**Cluster 1 - Design - Knowledge Questions**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **#** | **QUESTION** | | | **RESPONSE** | | | | |
| 1 | Training programs may be run for a variety of purposes. Describe at least five reasons for conducting training | | |  | | | | |
| 2 | Explain how audial, visual and kinaesthetic learning styles influence instructional design for training programs | | |  | | | | |
| 3 | Describe three (3) factors you would need to consider when developing a training program. | | |  | | | | |
| 4 | Learning resources can be produced in a range of formats. With your own training program in mind, describe three (3) resources you might use and where you will source these materials | | |  | | | | |
| 5 | Using your own industry as a basis, describe any general and specific WHS issues that need to be included in any training conducted | | |  | | | | |
| 6 | Explain how the use of formal training packages (or accredited courses) can assist in the training process | | |  | | | | |
| 7 | What is the difference between endorsed and non-endorsed components of a Training Package? Give one (1) example of each. | | |  | | | | |
| 8 | Explain the purpose of the following and how they relate to each other: | | | | | | | |
| Training Package | | |  | | | | |
| Training and Assessment Strategy (TAS) | | |  | | | | |  |
| Training Program | | |  | | | | |  |
| National VET Regulators | | |  | | | | |  |
| Training.gov.au | | |  | | | | |  |
| Industry Reference Committees | | |  | | | | |  |
| 9 | Explain what is meant by the following terms | | | | | | | |
| Contextualising | | |  | | | | |
| Foundation Skills | | |  | | | | |  |
| LLN | | |  | | | | |  |
| Pre-Requisites | | |  | | | | |  |
| 10 | Outline each AQF level and give an example of a task from your vocational area of what an employee may demonstrate at that level | | | | | | | |
| AQF 1 |  | | | | | | |
| AQF 2 |  | | | | | | |
| AQF 3 |  | | | | | | |
| AQF 4 |  | | | | | | |
| AQF 5 |  | | | | | | |
| 11 | What are the packaging rules in a qualification and what is their purpose? | | | |  | | | |
| 12 | List the components of a current unit of competency and give a brief description of each section. | | | |  | | | |
| 13 | Changes to training packages can and do occur. Explain what sources you would use to research any changes that have been made to a training package. | | | |  | | | |
| 14 | Training is delivered using different methods, depending on the purpose and circumstances. Explain what methods you would use for the following scenarios and give reasons for your choices | | | | | | | |
| Training Situation | | Method of Delivery | | | | | Reason for your choice |
| Trainee or Apprentice | |  | | | | |  |
| Classroom groups | |  | | | | |  |
| Remote student | |  | | | | |  |
| 15 | Explain what is meant by the term *reasonable adjustment* and describe how it can be applied in at least two different circumstances. | | | | | |  | |
| 16 | Describe how you will ensure the dimensions of competency are addressed during training & assessment | | | | | | | |
| **Task skills**  Performing the task/job to the required standard | | | | | |  | |
| **Task management skills**  Able to do more than one thing at a time and managing the tasks correctly | | | | | |  | |
| **Contingency management skills**  Responding appropriately to irregularities and breakdowns in routine within a job or workplace | | | | | |  | |
| **Job/role environment skills (outcomes)**  Able to deal with the responsibilities and expectations of the work environment | | | | | |  | |
| 17 | Describe the difference between an accredited course and a nationally recognised qualification | | | | |  | | |
| 18 | List four stakeholders you might review your learning design with | | | | |  | | |
| 19 | Where might you find advice on contextualisation (to meet client needs) produced by the training package developer or course developer | | | | |  | | |