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 to cover the requirements of an entire Unit of Competency.

The **session schedule** will outline all sessions required to cover the Unit of Competency.

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 topics, the training and delivery strategies, the activities to be completed and the resources required for effective delivery and student engagement of the three (3) consecutive sessions.

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** | AMPCOR204 Follow safe work policies and procedures |
| **Target Learners**  Provide a description of a typical learner group for this training |  |
| **Characteristics of learners** |  |
| **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 ………………………………………………………………………………… |
| **Training and Assessment Strategy linked to this Unit** | (provide file name of TAS) |
| **How will this Unit be assessed?**  (refer to evidence gathering in TAS) |  |
| **Reasonable Adjustments and Support Strategies for learners with additional needs** | |
| **Reasonable Adjustments**  How will the course be customised/adjusted to suit the learners needs? |  |
| **Opportunities for scaffolding** |  |
| **Foundations Skills considerations**  What foundations skills are listed in the unit? | ☐ Foundation skills are explicit in the Unit of Competency  Or  ☐ Foundation skills are listed – include list below |
| **Steps to access specialist support if required**  (according to organisational procedures) |  |
| **Learning environment/venue(s)**  Where will the training occur? |  |
| **Required resources** |  |
| **Customisation of learning resources** |  |
| **Opportunities for sustainable practices in the learning environment** |  |

|  |  |  |
| --- | --- | --- |
| **Session Schedule** | | |
| **#** | **Date & Time** | **Session title and intended outcomes.**  (On completion of this session learners will be able to……) |
| 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** |  | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SESSSION TITLE | |  | | | | |
| 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 in each topic.  Learning objectives are explicit statements that clearly express what learners should be able to comprehend, perform or experience by the end of the session. | | TRAINING STRATEGIES (Presentation Methods to ensure learner engagement)  e.g., discussion, questions, learning activities, Formative Assessment activities | | DELIVERY RESOURCES NEEDED e.g., PowerPoint, handout, wifi, props, tools, gadgets | |
| **Introduction**  \_\_\_\_\_ Minutes | Introduce Self and topic  Housekeeping  WHS Considerations  Icebreaker  Learning objectives | | <add strategies> | | <add resources> | |
| **Topic -** 1  \_\_\_\_\_ Minutes |  | | <add strategies> | | <add resources> | |
| **Topic -** 2  \_\_\_\_\_ Minutes |  | | <add strategies> | | <add resources> | |
| **Topic -** 3  \_\_\_\_\_ Minutes |  | | <add strategies> | | <add resources> | |
| **Topic -** 4  \_\_\_\_\_ Minutes |  | | <add strategies> | | <add resources> | |
| Conclusion \_\_\_\_\_ Minutes | What did you learn? Summary of key points –  <Outline any homework or tasks to be completed before the next session>  How to conclude – | | <add strategies> | | <add resources> | |
| **Notes on Learner Performance to be added after delivery** (include adjustments made to respond the needs of diverse learners). | | | | | | |
|  | | | | | | |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SESSSION TITLE | |  | | | | |
| 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 in each topic.  Learning objectives are explicit statements that clearly express what learners should be able to comprehend, perform or experience by the end of the session. | | 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 | | <add strategies> | | <add resources> | |
| **Topic -** 1  \_\_\_\_\_ Minutes |  | | <add strategies> | | <add resources> | |
| **Topic -** 2  \_\_\_\_\_ Minutes |  | | <add strategies> | | <add resources> | |
| **Topic -** 3  \_\_\_\_\_ Minutes |  | | <add strategies> | | <add resources> | |
| **Topic -** 4  \_\_\_\_\_ Minutes |  | | <add strategies> | | <add resources> | |
| Conclusion \_\_\_\_\_ Minutes | What did you learn? Summary of key points –  <Outline any homework or tasks to be completed before the next session>  How to conclude – | | <add strategies> | | <add resources> | |
| **Notes on Learner Performance to be added after delivery** (include adjustments made to respond the needs of diverse learners). | | | | | | |
|  | | | | | | |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SESSSION TITLE | |  | | | | |
| 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 in each topic.  Learning objectives are explicit statements that clearly express what learners should be able to comprehend, perform or experience by the end of the session. | | 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 | | <add strategies> | | <add resources> | |
| **Topic -** 1  \_\_\_\_\_ Minutes |  | | <add strategies> | | <add resources> | |
| **Topic -** 2  \_\_\_\_\_ Minutes |  | | <add strategies> | | <add resources> | |
| **Topic -** 3  \_\_\_\_\_ Minutes |  | | <add strategies> | | <add resources> | |
| **Topic -** 4  \_\_\_\_\_ Minutes |  | | <add strategies> | | <add resources> | |
| Conclusion \_\_\_\_\_ Minutes | What did you learn? Summary of key points –  <Outline any homework or tasks to be completed before the next session>  How to conclude – | | <add strategies> | | <add resources> | |
| **Notes on Learner Performance to be added after delivery** (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 |
|  |  |
|  |  |
|  |  |