**DELIVERY - PROJECT 4 - KNOWLEDGE QUESTIONS**

**Specific Requirements**

Please read each question carefully and respond clearly and concisely including relevant examples where requested. You may refer to the Training Manual or any other research source however your answers must be in your own words to demonstrate your complete understanding.

To achieve a satisfactory result, students must respond to all questions correctly, in their own words for short answer questions and with sufficient detail to demonstrate knowledge and understanding.

If examples are requested, these must be included in the response.

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| **#** | **QUESTION** | | **RESPONSE** |
| 1 | List and outline three (3) indicators that training might be required in a work environment? | | |
| 1 |  | |
| 2 |  | |
| 3 |  | |
| 2 | List and briefly describe three (3) learning theories that apply to vocational education | | |
| 1 |  | |
| 2 |  | |
| 3 |  | |
| 3 | List and briefly outline three (3) common learning styles and what you could do to maximise learner outcomes with this in mind. | | |
| 1 |  | |
| 2 |  | |
| 3 |  | |
| 4 | What sources of information and documentation can be used to find out about the needs of learners in the workplace? | |  |
| 5 | How can a job description be used in developing a training plan for employees? | |  |
| 6 | Briefly summarize how legislation, codes of practice, standards or policy might affect the following factors relating to training and assessment in the workplace. Also explain what actions you would need to take to ensure compliance with each factor. You will need to conduct research to respond. Be sure to also:   * Record the source of your information (relevant website, regulatory body, state/territory authority, policy etc). * Record the Act or regulation if applicable. | | |
| 1. EEO and Anti-discrimination | |  |  |
| 1. WHS | |  |  |
| 1. Privacy | |  |  |
| 1. Copyright | |  |  |
| 1. Industry Licensing requirements (if applicable) e.g. Liquor, gaming, security, food safety | |  |  |
| 7 | Outline one ethical dilemma you may be presented with as a trainer and explain how you should deal with it. | |  |  |
| 8 | Why is it important to monitor supervisory arrangements for your learner? Make 3 suggestions on how you would monitor a learner for the best outcome. | |  |  |
| 9 | Outline a contractual requirement that may impact upon work-based training that is externally provided (such as in an Apprenticeship or Traineeship). | |  |  |
| 10 | Define the term ‘contextualise’ and give an example where and how training might be contextualised. | |  |
| 11 | What can a trainer/facilitator gain by monitoring learner verbal/non-verbal communication? | |  |
| 12 | What sources of WHS information could you access to determine any hazards in the training environment? | |  |
| 13 | Provide one example of culturally sensitive communication. | |  |
| 14 | Define the term ‘reasonable adjustment’ and give an example of where and how this would be applied | |  |
| 15 | Discuss the types of training and appropriate approaches that would best suit the following learners | | |
| 1. New Recruit or Trainee | |  |
| 1. Experienced team member | |  |
|  | 1. Workplace supervisor | |  |
| 16 | What constitutes ‘unacceptable behaviour’ in the learning environment? | |  |
| 17 | What are the 3 different classifications of questions? Give an example of each. | |  |
| 18 | Explain how you might motivate adults when delivering training. In your answer, consider the needs of adults and how they might be addressed. | |  |
| 19 | List four behaviours that may help you identify participants who are having difficulties in your session. | |  |
| 20 | In the context of training and assessing, why is closure important? | |  |
| 21 | List three ways in which you can gain feedback from learner(s). | |  |
| 22 | What is the legal requirement for maintaining student records? | |  |
| 23 | Explain how you encourage learners to self-reflect and take responsibility for their own learning. | |  |
| 24 | Explain why you should review your own performance. | |  |