a reporting obligation as part of the Standards for RTOs where all student data must be exported for **Total VET Activity Reporting**. Therefore, most RTOs will use a reporting database such as VETTRAK, Axcelerate or Wisenet.

Trainers and assessors have a responsibility to ensure accurate and timely data is provided to the administration team of the RTO to record student contact, attendance of training, progression, follow-up, and results.

On completion of training and assessment, competency will be recorded. The RTO must ensure that all student data is kept in a secure place and backups exist. A student can ask for copies of their records at any time.

RTOs must keep all evidence of student assessments for at least 6 months or till the end of the appeals process which ever is longer. Student results (Certificates or Statements of Attainment) must be issued within 30 days. All student data must be exported to NCVER at least annually and results are transferred to the USI student portal. The RTO must keep all student results data for 30 years.

Industry Licensing Requirements

Licensing, legislative and certification requirements may apply to specific industries and VET. They vary across each State and Territory and can regularly change. When preparing to deliver training in your industry, you should contact the relevant State or Territory Department/s to check if licensing/registration requirements apply. Licensing, legislative or certification requirements that apply are also documented in each Unit of Competency. The companion guides of relevant Training Packages may also provide additional information.

Examples of industries that require licences include Real Estate, Security, Hospitality and Construction. For instance, to work as a schoolteacher in Queensland you must be registered with the Queensland College of Teachers and to be an electrician in Queensland you must hold an electrical work licence.

Additional reading and research:

<https://www.qld.gov.au/jobs/education/registration>

<https://www.fairtrading.nsw.gov.au/trades-and-businesses/licensing-and-qualifications>

<https://www.consumer.vic.gov.au/licensing-and-registration>

Ethical Dilemmas

Ethical Dilemmas occur in education when the teacher or trainer finds themselves torn between the welfare of the students, the benefits to the organisation or workplace, compliance, and their own professional ethics.

Trainers and assessors must act ethically at all times. Remember, that “ethics” is defined by the Macquarie Concise Dictionary as “A system of moral principles, by which human actions and proposals may be judged good or bad or right or wrong”.

To assist you to navigate through ethical dilemmas you should refer to the RTO policies and procedures, the Standards for RTOs, and any legislation.

An example of an ethical dilemma may be plagiarism – do you overlook it, or do you fail the student – you should refer the student to the appropriate policy and report to the appropriate person. Another example of an ethical dilemma is when a student wants to enrol in a course, however, you know that it won’t lead to a job outcome for them. What should you do?

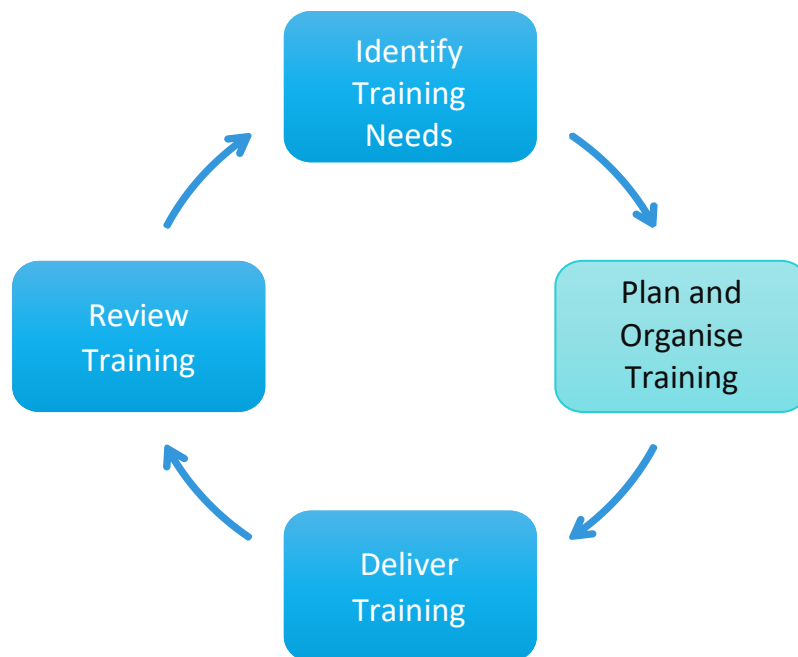
Additional reading and research:

<https://examples.yourdictionary.com/ethical-dilemma-examples.html>

https://education.biu.ac.il/sites/education/files/shared/TAT_16_DEC_2010.pdf



Planning Training Sessions



As you begin planning and organising your training session, you will need to be aware of the basic session structure. Training sessions are broken up into three distinct parts. These are:

The Introduction

The first, and most important, opportunity for you to ensure participants are welcome, to build rapport and develop their trust. This opportunity is often wasted by inexperienced trainers. Steps include: Welcome, OHS, establishing learner expectations, course rules, the parking lot and **GLOSS**. (explained in greater detail in the Delivery Step)

The Main Body

Main topic area of skills/knowledge transfer, broken down into a series of logical steps (chunks) to maximise the uptake of learning. The Learning Outcome(s) determines the content and structure of the Main Body.

The Conclusion

Confirming learner achievement of outcomes/feedback and future learning. Otherwise reinforce the benefits of what they have achieved.

Assembling the content

Determining the content of a training session or program is perhaps the most crucial and time-consuming aspect of preparation. The content must be relevant to the goals of the organisation and the participant's expectations. It is usually advisable to research relevant information before designing training. List possible sources of information in the space provided below.

Self-reflection Activity - Make a list of possible sources of information	
e.g., Equipment User Manual	

Once you have obtained the resources to assist in delivery of a relevant, interesting, and appropriate training session, you will need to sequence the content to maximise participant learning and retention.

Sequencing of content can be done by:

- **Easy to Difficult** – start with simple, practical, and easily observable skills and progress to more complex tasks.
- **Global to Specific** – work from the “big picture” towards fine detail so that content is put into context.
- **Familiar to Unfamiliar** – review knowledge and skills that participants currently use before introducing new information and tasks.
- **Cause and Effect** – can be used in contingency planning where there is more than one correct solution. Participants learn by selecting the most desirable effect.
- **Concrete to Abstract** – start with “real” examples and progress to those that might involve imagination or a “what if” scenario.
- **Order of Importance** – information and skills that are vital take precedence over less important although relevant details.
- **Problem/Cause/Solution** – each aspect is carefully detailed so that participants have an in-depth understanding of the material in context.
- **Chronological Order** – suits skills that must be performed in a specific sequence.

Facilities and environment

The setting and equipment required for the training must be prepared so that the environment is conducive to learning. The organization of the training area depends on the size of the group and the anticipated activities.

Training demonstrations that take place in the work environment should be organised for nonpeak periods to minimise disruptions. Particularly large groups may necessitate resources and equipment being set up in a designated training area.

In all instances, moving space should be allowed and the instructor must ensure that all participants have a good view of the trainer, resource materials and other participants. External noise and visual distractions should be minimised so that learners can concentrate on what they are supposed to be doing – learning!

Resources

An effective instructor will always incorporate a variety of teaching resources to support the educational process. The inclusion of visual, audial, and kinaesthetic aids will augment learning and retention rates.

Self-reflection Activity - Make a list of resources that could be used in training

e.g. Laptop and Data projector

Hints for using common resources:

Whiteboard & flipcharts

- Print legibly using wide tip markers.
- Use bold coloured pens to highlight main points and headings.
- Keep content short and simple - one idea per page.
- Use bullet points.
- Avoid using 'invisible' colours such as yellow and orange.
- Don't face the board or chart when speaking to the group.
- Use a pointer.
- Leave a blank page between flipcharts to avoid 'bleeding'.
- Check your writing for visibility, clarity, logical layout, and neatness.
- Allow time for note taking.



Videos/DVDs

- Know how to access appropriate video content – this may be online, on a USB or DVD.
- Know how to use the monitor, television or smart board and remote control.
- Preview the content before using it in class, consider appropriateness, language, relevance.
- Show reasonable segments with breaks or debriefs between.
- Ensure relevance of video to any written material or other content

Projector & computer

- Ensure bulbs in the projector are working.
- Ensure that you have a good understanding of how to operate the projector and connection to the computer.
- Focus the images and have the computer volume at a comfortable level for participants to hear audial cues.
- Use manual rather than timed transition to allow for discussion between information and images if appropriate.
- Position the projector so it does not obstruct the view of any participant.
- Use a laser pointer on the projector rather than on the screen.
- Turn the lights off if quality is low - while explaining information.
- Use the ON-OFF technique and hide material not yet introduced.



Handouts

- Produce enough handouts for all participants.
- Decide when handouts will be distributed.
- Consider what will happen if you give the handouts to the students at the beginning of the session – will you retain their attention?
- Check the format for consistency, neatness, errors, accuracy, and content.
- Use illustrations for interest if appropriate.

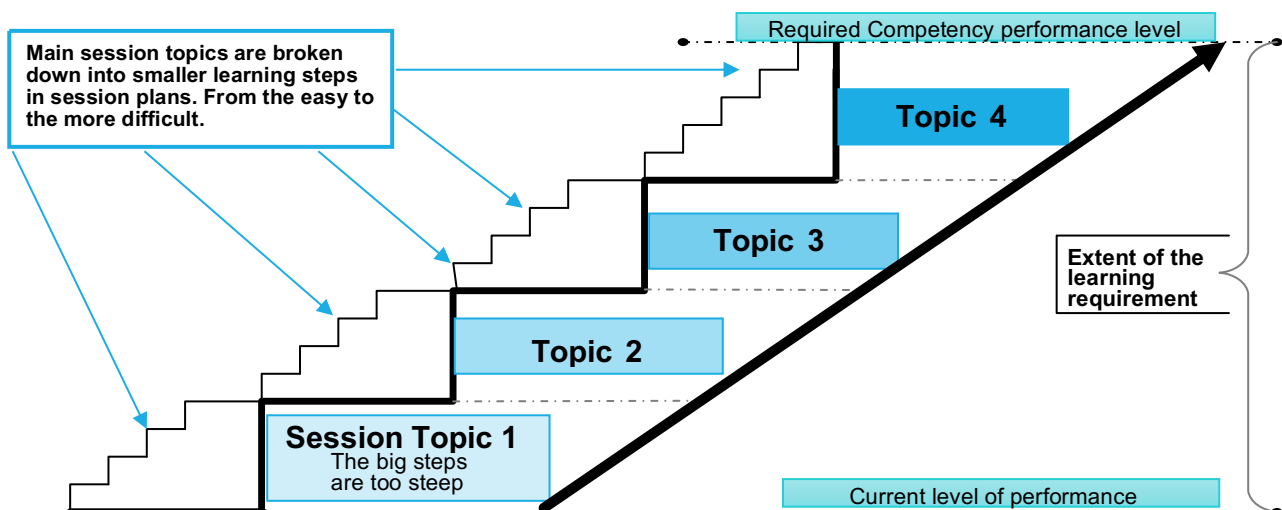


Session planning

Preparation is the key to the success of a training program. A well organised instructor who has taken the time to prepare resources, define the content of the training session, practice delivering the material and review the effectiveness of previous sessions can be confident of achieving objectives.

Facilitation – a process of delivering learning topics for participants

“It’s not enough to stare up the steps – we must step up the stairs”. Vance Hayner



Session plans are commonly used even by experienced trainers as the foundation of their planning. A session plan is basically a set of notes prepared to show in a logical order, the desired progression of the session.

Why do trainers make and use session plans?

- They give the trainer and the trainees a clear idea of what they will be doing and what is expected of them.
- They are a record of the training session for future reference.
- They are useful if another trainer has to take over the training.
- They ensure consistency of training content when trainees are trained at different times.
- They ensure that the trainer does not forget important steps because the content is sequenced logically.

Seven steps in preparing your session plan:

1. List the objectives of your training session.
2. Determine the content based on the objectives.
3. Order your information in a logical sequence.
4. Identify training aids or learning resources required for each segment.
5. Summarise key points (objectives) and add linkages to next session(s) where required.
6. Test your plan by conducting a 'dry run' (with timings).
7. Review and revise your plan as required.

Key elements of a session plan

1. Details of the training to be delivered

Summarise the details of your training topic including the name of the trainer and the attendees, the date and time schedule for the training, the time allocated, and the location of the training.

2. Aim

Identifies in broad terms, the purpose of the lesson, recommended participants and how it will be of benefit. The aim states the ideal outcome of the educational experience.

3. Objectives

Objectives describe exactly what the participant will be able to do upon completion of the training session. Objectives are always written in behavioural terms although they may reflect knowledge or skill domains. Objectives establish the content, provide direction, learning priorities and consistency, and assist in determining suitable assessment criteria.

Good objectives should be:

S - specific
M - measurable
A - achievable
R - realistic
T - time framed



Some examples of words which may be used to frame objectives are:

Adapt	Classify	Demonstrate	Explain	Interview	Plan	Select
Administer	Coach	Describe	Facilitate	Investigate	Prepare	Schedule
Advise	Code	Design	Feed	Liaise	Present	Solve
Advocate	Collate	Determine	File	Locate	Prioritise	Sort
Amend	Communicate	Develop	Forecast	Maintain	Process	Summarise
Analyse	Compare	Devise	Format	Manage	Produce	Supervise
Answer	Compile	Dictate	Formulate	Manipulate	Promote	Tend
Anticipate	Conceptualise	Direct	Foster	Market	Question	Test
Apply	Conduct	Distribute	Generate	Measure	Rank	Train

Appraise	Consult	Document	Groom	Mediate	Reason	Transcribe
Arrange	Contribute	Draft	Identify	Meet	Recall	Undertake
Assemble	Co-operate	Dress	Implement	Memorise	Reference	Use
Assess	Co-ordinate	Drive	Improve	Modify	Repair	Value
Assimilate	Counsel	Edit	Index	Monitor	Report	Verify
Brief	Create	Empathise	Influence	Negotiate	Represent	Write
Calculate	Debate	Enhance	Inform	Operate	Request	
Calibrate	Decide	Establish	Innovate	Optimise	Research	
Catalogue	Decipher	Estimate	Inspect	Organise	Resolve	
Check	Define	Evaluate	Interpret	Participate	Review	
Clarify	Delegate	Examine	Intervene	Persuade	Search	

4. Training session activities

Topic and Timing

Start with an introduction – this helps to ‘break the ice’, focuses the learners’ attention on the session and establishes a friendly environment. Gives the training session direction. It is important to use an introduction to stimulate the curiosity and enthusiasm of learners by:

- Describing the topic and its main points in an interesting way.
- Reminding them what they already know about the topic.
- Outlining the new things, they will learn during the session.
- Outlining activities they will be involved in.
- Encouraging them to be positive about the learning experience.
- Explaining how the content is relevant to their work.
- Explaining any housekeeping requirements
- Address any safety issues such as the emergency evacuation procedure and meeting points, any venue specific issues and where to go for first aid
- Address any parking and security issues
- And setting the rules for the session.

An easy way to remember what to include in your introduction is to refer to the acronym – **GLOSS**.

- G** Grab your trainee’s attention
- L** Link the new things in the session with something they already know.
- O** Outcomes: explain the outcomes you expect at the end of the session.
- S** Structure: explain what will be happening during the session.
- S** Stimulation: encourage and motivate the trainees to become involved.

5. Topics

You should split the main content of your training into smaller topics. These should be written in a logical sequence using a variety of teaching techniques. For each topic, include:

- Timeframe required to cover this topic
- Summary of the content to be covered
- Training techniques to be used
- Resources required.

Documenting each topic reminds the instructor of the activities to be covered. The training activities are designed to engage and motivate participants and support the actual content. An effectively planned list of topics will keep the participants interested and actively involved in the training session by:

- Presenting new information in short bursts.
- Having a variety of activities they can do.
- Asking questions and having discussions.
- Altering the pace of the session to suit group needs and responses.

The timeframe

Determines the time available or necessary to conduct the training and each individual activity within the session.

The resources

Lists the training aids that will support the educational outcome. This is necessary so the instructor can assemble, prepare, or purchase well in advance. Possible resources that could be used to support the training might include whiteboard, data projector, presentation, video clips, flip chart, and don't forget the whiteboard markers etc.

The **DEDICT** acronym may help trainers facilitate learning in a systematic manner.

- D** Demonstrate
- E** Explain
- D** Demonstrate slowly
- I** Imitate
- C** Coach
- T** Test or Trial

6. Conclusion

Review and summarise the session and allow the participants to 'digest' the information they have been presented with. The conclusion gives the trainer a chance to:

- Remind the learner(s) of the training outcomes that were identified in the introduction and determine if these have been achieved.
- Give each learner(s) some constructive feedback about how they went during the session and some areas for further development.
- Show the learner(s) how the information and skills covered, relate to future training sessions or their work situation.
- Set any homework or ongoing practice required.

These three aspects will give the trainees a useful summary of the session and well as helping them remember the main points and feel confident about their progress. The word you can use to remember the three aspects of your conclusion is OFF – as in signing **OFF**.

- O** Outcomes
- F** Feedback
- F** Future

7. Assessment of the Learning

Assessing learning outcomes provides feedback to the participants about their achievement and encourages retention by acting as an extrinsic motivator. The method chosen should correspond with the behavioural objectives. Assessment of participant progress may need to be conducted during the program and at various stages after completion. It is useful to compare the extent of progress the participant has made to a pre-test which establishes the level of existing knowledge. An assessment 'instrument or tool' is the technical term given to the type of assessment used. The instrument may be written, oral or performance oriented. Each type has relative merits in certain situations.

Assessment may be informal and formative, this information helps the instructor know if the content has been understood by the learner. This assessment may be by questioning and discussion, observation, reflections, and learner feedback. This assessment does not go towards the actual assessment of competency for a Unit of Competency.

When delivering training, the ideal strategy is to provide learners time to put the learning into practice. They may return to their workplace and demonstrate their new skills.

Formal assessment of a Unit of Competency must ensure the Principles of Assessment and Rules of Evidence are covered and that all requirements of the Unit are adhered to.



Sample Session Plan

TRAINING TOPIC/S	Customer service on the telephone		
UNIT CODE & TITLE	FSKOCM003 Participate in familiar spoken interactions at work		
TRAINER NAME	Fred Bartlett	DELIVERY DATE/TIME	15/6/23
LOCATION	BrainstormRTO classroom, Brisbane	TIME ALLOCATED	25 minutes
PRIOR TO TRAINING	Advise team leaders of session so they can roster staff to attend or cover. Prepare and gather all resources and equipment. Send out reminder email the day before		
LEARNERS COHORT CHARACTERISTICS	New staff – 4 people ranging in age from 16 (school based trainee) and 45 (experienced)		
FOUNDATION SKILLS	Learning – applying skills to the workplace, following policies and procedures Writing – taking accurate messages and notes Communication – Listening and asking questions over the phone Digital literacy – use of email to create and send messages		
REASONABLE ADJUSTMENTS	Using spellcheck on a word document before copying to an email Pair experienced customer service staff with trainees/new staff		
CUSTOMISATION/CONTEXTUALISATION	Use workplace documents and templates.		
AIM AND OBJECTIVES	To enable customer service staff to answer incoming calls according to property policy and take accurate written messages. At the end of the session participants will: <ol style="list-style-type: none"> 1. State the property policy for incoming calls and explain the importance of adhering to it. 2. Answer incoming calls within 3 rings using the correct greeting. 3. Demonstrate active listening techniques, correct posture and appropriate voice tone while using the telephone. 4. Take written messages accurately. 		

TRAINING SESSION ACTIVITIES			
TOPIC & TIMING	CONTENT	TRAINING STRATEGIES & TECHNIQUES	RESOURCES
Introduction (5 minutes)	Introduce Self and Program Housekeeping – Break times, bathrooms facilities, fire exit and evacuation procedures Aim and objectives of session	Discussion and Questions <ul style="list-style-type: none"> Discuss aim and objectives of session and content to be covered. VIDEO – “Faulty Towers” – funny and bad telephone message <ul style="list-style-type: none"> Explain the importance of accurate and timely messages 	Laptop PowerPoint Data projector Message pad Telephone Whiteboard and markers
Topic One (5 minutes)	Provide each trainee with a copy of the organisations’ “communication policy” which includes telephone use and procedures	Explain that all employees need to observe the policy so that the company is consistent and professional. Read and discuss the policy and procedure.	Communication policy
Topic Two (10 minutes)	Answering the call and taking messages Demonstration and practice time	<ul style="list-style-type: none"> Demonstrate answering call and taking a message Explain the important points – e.g., Answering within 3 rings, correct greeting, good posture, having message pad handy, neat handwriting, including information. Learners to practice answering the phone and taking a message for common scenarios Trainer to coach/mentor/assist learners Learners to take turns answering the phone in reception with trainer supervision and feedback and correction. 	Telephone equipment Message pad
Conclusion (5 minutes)	Review and summarise session. Homework – Next session	Give learners feedback about their strengths and areas to practice Obtain feedback about session	

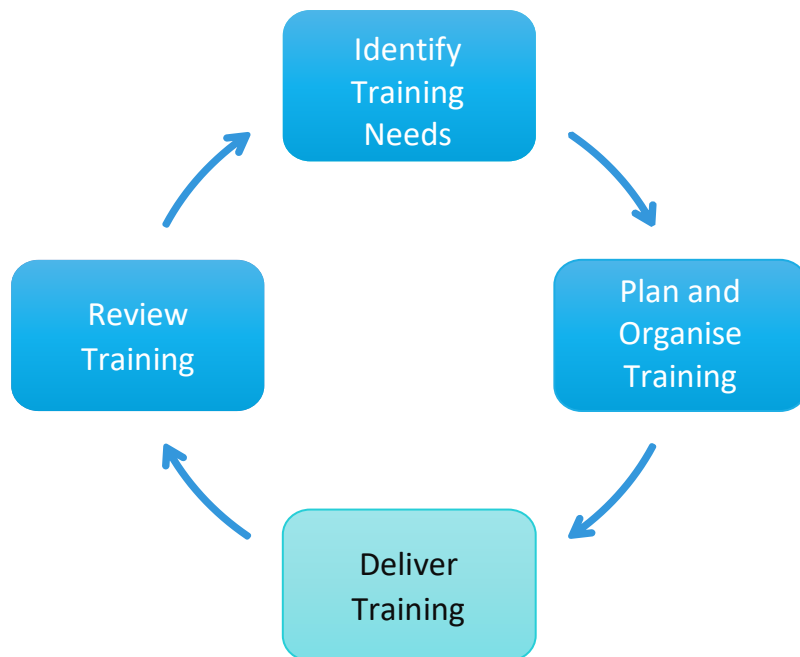
Checklist: Planning for training

Any successful training session requires planning and preparation. Effective preparation can be time consuming, but the benefits of a systematic approach are immense. Planning will ensure that the training will run smoothly. Your confidence level will be high, and the participants will be more likely to achieve the desired results as well as enjoying the process.

Checklist:

- ☐ Develop a Session Plan, key point or running sheet
- ☐ Determine the aim by conducting a formal or informal needs analysis. What is the purpose for conducting the training? How will the training enhance job performance?
- ☐ Identify the specific objectives by analysing the job competency profile and producing a task breakdown. What knowledge or skills do you expect the participants to have developed at the end of the training?
- ☐ Identify the participant(s). Find out which departments they come from, level of experience, number in the group etc, perhaps through a pre-workshop questionnaire.
- ☐ Decide on the timeframe that is available or necessary for the session.
- ☐ Identify the resources that will be needed or should be used.
- ☐ Decide on techniques and activities that will support the learning process.
- ☐ Ascertain how to 'assess the successes of the program in terms of instructor performance, participant learning and organisational improvements.
- ☐ Ensure that an appropriate training location is available. Make sure you can access the area at least one hour prior to the session for last minute set-up. It is also a good idea to determine an alternative location.
- ☐ Check all your resources and equipment to ensure that they are functional.
- ☐ Make sure participant(s) have been advised of the location and a map is available if necessary.
- ☐ Order any extra materials you may need well in advance.
- ☐ Personalise any workplace documents (such as policies and procedures) you plan to use by highlighting phrases to be emphasised or changed.
- ☐ Sequence the resources in the order they will be used. Number them if appropriate

Delivering Training



Good instruction is the result of careful planning, a comprehensive understanding of the material, trainer enthusiasm and sincerity, organisation, and practice. Each trainer will have certain strengths which they can build on, and weaknesses that can be developed. Never try to imitate someone else's style as this will be perceived as artificial. It takes a special kind of person to be a leader and you should let the qualities which led to your success guide you in training others.

Facilitating training is primarily about relationship building before any knowledge or skills transfer can take place. This means that before you begin delivery, you will need to establish a relationship with your learners.

Understanding and applying basic principles of learning will enable instructors to prepare and conduct training courses that are interesting, enjoyable, and relevant. Although people learn in different ways, there are some proven concepts that enable individuals to learn rapidly and retain information more easily.

Establishing Learning Relationships

<p>Address four human needs</p> <p>Do this and you will build relationships</p> <p>WIIFM is the motivation received from mentally choosing between the benefits and costs of a decision</p>	<ul style="list-style-type: none">• The need to be welcomed• The need to be understood• The need to be safe and secure• The need to receive value in any transaction <p>Most people are tuned into Radio WIIFM – <i>what's in it for me?</i> <i>How can I use this in my everyday life? Is it relevant for me?</i></p>
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<h2>Empower learners</h2>	<p>Your job as a trainer is to:</p> <ul style="list-style-type: none"> • Make sure they are safe • Build trust early • Engage the learners • Transfer knowledge skills • Provide opportunities for practice • Provide support • Be a resource • Check and confirm progress • Ensure learners take responsibility for the learning • Maintain progress • Evaluate • Close the relationship
<h2>Understand your learners</h2> <p>Observe and talk to people</p>	<ul style="list-style-type: none"> • Individual learning styles • Communication styles • Learner characteristics • Learning needs • Adult learning principles • Cultural issues • Learning and educational theory

and a few other things.....

First impressions count

Instructors need to be aware that the way in which they present themselves and their ability to establish credibility from an employee's perspective is vital. Presentation includes professional attire, articulate use of language and ability to organise the environment and content effectively.

Repetition

Most people do not have photographic memories and therefore require information and skills to be presented more than once and in a number of ways. Information not applied and skills not used are often forgotten. Allow trainees to practice skills during training and then follow up again at a later date.

Enjoyment

Participants will learn more rapidly if they have fun during the learning process. Vivid, exciting learning opportunities that actively involve learners have far better success rates than programs that are boring. It is important to use a variety of techniques and take advantage of the many resources available to make training vivid and exciting.

Success

People accept and repeat pleasant experiences and aim to recreate past successes. In order to avoid unpleasant experiences, people are often reluctant to repeat behaviours that previously led to failure. This is one reason why the goals of a training session should be achievable and positive reinforcement uses frequently.

Types of Training

1. On-the-job

Conducted at the actual worksite using equipment that the employee needs to be familiar with in order to perform skills.

- a. Team Training is conducted by a manager, supervisor, or experienced employee for a small group of trainees.

This type of training generally occurs directly before or after a shift so the participants can practice what they have learned with guidance. Often used to enhance skills when areas of weakness have been identified.

- b. Mentoring is when a supervisor or designated employee coaches one employee at a time. It can take place before, during or after a shift and allows the mentor and trainee to develop rapport and teamwork. The trainee benefits from individual attention and immediate performance feedback.



2. Off-the-job

Conducted away from the worksite.

- a. Classroom is when a time and place is designated for employees to attend formal instruction. It is useful when managers need to disseminate information and skills to a number of employees at one time.
- b. Independent Learning is self-directed. Employees elect to study distance course materials during their own time. Examinations and assignments are completed and returned for feedback and final credits.

It is usually appropriate to use more than one type of training so that the trainee can benefit from several supporting approaches. For instance, basic theory information could be taught in the classroom and then each trainee could be assigned to a mentor for practical application. Regardless of which type of training is selected, your business must have employees who can perform their jobs at a level that meets basic quality standards.

Inclusive training delivery

In the modern world of training, there are many options for training delivery and many ways to provide support for learners. Industry and individuals now expect and demand this level of flexibility and support.

Research has shown that high quality training can be characterised as having the following three distinct and interlinking features:

1. A learner-centred approach

Delivery strategies and training techniques that focus on the needs and learning styles of learners

2. Workplace relevance

Teachers and trainers with good industry links, knowledgeable about work practices and able to contextualise learning experiences regardless of the context of learning.

3. Flexibility and innovation

RTO's, trainers, and assessors who can translate Training Package content into customised and integrated learning experiences and assessment strategies.

Flexible Learning

Flexible learning and assessment mean an approach which allows for the adoption of a range of learning and assessment strategies (including online) in a variety of learning environments to cater for differences in learning styles, learning interests and needs, and variations in learning opportunities.

All learners need training:

- that is delivered in a range of ways, for example by distance learning, alternative format material, self-paced learning, face to face learning, work-based learning, classroom-based learning, learning in simulated environments
- that is offered in a mixed mode format, by combining training options
- that is flexible in timing, for example by being accessible on evenings, weekends, weekdays, within school hours, part time
- that starts with a training and assessment plan developed in negotiation with the learner
- that meets their access needs and is culturally appropriate
- with appropriate support services
- using qualified and experienced trainers
- using collaborative arrangements with community agencies and employers.

In the past, we have sometimes described some people's needs as 'special' or 'additional'. However, we all have needs and no one person's needs are more special than, or additional to, another's. For example:

In order to learn word-processing skills, one person may need a desk of a certain height and size, an ergonomic chair, and an up-to-date computer. However, a person in a wheelchair will not need the chair at all but will need a desk of a certain height and an up-to-date computer.

These two learners have different needs; there is nothing special about either of them—they each have a specific learning need that can and should be met.

Workplace Learning

Training in the workplace has some very definite advantages over schools, colleges, and universities. Knowledge components can be directly applied to real situations making the content relevant and interesting. Information can be presented according to specific rather than general needs and skills can be practised immediately ensuring that retention of learning is maximised.

The key characteristics of workplace learning

- Occurs in the workplace but may include both on and off-the-job training.
- Usually focuses on specific learner, organisational requirement, or a particular role in the workplace.
- Usually requires support from experienced staff and supervisors to act as mentors or coaches.
- May impact colleagues, supervisors, and customers in the workplace.

Workplace learning may be as extensive as a four-year apprenticeship program, or as narrow in focus as a single training session.

Situations that could warrant workplace learning include:

- the nature of the training requires access to equipment that is only found in the workplace
- the task/s to be learned can best be learned 'on-the-job'
- the costs of sending a learner 'off site' for training cannot be justified
- the tasks to be learned aren't offered in a course—for example, they might be specific to an organisation.

Workplace learning may be developed by an organisation for employees of that organisation and be conducted entirely 'in house.' In this case, no other organisation would be involved. Alternatively, external organisations may be involved.

A common example of workplace learning is the **Australian Apprenticeship**. This includes both Apprenticeships and Traineeships.

Australian Apprenticeships are a great way to get a head start in a chosen career or to retrain for the career. They combine time at work with training and can be full-time, part-time, or school-based to give apprentices/trainees a nationally recognised qualification.

Australian Apprenticeships are available to anyone of working age with or without a secondary school certificate or other qualification. They are available in a variety of qualifications levels in more than 500 occupations across Australia, in traditional trades, as well as a diverse range of emerging careers in most sectors of business and industry.

Australian Apprenticeships provide a range of benefits:

- A pathway from school to work, or from one career to another.
- Leads to nationally recognised qualifications and skills which provide the basis for employment, further education, and training over the course of your working life.
- Involves paid work and structured training that can be on-the-job, off-the-job or a combination of both.
- Existing skills and prior experience can be recognised, and course credit granted, potentially reducing formal training.
- 'Competency based' which means you can complete your training faster if you reach the required skills level.

The Australian Apprenticeship system provides supervised learning in the workplace. This is important to ensure the learner has the confidence, knowledge, and skills to complete the expected tasks.

Further reading:

[Home | Australian Apprenticeships](#)

[Employer responsibilities | Education and training | Queensland Government \(www.qld.gov.au\)](#)

Other Training Organisations and consultancies offer training and assessment in a huge range of areas. Sometimes representatives develop workplace learning pathways for employees in collaboration with workplace representatives and are responsible for implementing these pathways or overseeing their implementation in the client's workplace.

Selecting a workplace learning pathway

When deciding whether or not a workplace learning pathway is the best option to achieve the learning goals, three key things must be considered:

1. **Safety**
2. **Effectiveness and cost effectiveness**
3. **Industrial relations and other relevant legislation as applicable.**

1. Safety

Workplace routines may need to be modified to allow learning to take place safely. We have already outlined the importance of safety in the classroom and the duty of care of the trainer. When you are conducting training in a workplace, you must also be aware of the organisational safety considerations. You should discuss with the workplace supervisor, the opportunity to complete a safety induction before you enter the workplace. You should also find out if you require any Personal Protective Equipment (PPE) before you are permitted onto the worksite. You may need to wear closed in shoes or work boots; you may need to wear a high vis vest. Every workplace will be different.

When talking safety – consider the following:

- **Physical safety is paramount.** Learners should not be asked to perform a potentially dangerous task in the workplace before s/he has had enough practice in a simulated environment. All others (employees, customers etc) in the workplace must also be safe during the training process.
- **The emotional safety and wellbeing of learners** is also important. Steps may need to be taken to ensure that the learner isn't unnecessarily 'put on display' while learning. Learners need support, as well as an emotionally safe environment in which to practice skills and apply knowledge.

- **Organisational safety** will need to be considered. Strategies will need to ensure that productivity and profitability are not compromised during workplace training. Also, equipment may be at risk from inexperienced learners and damage can be costly so extra safety measures should be taken. Organisational safety also includes the reputation of the organization when training occurs in view of clients and customers.
- **Potential hazards and risk control.** There are six main categories of hazards, you may be exposed to one or more of these when delivering workplace training.
 - **Biological** hazards include viruses, bacteria, insects, animals, etc., that can cause adverse health impacts. For example, mould, blood and other bodily fluids, harmful plants, sewage, dust, and vermin.
 - **Chemical** hazards are hazardous substances that can cause harm. These hazards can result in both health and physical impacts, such as skin irritation, respiratory system irritation, blindness, corrosion, and explosions.
 - **Physical** hazards are environmental factors that can harm an employee without necessarily touching them, including heights, noise, radiation, and pressure.
 - **Safety** hazards create unsafe working conditions. For example, exposed wires or a damaged carpet might result in a tripping hazard. These are sometimes included under the category of physical hazards.
 - **Ergonomic** hazards are a result of physical factors that can result in musculoskeletal injuries. For example, a poor workstation setup in an office, poor posture, and manual handling.
 - **Psychosocial** hazards include those that can have an adverse effect on an employee's mental health or wellbeing. For example, sexual harassment, victimisation, stress, and workplace violence.

2. Effectiveness and cost effectiveness

For work-based learning to be truly effective, it should occur with little or no disruption to the workplace routines, productivity, or reputation. Workplace learning appears to be a cost-effective process, as learning can take place without having to incur the costs of leaving the workplace and investing in off-site training. However, the hidden costs of workplace learning must be considered.

For example:

- What are the demands on others in the workplace?
- What is the potential for damage to the workplace?
- What distractions may be present if training occurs in the workplace?

3. Industrial Relations and other legislation

Industrial Relations (IR) guidelines and other relevant legislation must also be considered when planning workplace learning. For example:

- It may be against IR regulations to ask a supervisor to help train an employee in the workplace if no additional payment is offered the supervisor.
- You may not be able to ask a learner to come to work outside of working hours to participate in training

Where union rules and other relevant legislation/regulations apply, any workplace learning undertaken must comply with these.

Planning and organising workplace learning

Workplace learning is a collaborative effort throughout all stages of planning, delivery, and review. Everyone who will be involved in, or affected by, the workplace learning should be consulted at appropriate stages of development. For example:

- supervisors must be informed so they can organise rosters to accommodate the learning
- replacement staff may need to be employed
- experienced staff may be consulted in an advisory capacity to check content relevance
- if an experienced employee will be asked to assist the learner in the workplace, s/he must be consulted to confirm willingness / availability to help, and preferences for how to do this
- if the workplace is governed by a union, the union may need to be consulted
- if the workplace learning is part of an apprenticeship program, the registered training organisation must be consulted.

Monitoring supervisory arrangements and learner progress

To ensure the effectiveness of workplace learning, it's important to ensure that the learner is making adequate progress, that there are opportunities to practice the new skills in the workplace and that the supervisor is satisfied with the training. Best practice is to agree and document the supervisory responsibilities and expectations prior to commencing the training, to have regular catchups and site visits to ensure progress is underway and to monitor progression against the plan. Providing ongoing feedback to both the workplace supervisor and the learner will ensure everything is going to plan.

Contextualising the Learning

It's important to contextualise your training and assessment to make it more realistic and relevant to the learners. Contextualisation not about altering the outcomes of the learning. It's about taking the Unit of Competency and adding relevance to the language used in the Unit. This can be done by using terminology relevant to the industry, naming specific equipment to be used in the activities and following specific industry standard operating procedures.

Contextualisation is about setting the scene for the learning that your learners can relate to. Relevant and specify training will ensure your learners are more engaged and have ownership of the process.

Additional readings and research:

<http://hdl.voced.edu.au/10707/112321>

<https://smallprint.com.au/blog/posts/38-contextualising-assessment-resources>

Reasonable Adjustment

Trainers need to understand the concept of reasonable adjustment and how to ensure equity for learners with a disability. Trainers can make reasonable adjustment by:

- making training materials and methods accessible
- adapting the physical environment
- making time related changes
- providing additional support for the learner.

Some learners have characteristics which may act as barriers to learning. For example, a learner may have poor reading skills. If the training method requires the learner to read beyond their ability, a barrier is created. Inclusive teaching actively looks for ways to overcome barriers to learning.

Trainers must also ensure that the reasonable adjustment does not overwrite the inherent requirements of the unit.

Additional readings and research:

https://desbt.qld.gov.au/_data/assets/pdf_file/0028/8299/reasonable-adjustment-for-web.pdf

https://www.asqa.gov.au/sites/default/files/FACT_SHEET_Providing_quality_training_and_assessment_services_to_students_with_disabilities.pdf?v=1508135481

<https://www.adcet.edu.au/resource/7383/reasonable-adjustment-in-teaching-learning-and-assessment-for-learners-with-a-disability-a-guide-for-vet-practitioners>

<https://www.education.vic.gov.au/parents/additional-needs/Pages/disability-adjustments.aspx>

Demonstration and instruction



There are many different strategies, techniques and activities that can make training more interesting and effective. Selecting the most advantageous is one of the challenges that instructors face. Providing instruction and demonstration, either **on the job** or as a **roleplay**, is one of the most effective because it allows for all learning styles.

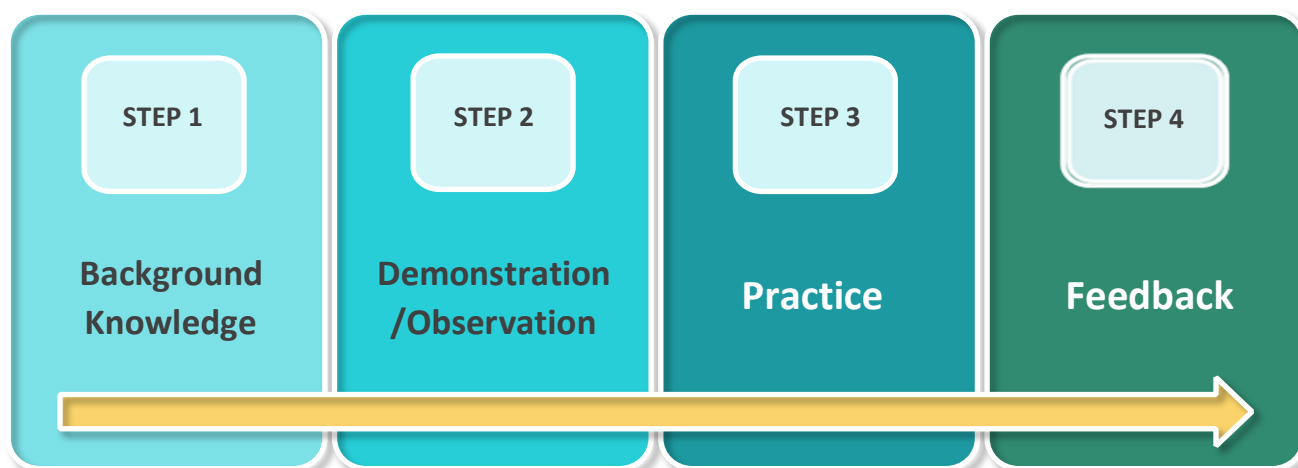
When planning a session it is good practice to increase engagement of all learners to factor in their learning styles. In a typical session there should be a visual aid (such as a PowerPoint) a discussion point and a practical activity. This way all learning opportunities are maximised and your learners will be more likely to be fully engaged and ultimately, understand what you teach.

AUDITORY – learners listening to instructions and information

VISUAL – learners observe the trainer performing a task

KINESTHETIC – learners perform and practise the task

A common process to follow is outlined below:



The steps to training using demonstration and instruction are as follows:

1. Background knowledge

The trainer puts the task into context and explains the key elements of performing it successfully. “What” and “why” are addressed in background knowledge.

2. Demonstration/observation

The DEDICT acronym may help trainers facilitate learning in a systematic manner.

D Demonstrate
E Explain
D Demonstrate slowly
I Imitate
C Coach
T Test or Trial

Demonstrate

The trainer performs the task at normal speed so that learners can see exactly what is expected of them.

Explain

Key areas and main requirements of the skill are outlined.

Demonstrate Slowly

The trainer performs the task again slowly while explaining WHAT is being done, HOW and WHY. Things that need to be included here include safety issues, procedures etc. Instructions and explanations must be very clear and never assume prior knowledge or understanding. Learners are encouraged to ask questions.

Imitate

The learner performs the same task slowly under the guidance and supervision of the trainer.

Coach

Both parties may ask questions. For example: the learner may have forgotten one of the steps during the imitation and ask to be reminded or the trainer may check understanding by saying “why is doing it that way important”? Problem solving type questions are also useful e.g. “What would you do if.....”?

Test or Trial

The learner performs the task without intervention by the trainer.

3. Practice

The learner practices the task until they can perform it to the expected standards.

The trainer observes the learner performing the task on the job and corrects any inconsistencies by communicating.

4. Feedback

Two-way communication that allows the trainer to praise the learner for a job well done and remind them about problem areas. The learner also provides feedback to the trainer on the effectiveness of the training process.

Engagement Techniques

Student engagement is a measure of a student's level of interaction with others, plus the quantity of involvement in and quality of effort directed toward activities that lead to persistence and completion of what is taught. Your role as a trainer is to fully engage your learners to increase their interaction within the class and content, to assist in their learning and retention of the material you expose them to. Engagement makes learning more fun and ultimately, more memorable.

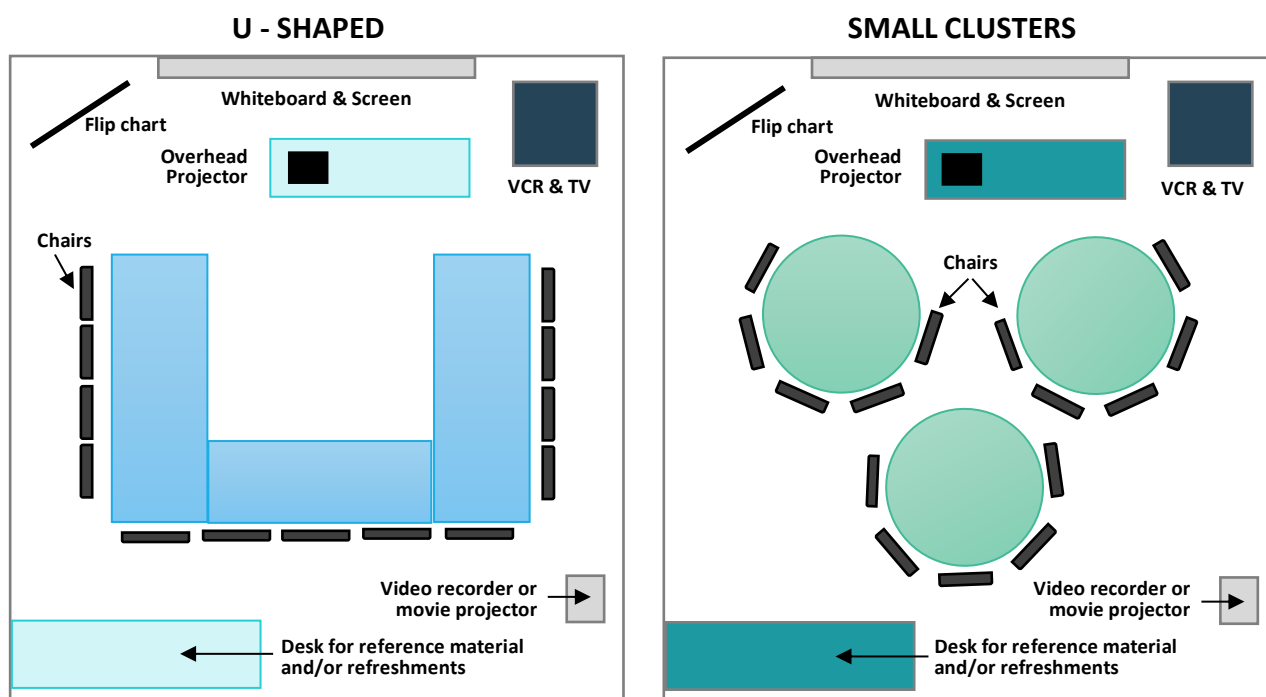
Tips to increase Student Engagement can include;

- Using good vocal variety, pace and volume
- Asking relevant questions to interact with students
- Include Kahoots or other pop quizzes for fun and revision
- Use anecdotes, relevant stories and examples
- Use Flip charts, whiteboards for key information and explanations
- Incorporate videos and pictures into your training
- Include an activity for each information chunk
- Demonstrate activities and use props
- Include role plays and games
- Include music for mood setting

Group Training

Room layouts

The organisation of the training room and arrangement of furniture depends on the size of the group and the anticipated activities. In all instances, moving space should be allowed and the instructor must ensure that all participants can be seated comfortably with a good view of the resource materials and other participants. Below are two sample room set-ups for different situations.



U-Shaped Layouts:

- Suited to medium sized groups.
- Full group participation in a variety of exercises and activities.
- Facilitates interaction between all participants and the instructor.
- Ease of movement allows instructor to check progress at regular intervals.

Small Clusters:

- Suited to small and medium sized groups.
- Activities which require 'breakout' sessions for problem solving.
- Instructor may only be able to assist one group at a time.
- Facilitates 'working' breaks.

Particularly large groups may necessitate the room being set up in theatre style where the desks and chairs are placed in rows with an aisle down the centre for ease of movement. Unfortunately, this style of setup is really only suitable for lecturing as it is difficult to facilitate group interaction.

Challenging personality types

Every group training session has a variety of participants, most of whom will be enthusiastic learners and enjoyable to teach. Trainers sometimes need to deal with participants who are challenging.

Review Activity – how to handle challenging personality types

Type	What to do
The Silent one. A participant doesn't appear to want to contribute.	
The Griper. A participant often complains about the tasks, facilities, and other things.	
The Know-all. A participant wants to display his/her knowledge, dominating the session.	
The Clash. Two or more participants clash over personalities, abilities, facts, etc.	

The Latecomer. A participant consistently arrives late, returns late after breaks.	
Difficult-to-understand. A participant is hard to understand, maybe a non-English speaker, a non-technical person on a technical course.	

Training techniques (strategies) and activities

1. Lecture

Knowledge or information is presented to the participants via speech. Lectures are most suited to large groups when there is a lot of content to transfer. The instructor fully directs the session, so lectures are economical in terms of time and resources. Unfortunately, there is a low retention of information because the trainer cannot determine progress at regular intervals. Lectures tend to be dull unless the instructor is a particularly creative speaker.

2. Group discussion

Groups discuss a situation or problem so that all aspects can be analysed. This method encourages interaction and teamwork because of the sharing of ideas. The participants' experiences and opinions are acknowledged so the interest level is usually high. Sometimes discussions can deviate from the main point particularly if the group is large. Time control is difficult.

3. Brainstorming

Designed to generate ideas by free association and interaction among the group members. All ideas are recorded regardless of how wild or innovative. There is a potential for contributions to become confusing as people may call responses at any time. Quiet members of the group may feel intimidated by this energetic method.

4. Demonstration

The instructor performs a task or skill while the learners observe. An explanation accompanies the demonstration and participants are encouraged to ask questions. Demonstrations stimulate interest because they are practical. They also aid understanding of processes and retention of information. There is a potential for added costs for special materials and time must be allowed for setup. Demonstrations must be exact, and it is important that all learners are positioned to see and hear easily.

5. Field trip

The trainee group go to a real location to observe skills. This method is often used in conjunction with a demonstration and structured writing exercise. It enables participants to see how the training will be of benefit but can also be expensive. It also takes considerable time to coordinate a field trip.

6. Roleplay

Participants assume set roles and act out behaviours either ad-lib or with a script. Each roleplay is discussed and debriefed to ensure understanding. Questioning is often used after a roleplay so that everyone can offer ideas and suggestions. Allows participants to practice skills before they use them in a work situation, so roleplays are particularly useful in teaching people skills such as customer service. They are difficult to implement because explanations and directions must be very clear. Some individuals may feel threatened by acting in front of a group.

7. Case study

An imaginary situation is presented in detail. Small groups or pairs study and analyse the issue to generate recommendations, advantages, and disadvantages of each potential solution. These may be recorded in flow chart format. Very effective as a problem-solving technique but takes time to prepare and conduct. Requires instructor guidance as groups sometimes lose their focus.

8. Decision line

The instructor makes a controversial statement. Participants arrange themselves along an imaginary line which ranges from 'strongly agree' to 'strongly disagree'. Each person must justify why they chose their position. There are no correct or incorrect answers and participants may change their positions after hearing others' rationales.

9. Structured exercises

These come in a huge range of variations but have some things in common. Structured exercises involve detailed descriptions of the required task. They may come in written or oral form and usually require time to prepare and organise. It is always necessary to provide clear instructions otherwise they can be confusing. Sometimes they are perceived negatively especially by high level learners.

10. 'Ice breakers'

Brief activities intended to create interest and stimulate responses. Include relevant jokes, puzzles, cartoons, questions, and a variety of others. Write or illustrate some samples below for future reference.

11. Videos & Infographics

Videos (and other infographics such as pictures, graphs, pie charts etc) are a great and very effective way to demonstrate skills in a real workplace. They can be used to assist students with English as an additional language (who may have reading difficulties and language barriers) by showing them how to complete a task. Videos can be used as a teaching tool on what not to do (lots of fail videos available) and can also add a touch of humour to your session. It provides a visual aid and breaks up the training conversation a little.



Effective communication

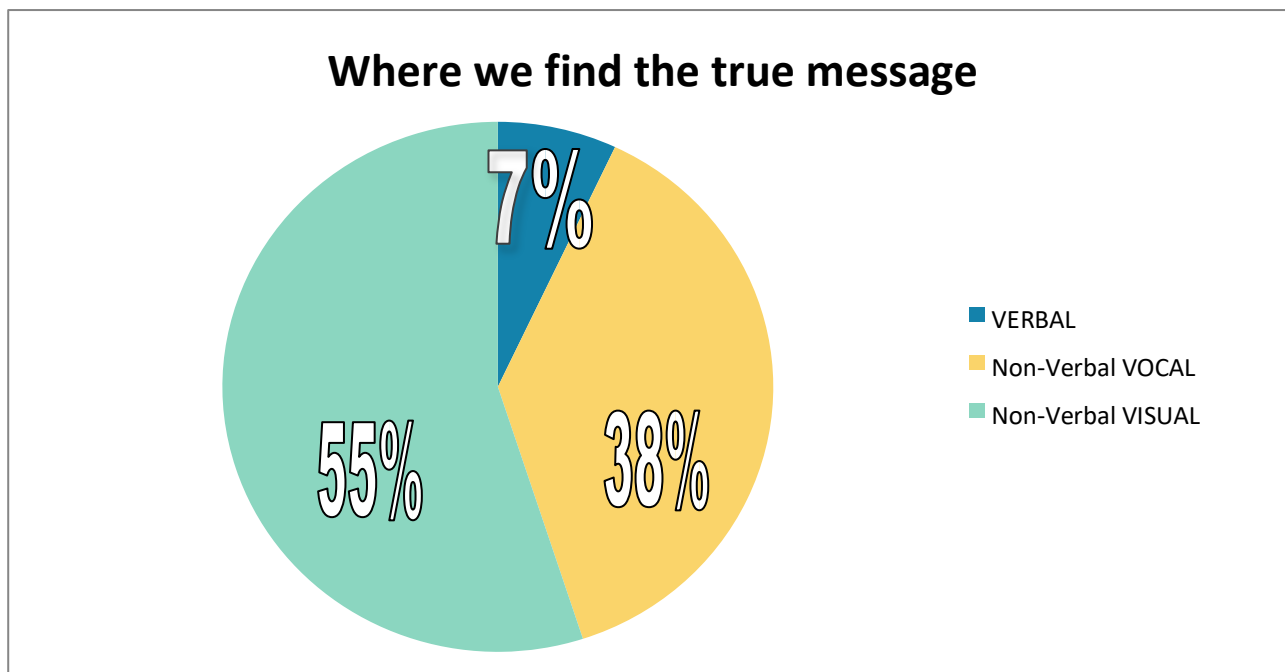
We spend considerable time communicating in one form or another, therefore the ability to express ideas clearly and persuasively, and to understand others, is vital. Effective communication skills are particularly essential in training. Often, we think of communication as simply the ability to talk, so if we are good speakers, we perceive ourselves to be good communicators. Good communication is actually a result of a process which requires; a message being sent, received, interpreted, and confirmed. Without two-way communication we risk misunderstandings and confusion.

When adults speak with one another, they are using three modes of communication:

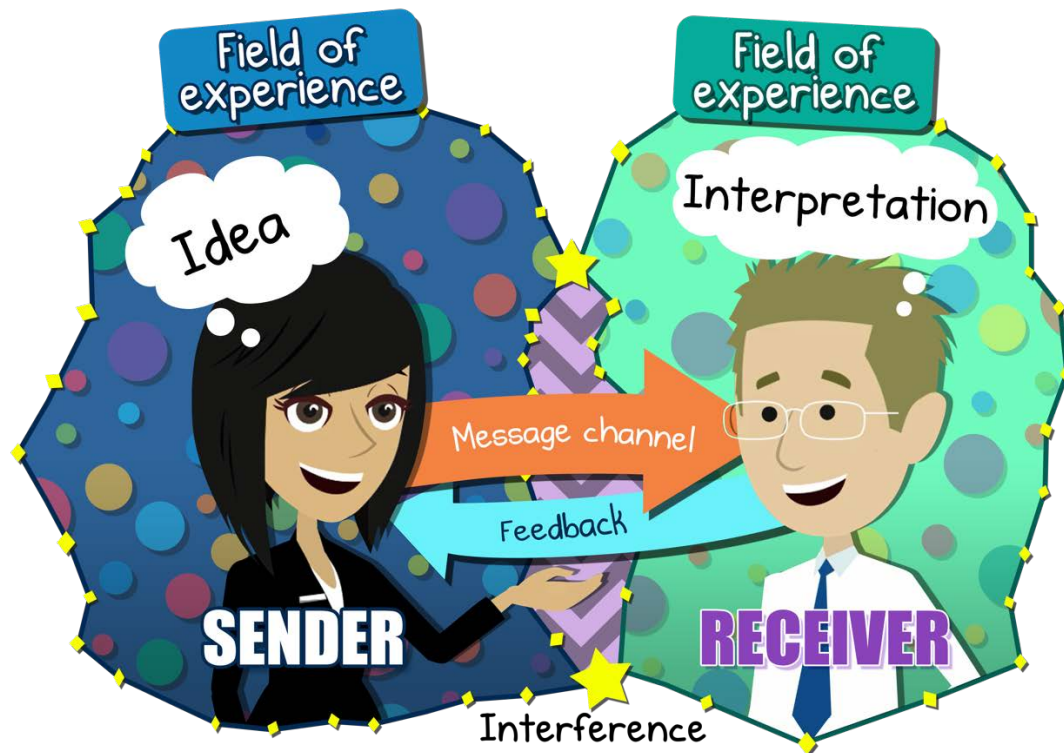
- **Words** – the verbal message
- **Tone of voice** – non-verbal, vocal message
- **Facial expression, body language and general appearance** – non-verbal messages

Most research shows that if there is a discrepancy between the verbal and non-verbal messages a person sends, the non-verbal message is perceived as the correct/true one. This means that to be credible and believable, trainer must project congruent verbal and non-verbal messages.

It's also important for the trainer to monitor the verbal and non-verbal communication of the learner. This allows you to pick up on the feelings and attitudes of the learner? Do they understand the content, are they engaged in the learning? Sometimes you need to stop talking, listen to your surroundings and ensure that the group is still with you! Behaviours that may alert you that a learner is having difficulty in your session may include frowning, being withdrawn, non-attendance, lack of participation and engagement, learning forward to hear what you are saying, looking busy doing something else, doodling, avoiding activities, coming up with excuses to not participate.



The Communication Process



Idea or message

Your concept, idea, response or instructions must be clearly defined in your own mind before you attempt to communicate it to someone else. The means 'sifting' through the thousands of thoughts, assumptions, perceptions and paradigms in our 'Field of Experience' before 'selecting' those that we wish to express.

Field of experience

Our field of experience dictates what ideas we come up with and how we interpret and respond to the messages we receive. Amongst other things, our field of experience is a unique and complex composite of memories, family values, cultural beliefs and norms. We bring our own 'energy' from our field of experience into every interaction.

Message channel

This is the medium used to convey the communication. We almost always use more than one channel without realising it and this increases the likelihood of communications being received accurately. For instance, if we choose to have a verbal conversation, this could be over the phone or face-to-face. The face-to-face version would also include non-verbal communication (body language). Written communication relies on the clarity of the words alone (unless you include capitalizing words to represent shouting!).

Interference/Communication barriers

There are many barriers which can prevent messages from getting through accurately – resulting in confusion and misperception. Physical barriers such as extraneous noise which makes hearing difficult, can generally be managed easily. By far, the biggest cause of misunderstanding is because our fields of experience are different. Rigidly maintaining the 'rightness' of our values, perceptions and interpretations can be a major impediment to communication and developing connection.

Feedback

Enables the sender and receiver to re-evaluate and adjust messages if it is apparent that the message has not been understood. Seeking active feedback helps avoid confusion, tension, and misunderstandings.



Distance Learning

The use of education technology, including electronic learning (e-learning) and online tools, has helped to grow VET enrolments and make VET more accessible via distance learning. While the use of technology for education in the VET sector is not new, the pace at which it moves is increasing rapidly. The broad range of emerging technologies and tools, have the potential to enhance teaching and assessment methods as long as RTOs and providers follow good practice principles and maintain compliance.

The methodology behind the use of distance learning tools must align with the Standards for Registered Training Organisations (RTOs) 2015 (the Standards), in order to remain compliant. Online or digital delivery should not be treated differently to other modes of delivery, and therefore, RTOs need to maintain compliance with the Standards and for alignment to the training package rules

What is distance learning?

Distance learning is an umbrella term that covers ways in which training can be provided by an RTO remotely to a student, without face-to-face contact at a site. Perhaps the most common and widely recognised example of this is **'online learning'**, though distance learning can also include **'e-learning'** and **'blended learning'**.

Online Learning

Online learning is where training is delivered primarily via the internet. A learner undertaking online learning may never undertake a class face-to-face with their trainer or other students. However, technological advances, such as videoconferencing applications (Skype, Zoom, etc.), can allow the learner to experience a virtual classroom learning environment.

Online learning commonly uses learning management systems (LMS). LMS consist of software used to deploy and review online learning initiatives. A tutor can upload documents to the system and make them available to remote learners. Some systems may include authoring tools that allow you to develop course materials within the system itself.

Online learning can be **synchronous** or **asynchronous**. **Synchronous** online learning occurs where the students and trainer participate at the same time but in different locations. **Asynchronous** online learning occurs where students and trainers are not necessarily expected to participate in sessions at the same time.

A 'fully online' course can be difficult to define but is generally accepted as being conducted 80 per cent or more online, with possible face-to-face assessment. A 'partially online' course occurs where off-the-job training is conducted online, but a block of on-the-job training is conducted.

Blended

Blended (or hybrid) learning means a combination of both digital learning and in-class, face-to-face learning. The amount of each component in a course can vary.

E-learning

E-learning is broad in scope and includes both online learning and aspects of blended learning. E-learning covers all forms of digital teaching and learning, both on campus and remotely.

Other types of distance learning

Distance learning can also include other types of delivery that are not conducted in the classroom. Traditional distance learning includes providing hard-copy workbooks or text books, supplemented with email or telephone contact with a trainer. With advancements making technology more cost-effective to provide industry-current learning, these forms of distance delivery are becoming complementary resources to online learning.

ASQA <https://www.asqa.gov.au/guidance-resources/online-learning>

Accessed 3/03/2023

Key considerations for RTOs and providers

There are a variety of reasons providers may choose to deliver VET courses using distance delivery methods. These reasons might include:

- the geographical spread of enrolling learners, particularly in remote locations
- the learner cohort prefers learning 'out of hours' due to work or other commitments
- possible access to the best current industry practices
- the ability to offer a wider variety of units of competency as elective units for part of a qualification.



Delivering by distance should not affect the confidence of employers that VET graduates in the workplace will safely and productively apply the skills described in their qualifications.

No matter how you choose to deliver to students, you are required to develop, document, and implement approaches that ensure students gain all relevant skills and knowledge. This requirement includes providing access to suitable resources, facilities, and trainers.

Training package and VET accredited course requirements

Central to any delivery method is the requirement to ensure that the integrity of the specific training package or VET accredited course requirements will be maintained. Training packages and VET accredited courses are developed to meet the training needs of specific industries and sectors. They are also regularly reviewed and updated to ensure they remain current and relevant.

Some VET courses cannot be provided easily via distance delivery. In particular, the assessment requirements of a unit of competency may identify specific environments or equipment that a remote student cannot readily access.

In deciding to deliver by distance, you may determine that you need to implement a variety of delivery methods and technologies to provide a VET course. You will need to ensure your documented training and assessment strategies clearly express how each part of the course will be provided so that all workplace skills and knowledge requirements are addressed.

Other regulatory or funding requirements

Some VET courses are also subject to additional regulatory requirements required by a licensing body. If an RTO is promoting to learners that they will be entitled to a particular license (such as a White Card or registration as an Enrolled Nurse) from an industry regulator, the RTO must comply with the additional requirements imposed by that industry regulator.

If you are delivering a VET course that has an additional licensed outcome, you must confirm with the applicable industry regulator that distance delivery is suitable.

You must also check the terms of any contract arrangements with state and territory funding bodies that your RTO might have to ensure these agreements allow for distance delivery.

Who is the learner cohort?

When deciding whether distance delivery is a suitable mode for the learner cohort. RTOs must ensure the training they provide considers the existing skills, knowledge, and experience of the learner so that the learner can meet the requirements of the unit of competency.

Other learner characteristics which will influence available distance or online delivery methods could include a student's:

- ability to access any required technologies
- underpinning competencies in information technology
- experience and self-motivation to learn on their own
- competing pressures that may impact on self-paced study time
- other work commitments that may preference study to 'after hours'
- travel needs.

It is important to understand who the target learner cohort is, including the characteristics of each student, before designing a distance delivery learning program. There are various methods which can be used to deliver remotely; while not all of these methods suit everyone, really knowing who your learner is will help in deciding the best delivery method.

How much and what type of distance learning?

You must ensure that the amount of training provided for a VET course aligns to the training package requirements, the skills, knowledge and experience of the learner cohort and the delivery mode chosen.

Competency-based training environments focus on demonstrated competence against industry-defined standards of performance, rather than strict course durations. If you provide access to online learning content or paper-based resources for a certain time period (for example, 12 months), this does not automatically indicate that the amount of training provided is equal to that length of time. In this instance, duration is the period of time that a learner had to access course materials rather than to the duration of the structured program being provided.

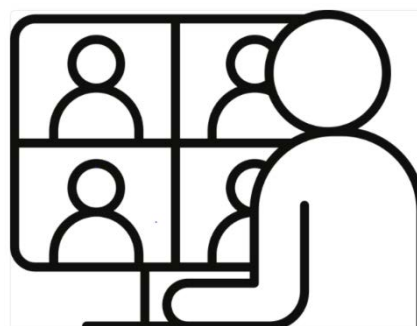
You must consider what types of learning opportunities the resources supplied provide, and the frequency of access to these opportunities, to determine the amount of training. You must also be able to describe how a student is able to reflect on and absorb the knowledge, practise the skills in different contexts and learn to apply the skills and knowledge in the varied environments that the 'real world' offers before being assessed.

Access to technology

Providing training by distance delivery requires the learner to have access to particular types of technology. The specific technology requirements will vary based on the mode of training and the specific resource needs for the VET course. When designing a learning program, you must consider whether the learner cohort will have access to the required technology, or if alternative delivery modes can be provided. If alternatives are not viable, your delivery strategy (and future marketing and enrolment plans) must make clear the types of students who cannot be enrolled with your RTO.

There are a number of technologies that can be used to provide training. These vary in cost (both initial outlay and maintenance), user skill requirements, accessibility and the time required to develop the resource. Examples include:

- Learning Management Systems (LMS)
- 'Loaded' iPads
- Gamification
- Augmented reality
- Cloud technology
- Video calls
- Wearable technologies
- Simulation tools
- Social media
- Online conferencing
- Forums



In deciding what resource/s to use, RTOs should consider suitability for the VET course, the learner cohort and the RTO.

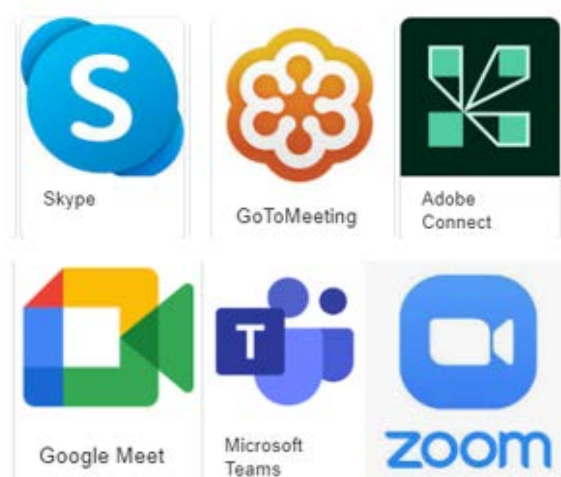
For all technology requirements, consider if your RTO will provide the resource or if the learner must provide the resource, and what to do if the learner is responsible but unable to provide the resource. You should also examine any possible privacy or security concerns and how records can be maintained of training or assessment completed. This is particularly important when it comes to international students.

If you are intending to deliver online using a learning management system (LMS), you should choose an LMS that allows for easy navigation and usability, uniformity across units, and that provides clear instructions. You must also ensure you can retain a record of the student's work and retain backups of these records.

There are numerous platforms available for online delivery. Many learning management systems (LMS), include a built-in platform for just this purpose e.g., Axcelerate, Moodle, Blackboard (Collaborate), Canvas (Conferences), etc. Or, your RTO may have integrated with a third-party platform such as BlueJeans, WebEx, or Adobe Connect.

If you aren't sure what is available, don't have time to learn a new tool, or just want to get up and running right away, there are a number of options for free, live, online sessions including video, audio, screenshare/slideshare and instant messaging, including:

- Zoom
- GoToMeeting
- Google Hangouts
- Microsoft Teams
- Adobe Connect
- Skype



Advantages and disadvantages of distance learning

The following lists of advantages and disadvantages of distance learning include findings from the NCVET research report, [Online delivery of VET qualifications: current use and outcomes](#), 2019

Advantages	Disadvantages
<ul style="list-style-type: none">● Flexibility—students are most likely able to study at their own pace and at any time. This is particularly useful for those with other commitments, such as family or work.● Access to study from anywhere (provided they have internet access)—this is particularly useful for those who live remotely, are travelling or want to study while at work.● Preference for the learning style—this may especially suit students who are uncomfortable in a classroom situation, as well as those who want to learn at their own pace.● Lower cost—for the student, online courses are often less expensive (with no additional costs for travel, car parking etc.)● RTO flexibility—RTO staff, including trainers and assessors, can also work more flexible hours to make contact with students outside of 'normal work hours'.● Training programs for students—In some instances, students can have access to a wider range of units of competency to choose from when developing a training plan.	<ul style="list-style-type: none">● Contact—there can be a lack of face-to-face contact with the teacher and lack of camaraderie with fellow students. This could lead to feelings of isolation and a lack of connectedness.● Self-discipline—students require immense self-discipline to learn 'on their own'.● Technical issues—RTOs need to have strategies in place to continue to provide training and assessment during long- or short-term technical problems.● Higher set-up costs—establishing an online delivery mode can result in significant initial costs, particularly if software, cloud based technologies, and consumables are required.● Learning styles may not be catered for—while advancements in distance learning methods now encourage real-time online learning, some online or remote resources can include a lot of reading and limited face-to-face contact.

ASQA - <https://www.asqa.gov.au/distance-learning/training-and-assessment>

Accessed 3/03/2023

Online webinar etiquette



Whether you are delivering face-to-face training or using video conferencing platforms like Zoom, Teams, and GoToMeeting, etc., the principles of good etiquette still apply. Common-sense training decorum such as avoiding eating and drinking, minding your body language, and being respectful to whoever is speaking are standard practice. Below are some additional etiquette tips to help ensure a focused and effective online training session.

Be prepared

Take time before the webinar to test out your software and anything else you need to use during your webinar, i.e., PowerPoints, documents, templates, etc. Be sure to test your audio and video settings. Start your preparation the day before by doing a check that everything is functioning as it should.

It's frustrating for everyone if the presenter needs to pause the webinar to load an app to let them screenshare or update slides, or to mess with their microphone because of feedback.

Slow down

If you naturally speak fast, slow your speaking pace down. Participating in a webinar is different from a conversation, especially if you are using slides and the listeners don't have physical cues to follow your conversations. If you are doing a demo, pause between steps to allow for lag time your viewers may have.

Do not read your slides

Keep your slides nice and simple. Use bullet points and graphics that support your session rather than overly wordy slides which distract the viewer from what you are saying. Use graphics to engage your participant's different learning styles, e.g., visual learners.

Make sure to introduce everyone at the beginning

Be sure to introduce all participants in your training session at the beginning to create a welcoming environment and stimulate engagement. Ask your participants to introduce themselves.

Ensure that you have a clean, work-appropriate background

You want your participants' focus to be on the training content, not your messy office or your amazing art collection. By having a clean setting with work-appropriate art and decorations, you reduce the chance that attendees will get distracted. You should also try to attend the meeting from a quiet area that has minimal background noise and movement. Many web-conferencing platforms have a "virtual background" which is an easy way to eliminate background distractions when you have to meet in a messy or busy location.

Look into the camera when talking instead of looking at yourself

If you're looking at yourself on the screen while you're talking, it will seem like your attention is elsewhere. Direct eye contact into the camera while speaking gives attendees the impression that you are looking at them rather than off to the side, which creates an environment where everyone feels engaged and present in the conversation. Be sure to position your web camera and monitor at eye level so you can look into the camera and simulate that eye-to-eye connection with other attendees.

Eliminate distractions and focus on the agenda

Notifications from messaging applications, ringtones, and applications running on your desktop can be distracting, which can make your participants feel disrespected and undervalued. Mitigating these distractions helps keep the meeting focused and free from interruption. Turn off, or put on silent, other technology such as smartphones to avoid distractions

Be aware of your audio and video settings

Check whether your microphone is unmuted and that your camera is on to ensure that all attendees can hear you and see you when you speak. If you notice that someone in the meeting is speaking but their microphone is muted, you can alert them that they are muted by requesting that they unmute their audio.

If you're the host, stick around

The general rule for trainers/hosts is to wait until all participants have left the meeting before logging out, so participants can leave at their own pace and get any final questions in before disconnecting. Some web-conferencing platforms will assign an alternate host if the original host exits first, but this is not a good look.

Practice good video meeting etiquette

You don't want to be the trainer known for scheduling and conducting disorganised and unproductive training sessions. Practicing good video etiquette is critical to ensuring that your training sessions are professional, efficient, and valuable.

Zoom - <https://blog.zoom.us/video-meeting-etiquette-tips/>
Q-Sourcing Servtec - <https://www.livewebinar.com/blog/webinar-marketing/webinar-and-video-conference-etiquette>
Accessed 3/3/23



Language, Literacy and Numeracy (LL&N)



To ensure effective communication with and among learners, trainers must consider learners' language, literacy, and numeracy so that their written and verbal messages can be pitched at the appropriate level.

The Australian National Training Authority (ANTA, whose role has now been assumed by the Department of Education, Skills and Employment– DEEWR) defines LL& N as follows:

“

Language is the tool we use to communicate with one another in many different situations and for many different reasons. Language involves speaking, listening, reading, and writing.

Literacy is the ability to read and use written information. It means being able to recognize, read and interpret workplace documents and signs and write what is required in order to do your job accurately and efficiently.

Numeracy involves being able to carry out mathematical operation that may be part of one's job. It includes knowing when to use maths, what maths to use and how to do it.

”

Active listening

Active listening will promote understanding and allow you as the instructor to tailor upcoming content to the learner needs and respond to questions clearly. There is a tremendous difference between active and passive listening. The key points are shown below:

Active listeners

- Show their attentiveness through words and gestures such as “uh huh” and nodding.
- Do not allow distractions to interfere
- Pay attention to the non-verbal messages as well as listening to the spoken words.
- Make eye contact with the speaker.
- Allow the speaker plenty of time to formulate and give their message.
- Paraphrase to check for understanding.
- Avoid making judgements and jumping to conclusions.



Passive listeners

- Show no real interest in what the other person is saying.
- Pretend to listen and are distracted easily.
- May attempt to do something else at the same time they are ‘listening’.
- Listen only to the words and facts.
- Spend time preparing their response or trying to interrupt the speaker.
- Show signs of impatience.
- Do not confirm their understanding of the conversation.
- Make judgements.



Questioning

Questioning is a common method of encouraging trainee participation and tracking progress throughout an instructional session. Effective questions make it possible for a faster exchange of information to take place between two parties.

The frequent use of relevant and challenging questions will stimulate interest and give the participant(s) a sense of direction. It also shows that you respect their ideas and opinions which is an important factor in creating rapport. Questions are also a means of collecting evidence of knowledge, recall and understanding.

There are several basic types of questions which can be used to illicit responses that vary in length and detail. These include:

Open Questions – encourage discussion, self-evaluation, and open conversation.

When possible, use the five W's or the H to ask a question.

- | | |
|----------|--------------------------------------|
| • Who? | E.g., Who else was involved? |
| • What? | E.g., What happened? |
| • Where? | E.g., Where would the best place be? |
| • When? | E.g., When did this problem start? |
| • Why? | E.g., Why is that necessary? |
| • How? | E.g., How would you start that? |



Open questions can also be used to obtain information that allows evaluation:

- How good would you say it is?
- How do you know it is worthless?
- What are the pros and cons of this situation?

Particularly if they are talking in the third person or otherwise unemotionally and you want to find out how they feel, you can ask something like:

- And how did you feel about that?

Closed Questions – can be answered with either a single word or short phrase.

Closed questions have the following characteristics:

- They give you facts.
- They are easy to answer.
- They are quick to answer.
- They keep control of the conversation with the questioner.

This makes closed questions useful in the following situations:

Usage	Example
As opening questions in a conversation, as it makes it easy for the other person to answer and doesn't force them to reveal too much about themselves.	It's great weather, isn't it? <i>Where do you live?</i> <i>What time is it?</i>
For testing their understanding (asking yes/no questions). This is also a great way to break into a long ramble.	So, you want to move into our apartment, with your own bedroom and bathroom?
For setting up a desired positive or negative frame of mind in them (asking successive questions with obvious answers either yes or no).	Are you happy with your current supplier? <i>Do they give you all that you need?</i> <i>Would you like to find a better supplier?</i>
For achieving closure of a persuasion (seeking yes to the big question).	<i>If I can deliver this tomorrow, will you sign for it now?</i>

Probing Questions – for clarification, and to ensure completeness, correctness and relevance of information already provided.

In addition to the basic open and closed questions, there is also a toolbox of probing questions that we can use. These questions can be open or closed, but each type serves a specific purpose.

Clarification

When the person you are talking to is vague or have not given enough information, seek to further understand them by asking for clarification. Clarification questions often look like this:

- “Please tell me more about...”
- “What did you mean by...”
- “What does ... look like?”

Completeness and Correctness

You can check that they are giving you a full and accurate account by probing for more detail and checking against other information you have. Sometimes people make genuine errors, which you may want to check. Some examples of these questions include:

- “What else happened after that?”
- “Did that end the ...”
- “How do you know that is true?”

Relevance

If they seem to be going off-topic, you can check whether what they are saying is relevant to the main purpose of inquiry. Some good ways to frame relevance questions are:

- “How is that like...”
- “How does that relate to...”

Drilling Down

Use these types of questions to nail down vague statements. Useful helpers include:

- “Describe...”
- “What do you mean by...?”
- “Could you please give an example?”

Summarising Questions - *are framed more like a statement.*

They pull together all the relevant points. They can be used to confirm to the listener that you heard what was said, and to give them an opportunity to correct any misunderstandings. Example:

- “So, you picked out a dress, had to get it fitted three times, and missed the wedding in the end?”

Be careful not to avoid repeating the speaker’s words back to them like a parrot. Remember, paraphrasing means repeating what you think the speaker said in your own words.

Hints for effective questioning:

- Plan questions to follow a logical sequence throughout the session.
- Distribute questions evenly to group members - do not allow one person to respond every time.
- Rephrase a question if someone doesn’t understand it.
- Allow time for the participant(s) to think of a response.
- Redirect questions to other members of the group to promote discussion.
- Give feedback even if you don’t agree.
- Ask shy participants closed or reflective questions to develop their confidence.
- Reward correct responses with enthusiasm.
- Encourage trainees to ask you questions.
- Respond to the whole group not just the person who asked the question.
- If you don’t know an answer, say you will find out and then make sure you do.
- Treat all questions seriously and with respect.
- Remember that “the only stupid question is the one that is not asked!”

Q&A sessions

Your training or presentation isn’t over until you’ve successfully handled whatever questions may surface during the Q&A session. Here are some tips on how to approach this critical aspect of your presentation.

Why are questions and your responses so important?

Questions are the interactive element of your presentation. They give you a chance to respond to the concerns of your audience by adjusting your presentation on the fly. Plus, you can take each one as an opportunity to support your argument and reinforce your message. It’s also an opportunity to learn more about your audience and give them a chance to see you think on your feet.



What's the best way to prepare for questions?

Prepare beforehand and anticipate questions that may arise. If you’ve done your audience analysis, you should know what concerns your listeners might have, even those unrelated to your presentation that could lead to questions. Make a list of all the questions that might arise, especially the tough ones. Then prepare a response for each one and make this part of your rehearsal.

Once the questions start coming, what should you do?

Listen intently to the question being asked. You may have to go beneath the surface and read between the lines. You may detect a hidden motive behind the question. A little paranoia won't hurt, but don't assume either that every question is a loaded one. The toughest questions can come from those who agree with you, but who may simply want to get a more complete answer.

What types of questions should you be wary of?

Some people like to give a mini speech of their own. Some may have their own agenda and will ask a question intended to promote themselves or their own views or company. Some may not have paid attention and will ask a question you've already covered in your presentation or in one of your other answers. Some may ask totally irrelevant questions. Some may be downright hostile.

How should you deal with hostile questions?

Consider in advance what parts of your presentation could lead to disagreement. Your audience analysis, for example, might indicate certain biases or preconceptions among your listeners. Don't put the questioner on the defensive and certainly don't criticise the questioner. Get right to the issues. You may find an area of agreement that you can build on in your response. Stick to the facts.

Unacceptable behaviour in a learning environment

From time to time, as trainers, we will be challenged by unacceptable or inappropriate behaviour in the learning environment. These actions must be managed quickly to ensure other learners are not impacted by the unacceptable actions. Having good policies and procedures in place as well as setting out clear guidelines on student behaviour at the beginning of the course will minimise the risks of unacceptable behaviour.

Examples of unacceptable behaviour include disruptive actions, use of inappropriate language, showing a lack of respect for other learners, heated debates, cheating, unexplained absenteeism etc. Managing the behaviour of all learners in the learning environment can be challenging and we need to remember that Vocational Education and Training should be reflective of conduct in a workplace. Unacceptable behaviour should be called out for what it is, and the trainer should consider why the learners have disengaged. Do they need additional support? Is the learning too easy for them? Is the learning relevant? Do they understand the rules of the classroom?

Strategies to deal with challenging behaviour in your learning environment could include:

- Turning negatives into positives and teaching positive behaviours
- Modelling the behaviour you expect
- Establishing a class code of conduct
- Communicating effectively with all learners
- Recognise good behaviour and achievements
- Proactively building a trust relationship with the learners
- Ensure the learning is meeting the needs of the learners

Additional readings and research:

<https://education.vic.gov.au/school/teachers/behaviour/student-behaviour/Pages/inappropriate-behaviour.aspx>

<https://files.eric.ed.gov/fulltext/EJ983875.pdf>

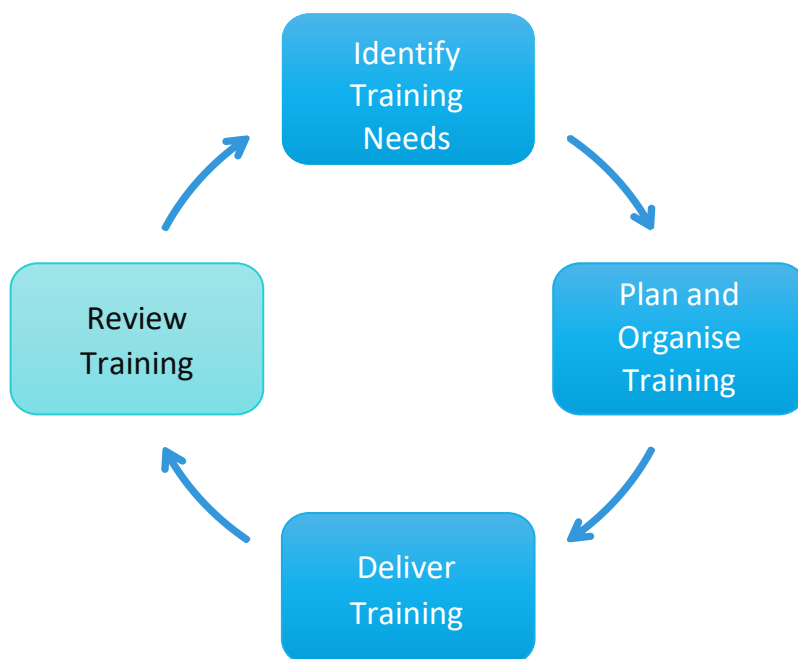
Sometimes, poor behaviour in the learning environment is a direct result of the actions of the trainer. Ensure your training is learner focused, engaging and fun.

Don't forget the **Adult Learner Principles** – Adults learn best with the training is relevant to them, when they are shown respect, when their previous skills and experiences are recognised, when they can put the skills into practice and when they get instant feedback.

23 Deadly Sins of Poor Presenters

1. Not being prepared
2. Starting late
3. Starting with an apology
4. Appearing to be disorganised
5. Not establishing rapport – building trust early
6. Not covering the objectives/outcomes/purpose
7. Poor choice of delivery processes
8. Failure to make content relevant to experience of learners
9. Being a know it all
10. Not scheduling enough breaks
11. Not updating material
12. Using inappropriate language or humour
13. Ending late
14. Not involving the participants – opportunities for practice
15. Handling questions badly
16. Death by PowerPoint
17. Poor grammar and pronunciation
18. Monotone delivery, dull, dry & boring
19. Using audio visuals badly
20. Weak eye contact
21. Poor facial expression
22. Not delivering 'take home value.'
23. Weak close

Reviewing training



This is often neglected but vitally important part of the training cycle.

It's important to have **closure of your training and assessment program**. The training program should have clear parameters including the start and end dates of the training and the outcomes to be achieved. Then, once the training has ended, you can **evaluate and review** the effectiveness of the program.

Training Evaluation

- **Self:** via self-analysis, evaluation forms and feedback from colleagues in the training team.
Could you have done better? Are there areas for improvement?
- **The course materials:** do they need replacing, revising, updating?
- **The whole course:** self, learners, observers
- **Individual parts of the course:** self, learners, observers

Learner Assessment

- **Learner assessment:** via a follow-up inquiry seeking to measure improved performance or behaviour in the work situation. How effective has the transfer of learning been to the real world? The stage ceases only when the course is no longer relevant.

Training evaluation and feedback

The purpose of evaluating the actual training is to see what changes need to be made in subsequent sessions, and to identify new or additional training that should be presented. In addition, evaluating the program in general provides feedback to management and is a developmental tool for improving trainer performance.

Generally, a feedback form is completed by the participants anonymously, allowing learners to express their opinions honestly. The trainer may also offer a recap and question/answer period at the session conclusion to collect feedback more informally. Learners usually respond well to a request for open feedback. Finally, it is worth the effort to follow up with learners in the weeks after the training.

Annually, RTOs are required to use prescribed questionnaires to collect data on learner engagement and employer satisfaction. These are called the Quality Indicator surveys and a summary of results is submitted by all RTOs to NCVER. <https://www.asqa.gov.au/rto/responsibilities/data-collection-and-provision/quality-indicators-annual-summary>

<https://www.asqa.gov.au/rto/responsibilities/data-collection-and-provision/quality-indicators-annual-summary>

Accessed 3/3/23

Trainer self-evaluation

All good trainers take the time to evaluate their own performance so that they can continually improve. Some of the specific areas for a trainer to review are on the checklist below:

Preparation

- Reserve the venue and ensure that participants were advised of the location, date, and times?
- Arrange equipment, furniture, and seating?
- Obtain information about the trainee(s), their knowledge and skill level?
- Ensure that all equipment was available and operational?
- Prepare a variety of appropriate teaching resources?
- Review the job competency profile or job description?
- Create or obtain a task breakdown or procedure?
- Prepare a session plan with clear aims, objectives, and teaching strategies?

Instruction

- Capture participant interest with an anticipatory set?
- State the aim, objectives, and benefits of the program to provide direction?
- Establish ground rules?
- Display an enthusiastic and professional demeanour?
- Create a cooperative, friendly, and controlled learning environment?
- Modulate voice volume and tone?
- Display sincerity and create rapport with trainee(s)?
- Demonstrate active listening?
- Make eye contact?
- Encourage participation and discussion by reinforcing/praising contributions?
- Ask a variety of question types and levels of difficulty? Rephrase questions?
- Distribute questions throughout the group at regular intervals?
- Deal with challenging personality types?
- Incorporate training techniques and activities that involved aural, visual, and kinaesthetic learning?
- Keep track of time?

Evaluation

- Assess progress informally throughout the program?
- Adapt the program to suit specific needs?
- Develop and implement an appropriate assessment instrument?
- Have the participants evaluated the program?
- Evaluate your own performance as an instructor?

Learner assessment

Assessing learner skills and knowledge are all part of the training cycle. We will focus on the development of assessment tools and instruments in the Assessment Cluster Training Manual.

When you are delivering training, you will also make some informal assessments or judgements. These include:

- What does the student currently know about this content?
- Why does the student want to complete this training program?
- What are the benefits to the learner once they have completed the training program?

Throughout the training, you also need to monitor the engagement and progression of the learner. Do they understand the content? Can they recall the information? Can they relate these new ideas and skills to their workplace experiences? Are they progressing according to your training program timeline?

Learner Self-Reflection

Self-reflection of a learner's experience in your training program is important because it gives the learner an opportunity to see the importance of their own learning process. Learners are able to identify what they could do previously and what they have now learnt. It also adds value to the training program. When a student self-reflects, they realise they got more out of the program than they thought.

Benefits of reflection include:

- encouraging the learners to take responsibility for their own learning,
- building stronger connections between learning experiences,
- generating useful feedback to improve the training program design,
- sharing ideas and opinions with others in the group including their peers and supervisors.

Administration and liaison tasks

For many trainers the most interesting aspect of training is the time they spend interacting with their learners during the training session. However, trainers cannot forget that the training programs do not just happen magically. There are a number of administration and liaison tasks that support every successful program.

Some of the staff who may be involved in the behind the scenes work include:

- **Administration Clerk** – training records, attendance, booking training rooms
- **Finance Department** – cost of training, organising payments and invoicing
- **Typist** – handouts, exercises, photocopies
- **Computer technician** – equipment setup

Record Keeping

Accurate record keeping is essential for efficiency and compliance. There are literally hundreds of documents and templates that might be used to record and retain information about training. Some of the most common are:

- WHS and Risk Management forms such as incident reports, safety checklists
- Administrative documents such as: enrolment forms, LLN indicators, checklists
- Attendance records
- Training Plans
- Learner monitoring and progress reports
- Communication records
- Finance and payment records such as invoices, fee histories
- Venue and resource checklists
- Planning documentation including session plans, training resources, booking forms
- Feedback forms and summaries
- Grievance and appeals forms and records
- Assessment evidence
- Official records such as traineeship completion forms



Registered Training Organisations (RTOs) have a number of responsibilities under the Standards for RTOs and the National Vocational Education and Training Regulator Act 2011.

- RTOs must ensure that all student information is stored securely to ensure the privacy of students. RTOs must publish their privacy statement/policy for all potential students.
- RTOs must keep all student evidence for at least 6 months or to the end of the appeals process, whichever is longer. When it's not possible to keep the actual evidence, then checklists and/or photos of the evidence should be kept.
- RTOs must submit student data at least annually to NCVER for Total VET Activity reporting (TVA) this ensures that the student results are exported and stored in the national USI student portal.
- RTOs must be able to reproduce student results/qualifications for 30 years. If an RTO closes their business, then the student data must be transferred to ASQA for secure storage and retrieval if requested by a past student.
- Student data is used by the Australian Government for informing the uptake of training and determining the skills development areas, this information helps influence policy making and funding.
- Student data is also used by State Government departments for funding of training to RTOs.

Access reports from the NCVER website. This information is de-identified to protect the privacy of students.

[Total VET students and courses \(ncver.edu.au\)](https://ncver.edu.au)

Find out more about the National VET Data Policy from the Department of Education Skills and Employment.

[National VET Data Policy | Department of Education, Skills and Employment](#)

References

APRA AMCOS

<https://www.apraamcos.com.au/>

ASQA - Five things RTOs should know about copyright

<https://www.asqa.gov.au/news-events/news/five-things-rtos-should-know-about-copyright>

ASQA - Quality indicators annual summary

<https://www.asqa.gov.au/rto/responsibilities/data-collection-and-provision/quality-indicators-annual-summary>

Australia Human Rights Commission

<https://humanrights.gov.au/>

Business Queensland - Anti-discrimination and equal opportunity

<https://www.business.qld.gov.au/running-business/employing/employee-rights/anti-discrimination-eeo>

Culture and Diversity

<https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/culture-and-diversity>

Department of Education, Skills and Employment

[National VET Data Policy | Department of Education, Skills and Employment](#)

Fair Work Ombudsman – Workplace Discrimination

<https://www.fairwork.gov.au/how-we-will-help/templates-and-guides/fact-sheets/rights-and-obligations/workplace-discrimination>

NCVER - Total VET students and courses

[Total VET students and courses \(ncver.edu.au\)](#)

Screenrights

<https://www.screenrights.org/>

The Copyright Agency

<https://www.copyright.com.au/>

The VARK Questionnaire

<https://vark-learn.com/the-vark-questionnaire/>

Training.gov.au

www.training.gov.au

