Instructions

Often, an RTO will have multiple trainers delivering the content to cover a Unit of Competency.

The delivery plan and session plans are developed to ensure consistency regardless of who is delivering the training or where the venue is.

The **delivery plan** will outline the future training including the purpose for the training, reasonable adjustments, customisation and sustainability practices.

The **risk assessment** will not be completed until the trainer is in the learning environment.

This document must be revised whenever a different learning environment is used or if new risks are identified.

The **session plans** will outline the topic for each session, the training and delivery strategies, the activities to be completed and the resources required for effective delivery and student engagement.

Your session plans should provide enough detail that another trainer could run the class in your absence.

Your objectives must clearly outline what you are trying to achieve from this training.

Your topics will reflect the breakdown of the session – each of the chunks of learning. If you don’t require all rows – then remove the blank rows.

The following fields are **not completed** until the training is actually being delivered:

* Delivery Plan
  + Learning environment/venue
* Session Schedule
  + Date/Time
* Risk Assessment
* Session Plan
  + Trainer name
  + Attendance Records
  + Delivery date/time
  + Location of training address
  + Notes on Learner Performance

Please leave these fields blank until it’s time to deliver the training.

When it’s time to deliver the training, the blank fields will be completed on the Delivery and Session Plans and the Risk plan will be completed.

|  |  |
| --- | --- |
| **Author of Delivery Plan** |  |
| **Unit Code & Title** | CUAIND211 - Develop and apply creative arts industry knowledge |
| **Target Learners**  Provide a description of a typical learner group |  |
| **Purpose of the training program**  Why is this training needed? |  |
| **Performance Benchmarks**  What are the key Performance benchmarks? | ☐ Unit of Competency ☐ KPIs ☐ Job description  ☐ Industry Standards ☐ Other ……………………………………… |
| **Organisational and Legislative requirements** | ☐ WHS ☐ SOPS ☐ Licensing requirements  ☐ SWMS ☐ Other ………………………………………………………………………………… |
| **Reasonable Adjustments and Support Strategies for learners with additional needs** | |
| **Known Additional Needs** (list additional specialist support accessed where required) |  |
| **Reasonable Adjustments**  How will the course be customised/adjusted to suit the learners needs? |  |
| **Foundations Skills considerations**  What foundations skills are listed on the unit? How will these be catered for? |  |
| **Learning environment/venue(s)**  Where will the training occur? |  |
| **Required resources** |  |
| **Customisation of learning resources** |  |
| **Opportunities for sustainable practices in the learning environment** |  |

|  |  |  |
| --- | --- | --- |
| **Session** The training topic should match each of the sessions you have documented on the session plans.  **Schedule** | | |
| **#** | **Date & Time** | **Training Topic** |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |

## **Risk Assessment and Management Plan**

*(Risk assessment is to be completed at the time of delivery of the sessions to ensure the learning environment is safe)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Location** |  | **Date** |  |
| **Description of hazard** | | | |
|  | | | |

On the following chart, circle or highlight the most likely harm to a person if the risk happens (along the top). Next circle how often it COULD happen (left hand side). The risk priority (score) is the intersecting number.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | **Risk priority chart** | | | |
| **Probability**  How likely could it happen? | | **Consequence**  How severely could it hurt someone? | | | |
| **Catastrophic**  Kills, permanently disables | | **Major**  Significant injury | **Minor**  First aid only |
|  | | **Permanent injury** | | **Not permanent** | **No lost time** |
| **Very likely**  Could happen frequently | | 1 | | 2 | 2 |
| **Likely**  Could happen occasionally | | 2 | | 3 | 4 |
| **Unlikely**  Could happen rarely | | 3 | | 4 | 5 |
| **Very unlikely**  Could happen, probably never will | | 4 | | 5 | 6 |
| **What is the risk priority? (score from 1-6 from the above chart).** | | | **Chose control measures from the highest possible level in the following list:** | | |
| 1 or 2  3 or 4  5 or 6 | HIGH PRIORITY – Risk must be controlled mitigated prior to learner placement  IMPORTANT – Control or mitigate risk by agreed date and prior to next review  DESIRABLE – do something to address the risk. | | 1. ☐ Elimination 2. ☐ Substitution 3. ☐ Isolation/ engineering 4. ☐ Administrative 5. ☐ Personal protective equipment | | |
| **Control measures** | | | | | |
| **Action to take Now** |  | | | | |
| **Action**  **to take Later** |  | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| TRAINING TOPIC/S | |  | | | | |
| OBJECTIVES AND INTENDED OUTCOME OF TRAINING SESSION | |  | | | | |
| TRAINER NAME (Name of TAE student) | |  | | DELIVERY DATE / TIME | |  |
| ATTENDANCE RECORDS | | * Individual Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Group: Attendance Record attached | | TIME ALLOCATED | |  |
| LOCATION OF TRAINING ADDRESS | |  | | | | |
| TRAINING SESSION DELIVERY GUIDE | | | | | | |
| TOPIC & TIMING | CONTENT Briefly describe each key point and list what is to be covered | | TRAINING STRATEGIES (Presentation Methods)  e.g., discussion, questions, learning activities, Formative Assessment activities | | DELIVERY RESOURCES NEEDED e.g., PowerPoint, handout, wifi | |
| **Introduction**  \_\_\_\_\_ Minutes | Introduce Self and topic  Housekeeping  WHS Considerations  Icebreaker  Learning objectives | |  | |  | |
| **Topic -** 1  \_\_\_\_\_ Minutes |  | |  | |  | |
| **Topic -** 2  \_\_\_\_\_ Minutes |  | |  | |  | |
| **Topic -** 3  \_\_\_\_\_ Minutes |  | |  | |  | |
| **Topic -** 4  \_\_\_\_\_ Minutes |  | |  | |  | |
| Conclusion \_\_\_\_\_ Minutes | What did you learn? Summary of key points –  How to conclude – | |  | |  | |
| **Notes on Learner Performance** (include adjustments made to respond the needs of diverse learners). | | | | | | |
|  | | | | | | |

***On completion of the session, ensure you complete your Self-Reflection form***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| TRAINING TOPIC/S | |  | | | | |
| OBJECTIVES AND INTENDED OUTCOME OF TRAINING SESSION | |  | | | | |
| TRAINER NAME (Name of TAE student) | |  | | DELIVERY DATE / TIME | |  |
| ATTENDANCE RECORDS | | * Individual Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Group: Attendance Record attached | | TIME ALLOCATED | |  |
| LOCATION OF TRAINING ADDRESS | |  | | | | |
| TRAINING SESSION DELIVERY GUIDE | | | | | | |
| TOPIC & TIMING | CONTENT Briefly describe each key point and list what is to be covered | | TRAINING STRATEGIES (Presentation Methods)  e.g., discussion, questions, learning activities, Formative Assessment activities | | DELIVERY RESOURCES NEEDED e.g., PowerPoint, handout, wifi | |
| **Introduction**  \_\_\_\_\_ Minutes | Introduce Self and topic  Housekeeping  WHS Considerations  Icebreaker  Learning objectives | |  | |  | |
| **Topic -** 1  \_\_\_\_\_ Minutes |  | |  | |  | |
| **Topic -** 2  \_\_\_\_\_ Minutes |  | |  | |  | |
| **Topic -** 3  \_\_\_\_\_ Minutes |  | |  | |  | |
| **Topic -** 4  \_\_\_\_\_ Minutes |  | |  | |  | |
| Conclusion \_\_\_\_\_ Minutes | What did you learn? Summary of key points –  How to conclude – | |  | |  | |
| **Notes on Learner Performance** (include adjustments made to respond the needs of diverse learners). | | | | | | |
|  | | | | | | |

***On completion of the session, ensure you complete your Self-Reflection form***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| TRAINING TOPIC/S | |  | | | | |
| OBJECTIVES AND INTENDED OUTCOME OF TRAINING SESSION | |  | | | | |
| TRAINER NAME (Name of TAE student) | |  | | DELIVERY DATE / TIME | |  |
| ATTENDANCE RECORDS | | * Individual Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Group: Attendance Record attached | | TIME ALLOCATED | |  |
| LOCATION OF TRAINING ADDRESS | |  | | | | |
| TRAINING SESSION DELIVERY GUIDE | | | | | | |
| TOPIC & TIMING | CONTENT Briefly describe each key point and list what is to be covered | | TRAINING STRATEGIES (Presentation Methods)  e.g., discussion, questions, learning activities, Formative Assessment activities | | DELIVERY RESOURCES NEEDED e.g., PowerPoint, handout, wifi | |
| **Introduction**  \_\_\_\_\_ Minutes | Introduce Self and topic  Housekeeping  WHS Considerations  Icebreaker  Learning objectives | |  | |  | |
| **Topic -** 1  \_\_\_\_\_ Minutes |  | |  | |  | |
| **Topic -** 2  \_\_\_\_\_ Minutes |  | |  | |  | |
| **Topic -** 3  \_\_\_\_\_ Minutes |  | |  | |  | |
| **Topic -** 4  \_\_\_\_\_ Minutes |  | |  | |  | |
| Conclusion \_\_\_\_\_ Minutes | What did you learn? Summary of key points –  How to conclude – | |  | |  | |
| **Notes on Learner Performance** (include adjustments made to respond the needs of diverse learners). | | | | | | |
|  | | | | | | |

***On completion of the session, ensure you complete your Self-Reflection form***

**Version Control**

|  |  |
| --- | --- |
| **Date** | **Details of Changes** |
|  | Original version |
|  |  |
|  |  |
|  |  |