How this book works

This Book of Readings has three sections: Intention, Extension and Retention

INTENTION
This is the content that we “intend” to cover as part of the training. This content forms part of the requisite information needed to complete this unit. This section includes key concepts, definitions and examples to support the learners through the material and is arranged in the order of the delivery.

EXTENSION
This section provides more in-depth explanations of the key course content. It includes additional readings, references and examples to extend and elaborate upon the initial learning. It provides an enduring resource for future referral and use.

RETENTION
This section is designed for you to reflect upon your own learning and add any action items that will help you transfer the concepts and techniques learned in the course to your own settings. This may include tips, tricks, templates or websites to review.

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ABN 87270642119
# Learning Design Cluster

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<th>Course Description</th>
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<tbody>
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<td>Design and develop learning programs</td>
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<td>Use training packages and accredited courses to meet client needs</td>
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INTENTION
What is learning?

Learning itself cannot be observed directly. It is inferred by observing the performance of the individual. If an individual performs a new task to the standards specified, it is assumed that learning has taken place and that there has been some change in behaviour.

Learning always involves a change in the person who is learning. This change will involve a change in the knowledge, skills or attitudes of the individual.

Knowledge relates to the cognitive and mental change in learning facts, information, principles, concepts, rules and theories necessary for solving problems.

Skills relate to manual or physical movement, coordination, and use of the motor-skill areas such as manipulating objects, tools, equipment and machinery. Skills have both a physical and mental aspect also referred to as psychomotor

Attitudes relate to change in and developing feelings, values and emotions.

In complex learning situations there is always integration between the learning of knowledge, skills and attitudes.
Setting learning outcomes

Setting learning outcomes will ensure that the sessions have some direction. An outcome is a very clear description of the skills, knowledge and attitudes that the learner should be able to demonstrate as a result of facilitation.

The session outcome should describe in measurable terms what the candidate is required to know or do in order to achieve success. A hint about learning outcomes is that they will generally begin with a verb. A verb is an action word and demonstrates that change is expected after the learning has taken place.

Listed below are some common verbs used in learning outcomes:

<table>
<thead>
<tr>
<th>Knowledge and Understanding (Cognitive)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Define</td>
<td>Contrast</td>
<td>Explain</td>
</tr>
<tr>
<td>Describe</td>
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<td>Skills (Psychomotor)</td>
<td></td>
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</tr>
<tr>
<td>Adjust</td>
<td>Create</td>
<td>Open</td>
</tr>
<tr>
<td>Operate</td>
<td>Construct</td>
<td>Load</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Assemble</td>
<td>Develop</td>
</tr>
<tr>
<td>Attitudes and Feelings (Affective)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen</td>
<td>Derive</td>
<td>Associate</td>
</tr>
<tr>
<td>Accept</td>
<td>Choose</td>
<td>Discuss</td>
</tr>
<tr>
<td>Express</td>
<td>Communicate</td>
<td>Share</td>
</tr>
</tbody>
</table>

Outcomes must meet three criteria:

1. They must be observable. Can you actually see or observe the progress of the learner?

2. They must be measurable. Can you measure the output or progress of the learner?

3. They must be clear. Written in terms and language that is unambiguous and not open to misinterpretation.

A useful phrase for writing outcomes or learning objectives is:
By the end of this session participants will be able to....
The Teaching and Learning cycle

1. Train

2. Learn

3. Log

4. Retain

5. Trigger

6. Recall

7. Apply

(Carolyn Ballins, "Making Training Stick", 2005)

A Learning Definition

Learning is an internal change in a person, the formulation of new associations or the potential for new responses... Learning is a relatively permanent change in a person’s behaviour and capabilities."

(Anita Woolfolk, “Educational Psychology” 2007)

How do adults learn?
1. Adults learn by doing
2. Adults learn when they have a need to learn
3. Adults learn by solving problems
4. Adults like variety in learning activities
5. Different adults learn in different ways
What types of learning styles are there?

According to learning style theory, there are three distinct preferred styles in which people learn. A person may be a visual learner, an auditory learner, a kinaesthetic learner, or a combination of all three. The acronym used for this is VAK.

Visual learners need to see what is going on. Visual learners can be identified because they like reading and watching television and enjoy looking at photos, plans or cartoons. They will be attracted during training to words like “see, look, appear, picture, make clear, and overview”. Further to this, they are likely to have strong spelling and writing skills. They may not talk much and dislike listening for too long and may be distracted by untidiness or movement. A visual learner can learn best by using:

- Posters, charts and graphs
- Visual displays
- Booklets, brochures and handouts
- Variety of colour and shape
- Clear layout with headings and plenty of white space

Aural/Auditory learners learn by listening. Auditory learners can be identified because they love to talk, are attracted to sound (and distracted by noise), and prefer to hear things rather than read them. They may read in a ‘talking’ style, hearing the text as they go and may appear to daydream whilst ‘talking’ inside their head. Furthermore, they often enjoy the telephone and music. An auditory learner can learn best by using:

- Question and answer
- Lectures and stories
- Audio recordings
- Discussion pairs or groups
- Variety in tone, rate, pitch and volume
- Music or slogans
Kinaesthetic learners learn by doing. Kinaesthetic learners can be identified because they move around a lot, tap pens or shift in their seat. They may want lots of breaks, enjoy games and do not really like reading. Additionally, they will remember most effectively through practice. A kinaesthetic learner can learn best by using:

- Team activities
- Hands-on experience
- Role-plays
- Note taking
- Emotional discussions.

**Triggers for learning**

- Visualisation e.g. using flowcharts
- Grouping e.g. phone numbers
- Repetition e.g. times tables by rote
- Story e.g. Every Good Boy Deserves Fruit (music scales)
- Alphabetical e.g. ROYGBIV (colours of the rainbow)
- Number or Sequence e.g. Step 1, Step 2...
- Colour e.g. traffic lights
- Association e.g. using analogies
- Acronyms e.g. VET

**Note Taking**
What is VET?

Vocational Education and Training (VET) is education and training for work.

Vocational Education and Training includes vocational education and training undertaken in industries, enterprises, and government agencies, as well as community and school settings. The vocational education and training sector encompasses both recognised training leading to a qualification or Statement of Attainment under the Australian Qualifications Framework (AQF), and non-recognised training, such as in-house product-based training.

What do learning programs relate to in VET?

Learning programs in a VET context, relate to a vocational training program based around a unit or units of competency from an endorsed Training Package (or modules in an accredited course). These can be delivered in the workplace, in a training environment, as part of a schools-based VET program or a New Apprenticeships or Traineeships program.

Why does VET sector exist?

The VET sector exists for a range of reasons. The primary reasons are outlined below:

- To provide a pathway from school to work
- To develop and recognise the competencies (the skills and knowledge) of learners
- To respond to economic, social and business trends to equip workers with up-to-date skills for work transfer
- To support a registry of providers and audit them for service quality
- To enable providers to issue nationally recognised qualifications.
Who uses VET?

In Australia VET is accessed and provided by private training organisations, TAFEs, schools, universities, government agencies, workplaces and community groups.

What is a quality framework within VET?

A quality framework details standards, structures, systems and processes for assuring consistent high quality services and products. Such a framework may set requirements for quality planning, quality control, quality assurance and quality improvement. Quality frameworks often form part of a compliance and/or registration system. Frameworks may be part of government compliance, industry bodies, industry quality management systems, organisational procedures and relevant legislation.

e.g. IBSA Capability Framework

How does it work in Australia?

In Australia the VET Quality Framework aims to achieve consistency in the way providers are registered and monitored and in how standards in the VET sector are enforced.

The VET Quality Framework comprises:

- Standards for Registered Training Organisations
- The Fit and Proper Person Requirements
- The Financial Viability Risk Assessment Requirements
- The Data Provision Requirements and
- The Australian Qualifications Framework.
Registered Training Organisations (RTOs) and their staff must ensure they are familiar with the standards and requirements and conduct their work in accordance with them.

**What is the role of the National Vocational Education and Training Regulator (NVR)?**

The Australian Skills Quality Authority (ASQA) is the national regulator for Australia’s VET sector.

The national regulatory system is being established through:

- a referral of powers to the Commonwealth from most states (except Victoria and Western Australia)
- the exercise of the Commonwealth’s constitutional powers in the regulation of vocational education and training in the territories.

The registration of RTOs in the states and territories was transferred to ASQA in several stages.

- ASQA became the regulatory body for the VET sector for the Australian Capital Territory, the Northern Territory and New South Wales on 1 July 2011.
- ASQA became the regulatory body for the VET sector in Tasmania after state referral legislation was proclaimed on the 15 February 2012.
- ASQA became the regulatory body for the VET sector in South Australia on 26 March 2012.
- ASQA became the regulatory body for the VET sector in Queensland on 29 June 2012.
Unlike other states, Victoria and Western Australia have not referred their powers in the regulation of VET to the Commonwealth.

The legal and practical effect of this is that RTOs operating in Victoria and/or Western Australia may be subject to regulation by either their state regulator, ASQA or in some cases both their state regulator and ASQA.

The National Vocational Education and Training Regulator Act 2011 (the Act) sets out which RTOs, including those operating in Victoria and/or Western Australia, will be subject to regulation by ASQA.

Note Taking
Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in the Australian education and training system. The Australian education system is distinguished from many other countries by the AQF. The AQF has 10 levels and links school, VET and higher education qualifications into one national system. The AQF allows you to move from one level of study to the next and from one institution to another. This gives you choice and flexibility in your career planning. Qualifications in the AQF prepare you for both further study and life in the workforce.

There are eight competency-based qualifications identified for the vocational education and training sector:

- Certificate I
- Certificate II
- Certificate III
- Certificate IV
- Diploma
- Advanced Diploma
- Graduate Certificate
- Graduate Diploma
What is a Training Package?

Training Packages are integrated sets of components providing specifications for training and assessment in the Vocational Education and Training sector. They, along with accredited courses, include the benchmarks for nationally recognised training.

The Standards for Registered Training Organisations (RTOs) 2015 define a training package as:
“a nationally endorsed, integrated set of competency standards, assessment requirements, Australian Qualifications Framework qualifications, and credit arrangements for a specific industry, industry sector or enterprise.”

Training Packages consist of:

a. Endorsed components of: competency standards, assessment requirements qualifications and credit arrangements.

b. Optional non-endorsed components of: support materials such as companion volumes, learning strategies, assessment resources and professional development materials.

c. Mandated non-endorsed component: Training Package implementation guide.

Training Packages are developed through national Industry Skills Councils (ISCs) or by enterprises to meet the identified training needs of specific industries or industry sectors. Training packages are endorsed by the Australian government and the State and Territory Governments.

The ISCs also review and maintain the Training Package and provide associated products and services. ISCs are a good source of training and assessment and professional development materials.
The benefits of Training Packages include:

- Training meets the needs and requirements of industry and standards set by industry.
- Qualifications are consistent and nationally recognized. This makes it easier for students to move between states and territories and for employers to hire people who have worked for other companies or moved from interstate.
- Students and employees have the flexibility to choose how, when and where the training is undertaken.
- Individuals and businesses are assured of the quality of training and qualifications in areas that specifically suit the needs of the enterprise.

Training Packages are subject to continuous improvement and are generally reviewed and resubmitted for endorsement every three years. The review process usually starts 18 months after initial endorsement.

In summary, the endorsed Training Package is the foundation and framework from which training and assessment strategies are built. It holds the rules to be followed and specifies the benchmarks and outcomes of training and how to assess these.

A good place to obtain information on training packages is at training.gov.au (TGA). TGA is an application through which authoring, endorsement, publication, storage and maintenance of Training Packages can occur in accordance with policies and practices established by the Australian Government. This site offers wide search functions, reports and links to VET related organisations. For more details visit www.training.gov.au/Home/Tga
of information on training packages, qualifications, accredited courses, units of competency, skill sets and Registered Training Organisations.

What is the difference between a Training Package and an accredited course?

An accredited course is defined by the Standards for Registered Training Organisations (RTOs) 2015 as:

“…a structured sequence of vocational education and training that has been accredited and leads to an Australian Qualifications Framework (AQF) qualification or Statement of Attainment.”

Under the Standards for Registered Training Organisations a course will not be accredited if the course duplicates by title or coverage the outcomes of an endorsed Training Package qualification.

Accredited courses are developed to meet training needs that are not addressed by existing training packages. Training packages are generally written in broad and generic outcome terms, with performance assessed against industry standards. Accredited courses are more specifically targeted to niche/specialist needs. While Training Packages have progressively replaced accredited courses as the key VET product and benchmark, there are still accredited courses in areas without Training Package coverage (e.g. where there is a unique need or inconsistencies in legislation exists between jurisdictions).

An accredited course may consist of:

- A combination of units of competency from more than one training package;
- Some training package units of competency (from one or more training packages) and some newly developed units
- Completely new material comprising only custom-developed units of competency.

What are Assessment Guidelines?

The Assessment Guidelines are an endorsed component of a Training Package that underpins the assessment process and sets out the industry approach to valid, reliable, flexible and fair assessment. Assessment guidelines include information concerning assessor requirements, the design of assessment
resources, methods for conducting assessment as well as appropriate sources of additional information on assessment. These guidelines are designed to ensure judgments made by the people assessing the competence of an individual’s performance are consistent.

Information to support Questions 8 – 12 in the Assessment Book

TAE Summary

History

TAE Training and Education Training Package is a revision of TAE10 Training and Education Training Package, which was a revision of TAA04 Training and Assessment Training Package and BSZ98 Assessment and Workplace Training Package. This Training Package represents the qualifications environment for training and education in the vocational education and training (VET) environment, and reflects a growing appreciation of the wider context for VET trainers and educators. In particular, placing an emphasis on the wider educational aspects of VET education is identified as a key element in raising standards in the sector, as well as providing a basis for individuals to develop a wider career perspective. The introduction of additional components that place training and education qualifications within a business perspective is seen as being a logical extension for this training package for the future.

The essential building blocks for the TAE Training Package are TAE40110 Certificate IV in Training and Assessment, Diploma of Vocational Education and Training and Diploma of Training Design and Development. As in TAA04, language, literacy and numeracy form an integral component of the Training Package, in this instance through the newly endorsed TAE70110 Graduate Certificate in Adult Language, Literacy and Numeracy Practice, and TAE80110 Graduate Diploma of Adult Language, Literacy and Numeracy Leadership.

In addition, and to reflect a more holistic approach to the qualification suite for VET trainers and educators, four qualifications that focus on education services and management were relocated from the Business Services Training Package. These are:

- TAE50310 Diploma of International Education Services
- TAE70210 Graduate Certificate in Management (Learning)
- TAE70310 Graduate Certificate in International Education Services
• TAE80210 Graduate Diploma of Management (Learning)

Summary of AQF qualifications in this Training Package

<table>
<thead>
<tr>
<th>Qualification code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAE40110</td>
<td>Certificate IV in Training and Assessment</td>
</tr>
<tr>
<td>TAE50111</td>
<td>Diploma of Vocational Educational and Training</td>
</tr>
<tr>
<td>TAE50211</td>
<td>Diploma of Training Design and Development</td>
</tr>
<tr>
<td>TAE50310</td>
<td>Diploma of International Education Services</td>
</tr>
<tr>
<td>TAE70110</td>
<td>Graduate Certificate in Adult Language, Literacy and Numeracy Practice</td>
</tr>
<tr>
<td>TAE70210</td>
<td>Graduate Certificate in Management (Learning)</td>
</tr>
<tr>
<td>TAE70310</td>
<td>Graduate Certificate in International Education Services</td>
</tr>
<tr>
<td>TAE80110</td>
<td>Graduate Diploma of Adult Language, Literacy and Numeracy Leadership</td>
</tr>
<tr>
<td>TAE80210</td>
<td>Graduate Diploma of Management (Learning)</td>
</tr>
</tbody>
</table>

TAE40110 Certificate IV in Training and Assessment

Descriptor

This qualification reflects the roles of individuals delivering training and assessment services in the vocational education and training (VET) sector.

Achievement of this qualification or an equivalent by trainers and assessors is a requirement of the Australian Quality Training Framework Essential Standards for Registration (Standard 1 as outlined in Appendix 2 of the Users' Guide to the Essential Standards for Registration).

This qualification, or the skill sets derived from units of competency within it, is also suitable preparation for those engaged in the delivery of training and assessment of competence in a workplace context, as a component of a structured VET program.

Job roles

Job roles associated with this qualification relate to the delivery of training and assessment of competence within the VET sector. Possible job titles and roles relevant to this qualification include:
• enterprise trainer
• enterprise assessor
• registered training organisation (RTO) trainer
• RTO assessor
• training adviser or training needs analyst
• vocational education teacher

Qualification pathways

After achieving TAE40110 Certificate IV in Training and Assessment, candidates may undertake TAE50111 Diploma of Vocational Education and Training, TAE50211 Diploma of Training Design and Development or may choose to undertake TAE70110 Graduate Certificate in Adult Language, Literacy and Numeracy Practice.

Packaging Rules

Current
Total number of units = 10
7 core units plus
3 elective units

NEW (to be endorsed 2015)
Total number of units = 10
8 core units plus
2 elective units

At least 2 elective units must be selected from the elective units listed below. One elective unit may be selected from any currently endorsed Training Package or accredited course. Elective units must be relevant to the work outcome, local industry requirements and the qualification level. Where a unit is chosen from another currently endorsed Training Package or accredited course, it must be from a qualification or course at Certificate III level or above, and must contribute towards the vocational outcome of the program.

Core units

TAEASS401B Plan assessment activities and processes
TAEASS402B Assess competence
TAEASS403B Participate in assessment validation
TADEDEL401A Plan, organise and deliver group-based learning
TADEDEL402A Plan, organise and facilitate learning in the workplace
TADEDES401A Design and develop learning programs
TADEDES402A Use training packages and accredited courses to meet client needs
*TAELLN411 Address adult language, literacy and numeracy skills.
*(to be endorsed 2015)

Elective units by field

Assessment
TAEASS301B Contribute to assessment
TAEASS502B Design and develop assessment tools

Delivery and facilitation
TAEDEL301A Provide work skill instruction
TAEDEL403A Coordinate and facilitate distance-based learning
TAEDEL404A Mentor in the workplace
TAEDEL501A Facilitate e-learning

Language, literacy and numeracy
TAELLN401A Address adult language, literacy and numeracy skills

Training advisory services
TAETAS401A Maintain training and assessment information

Imported units
BSBAUD402B Participate in a quality audit
BSBCMM401A Make a presentation
BSBLED401A Develop teams and individuals
BSBMKG413A Promote products and services
BSBREL402A Build client relationships and business networks
BSBRES401A Analyse and present research information

Imported Units will hold their original training package code (e.g. BSB) rather than be converted to a ‘TAE’ unit.
What does a qualification look like?

Information about individual qualifications may include:

- Name and number of the qualification
- The number of units to be achieved
- A statement about the functional roles carried out by the employees at this level
- The name and number of core units to be achieved at this level
- The number of elective units that may be selected
- Rules governing the selection of elective units at this level
- Suggested Training Packages for importation of elective units
- Information about potential pathways.

Training Packages are not static documents. They are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is used. Training.gov.au will always have the latest version available with guidance about the superseded version.

Below is a diagram which outlines how to interpret the Training Package code to ensure that the most current version is being accessed. The example below uses the code for TAE - Training and Education Training package:

![Diagram of TAE Training Package Code]

Examples of other training packages are: (Please remember that this information changes regularly. Please go to www.training.gov.au for the most up to date information)

- BSB Business Services Training Package
- SFL10 Floristry Training Package
- AHC10 Agriculture, Horticulture and Conservation and Land Management Training Package
- SIT12  Tourism, Travel and Hospitality Training Package
- CHC08  Community Services Training Package

The example below interprets the code for the TAE40110 - Certificate IV in Training and Assessment:

<table>
<thead>
<tr>
<th>TAE Training Package Code</th>
<th>AQF Level</th>
<th>Qualification Series Number</th>
<th>Year of endorsement</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAE40110</td>
<td>4</td>
<td>01</td>
<td>10</td>
</tr>
</tbody>
</table>

Examples of other qualifications are
- BSB10115  Certificate I in Business
- SFL30110  Certificate III in Floristry
- AHC20410  Certificate II in Horticulture
- SIT40313  Certificate IV in Hospitality
- CHC30212  Certificate III in Aged Care

The example below interprets the code for the unit of competency TAE LLN 411: Address adult language, literacy and numeracy skills:

<table>
<thead>
<tr>
<th>TAE Training package prefix</th>
<th>LLN Competency Field</th>
<th>AQF level</th>
<th>Series Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAE</td>
<td>LLN</td>
<td>4</td>
<td>11</td>
</tr>
</tbody>
</table>

Units of competency are sometimes grouped by subject into fields representing the key focus areas of the training package. For example in TAE there are units grouped into fields for design (DES), assessment (ASS), delivery (DEL), education (EDU) and language, literacy and numeracy (LLN).

Examples of Units of competency are
- BSBADM101  Use business equipment and resources
- SFLSOP306A  Provide quality service to floristry customers
- AHCPCGD204A  Transplant small trees
- SITXCC401  Enhance the customer service experience
- CHCAC317A  Support older people to maintain their independence
What are competency standards?

Competency standards define the requirements for effective workplace performance in a discrete area of work, work function, activity or process. They are used as the basis for defining learning outcomes, the benchmarks for assessment and the basis for nationally recognised qualifications within the VET sector.

Competency standards are expressed in outcome terms and specify knowledge and skill and the application of that knowledge and skill to the standards of performance required in the workplace.

How are units of competency structured?

Units of competency are developed in two documents: The Unit of Competency and the Assessment Requirements. Both documents are developed in a prescribed format for clarity and ease of use. Their components typically appear in the following order:

Unit of Competency:

- Unit code
- Unit title
- Application
- Pre-requisite unit
- Competency Field (optional Field)
- Unit Sector (optional Field)
- Element
- Performance criteria
- Foundation Skills
- Range of conditions (or Range of variables)
- Unit mapping information
- Links

Assessment Requirements:

- Unit code
- Knowledge Evidence
Components within a Unit of Competency

Unit code:
The unit code is the method of identification used to place the unit within the Training Package and the vocational education and training sector. Each unit of competency has a unique code. For example, the unit code for the unit of competency *TAELLN411 Address language, literacy and numeracy skills*, consists of the following:

- *TAE* signifies the Training and Education Training Package
- *LLN* signifies that the unit is part of the ‘Language, Literacy and Numeracy’ field of the package
- *4* signifies that this unit is at Certificate IV qualification level the AQF level
- *11* this is the unit series number

Unit title:
The unit title is a succinct statement of the outcome of the unit of competency. For example: *(AVETMISS requires that the title has no more than 100 characters)*

- *TAEDES402A* - Use Training Packages and accredited courses to meet client needs
- *SFLSOP306A* - Provide quality service to floristry customers
- *BSBATSIC511* - Plan and conduct a community meeting

Application:
This component describes the units’ application within the workplace. It indicates the environments in which the skills and knowledge may be applied and sets the parameters of the unit, its potential audience and its relationship to other units in the Training Package. It broadly communicates the intent of the unit of competency and the skill areas it addresses. Where there are relationships to licensing, legislative, regulatory or certification requirements they are listed here.
Pre-requisite units:
These represent the units of competency which need to be completed before others can be attempted.

Competency Field: (optional field)
Used only when the Training Package developer wishes to categorise a set of units within a Training Package in relation to a type of work.

Unit Sector: (optional field)
Used only when the Training Package developer wishes to categorise a set of units within a Training Package in relation to an industry sector.

Elements:
Elements describe the essential outcomes which must be met to achieve competency. Most units comprise three to five elements which together reflect the unit’s focus and scope.

Performance criteria:
Performance criteria describe the required performance needed to demonstrate achievement of the element. They set out the way in which people can show how they meet the outcome defined in the element.

Foundation Skills:
This component describes the language, literacy, numeracy and employment skills that are essential to performance. It lists and gives a brief context statement about the Foundation skills essential to performance in this unit, but not explicit in the performance criteria. Where all foundation skills essential to performance in this unit are explicit in the performance criteria the following statement is inserted: “Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.”

Range of conditions:
The range of conditions specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.
Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit Mapping:
This specifies the code and title of any equivalent unit.

Links:
This gives the links to the companion volume implementation guide.

**Components within the Assessment Requirements**

Unit code:
The unit code and title are listed in a statement. This statement will be used; “Assessment Requirements for..... (unit code and title).....”

Knowledge Evidence:
This section describes the essential knowledge for the unit of competency required to effectively perform in the workplace and may define the parameters of the knowledge by setting upper and lower limits.

Performance Evidence:
This provides the critical aspects for assessment and evidence that are required to demonstrate competency in this unit.

Assessment conditions:
The context of any specific resources for assessment, the methods of assessment and guidance information for assessment are included in the component.
The information is deemed to be “advice” rather than “mandatory”. The assessment conditions will not appear in the Assessment Requirements document but may be included in the Companion Volume.

Links:
This gives the links to the companion volume implementation guide.
What are Credit arrangements?

Credit arrangements existing between Training Package qualifications and higher Education qualifications are detailed. The following prescribed format is to be used:
Credit arrangements for (Training Package Code and Title)
Qualification Code:
Qualification Title:
Credit arrangement Details:

What are skill sets?

Skill Sets are not qualifications and are defined as single units of competency or combinations of units of competency from an endorsed Training Package, which link to a licensing or regulatory requirement or defined industry need.

This term is used to describe a cluster of units that when grouped together address a particular skill focus or skill development area. The result is a partial qualification or statement of attainment. (eg. Trainers or assessors skill set)
Skills sets are drawn from core units

Skill Sets must not include elective units and will include advice about the clustering of the units in meeting industry needs, advice on how the skill set relates to a qualification and a suggested title for a statement of attainment.

Training package developers must determine the need for Skill Sets in Training Packages. In the TAE Training Package TAESS00009 is an example of a defined skill set.

TAESS00009 - Address Foundation Skills in Vocational Practice Skill Set
What are the dimensions of competency?

When analysing a unit of competency it is important to identify the dimensions of competency. The competency of an individual refers to their ability to perform the task or job competently in all situations and under varying conditions as would be the standard of performance expected in the workplace.

There are **five dimensions of competence** under which an individual has to be able to demonstrate competence

<table>
<thead>
<tr>
<th>Task skills</th>
<th>Performing at an acceptable level of skills. This may include carrying out individual tasks such as operating equipment or serving customers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task Management skills</td>
<td>Managing a number of different tasks within the job. This involves being able to integrate several tasks to complete a work outcome. For example, following safety procedures while operating machinery.</td>
</tr>
<tr>
<td>Contingency management skills</td>
<td>Responding and reacting appropriately to unexpected problems, changes in routine and breakdown. For example, if the equipment breaks down, alternative strategies are employed.</td>
</tr>
<tr>
<td>Job/role environment skills</td>
<td>Fulfilling the responsibilities and expectations of the workplace. Each workplace is unique and requires the individual to be able to adjust to the environment in which they are working. This may include working in different teams, following workplace procedures or complying with organisational policies.</td>
</tr>
<tr>
<td>Transferability</td>
<td>Transferring skills and knowledge to new situations and contexts. This requires the ability to adapt to different work situations and demands. For example, a human resources manager in a mining company should be able to transfer skills and knowledge to an education, hospitality or transport industry.</td>
</tr>
</tbody>
</table>
Contextualising competency standards

Contextualising involves making the units more relevant and meaningful to the user, but in doing this it is imperative that the standard is not changed or undermined. All Training Packages have rules about what can and cannot be done to contextualise the units. For instance, changes to the number and content of the elements and performance criteria are not acceptable. However, RTOs can contextualise units of competency by:

- adding specific industry terminology to the performance criteria, as long as this does not distort or narrow the competency outcomes
- amending or adding to the range statement as long as the breadth of application of the competency is not diminished
- adding detail to the evidence guide in areas such as the critical aspects of evidence, where the competency is expanded and not limited by the change.

Units of competency can be contextualised to suit the needs of a particular workplace or job role by:

- including extra information to explain how to apply an element or performance criteria to a specific workplace, delivery method or learner
- giving guidance on how a unit can be used in the specific workplace or job role
- identifying features of the range statement and evidence guide in the context of the particular workplace and the outcomes to be achieved.

The decision as to which units of competency need to be contextualised and the degree of contextualising required will depend on the client’s brief, the desired purpose and the needs of the client and/or learner. Language, culture, location/environment and education and experience of learners are characteristics that may need to be considered in contextualising units of competency.
What is the learning program?

A learning program provides the basis for a cohesive and integrated learning process by outlining the processes of learning and assessment (and it can be part of a bigger delivery and assessment strategy).

Endorsed Training Packages do not come with prescribed delivery and assessment programs or strategies. They include mandatory benchmarks for workplace outcomes but leave decisions about the processes of delivery and assessment up to the facilitator and/or assessor.

Therefore there is relative freedom in terms of design that enables greater customisation options.

What should a learning program identify?

Ideally, a learning program should identify the following:

- its purpose (why?)
- the target group (who?)
- the outcomes to be achieved (what?)
- the learning and assessment strategies (how?)
- any required resources.

It should also include:

- learning objectives
- a plan of how the learners will achieve the objectives
- a structure and sequence for learning
- content for learning
- delivery and assessment methods
- assessment requirements.
What are the steps in designing a learning program?

The following steps are necessary to ensure that a learning program is innovative and meets the identified benchmarks:

- define the parameters of the learning program in consultation with the client
- generate and select appropriate options for designing the learning program
- develop the learning program content
- develop the structure of the learning program
- review the learning program
- gain approval from appropriate personnel.

How is the learning program structured?

Essentially, the learning program needs to be broken down into a plan. The program delivery plan outlines the program, giving details about how it will be broken into sessions. This plan can then be used to guide the delivery of the program.

What is a program delivery plan?

A program delivery plan is a tool for designing and developing a learning program. It outlines each component of the program, so a clear breakdown can be seen. It may be set against a timeline or it may show a series of sessions that make up the wider program. The plan outline will clearly show:

- The competencies or other benchmarks to be achieved
- The specific learning outcomes for each session
- The content and learning activities for each session.
- The delivery methods for each session
- Workplace tasks or applications
- Practice opportunities
- Assessment points and pathways
- Assessment methods and tools used to gather evidence.
# Example of a Learning Program and Budget

<table>
<thead>
<tr>
<th>Client details</th>
<th>Contact person: Mary Champion</th>
<th>Position: Head of Relaxation, MRWED Resort, Relaxation Spa and Casino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program title</td>
<td>Basic Massage for Beginners</td>
<td></td>
</tr>
<tr>
<td>Standards</td>
<td>Identify the standards this program is based on:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Competency standards:</td>
<td>Accredited course</td>
</tr>
<tr>
<td></td>
<td>Other (details)</td>
<td>Q</td>
</tr>
<tr>
<td>Target group</td>
<td>• This course is designed for holiday makers who are guests of the Resort and will include:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o People interested in increasing their knowledge of alternative therapies. Those interested in being able to utilise self-massage and massage on others.</td>
<td></td>
</tr>
<tr>
<td>Entry Requirements (The knowledge, skill &amp; experience required to start the course)</td>
<td>• Limited to guests staying at the MRWED Resort, Relaxation Spa and Casino</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Participants must have completed OHS Induction prior to commencement</td>
<td></td>
</tr>
<tr>
<td>Delivery method</td>
<td>e.g. lecture and role play</td>
<td></td>
</tr>
<tr>
<td>(Brief description of methods and activities)</td>
<td>• Lecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Demonstration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guided Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Group Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Role Play/Simulation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• PowerPoint Presentations</td>
<td></td>
</tr>
</tbody>
</table>
## Delivery model and expected duration

<table>
<thead>
<tr>
<th>Total hours</th>
<th>12 hours</th>
</tr>
</thead>
</table>

**Made up of:**
- Class off-the-job component: 10 hours
- On-the-job component: 0 hours
- Self-directed learning: 2 hours
- Other: Nil

### Assessment

<table>
<thead>
<tr>
<th>Class based assessment methods</th>
<th>Work based or independent assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Checklists</td>
<td>Workplace observation Checklists</td>
</tr>
<tr>
<td>Q&amp;A – oral</td>
<td>Log books</td>
</tr>
<tr>
<td>Demonstration simulation</td>
<td>Third party report</td>
</tr>
<tr>
<td>Class based activities</td>
<td>Projects</td>
</tr>
<tr>
<td>Class presentations</td>
<td>Portfolio of work samples</td>
</tr>
<tr>
<td>Written tests</td>
<td>Journal</td>
</tr>
<tr>
<td>Group work</td>
<td>Written task</td>
</tr>
<tr>
<td>Case studies</td>
<td>Performance review</td>
</tr>
<tr>
<td>Role play</td>
<td>Other</td>
</tr>
</tbody>
</table>

### Assessment method

**Basic knowledge will be tested first, via oral questions and answers.**
**Skills will then be assessed through a series of role plays and controlled simulations.**

### Session Plan

<table>
<thead>
<tr>
<th>Titles</th>
<th>Please identify the key focus for each session in this learning program, perhaps the central topic or activity being conducted in each session. <em>E.g. Session 1: Introduction to Handling Coal; Session 2: Operating in a Mine Environment etc. Ensure that each of your sessions does not exceed 3 hours in duration.</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Footbath and massage– how to loosen and invigorate feet</td>
</tr>
<tr>
<td>Session 2</td>
<td>Seated head, neck and shoulder massage; key release points</td>
</tr>
<tr>
<td>Session 3</td>
<td>Clothed back of body massage</td>
</tr>
<tr>
<td>Session 4</td>
<td>Aromatherapy massage using oils – back and neck</td>
</tr>
<tr>
<td>Session 5</td>
<td>Aromatherapy facial massage using skin care oils</td>
</tr>
<tr>
<td>Facilities</td>
<td>Room /Location details</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------</td>
</tr>
<tr>
<td></td>
<td>The Wellness Centre, Level 3 MRWED Resort, Relaxation Spa and Casino</td>
</tr>
<tr>
<td>Equipment</td>
<td>Items needed (e.g. Projector)</td>
</tr>
<tr>
<td></td>
<td>• Footbaths</td>
</tr>
<tr>
<td></td>
<td>• Massage tables</td>
</tr>
<tr>
<td></td>
<td>• Computer and projector</td>
</tr>
<tr>
<td>Learning resources or materials to support this program</td>
<td>List only</td>
</tr>
<tr>
<td></td>
<td>• Student handouts</td>
</tr>
<tr>
<td></td>
<td>• Massage oils</td>
</tr>
<tr>
<td></td>
<td>• Personal Protective Equipment</td>
</tr>
<tr>
<td>OH&amp;S</td>
<td>Will an OH&amp;S risk and hazard assessment be conducted in the training location?</td>
</tr>
<tr>
<td></td>
<td><strong>YES ☑ NO ☐</strong> <strong>When:</strong> Prior to commencement of Training By whom. The trainer.</td>
</tr>
<tr>
<td>Review of Learning Program</td>
<td>Consider areas of risk in your plan:</td>
</tr>
<tr>
<td></td>
<td>• Budgetary inaccuracies</td>
</tr>
<tr>
<td></td>
<td>• Critical resources being unavailable</td>
</tr>
<tr>
<td>Post implementation review</td>
<td>How will you review your plan post implementation?</td>
</tr>
<tr>
<td></td>
<td>• Participant questionnaire</td>
</tr>
<tr>
<td></td>
<td>• Observations</td>
</tr>
<tr>
<td></td>
<td>• Client satisfaction survey</td>
</tr>
</tbody>
</table>
# Learning Program Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity and Costs</th>
<th>Sub Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Salary/Wages Staff</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Program manager /co-ordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Trainers / consultants</td>
<td>2 trainers for 10 hours @$55/hr</td>
<td>$1100</td>
</tr>
<tr>
<td>• Administration staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional Assessors, Workplace Assessors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Technical support staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Salary/Wages subtotal</strong></td>
<td></td>
<td>$1100</td>
</tr>
<tr>
<td><strong>Equipment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Equipment purchase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Equipment hire</td>
<td>8 footbaths @$15 each</td>
<td>$120</td>
</tr>
<tr>
<td>• Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Equipment subtotal</strong></td>
<td></td>
<td>$120</td>
</tr>
<tr>
<td><strong>Learning Materials/Consumables</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Stationery, certificates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Photocopying, printing, binding</td>
<td>8x student handouts @$10 each</td>
<td>$80</td>
</tr>
<tr>
<td>• Student Texts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Trainer/ Assessor Resource books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pens/markers pencils etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Materials/Consumables subtotal</strong></td>
<td></td>
<td>$80</td>
</tr>
<tr>
<td><strong>Venue &amp; Catering</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Venue Hire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Catering</td>
<td>Refreshments @ $5 per head X8</td>
<td>$40</td>
</tr>
<tr>
<td>• Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Venue/Catering subtotal</strong></td>
<td></td>
<td>$40</td>
</tr>
<tr>
<td><strong>Overall Total</strong></td>
<td></td>
<td>$1340</td>
</tr>
</tbody>
</table>
What is a session plan?

Put simply, this is the trainer’s blueprint for success! It is a structured document which outlines the outcomes, content, sequence, delivery, resources, timing and assessment for a training session.

Without a plan for the training, it is more likely that things can go wrong. For example:

- Time is lost because steps are missed out
- Participants get frustrated because they have difficulty following the session
- Equipment isn’t set up or doesn’t work when it is needed.

The use of session plans will:

- Give both the trainer and participants a clear idea of what they will be doing
- Clearly outline the methods and activities to be used
- Provide a record of the training
- Be useful if another trainer needs to take over at short notice.

There are 7 steps to developing a successful session plan:

1. Determine the outcome/objective
2. Select the content that will support this objective
3. Create the sequence of content (e.g. intro, body, conclusion)
4. Decide on how you will deliver this content (e.g. lecture, role play, video, case study, demonstration etc.)
5. Allocate time
6. Allocate resources
7. Determine assessment

A session plan is like the trainer’s road map. It identifies the destination and specifies the journey the learners will take to get there!
Example of a Session Plan

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Tasty beverages made with milk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today’s Session Title</td>
<td>Making a Milo</td>
</tr>
<tr>
<td>Total Time</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Objective</td>
<td>By the end of this session participants will be able to make a basic milo</td>
</tr>
<tr>
<td>Assessment Overview</td>
<td>Observation of performance, Questions for knowledge, review a completed milo</td>
</tr>
<tr>
<td>Aids/Resources</td>
<td>Glass, milk, milo, spoons, ice-cream</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Topics/Content</th>
<th>Method of Delivery</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro, body, conclusion</td>
<td>What you are going to cover</td>
<td>How you are going to cover it?</td>
<td>Timeframe</td>
</tr>
<tr>
<td>INTRO</td>
<td>Introduce myself and experience</td>
<td>Lecture</td>
<td>30 sec</td>
</tr>
<tr>
<td></td>
<td>Pass around a finished product</td>
<td>Review</td>
<td>1 min</td>
</tr>
<tr>
<td></td>
<td>Ask learners to share their experience</td>
<td>Discussion</td>
<td>1 min</td>
</tr>
<tr>
<td>BODY</td>
<td>Discuss history of Milo</td>
<td>Lecture/PowerPoint</td>
<td>1 min</td>
</tr>
<tr>
<td></td>
<td>What else could be added</td>
<td>Group activity</td>
<td>30 sec</td>
</tr>
<tr>
<td></td>
<td>Demonstration of basic Milo construction</td>
<td>Demonstration</td>
<td>2 min</td>
</tr>
<tr>
<td></td>
<td>Students to practice task</td>
<td>Student practice</td>
<td>3 min</td>
</tr>
<tr>
<td></td>
<td>Debrief practice session. What worked? What didn't? What was learnt</td>
<td>Discussion</td>
<td>1 min</td>
</tr>
<tr>
<td></td>
<td>Assessment</td>
<td>Observation</td>
<td>3 min</td>
</tr>
<tr>
<td>CONCLUSION</td>
<td>Recap key steps</td>
<td>Q &amp; A</td>
<td>1 min</td>
</tr>
<tr>
<td></td>
<td>Link to next session</td>
<td>Lecture</td>
<td>30 sec</td>
</tr>
<tr>
<td></td>
<td>Thank students for their time</td>
<td>Lecture</td>
<td>30 sec</td>
</tr>
</tbody>
</table>
Example of a Client Solutions Application

Phase 1: Consultation

<table>
<thead>
<tr>
<th>Client Information and profile (succinct but important overview of client)</th>
<th>ZinZin Gold Pty Ltd is a medium-sized gold mining company with operations in Australia, Indonesia and West Africa.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified training needs</td>
<td>Productivity has been affected by equipment breakdowns and malfunctions amongst the exploration teams. Investigations have revealed that there are inconsistent maintenance practices across the organisation. Therefore, a consistent approach to carrying out operational maintenance is needed to maximise productivity.</td>
</tr>
<tr>
<td>Personnel that could be consulted (key influencers and involved leaders)</td>
<td>Mine Managers, Exploration Department Managers/Supervisors, and Maintenance teams.</td>
</tr>
</tbody>
</table>
Phase 2: Training Solution

<table>
<thead>
<tr>
<th>Unit/s of Competency</th>
<th>RIISAM209D Carry out operational maintenance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Description (Directly from the unit)</td>
<td>This unit covers all components of maintenance of exploration field equipment, including mechanical, hydraulic and electrical skills.</td>
</tr>
</tbody>
</table>
| The Elements (Directly from the unit proposed for delivery) | 1. Plan and prepare to carry out operational maintenance  
4. Maintain tools, components and consumables |
| The selected performance criteria | 1.2 Obtain, read, interpret, clarify and confirm work requirements  
1.4 Select and wear personal protective equipment appropriate to the work activities  
1.5 Obtain and interpret emergency procedures and be prepared for fire/accident/emergency  
4.1 Maintain tools and components  
4.2 Maintain and store tools and consumables in good condition |
| Recommended delivery strategy (how, when, and where will the training be conducted?) | The sessions will be split between theory completed in the company training rooms and practical assessments conducted on site using the relevant equipment and machinery.  
The theory will be delivered as group-based sessions in work teams of 8-10. Delivery methods will include lectures, demonstrations, PowerPoint slides and group discussions.  
The practical components will be delivered one-to-one using a model of guided practice and question and answer. |
| Recommended assessment strategy (How will student’s competency be measured during and after the training?) | Students will be given a formal written test at the end of the classroom theory component. Their skills will be assessed on site through direct observation and third party reports from supervisors. |
| Statement of how this ‘training solution’ meets the needs of the client, that is the specific reasons for the decisions you made in Phase 2 | The proposed training looks specifically at improving the maintenance procedures across the organisation and will ensure that a consistent approach is adopted in terms of maintaining equipment in a safe and appropriate way. Further to this, by covering both theory and practice, participants should be able to both diagnose problems and remedy maintenance issues in a more timely manner. This will lead to a reduction of breakdowns and malfunctions and increased productivity overall. |
EXTENSION
TAEDES401A Design and develop learning programs

Work within the Vocational Education and Training (VET) policy framework

What is VET?

Vocational Education and Training is education and training for work. Recently, the Victorian Government has started using the abbreviation VE&T. Also, the Commonwealth Government has been using the alternative term, Vocational and Technical Education (VTE), but it means the same thing. Vocational Education and Training includes vocational education and training undertaken in industries, enterprises, and government agencies, as well as community and school settings. The vocational education and training sector encompasses both recognised training leading to a qualification or Statement of Attainment under the Australian Qualifications Framework (AQF) and non-recognised training such as in-house product-based training.

What do learning programs relate to in VET?

Learning programs in a VET context relate to a vocational training program based around a unit or units of competency from an endorsed Training Package (or modules in an accredited course). These can be delivered in the workplace, in a training environment, as part of a schools-based VET program or a New Apprenticeships or Traineeships program.

Why does VET sector exist?

The VET sector exists for a range of reasons. The primary reasons are outlined below:

- To provide a pathway from school to work
- To develop and recognise the competencies (the skills and knowledge) of learners
- To respond to economic, social and business trends to equip workers with up-to-date skills for work transfer
- To support a registry of providers and audit them for service quality
- To enable providers to issue nationally recognised qualifications.
Who uses VET?

In Australia VET is accessed and provided by private training organisations, TAFEs, schools, universities, government agencies, workplaces and community groups.

What does VET consist of?

- 8 levels of qualifications from Certificate I to Vocational Graduate Diploma.
- Policies and frameworks which guide the work practices of those who use it.

What are the VET policies and frameworks?

The VET policies and frameworks include the following:

<table>
<thead>
<tr>
<th>Policy/Framework</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Qualifications Framework - AQF</td>
<td>A nationally consistent set of qualifications for all post-compulsory education and training in Australia.</td>
</tr>
<tr>
<td>Standards for Registered Training Organisations (RTOs)</td>
<td>Nationally agreed recognition arrangements for the VET sector.</td>
</tr>
<tr>
<td></td>
<td>• Training organisations wishing to deliver training assess competency outcomes and issue AQF qualifications or Statements of Attainment must meet these quality assured standards.</td>
</tr>
<tr>
<td></td>
<td>• The framework ensures the recognition of training providers and the AQF qualifications throughout Australia.</td>
</tr>
<tr>
<td>Australian Core Skills Framework - ACSF</td>
<td>A tool which assists both specialist and non-specialist English language, literacy and numeracy practitioners describe an individual’s performance in the five core skills of learning, reading, writing, oral communication and numeracy.</td>
</tr>
<tr>
<td>Traineeship</td>
<td>A system of vocational training combining off-the-job training at an approved training provider with on-the-job training and practical work experience. Traineeships generally take one to two years and are part of the New Apprenticeship scheme.</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| TrainingPackages | An integrated set of standards, guidelines and qualifications for training, assessing and recognising skills:–  
• They are nationally endorsed  
• Developed by industry to meet the needs of industry  
• Consist of core components of competency standards, assessment guidelines and qualifications, as well as optional, non-endorsed components of support material such as learning strategies, assessment resources and professional development materials |
| User choice | A provision of New Apprenticeships whereby an employer and an apprentice or trainee can choose the training provider for the government funded off-the-job elements of the training program. |
How can the VET Policies and Frameworks be accessed?

From 1 July 2011 the Australian Skills Quality Authority (ASQA) has become Australia’s national regulator for vocational education and training. ASQA is responsible for:
- registering training providers as ‘registered training organisations’ (RTOs)
- approving RTOs as CRICOS providers—that is, providers that can enrol international students
- accrediting VET courses
- auditing RTOs for compliance
- assessing the risk of RTO applications

To keep up to date visit [www.asqa.edu.au](http://www.asqa.edu.au)

The most appropriate way of accessing information about VET policies and frameworks is via the Internet. The Department of Education, Employment and Workplace Relations [www.education.gov.au](http://www.education.gov.au) acts as a portal for the majority of information on the topic.

Details on the Australian Qualifications Framework can be found at [www.aqf.edu.au](http://www.aqf.edu.au), and [www.training.gov.au/Home/Tga](http://www.training.gov.au/Home/Tga) hosts a database on Training Packages, Qualifications, Courses, Units of Competency and Registered Training Organisations.

Who are the key VET organisations and stakeholders?

There are a number of organisations involved in the use and governance of VET.

<table>
<thead>
<tr>
<th>Australian Apprenticeships Centres</th>
<th>These bodies (formerly called New Apprenticeships Centres) provide help and advice on apprenticeships and traineeships to employers, apprentices and trainees.</th>
</tr>
</thead>
</table>
| **Australian Skills Quality Authority - ASQA**                        | This is the national regulator
ASQA will continually assess risks presented by RTOs, courses, qualifications and the VET system. The approach emphasises monitoring and investigating risk, and will target those RTOs, courses and qualifications rated as higher risk |
| **Australian Government Department of Education and Training** | The department will be responsible for national policies and programmes that help Australians access quality early childhood education, school education, higher education, vocational education and training, international education and research. |
| **Industry, employer and employee organisations** | These may assist and advise the ISC in the development of Training Packages. |
| **Industry Skills Council - ISC** | Responsible for the development and maintenance of Training Packages. They are the link between the VET sector and industry, providing advice and information. |
| **Registered Training Organisation - RTO** | To be able to deliver accredited VET training, (courses recognised by the state and Territory training authorities), training and assessment organisations need to be registered as an RTO. RTOs can be private providers, workplaces, schools, universities, community groups and TAFEs. A complete list of RTOs can be accessed at www.training.gov.au |
| **State and Territory Training Authorities - STAs** | Victoria and Western Australia are the only Australian states who manage vocational education and training at the state level (current as at May 2015). Check www.asqa.gov.au for the most current information. |
What are the contacts for Commonwealth, state and territory requirements?

<table>
<thead>
<tr>
<th>Australian Government Department of Education and Training</th>
<th>Victoria Department of Training and Education Department of Education and Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPO Box 9880 Canberra ACT 2601</td>
<td>GPO Box 4367 MELBOURNE, Victoria 3001</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:edline@edumail.vic.gov.au">edline@edumail.vic.gov.au</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Western Australia Training Accreditation Council</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Po Box 1766 OSBORNE PARK WA 6017</td>
<td></td>
</tr>
<tr>
<td>Ph: (08) 9441 1910</td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:tac@des.wa.gov.au">tac@des.wa.gov.au</a></td>
<td></td>
</tr>
</tbody>
</table>
What legislation and guidelines need to be accessed to ensure compliance with policy requirements?

RTOs must comply with Commonwealth, state and territory requirements. These include registration, audit and reporting requirements. The information should be sought from individual state and territory government departments responsible for the implementation of VET.

Requirements may include:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
<th>Access</th>
</tr>
</thead>
</table>
| Access and Equity                  | All businesses have to ensure there are no access and equity issues in the workplace | Commonwealth legislation and relevant state and territory government Access and Equity departments.  
| Continuation as an RTO             | There are audit and reporting requirements                                   | Australian Skills Quality Authority and relevant state and territory VET departments |
| Course accreditation               | The information that is required to have a course accredited                | Australian Skills Quality Authority and Standards for Registered Training Organisations (RTOs) |
| Disability                         | RTOs must ensure they have policies in place to cater for people with disabilities | Relevant state and territory government Disability departments. |

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<table>
<thead>
<tr>
<th>Workplace Health and Safety (WHS)</th>
<th>All businesses have WHS obligations to ensure a safe workplace.</th>
<th>Relevant Commonwealth, state and territory government WHS departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration as a Registered Training Organisation - RTO</td>
<td>These are the requirements that an organisation must fulfil to attain registration as an RTO</td>
<td>Australian Skills Quality Authority or relevant operational state and territory government VET departments</td>
</tr>
<tr>
<td>User Choice, Apprenticeship and Traineeship</td>
<td>Government requirements that RTOs, employers, trainees and apprentices have to adhere to qualify for government assistance</td>
<td>Relevant state and territory VET departments, Australian Apprenticeship Centres <a href="http://www.australianapprenticeships.gov.au">www.australianapprenticeships.gov.au</a></td>
</tr>
</tbody>
</table>
How can organisations and individuals contribute to VET organisational policy developments?

Vocational education and training needs to be closely linked to the requirements of business and industry in terms of policy and educational practice as well as reflecting the interests of other stakeholders such as learners, employers, and training providers. All stakeholders should be encouraged to contribute to the development and improvement of the VET sector so that quality outcomes are achieved for the benefit of all users of the sector. Opportunity to provide feedback on what works well in the system and what does not ensures the sector stays relevant to the workplace that there is focus on both the quality and quantity of skills and knowledge and that the systems for delivering VET are continually improving.

Contributions may be made by:
- attending workshops and conferences
- participating in surveys and ongoing system reviews
- submitting ideas to VET stakeholders, whether governing bodies, ISCs or other organisations
- writing for VET publications.

What is a quality framework?

A quality framework details standards, structures, systems and processes for assuring consistent high quality services and products. Such a framework may set requirements for quality planning, quality control, quality assurance and quality improvement. Quality frameworks often form part of a compliance and/or registration system.

How does it work in Australia?

In Australia the VET Quality Framework aims to achieve greater national consistency in the way providers are registered and monitored and in how standards in the VET sector are enforced. The VET Quality Framework comprises:

- *Standards for Registered Training Organisations (RTOs) 2015*
- The Fit and Proper Person Requirements
- The Financial Viability Risk Assessment Requirements
• The Data Provision Requirements, and
• The Australian Qualifications Framework.

RTOs and their staff must ensure they are familiar with the standards and requirements and conduct their work in accordance with them.

The national standards cover
• the regulation of registered training organisations
• training package development and endorsement
• course accreditation
• the operation of regulators and course accrediting bodies (the Australian Skills Quality Authority and regulators in non-referring states)
• data collection, assembly and dissemination.

Compliance with the VET Quality Framework is a statutory requirement for registration and continuing registration. Failure to correct identified non-compliance issues can result in sanctions and penalties including suspending or cancelling an RTO registration.

What are the Standards for Registered Training Organisations (RTOs) 2015?

<table>
<thead>
<tr>
<th>Essential standards for initial registration</th>
</tr>
</thead>
<tbody>
<tr>
<td>SNR 1</td>
</tr>
<tr>
<td>SNR 2</td>
</tr>
<tr>
<td>SNR 3</td>
</tr>
<tr>
<td>SNR 4</td>
</tr>
<tr>
<td>SNR 5</td>
</tr>
<tr>
<td>SNR 6</td>
</tr>
<tr>
<td>SNR 7</td>
</tr>
<tr>
<td>SNR 8</td>
</tr>
</tbody>
</table>
What documentation should be used to support the VET Quality Framework?

RTO documentation should cover all aspects of managing and operating an RTO to meet standards and requirements. These should be read in conjunction with the quality assurance standards established by the RTO. Some of these may appear in the organisation’s business or strategic plan.

These documents should provide the guidelines, direction and reflect the commitment of the organisation to consistently deliver high quality training and outcomes.

The policies and procedures aim to support and meet the needs of stakeholders. These include,

- Students
- Staff
- Administration and management
- Other RTOs
- Other stakeholders e.g. state and federal government

Some examples are:

<table>
<thead>
<tr>
<th>Students</th>
<th>Staff</th>
<th>Administration and Management</th>
<th>Other RTO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration</td>
<td>Recruitment</td>
<td>Risk management e.g. insurance</td>
<td>Recognition of prior learning</td>
</tr>
<tr>
<td>OH&amp;S</td>
<td>Induction</td>
<td>Financial management</td>
<td>Transfer of competencies</td>
</tr>
<tr>
<td>Recognition of Prior Learning</td>
<td>Qualifications</td>
<td>Records</td>
<td></td>
</tr>
<tr>
<td>Complaints and appeals</td>
<td>Continuous improvement</td>
<td>Document control</td>
<td></td>
</tr>
<tr>
<td>Refunds</td>
<td>Discipline procedure</td>
<td>Issuance of certificates</td>
<td></td>
</tr>
<tr>
<td>Privacy</td>
<td>Discrimination and Harassment</td>
<td>Marketing and promotion</td>
<td></td>
</tr>
<tr>
<td>Learning strategies</td>
<td>Employment conditions</td>
<td>Asset management</td>
<td></td>
</tr>
<tr>
<td>Access and Equity</td>
<td>Job descriptions</td>
<td>Growth strategies</td>
<td></td>
</tr>
<tr>
<td>Record keeping</td>
<td>Equal Opportunity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How can feedback be sought on the RTO’s implementation of the quality framework?

Any business needs to seek feedback from the people it deals with and this is no different for RTOs. With feedback an organisation can highlight areas of good practice as well as poor performance and can identify where remedial action is required. Feedback can be sought from students, staff, management and other stakeholders. It can be gathered both formally and informally and should be encouraged in order for the organisation to make informed decisions on the maintenance and improvement of its quality system.

<table>
<thead>
<tr>
<th>Formal feedback</th>
<th>Informal feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student evaluation surveys at the end of a course</td>
<td>• Student questioning during courses and upon completion</td>
</tr>
<tr>
<td>• Follow up on past students (e.g. destination surveys)</td>
<td>• Informal get togethers with staff and students</td>
</tr>
<tr>
<td>• Enrolment figures</td>
<td>• Anecdotal information from word of mouth referrals</td>
</tr>
<tr>
<td>• Staff surveys</td>
<td></td>
</tr>
<tr>
<td>• Meetings</td>
<td></td>
</tr>
<tr>
<td>• Audit reports</td>
<td></td>
</tr>
<tr>
<td>• Peer Review</td>
<td></td>
</tr>
</tbody>
</table>

Some areas where specific feedback may be sought:

Enrolment procedure

- Was it easy or difficult to get information on courses?
- Was it easy to enrol?
- Were there any administration barriers?
- Was it easy to pay?

Training facilities

- Were these comfortable, appropriate, and safe?
- What about parking?

The training itself

- Was this appropriate, well done, well timed, useful?
• Was the language relevant, the resources helpful and of a high quality?

After training
• Was there adequate follow up?
• Were the qualifications issued in a timely manner?

Discrimination, harassment, bullying
• Were there any instances of these?
• How were they handled?

Learning principles and learning styles

What is learning?

Learning itself cannot be observed directly. It is inferred by observing the performance of the individual. If an individual performs a new task to the standards specified it is assumed that learning has taken place and that there has been some change in behaviour.

Learning always involves a change in the person who is learning. This change will involve a change in the knowledge, skills or attitudes of the individual.

Knowledge relates to the cognitive and mental change in learning facts, information, principles, concepts, rules and theories necessary for solving problems.

Skills relate to manual or physical movement, coordination, and use of the motor-skill areas such as manipulating objects, tools, equipment and machinery. Skills have both a physical and mental aspect also referred to as psychomotor

Attitudes relate to change in and developing feelings, values and emotions.

In complex learning situations there is always integration between the learning of knowledge, skills and attitudes.
What is the learning program?

A learning program provides the basis for a cohesive and integrated learning process by outlining the processes of learning and assessment (and it can be part of a bigger delivery and assessment strategy).

Endorsed Training Packages do not come with prescribed delivery and assessment programs or strategies. They come with mandatory benchmarks for workplace outcomes but leave decisions about the processes of delivery and assessment up to the facilitator and/or assessor.

Therefore, there is relative freedom in terms of design, which enables greater customisation options.

How do adults learn?

Adult learning principles

One of the significant changes in the training of adults in recent years has been the recognition that particular characteristics of adult learners are different from children. These characteristics affect how adults learn and consequently how they are taught or trained.

While learning in children is largely subject and teacher focused for adults the learning is self-directed and learner centred. Adults learn best in an environment that acknowledges them as autonomous individuals and when the learning matches their needs and interests.

Whether checking the design of a training program or actually observing the training in progress there are a number of principles that should be evident:

1. Adults learn by doing

   Adults retain both knowledge and skills better if they have the opportunity to act on what they have learned. Skills should be practised and knowledge used for some meaningful purpose such as problem solving. Learning activities should be structured to facilitate this. There should be immediate opportunity for application of knowledge and/or skills gained.
2. Adults learn when they have a need to learn

Adults like learning things which relate to their current needs – the “what’s it in for me” syndrome. They want to learn what is relevant to them, not what is relevant to other students or the presenter. This means that the trainer has to make considerable effort to find out what the students want to learn. This learner-directed model of training is very different from what most inexperienced trainers feel comfortable with. Their preference is often for a teacher-directed program because it gives them a feeling of control and security. Unfortunately, this approach is least likely to engage the learners and makes learning a rather haphazard affair.

3. Adults learn by solving problems

Training is about improving the capacity to do work and the most challenging part of any job is its problem-solving aspects. So in one way or another most training is about improving the learner’s capacity to solve problems. It is logical then that adults actually enjoy solving problems particularly those that derive directly from their personal experience. Training should reflect this desire and provide regular opportunity for the learners to apply their learning to real life problems, rather than to the abstract demonstration of knowledge.

4. Adults like variety in learning activities

Adults have a low tolerance for monotony. They also have a habit of voting with their feet and simply not attending boring lectures. This means more interesting and more effective training techniques have to be employed by the presenter. As well as lectures (keep them short), use group discussion, syndicate exercises, role plays, field trips, case studies, diary writing, reading, reflection periods, analytical instruments, simulations, project work, practice sessions, instructional games, experiments, problem-solving exercises, computer-based training and anything else that supports learning.
5. Different adults learn in different ways

Not everyone learns in the same way. There are differences in learning styles and preferences and trainers need to take account of these differences. For example, some people learn best by actively doing; others prefer a more reflective approach. Some people are most effective when dealing with concrete experience; others approach learning through a process of abstract conceptualisation. Consequently, trainers need to be sensitive to these differences so that all the types of learners represented in a group will have the opportunity to integrate their learning in their preferred way.

Another model which explores the way we prefer to learn focuses on the two hemispheres of our brain and how we use these. See the table below:

<table>
<thead>
<tr>
<th>Left Hemisphere Functions and Characteristics</th>
<th>Right Hemisphere Functions and Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Mathematical</td>
<td>➢ Artistic</td>
</tr>
<tr>
<td>➢ Verbal</td>
<td>➢ Imagination</td>
</tr>
<tr>
<td>➢ Sequential</td>
<td>➢ Random</td>
</tr>
<tr>
<td>➢ Literal</td>
<td>➢ Spatial</td>
</tr>
<tr>
<td>➢ Logical</td>
<td>➢ Holistic</td>
</tr>
<tr>
<td>➢ Linear</td>
<td>➢ Intuitive</td>
</tr>
<tr>
<td>➢ Analytical</td>
<td>➢ Synthesizer</td>
</tr>
<tr>
<td>➢ Rational</td>
<td>➢ Non-rational</td>
</tr>
<tr>
<td>➢ Symbolic</td>
<td>➢ Metaphoric</td>
</tr>
<tr>
<td>➢ Concrete</td>
<td>➢ Abstract</td>
</tr>
</tbody>
</table>

Much of the research about learning indicates that learning is most effective when we integrate left and right hemispheres of the brain and activate whole brain learning.

**Develop the learning program content**

What should a learning program identify?

Ideally a learning program should identify the following:
• its purpose (why?)
• the target group (who?)
• the outcomes to be achieved (what?)
• the learning and assessment strategies (how?)
• any required resources.

It should also include:

• learning objectives
• a plan of how the learners will achieve the objectives
• a structure and sequence for learning
• content for learning
• delivery and assessment methods
• assessment requirements.

What are the steps in designing a learning program?

The following steps are necessary to ensure that a learning program is innovative and meets the identified benchmarks:

• define the parameters of the learning program in consultation with the client
• generate and select appropriate options for designing the learning program
• develop the learning program content
• develop the structure of the learning program
• review the learning program
• gain approval from appropriate personnel.

How could information be gathered on options for learning design?

It might be useful to design forms that could be used to elicit information about the learners and their needs. For example a standard questionnaire could be used with clients when defining the parameters of the learning program. This may contain questions to ask the client to help to determine the purpose of the learning program. Further to this, the standard form could be modified each time it is used to enable contextualising.
Below are some examples of some useful standard forms that could be designed:

- parameters of the learning program questionnaire
- characteristics of target group learners checklist
- learner profile – listing the learner characteristics, preferred learning styles, learning environment, attributes, prior knowledge and concerns
- program plan – outlining each component of the program
- learning program questionnaire for reviewers
- client status report.

It is critical to keep the learners’ needs in the forefront of thinking during design. The following questions may assist in this process:

- What is most useful to them?
- What would be a logical flow of information for them?
- What delivery mode is best suited to their needs?
- How can the learning program be flexible for them?
- What resources do they have access to already?

The task of designing learning programs requires both structured and systematic work processes as well as innovative thinking to ensure engagement of the learner group. It is important to gather as much information as possible to obtain a thorough understanding of what is required.

The following table should assist in interpreting the client’s requirements:

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Considerations</th>
</tr>
</thead>
</table>
| The purpose of the learning program | Why is a learning program required?  
                                      | What is it you are hoping to achieve?                                         |
| The benchmarks to be achieved     | What competency standards or other benchmarks must be met?                    |
| The specific learning objectives  | What are the specific learning objectives, outcomes or goals of the learning program that reflect the benchmarks?  
                                      | What skills, knowledge and attitudes do you want the learners to demonstrate as a result of the training? |
The scope of the program

How many competencies need to be achieved?
What vocational or generic skills need to be developed?
What subject or technical knowledge needs to be learned?
What activities need to be encompassed into the learning program?
What specific organisational goals need to be addressed?

The target group of learners

Who is the learning program for and what are their characteristics?
(e.g. cultural background, age group, learning style, language, literacy and numeracy needs, motivation for learning)
Are they learning as a group or as individuals?
What level of work experience have they had?
Are there any access and equity issues?

The learning environment

Where will the learning take place?
Will it be an operational workplace or simulated?
Will it be online?

The operational resource requirements

What resources are required to plan, design and deliver the learning program?
What is provided and what will need to be budgeted for?
(E.g. staffing needs, provision for guest speakers, technical support, equipment and technology, learning materials and resources.)

Access to other sources of information

Where can information be obtained about this learning program? (E.g. how can access be gained to job descriptions, employee records, performance appraisals, enrolment information, surveys etc?)

Who is the target group?

Target group learners may include:

- Existing workers
- School leavers and/or new entrants to the workforce
- Apprentices or trainees
- Individuals learning new skills or knowledge
- Individuals seeking to upgrade skills and knowledge
- Individuals changing careers
- Unemployed people
- Learners who have a disability
- Indigenous Australians
- Overseas students
- Recent migrants

There are many different ways to find out about a target group of learners. It may be through information received from employers, company files or discussions with supervisors or the individuals themselves. Observation of learners in the workplace is another method of gathering data. At times speaking directly with them can develop a more accurate picture of the learners.

When building the profile of the learners it is necessary to understand their characteristics and consider how these will impact on the learning program design.

Characteristics may include:

- Level and breadth of work experience
- Level of previous experiences of formal education
- Skill or competency profile
- Socioeconomic background, age, gender, range of abilities
- Cultural background and needs
- Special needs – physical or psychological
- Motivation for learning
- Language, Literacy and Numeracy needs of learners
- Learning style and preferences.

How can the learning program content be developed?

Once the parameters of the learning program have been analysed, the next step is to determine options for the type of learning program to be designed.

It is worthwhile to explore a number of different possibilities at this stage. The first one designed may not always be the best one. Through generating ideas for various learning programs, more innovative solutions will emerge.
When all the options are available, these can be presented as findings to the client or work colleagues together with an explanation of how the learning program solutions fill the identified gap/s.

Work collaboratively with other personnel to evaluate the options and determine the one which is most appropriate.

Who could be involved in the collaboration?

- Work colleagues
- Trainers, facilitators, assessors
- Industry contacts
- Vendors
- Human Resource personnel
- Marketing personnel
- End-users
- Language, Literacy and Numeracy experts
- Subject or technical specialists.

What sort of support resources could be used?

Existing learning resources may include:

- Official Training Package support resources or Tool Boxes
- Other published, commercially available materials
- Videos, DVDs, USB, other computer-based software
- CDs, Audio Tapes, Computer Media (e.g. mp3)
- References and texts
- Equipment and tools
- Materials developed under the Workplace English Language and Literacy (WELL) program
- Learning resources and support materials produced in languages other than English, as appropriate to the learner groups in the workplace

Existing learning materials may include:

- Handouts for learners
- Worksheets
- Workbooks
• Prepared case studies
• Prepared activity sheets
• Prepared role-plays
• Prepared overheads and power point slides
• Materials sourced from the workplace, for example, workplace documentation, operating procedures, specifications.

How can a resource be checked for quality?

Use the checklist below to assist in reviewing the quality of the resource:

☐ Is the resource current?
☐ Does the resource cover the competency standards or learning outcomes that need to be addressed?
☐ Does the resource provide clear and comprehensive information?
☐ Does the resource clearly identify its purpose?
☐ Is the resource able to be contextualised to meet the learners’ needs?
☐ Does the resource respond to access and equity issues?
☐ Does the resource offer flexibility for delivery and assessment?
☐ Is the resource recognised by registration or accrediting bodies?

What considerations are there for selection of training aids?

• **Training objectives** – will the training aids help you fulfil the training objectives?
• **Size and shape of training room** – this may make it difficult to use some training aids, for example, a column in the middle of the room will obstruct view.
• **Trainer preferences** – the trainer should use what they are familiar with without relying only on one source.
• **Session content** - visuals should be used to highlight the main points
• **Costs** – how much will the training aids cost to use?
• **Portability** – will training aids need to be taken to each of the training locations? How easy are they to transport?

What about copyright?

Copyright applies to all published material whether written, in audio or video form or computer based. Every publication or learning product will have
information on copyright written at the beginning somewhere, or contained in its original packaging. Therefore, this should always be referred to before copies of anything are made or anything is included into course materials. If uncertain about the copyright of materials, the first step is to consult the publisher or the Australian Copyright Council Ltd (www.copyright.org.au).
### What delivery model and activities are appropriate?

<table>
<thead>
<tr>
<th>Model</th>
<th>Advantages</th>
<th>Limitations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off-the-job</td>
<td>• Familiar to all</td>
<td>• Whole group needs to meet</td>
</tr>
<tr>
<td></td>
<td>• Provides interaction and social opportunities between participants</td>
<td>• Usually course delivery pace set by trainer</td>
</tr>
<tr>
<td></td>
<td>• Adjustments can be made continually</td>
<td>• Structured time allocation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Time and place dependent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Inaccessible to distant potential participants</td>
</tr>
<tr>
<td>On-the-job</td>
<td>• Provides interaction and problem solving opportunities</td>
<td>• May impinge on workplace activities</td>
</tr>
<tr>
<td></td>
<td>• Peer support in real workplace situations</td>
<td>• Time allocation of peers or mentor</td>
</tr>
<tr>
<td>Distance learning</td>
<td>• Cheaper to administer</td>
<td>• High degree of self-direction and motivation needed</td>
</tr>
<tr>
<td></td>
<td>• Easy to transport</td>
<td>• High degree of literacy required</td>
</tr>
<tr>
<td></td>
<td>• Encourages independent learning</td>
<td>• Mail and return times may slow down process</td>
</tr>
<tr>
<td></td>
<td>• No technical skills required</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Can stand alone</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-line</td>
<td>• Participation in the learning process for people who would otherwise be unable to access this training</td>
<td>• Requires resourcing of the web site and troubleshooting related to technology issues</td>
</tr>
<tr>
<td></td>
<td>• Enables familiarisation and practice with information technology required in workplace settings</td>
<td>• Requires support of other technologies, such as telephone, e-mail, video conferencing, World Wide Web access, on-</td>
</tr>
</tbody>
</table>

© 2016 MRWED Training and Assessment   Version 3.1   17/2/2016   Page 67
| eLearning (electronic learning) | Blended learning  
Generic term for any learning that involves the use of electronic technology to deliver training or support learning | line chat facilities and computer/desktop video-conferencing. |
|--------------------------------|---------------------------------------------------------------|-------------------------------------------------------------|
| • Learner can select materials appropriate to their level,  
• Provides flexibility for learner and trainer in time, pace and place  
• Accommodates different learning styles  
• Encourages learner responsibility for learning  
• Transfer technology skills to other facets of work and life | • Enables selection of different methods that maximises effectiveness and achievement of learning outcomes  
• Can provide option of customised delivery method and material to individual and group needs  
• Significant potential for achieving efficiency/reduced training time in achieving learning outcomes | • Managing and learning to use learning software can be challenging  
• Learning that requires practical or hands on delivery may not be suitable or difficult to simulate  
• Trainer not always available on demand |
| • Requires knowledge, skill and confidence in use of technology  
• Requires learner to have organisational skills to manage and navigate their learning process  
• Instructor needs to be mindful of assuming “learning to learn” skills are present  
• Requires student to have access to the specific technologies |
Following is a table with the most commonly used delivery methods, their uses and some disadvantages.

<table>
<thead>
<tr>
<th>Method</th>
<th>Description, uses and disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrations</td>
<td><strong>Includes</strong>: demonstration of the performance of task, explanation and instruction as learners undertake task with feedback from trainer and supervised practice. Useful for: demonstrating delivery of training, conducting assessments and giving feedback. Disadvantages: time and equipment required, immediate application of skill required for effective learning.</td>
</tr>
<tr>
<td>Role-Plays</td>
<td><strong>Includes</strong>: games, simulations, role plays</td>
</tr>
<tr>
<td></td>
<td>Useful for: learner directed exploration of attitudes and values, interpersonal skills, especially in conducting assessments and delivering training, useful for developing language skills. Disadvantages: real purpose may be lost, time requirements, materials and equipment needed, unequal participation.</td>
</tr>
<tr>
<td>Discussions</td>
<td><strong>Includes</strong>: buzz groups, brainstorming and structured discussions</td>
</tr>
<tr>
<td></td>
<td>Useful for: learner directed exploration of attitudes, values, and interpersonal skills. Assists the trainer in testing knowledge informally. Disadvantages: domination by individuals, time-consuming, may appear to be a waste of time.</td>
</tr>
<tr>
<td>Case Studies</td>
<td>Provides the presentation of a story, report, or other illustration, followed by analysis by the trainer or participant. Useful for: promoting interpretation, problem-solving and analysis, checking understanding and demonstrating real situations. Disadvantages: some participants may experience dissatisfaction with lack of detail and opportunity to question, and language and literacy demands.</td>
</tr>
<tr>
<td>Field Trips</td>
<td><strong>Includes</strong>: Excursions, off-site visits, attendance at specialist facilities</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Useful for: seeing and discussing skills and knowledge applied in workplaces.

Disadvantages: can be costly, requires time, planning and management, and requires debriefing and follow-up.

Assignments, projects and reports

Includes: essays, projects, reports, short-answer questions

Useful for: enabling learners to explore required knowledge and skills and developing problem solving and analytical skills.

Disadvantages: literacy may be an obstacle, language and literacy demands and interaction may be minimal.

Work based learning

Includes: on-the-job training, mentoring and coaching

Useful: practising skills, linking theory with practice, developing problem-solving and holistic learning.

Disadvantages: reduced learning if feedback is inadequate, time required

Design the structure of the learning program

How is the learning program structured?

Essentially, the learning program needs to be broken down into a plan. The program delivery plan outlines the program, giving details about how it will be broken into sessions. This plan can then be used to guide the delivery of the program.

What is a program delivery plan?

A program delivery plan is a tool for designing and developing a learning program. It outlines each component of the program, so a clear breakdown can be seen. It may be set against a timeline or it may show a series of sessions that make up the wider program. The plan outline will clearly show:

- The competencies or other benchmarks to be achieved
- The specific learning outcomes for each session
- The content and learning activities for each session.
- The delivery methods for each session
• Workplace tasks or applications
• Practice opportunities
• Assessment points and pathways
• Assessment methods and tools used to gather evidence

How can information be sequenced?

The learning program designer should structure the program in a way that best suits the learners to achieve the identified benchmarks. Consider the following:

• What should they learn first?
• What skills need to be developed and practiced before moving to the next stage of their competence?
• What is a logical flow of learning to be followed?

What is the program timeframe?

The plan should map the program to a timeframe. The amount of time that will be allocated to the learning program will influence what the learning program covers, the extent of the detail and how it can be broken down into sections to enhance learning. Whatever the learning mode, there should be some timeframe provided to suggest the time the program will take. This will assist the trainer in developing appropriate activities and will also enable the learners to manage their own learning.

What information on delivery model is important for the plan?

The plan needs to state the delivery methods to be employed in the learning program. As the learning may take place in multiple locations (workplace, classroom, computer lab etc.) appropriate delivery methods will need to be documented to enable the trainer to provide the required support to the learners.

Will the program delivery model be?

• Face-to-face delivery
• Online delivery
• Distance learning
• Coaching or mentoring
- Workplace applications
- Simulated workplace applications
- Blended learning combining several models

How can assessment be structured into the program?

The program plan needs to include how the learners’ competence is going to be assessed. Some common methods which could be included are:

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Observation of Actual Performance  | • observing a product made  
• observing a workplace procedure                                      |
| Questioning                        | • oral, written or online  
• short answer  
• essays  
• multiple choice  
• sentence completion  
• series of open or closed questions |
| Simulation                         | • flight simulator  
• role-play interaction with customer  
• scenarios                              |
| Portfolio Production of Item       | • providing qualifications  
• job descriptions  
• third party reports  
• work samples  
• evidence that shows proof of prior learning  
• recognition of prior learning         |

Recognition of Prior Learning (RPL) is the acknowledgement of skills and knowledge obtained through learning outside the formal education and training system. These can be achieved through work or life experience.
TAEDES402A – Use training packages and accredited courses to meet client needs

Australian Qualifications Framework (AQF)

What does the qualifications framework say?

The qualifications framework describes what a person has to do to achieve a specific Australian Qualification Framework qualification.

It can contain:

- The range of AQF qualifications that can be achieved
- Potential career pathways
- Details of the core, elective units of competency for each qualification
- Information about units of competency from other training packages used in the qualification, where relevant

What is the Australian Qualifications Framework (AQF)?

The AQF is a comprehensive framework for all national recognition in schools, vocational education and training and higher education in Australia. It aims to provide consistent qualifications across the country, encourages easier access to these qualifications and provides a flexible pathway for achieving qualifications in general.
<table>
<thead>
<tr>
<th>Level</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong></td>
<td>Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning</td>
<td>Graduates at this level will have knowledge and skills for work in a defined context and/or further learning</td>
<td>Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning</td>
<td>Graduates at this level will have theoretical and practical knowledge and skills for specialist and/or skilled work and/or further learning</td>
<td>Graduates at this level will have specialised knowledge and skills for skilled/professional work and/or further learning</td>
</tr>
<tr>
<td><strong>Qualification Type</strong></td>
<td>Certificate II</td>
<td>Certificate III</td>
<td>Certificate III</td>
<td>Certificate IV</td>
<td>Diploma</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Level 6</th>
<th>Level 7</th>
<th>Level 8</th>
<th>Level 9</th>
<th>Level 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong></td>
<td>Graduates at this level will have broad knowledge and skills for professional/highly skilled work and/or further learning</td>
<td>Graduates at this level will have broad knowledge and skills for professional/highly skilled work and/or further learning</td>
<td>Graduates at this level will have advanced knowledge and skills for professional highly skilled work and/or further learning</td>
<td>Graduates at this level will have specialised knowledge and skills for research and/or professional practice and/or further learning</td>
<td>Graduates at this level will have systematic and critical understanding of a complex field of learning and advanced research skills for the advancement of learning and/or professional practice</td>
</tr>
<tr>
<td><strong>Qualification Type</strong></td>
<td>Advanced Diploma</td>
<td>Bachelor Degree</td>
<td>Bachelor Honours Degree</td>
<td>Masters Degree</td>
<td>Doctoral Degree</td>
</tr>
<tr>
<td></td>
<td>Associate Degree</td>
<td></td>
<td>Graduate and Vocational Graduate Certificate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Training packages and accredited courses

What is a Training Package?
Training Packages are integrated sets of components providing specifications for training and assessment in the Vocational Education and Training sector. They, along with accredited courses, include the benchmarks for nationally recognised training.
The Standards for Registered Training Organisations (RTOs) 2015 define them as:
“a nationally endorsed, integrated set of competency standards, assessment requirements, Australian Qualifications Framework qualifications, and credit arrangements for a specific industry, industry sector or enterprise”

Training Packages consist of:
b. Optional non-endorsed components of: support materials such as learning strategies, assessment resources and professional development materials.
c. Mandated non-endorsed component: Training Package implementation guide.

Training Packages are developed through national Industry Skills Councils (ISCs) or by enterprises to meet the identified training needs of specific industries or industry sectors and are endorsed by the Australian Government. The ISC also reviews and maintains the Training Package and provides associated products and services.

Each Training Package is developed through a comprehensive national research and consultation process involving stakeholders from government, industry and end users. It is also validated by industry prior to endorsement. Endorsed Training Packages cover most Australian industries and industry sectors; as at May 2015, there were 74 endorsed current Training Packages covering 1670 qualifications.

The purpose of a Training Package is to:
- Enable qualifications to be awarded through the direct assessment of competencies
- Encourage the development and delivery of training to suit individual needs
- Encourage learning in a workplace environment
• Provide a pool of potential employees who meet nationally recognised standards of competence in a particular area

What is the difference between a Training Package and an accredited course?

Accredited courses are defined within the Standards for Registered Training Organisations (RTOs) 2015 as “...a structured sequence of vocational education and training that has been accredited and leads to an Australian Qualifications Framework (AQF) qualification or Statement of Attainment.” Under the Standards for Registered Training Organisations (RTOs) 2015, a course will not be accredited if the course duplicates, by title or coverage, the outcomes of an endorsed Training Package qualification.

Accredited courses are developed to meet training needs that are not addressed by existing training packages. Training packages are generally written in broad, generic, outcome terms, with performance assessed against industry standards, while accredited courses are more specifically targeted to niche/specialist needs. While Training Packages have progressively replaced accredited courses as the key VET product and benchmark, there are still accredited courses in areas without Training Package coverage (e.g. where there is a unique need or inconsistencies in legislation exists between jurisdictions).

An accredited course may consist of:
• A combination of units of competency from more than one training package;
• Some training package units of competency (from one or more training packages) and some newly developed units
• Completely new material, comprising only custom-developed units of competency.

Any new units of competency are developed and documented according to the same guidelines that govern the development of training package units of competency though consultation does not need to be at a national level. Courses are usually accredited for 3 years and can be delivered only by registered training organisations with scope to deliver that particular course.

Accredited courses may lead to an AQF qualification or lead only to a Statement of Attainment. This is when the course outcomes meet an identified industry/enterprise/community need but do not have the breadth and depth
required for a qualification as stated in the guidelines for qualifications in the Australian Qualifications Framework. The course title will read ‘Course in...’

When are Training Packages Reviewed?

The Industry Skills Councils are responsible for reviewing Training Packages. Every year, each of the Industry Skills Councils prepares an Environmental Scan of their respective industries. Scans operate as ‘early warning systems’ of the factors shaping and impacting on workforce development and how well the products and services of Australia’s tertiary system are responding. Each Industry Skills Council produces a Continuous Improvement Plan based on the environmental scan. This plan outlines the changes to be made to the endorsed components of Training Packages in order to meet the existing and emerging skill needs of industry. The plan is updated annually, and posted on each ISC’s website to ensure industry, Registered Training Organisations and State and Territory Training Authorities are able to plan and respond accordingly.

Training Packages are generally reviewed and resubmitted for endorsement every three years. However, the timeframe could be longer depending on the size and reach of the Training Package application. The Training Package is still endorsed and usable while it is being reviewed and the process usually starts 18 months after initial endorsement.

What are Training Package Pathways?

The term Training Package ‘pathways’ is used to describe a range of scenarios. Pathways can be about movement within a Training Package or across Training Packages. They can also refer to the method of undertaking a qualification within a Training Package. For example, through learning and assessment in a classroom environment or structured learning via traineeships, or even assessment-only options both on and off-the-job.

The website www.aapathways.com.au provides excellent information on job pathway charts

How is a Training Package used to meet client needs?

It is important to understand how a Training Package works to be able to meet the client’s needs.
Highlights:
The endorsed components of the Training Package provide the mandatory benchmark for training and assessment in each vocational area. The training and assessment professional is free to use existing resources or develop their own. They also have the flexibility to determine the most effective delivery and assessment strategies to meet their clients’ needs, provided the Training Package rules are followed.

Application of a Training Package may include:

- Undertaking delivery and conducting assessment, including developing learning and assessment strategies, learning resources and assessment tools, and resources for a nationally recognised AQF qualification.
- Developing a training program based on a combination of units from different Training Packages (with Statement of Attainment as the outcome)
- developing a Traineeship/New Apprenticeships program
- supporting organisational change (e.g. for recruitment and selection functions)

As long as the Training Package rules are followed, it is possible to contextualise a Training Package to build an appropriate training program for the client’s identified needs. While contextualising, it is important to note the following:

- Units of competency (UOC) in endorsed Training Packages define the skills and knowledge required for competent performance within a particular industry.
- Units of competency are packaged together to create nationally recognised AQF qualifications. The Training Package qualification framework sets out how many units must be undertaken for the award of a qualification or Statement of Attainment.
- The assessment guidelines provide mandatory advice about assessment in the Training Package industry or industry sector which must be followed. This includes both assessment methodology as well as evidence to be gathered to confirm competency.

Endorsed Training Packages have been developed with flexibility in mind. There are rules to follow, but once these are understood, they can be used to meet
the requirements of the client in the most effective way. If the client works in a clearly defined area, then the ‘right’ Training Package is likely to be the one that offers qualifications in their vocational area. However, the choice is not always so clear.

What types of standards influence Training Packages?

Training Packages contain competency standards which reflect the needs of the relevant industry, so the types of standards will vary from industry to industry.

Industry standards
Industry standards are those competencies set out in specific industry Training Packages, for example the AUR05 Automotive Retail, Service and Repair Sector Training Package.

Cross-industry standards
Cross-industry standards are competencies that are common to a range of industries. The TAE10 Training and Education competency standards would be a good example of this, as it could cover local government, business, information technology, retail and many other industries.

Enterprise standards
Enterprise standards are those developed by organisations which require specific standards that relate specifically to their operations, for example McDonalds and QANTAS.

Where can further information on training packages be sourced?

Department of Education and Training (www.education.gov.au) is another useful source of further information on training packages as is the website training.gov.au. It provides specific information and resources for vocational education and training (VET) practitioners who work in the sector or who are new to the sector. It also provides general information to help individuals better understand the Australian VET system and in their dealings with VET practitioners. My Skills website and your industry skills councils are good sources of information on Training Packages.

Other sources may include experienced work colleagues, training and assessment networks (often referred to as ‘communities of practice’), industry bodies and employer organisations, as well as Registered Training
Organisations themselves, which should have copies of each Training Package on their scope of registration.

What does a qualification look like?

Information about individual qualifications may include:

- Name and number of the qualification
- The number of units to be achieved
- A statement about the functional roles carried out by the employees at this level
- The name and number of core units to be achieved at this level
- The number of elective units that may be selected
- Rules governing the selection of elective units at this level
- Suggested Training Packages for importation of elective units
- Information about potential pathways.

Training Packages are not static documents. They are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is used and it is recommended that the version number is checked prior to commencing training and assessment.

What questions should be asked when deconstructing a qualifications framework?

As the qualifications framework is deconstructed, the following questions may be useful in maintaining the focus on the client’s needs:

- How many qualifications in the Training Package would be relevant to my client?
- Which best suits my client’s needs?
- What level/s does the client want? (Entry level or something else?)
- Can I import units of competency from other qualifications?
- What are the rules to use this qualification?
- How many units of competency are required to achieve the qualification?
- What are the core and elective unit options?

What are the Packaging Rules?
Each Training Package has packaging rules, which set out the allowable combinations of units of competency for the purpose of creating an AQF qualification. Information about the packaging rules will be found in the introduction to the qualifications framework or in the qualification information, usually contained at the front of the training package document. Training Package rules are meant to be simple and flexible enough to give the user maximum choice but they also need to ensure that the integrity of the qualification is retained.

What is the difference between core and elective units?

Most qualifications contain a mixture of core and elective units of competency. Core units are mandatory and must be completed to achieve a qualification. Elective units are selected from a specified list with the aim to enable freedom of choice when developing an application. There is often a range of elective units from which a certain number of units can be selected to accompany the core units in making up the required number to achieve a qualification. Imported units in a Training Package refer to units of competency taken from other Training Packages and included in the list of units offered. Imported units can be identified by the first three letters in the unit of competency which will be different from that of the Training package under consideration. E.g. The TAE Training and Education Package includes units commencing with BSB (Business Services Package), CHC (Community Services Package) and PSP (Public Sector Training Package).

Core and elective units can be imported units.
RETENTION

Check List:
ACTION ITEMS
APPENDIX A: Unit information for RIIWHS201D

From Training Package for Resource and Infrastructure Industry
Work safely and follow WHS policies and procedures

Unit of Competency

Application
This unit describes a participant’s skills and knowledge required to work safely and follow WHS policies and procedures in the Resources and Infrastructure Industries.
This unit is appropriate for those working in operational roles.
Licensing, legislative, regulatory and certification requirements that apply to this unit can vary between states, territories, and Industry sectors. Relevant information must be sourced prior to application of the unit.
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 the National Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

Elements and Performance Criteria

1. Access and apply site safety procedures
   1.1 Access, interpret and apply work health and safety procedures and ensure the work activity is compliant
   1.2 Carry out isolation of energy sources and immobilisation of potential energy sources
   1.3 Locate destinations by interpreting and applying site plans, transport rules and signage
   1.4 Identify, act on, and report breaches in site safety

2. Apply personal safety measures
   2.1 Select and wear personal protective equipment
   2.2 Establish and maintain a clean and tidy safe working area
   2.3 Obtain permits and clearances before specialised work is carried out
   2.4 Apply safe manual handling procedures
   2.5 Identify and apply site procedures for conducting high-risk activities
3. Apply operational safety measures
   3.1 Recognise and respond to alarms
   3.2 Identify and clarify responsibility in responding to emergency situations
   3.3 Apply basic fire fighting techniques
   3.4 Identify emergency escape route(s) and procedures

4. Maintain personal wellbeing
   4.1 Identify risks to personal wellbeing and recognise preventative strategies
   4.2 Identify, act on, and report situations which may endanger others
   4.3 Access and explain verbally or in writing the requirements for fitness for duty
   4.4 Comply with all work health and safety policies including smoking, alcohol and drug use

5. Identify and report incidents
   5.1 Recognise and communicate incident and injury statistics
   5.2 Report and prepare written records of incidents and injuries
   5.3 Contribute to and participate in incident investigations

Foundation Skills
Foundation skills essential to performance are explicit in the performance criteria of this unit. Further information is available in the Resources and Infrastructure Industry Training Package Companion Volume.

Assessment Requirements

Performance Evidence
Evidence is required to be collected that demonstrates a candidate’s competency in this unit. Evidence must be relevant to the roles within this sector’s work operations and satisfy all of the requirements of the performance criteria of this unit and include evidence that the candidate:

- locates and applies relevant documentation, policies and procedures
- demonstrates completion of working safely and following WHS policies and procedures that safely, effectively and efficiently meets all of the required outcomes on more than one (1) occasion including:
  - sourcing, interpreting, clarifying and applying site safety information
  - listening carefully to health and safety instructions and information
  - responding to and clarifying information and directions
- carrying out work instructions that complies with WHS policies and procedures
- selecting, wearing and caring for personal protective equipment for all activities that require personal protective equipment
- applying safe lifting and manual handling techniques
- identify and report on WHS issues to appropriate personnel
- recognising and following procedure to respond to alarms
- completing workplace reporting procedures

Knowledge Evidence
The candidate must possess knowledge of work safely and follow WHS policies and procedures through:
- determining equipment safety requirements
- identifying personal protective equipment
- follows hazardous substances procedures and handling techniques
- location of safety data sheets (SDS) information and their application
- adhering to isolation procedures
- identifying lifting techniques, including for both manual and automated lifting
- locating and complying with WHS procedures
- application of site safety requirements and procedures
- participating in procedures for workplace management of others (e.g. consultation, safety representatives, committees, dispute resolution)
- determining potential of biological effects (e.g. circadian rhythms, sleep, alertness, fatigue, stress, effects of heat stress and hypothermia)
- details of site drug and alcohol policy
- locating and using emergency equipment

Assessment Conditions
- An assessor of this unit must satisfy the requirements of the NVR/AQTF or their successors; and Industry regulations for certification and licensing; and,
- this unit is best assessed in the context of this sector’s work environment;
- where personal safety or environmental damage are limiting factors, assessment may occur in a simulated environment provided it is realistic and sufficiently rigorous to cover all aspects of this sector’s workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills; and,
- this unit must be assessed in compliance with relevant legislation/regulation and using policies, procedures, processes and operational manuals directly related to the industry sector for which it is being assessed; and,
- assessment may be conducted in conjunction with the assessment of other Units of Competency; and,
- assessment must confirm consistent performance can be applied in a range of relevant workplace circumstances; and,
- assessors must demonstrate the performance evidence, and knowledge evidence as outlined in this Unit of Competency, and through the minimum years of current* work experience specified below in an Industry sector relevant to the outcomes of the unit; or,
- where the assessor does not meet experience requirements a co-assessment or partnership arrangement must exist between the qualified assessor and an Industry subject matter expert. The Industry subject matter expert should hold the unit being assessed (or an equivalent unit) and/or demonstrate equivalence of skills and knowledge at the unit level. An Industry technical expert must also demonstrate skills and knowledge from the minimum years of current work experience specified below in the Industry sector, including time spent in roles related to the unit being assessed; and,
- assessor and Industry subject matter expert requirements differ depending on the
- Australian Qualifications Framework Level (AQF) of the qualification being assessed and/or Industry Sector as follows:

<table>
<thead>
<tr>
<th>Industry sector</th>
<th>AQF** Level</th>
<th>Required assessor or Industry subject matter expert experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drilling, Metalliferous Mining, Coal Mining, Extractive (Quarrying) and Civil Construction</td>
<td>1</td>
<td>1 Year</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2 Years</td>
</tr>
<tr>
<td>Drilling, Coal Mining and Extractive (Quarrying)</td>
<td>3-6</td>
<td>3 Years</td>
</tr>
<tr>
<td>Metalliferous Mining and Civil Construction</td>
<td>3-6</td>
<td>5 Years</td>
</tr>
<tr>
<td>Other sectors</td>
<td></td>
<td>Where this Unit is being assessed outside of the Resources and Infrastructure Sectors assessor and/or Industry subject matter expert experience should be in-line with industry standards for the sector in which it is being assessed and where no Industry standard is specified should comply with any relevant regulation.</td>
</tr>
</tbody>
</table>
*Assessors can demonstrate current work experience through employment within Industry in a role relevant to the outcomes of the Unit; or, for external assessors this can be demonstrated through exposure to Industry by conducting frequent site assessments across various locations.

**Where a unit is being delivered outside of a Qualification the first numeric character in the Unit code should be considered to indicate the AQF level

APPENDIX B: Assessment Guidelines Extract from Training Package for Resource and Infrastructure Industry

Guidance information for assessment

Assessments in the resources and infrastructure industry can be undertaken in a variety of contexts by individual assessors, partnerships involving assessors and technical experts, and teams of assessors.

All RTOs must consult with responsible industry personnel to determine the appropriateness of the assessor for on-the-job assessments at a work site. This is particularly important for mining sites. Specific criteria may exist for assessors who are assessing an employee/candidate for a qualification which is a requirement for the issue of a statutory license to practice, for example for a shotfirer. In such instances, the RTO must clarify the specific criteria as this requirement may vary between States and/or Territories depending on legislative requirements. (Refer to Requirements for Assessors). The case studies provided show how the requirement to use qualified assessors can be met.

Underpinning Knowledge

It will be difficult, and often impossible, to gather sufficient evidence of the required essential knowledge by means of direct observation alone. It will be necessary to include some form of questioning, which may, or may not, be concurrent with direct observation. Questioning should not rely on written communication to any greater degree than is otherwise required by the unit of competency. The use of diagrams and sketching, demonstration and description along with third party evidence should be allowable within the assessment of essential knowledge.

Supporting integration of training and assessment

As a general principle, the Resources and Infrastructure industry supports the integration of units of competency for assessment, where practical. An
integrated approach reflects real work practices in that it brings together a number of units of competency. For example, an employee working on a work site would complete a number of interrelated functions and Occupational, Health and Safety tasks at the same time, not simply one task at a time. An integrated assessment activity would be designed to collect evidence for a number of units together rather than designing one assessment activity for each individual element of the relevant Performance Criteria.

Where both training and assessment are required, industry supports an approach which provides for on-the-job and off-the-job training combined with assessment of the application of skills and knowledge in a real work situation. The RII09 Resources and Infrastructure Industry Training Package defines off-the-job assessment as that which occurs away from the normal operation of the business including, for example, assessment which may occur in the workplace but not under normal industry working conditions. The industry considers it important for candidates to have the opportunity to develop competency in structured learning programs, which includes assessing in the workplace whenever possible.

Assessment considerations

Some sections of the industry operate in remote areas which are not conducive to multiple visits from assessors. The competency however requires a consistent performance which may not be assessable by a single site visit. The assessment design may therefore need to include other evidence such as:

- third party reports
- a range of documentation completed by the candidate (such as drill logs)
- statement of curricular activities verified by the supervisor
- evidence of training undertaken and course outline details, which can be collected/viewed by the assessor to aid in the judgement of consistent performance to the required standard.

Assessing using a formal assessment team in the one place at the one time is often not practical and so the assessor will frequently need to rely on evidence provided by supervisors, other work colleagues, written records and documentation to assist in making the judgments of competency.

What assessment in the workplace really means
Assessment in the workplace means that the candidate is assessed in a context that is a workplace, or that very closely replicates a workplace. Each unit of competency in the RII09 Resources and Infrastructure Industry Training Package states that the unit:

“Must be assessed in the context of the work environment. Where personal safety or environmental damage are limiting factors, assessment may occur in a simulated environment provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills.”

Units go on to say that:

“Evidence for assessment is best gathered using the outcomes of products and processes of the workplace context.”

Each unit has specific details of the different kinds of evidence that may be collected and observed. The collection of evidence should be conducted over a period of time (at the workplace) to ensure that the demonstration of competency is valid and reliable. The candidate should be aware that collection of evidence needs to be ongoing and he/she, needs to be part of the planning, conduct and review of the assessment process.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is the acknowledgement of skills and knowledge obtained through learning outside the formal education and training system. These can be achieved through work or life experience.

RPL recognises any prior knowledge and experience that a person may have, and compares it against the skills and knowledge of the units of competency that the person wants to achieve. This process removes the need for duplication of learning. All learners should be offered an opportunity for RPL.

RPL can cover all, or part of a qualification.
APPENDIX C: Unit information for SIRXWHS302

From the Training Package for the Retail Services industry
Maintain store safety
Unit of Competency

Unit Descriptor
This unit describes the performance outcomes, skills and knowledge required to maintain store safety in a retail environment.

It involves informing and involving team members with regard to work health and safety (WHS), monitoring and maintaining a safe work environment, implementing emergency procedures, identifying the need for WHS training, and maintaining WHS records. It is based on the National Occupational Health and Safety Commission (NOHSC) guidelines.

Application of the Unit
This unit applies to store managers and team leaders

Element
Elements describe the essential outcomes of a unit of competency.

Performance Criteria
Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Inform team members about WHS matters.

   1.1. Clearly and accurately explain store policy and procedures in regard to WHS and emergency procedures to team members.
   1.2. Ensure access for team members to store WHS policy and procedures.
   1.3. Clearly and accurately explain relevant provisions of WHS legislation and codes of practice to team members.
   1.4. Regularly provide clear and accurate information on identified hazards and risk control procedures to team members.
2. Involve team members in WHS matters.

1.5. Model the implementation of WHS and emergency procedures to reinforce information.

2.1. Provide opportunities and processes for team members to consult and contribute on WHS issues according to store policy.

2.2. Promptly resolve issues raised or refer to relevant personnel according to store policy.

2.3. Promptly convey outcomes of issues raised on WHS matters to team members.

3. Monitor and maintain a safe work environment.

3.1. Implement store policy and procedures with regard to identifying, preventing and reporting potential hazards.

3.2. Take prompt action to deal with hazardous events according to store policy.

3.3. Investigate unsafe or hazardous events, identify cause, and report inadequacies in risk control measures or resource allocation for risk control to relevant personnel.

3.4. Implement and monitor control measures to prevent recurrence and minimise risks of unsafe and hazardous events according to store policy and hierarchy of control.

3.5. Handle and store hazardous goods according to store policy and WHS regulations.

3.6. Maintain equipment according to store policy and WHS regulations.

3.7. Monitor team performance to ensure use of safe manual handling techniques.

3.8. Implement store emergency policy and procedures promptly in the event of an emergency.

4. Identify need for WHS training.

4.1. Identify WHS training needs, specifying gaps between WHS competencies required and those held by team members.

4.2. Organise and arrange training according to store policy.

5. Maintain WHS records.

5.1. Complete and maintain WHS records regarding occupational injury and disease according to store policy and legislative requirements.
5.2. Use information from records to identify hazards and monitor risk control procedures according to store policy.

Required skills
communication and interpersonal skills to:
- provide information, coaching and feedback to team members
- involve team members
- refer issues to appropriate personnel through clear and direct communication
- motivate and lead a team
- use and interpret non-verbal communication

literacy and numeracy skills to:
- generate reports
- interpret and apply WHS regulations
- interpret symbols used for WHS signage
- read store policy and procedures

technical skills to:
- identify broken or damaged equipment
- identify hazardous goods and substances
- locate and use safety alarms, fire extinguishers and emergency exits

Required knowledge
- hierarchy of risk control:
- elimination of hazards
- engineering controls to reduce risk
- administrative controls
- use of personal protective equipment
- job role and responsibilities
- location of nearest first aid assistant or facility
- manual handling and safe lifting techniques
- possible fire and safety hazards
- principles and techniques in interpersonal communication
- relevant WHS legislation and codes of practice
- sickness and accident procedures
- store policies and procedures in regard to:
- manual handling
- WHS emergency procedures
- unsafe or hazardous goods
• handling and storage
• disposal
• bomb threat procedures
• store evacuation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies and monitors store policy, industry codes of practice, relevant legislation and statutory requirements in regard to WHS and emergency procedures
- applies and monitors safe work practices in the handling and moving of stock, according to WHS legislation and codes of practice
- interprets and monitors the implementation of manufacturer instructions with regard to handling stock and using relevant equipment
- applies and monitors safe work practices in the handling, storage and disposal of unsafe or hazardous materials
- identifies WHS training needs and maintains WHS records.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant equipment, such as:
  - stock moving equipment
  - alarm systems
  - first aid equipment
  - firefighting equipment
  - communication equipment
- relevant documentation, such as:
  - WHS legislation
  - store evacuation procedures
  - store policy and procedures manuals
  - incident reporting forms.
Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
- observation of performance in the workplace
- role play
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:
- SIRXRSK002A Maintain store security.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Emergency procedures may relate to:
- accidents
- bomb threats
- cyclones
- dealing with dangerous customers
- fire
- flooding
- product recall and contamination
- sickness
- store evacuation involving staff or customers.

**Team members** may include:
- full-time, part-time, casual or contract
- new or existing staff
- people from a range of cultural, social and ethnic backgrounds
- people with varying levels of language and literacy.

WHS policy and procedures may relate to:
- basic safety procedures
- customers
- dangerous goods
- emergency procedures
- equipment and tools.
issue-resolution procedures
premises
reporting procedures
safe manual handling and lifting
staff
stock.

**Hazards** may include:
broken or damaged equipment
chemical spills
damaged packing material or containers
electricity and water
fires
manual handling
sharp cutting tools and instruments
stress
unguarded equipment.

**Opportunities and processes for team members to consult and contribute may include:**
identification of health and safety representatives
WHS meetings
staff meetings
suggestions from staff for improving existing tasks and procedures.

**Resource allocation may include:**
equipment and technology
finances
materials
people
time.

**Relevant personnel may include:**
manager
safety representative
supervisor
team leader.

**Hierarchy of control may include:**
appropriate use of personal protective clothing and equipment
eliminating hazards
isolating hazards
substitution
using administrative controls
using engineering controls.

**Hazardous goods may include:**
chemicals
electrical equipment
flammable goods
waste.
**Equipment** may include:
- computers
- EFTPOS terminals
- equipment for carrying or moving merchandise
- equipment for storage of merchandise, including refrigerators
- point of sale terminals
- printers
- security tag systems
- thermometers
- trolley return equipment
- weighing machines
- wrapping and packing equipment, such as shrink wrapping.

Safe manual handling techniques may include:
- job procedures
- lifting or shifting practices
- using equipment, such as ladders and trolleys.

Store emergency policy and procedures may relate to:
- alarm systems and procedures
- events likely to endanger staff, contractors, customers or visitors
- firefighting procedures
- medical attention procedures
- product recall and contamination
- store evacuation procedures for staff and customers
- transport arrangements for sick or injured persons.

**Training** may include:
- emergency procedures
- evacuation procedures
- first aid
- manual handling techniques
- reporting procedures
- stress management.

**Records** may include:
- centralised
- departmental
- electronic
- manual.

Legislative requirements may include:
- federal, state or territory and local legislation
- WHS regulations
- privacy legislation
- workers’ compensation regulations.
APPENDIX D: Assessment Guidelines Extract from Training Package for Retail Services Industry

Summary of assessment requirements

| Context of assessment (all units) | For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the workplace supervisor and/or an experienced industry person. The ultimate outcome of the assessment process must be validated by a Registered Training Organisation. Competency should be demonstrated in a range of situations which may include customer service situations and involvement in other related activities normally expected in the retail environment. Assessment should be undertaken in an environment that meets industry codes of practice and relevant industry regulations and legislation. |
| Assessment methods | All units identify assessment methods appropriate to the individual unit of competency. This may include observation of workplace tasks, written or oral questioning to assess knowledge, completing workplace documents and role plays. |
| Integrated assessment | All units that relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment. |
| Evidence required for demonstration of consistent performance | For valid and reliable assessment, evidence should be gathered through a range of methods and over a period of time to indicate consistent performance. It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both. Evidence should be gathered as part of a learning process where application of skills and knowledge are demonstrated. |
Assessment resources

All units identify resource requirements appropriate to the unit. For example:

- a real or simulated retail services work environment (for further guidance on the use of an appropriate simulated environment,
- relevant documentation, such as workplace policy and procedures manuals
- a range of customers with different requirements
- a range of community pharmacy, retail or wholesale equipment and products appropriate to a retail services workplace
- sources of product information
- a qualified workplace assessor or assessment team.
This course has been great, what else does MRWED offer?....

MRWED Professional Development Options

MRWED Training and Assessment specialise in programs that support the growth of Learning and Development professionals globally. Whether your team is just starting out, or are seasoned veterans, we can tailor a program to build their skills and knowledge and improve the transfer of learning to your audience.

Through our proven “participant centred” approach, we will help your team engage the learners faster so you will save time, increase the retention of key concepts that in turn will reduce the amount of retraining required and improve the motivation of learners to be more accountable for their own learning.

If you are looking for training that is dynamic and fun, yet still enables your team to sharpen their skills and make the learning stick, then we have both accredited and non-accredited options for you to consider.

What are our students saying?

“I engaged MRWED to provide a short Train the Trainer course during our annual conference. Any trepidation I had about putting our varied group of trainers through the course vanished as soon as I met the trainer. Jason met the brief – to provide our trainers with useful techniques for revitalizing their own courses – perfectly. All of our trainers came out of the course buzzing with enthusiasm and raring to get to their next course! MRWED will definitely be at the top of our list for our next professional development session.”
### Sample of our PD focused Workshops

1. **Train-the-Trainer Boot Camp (2 Days)**
   
   This is a highly engaging and interactive two-day workshop which explores how any trainer can increase involvement and learning retention by using the instructor led/participant-centred approach to training.

   **Relationship to Standards for RTOs 2015**: 1.13(c), 1.16

2. **Creating a System of Assessment Validation: Techniques, Approaches & Templates (1 Day)**
   
   This workshop has been designed to help practitioners create a system of assessment validation which supports quality training, assessment and continuous improvement.

   **Relationship to Standards for RTOs 2015**: 1.8, 1.9, 1.10, 1.11, 1.25

3. **How to Create Sustainable Industry Engagement and Validation (1 Day)**
   
   This workshop will demonstrate how to create sustainable industry engagement and validation opportunities that lead to better systems and outcomes.

   **Relationship to Standards for RTOs 2015**: 1.5, 1.6, 1.9, 1.10, 1.25, 2.2

4. **The Trainer’s Cook Book: Recipes for Learning Engagement Success (1 Day)**
   
   In this highly interactive session, you will be provided with 12 dynamic techniques that will make you the master chef of the training room! These techniques can be easily integrated into any learning environment.

   **Relationship to Standards for RTOs 2015**: 1.13(c), 1.16

5. **The Creative Training Techniques Workshop (1 Day)**
   
   In this fun, fast-paced, ‘how-to’ driven workshop, participants will experience dozens of innovative techniques and activities that can be immediately applied to the participants’ own training situations.

   **Relationship to Standards for RTOs 2015**: 1.13(c), 1.16

6. **Advanced Facilitation Workshop (1 Day)**
   
   This workshop is aimed at experienced trainers and facilitators who want to extend existing skills and professional practice. It provides a range of techniques for managing different facilitation situations and relationships.  
   **Relationship to Standards for RTOs 2015**: 1.13(c), 1.16

7. **Workplace Performance Coaching Workshop (1 Day)**
   
   This workshop provides attendees with effective coaching techniques and other tools aimed at helping them to close the gap between expected performance and actual results.

   **Relationship to Standards for RTOs 2015**: 1.13(c), 1.16

8. **Creating Best-Practice Assessment Instruments and Tools (1 Day)**
   
   This workshop seeks to help assessment developers to create robust assessment instruments and tools that support the collection of quality evidence.

   **Relationship to Standards for RTOs 2015**: 1.8, 1.9
### Sample of our PD focused Webinars

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<tr>
<th>1.</th>
<th>How to Create Learning Resources that Help the Content to Stick!</th>
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<td>This webinar will share best practices and lessons learned about how to make training stick and how transfer can be enhanced in the courses you design, develop, and facilitate. Relationship to Standards for RTOs 2015: 1.3(c)</td>
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<td>In this practically-driven, “how-to” session, participants will experience ways to use simple, time-efficient and cost-effective technology to manage the process. Relationship to Standards for RTOs 2015: 1.8, 1.9, 2.2</td>
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<th>3.</th>
<th>Assessment in Action: Putting the technical principles of assessment and rules of evidence in practice!</th>
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<td></td>
<td>This webinar supports practitioners in ensuring that their assessment development, practices and decisions meet the relevant guidelines and provides templates and techniques to create compliant assessment practices in the field. Relationship to Standards for RTOs 2015: 1.8(b)</td>
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<th>4.</th>
<th>Developing an Audit Friendly RPL Strategy that works for candidates too!</th>
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<td></td>
<td>This workshop helps attendees to identify ways to collect evidence to support the claim of competency that is both audit and candidate friendly! Relationship to Standards for RTOs 2015: 1.8, 1.12</td>
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<th>5.</th>
<th>12 Ways to Provide Better Feedback.</th>
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<td>Effective feedback serves as a guide to assist people in understanding what is expected of them and how others perceive their performance. This webinar outlines 12 ways to provide better feedback to support candidate performance and will explain how feedback can be utilised to improve employee satisfaction and productivity. Relationship to Standards for RTOs 2015: 1.8</td>
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<th>6.</th>
<th>Creating a System of Assessment Validation: Techniques, Approaches and Templates</th>
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<td></td>
<td>This workshop has been designed to help practitioners to create a system of assessment validation which supports quality training and assessment and continuous improvement. Relationship to Standards for RTOs 2015: 1.8, 1.9, 1.10, 1.11, 1.25</td>
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<th>7.</th>
<th>How to Create Sustainable Industry Engagement and Validation.</th>
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<td>By the end of this webinar, attendees will be able to identify relevant documentation and materials to be used/recorded as evidence of their assessment validation activities and will leave with a range of ready-to-use templates to get them started on their validation journey. Relationship to Standards for RTOs 2015: 1.5, 1.6, 1.9, 1.10, 1.25, 2.2</td>
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<th>8.</th>
<th>Building your Online Training Toolkit: Reshaping E-learning to Re-engage the Audience</th>
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<td>This session discusses how to deliver results before, during and after a webinar and provides a series of field-tested, yet customisable activities that allow trainers to increase impact. Relationship to Standards for RTOs 2015: 1.13(c), 1.16</td>
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More and more, regular on-going professional-development is a necessary activity for staff in training and development organisations. Aside from the compliance requirements, it represents an opportunity to build a team who are better equipped to support learners, create more dynamic experiences and be prepared for the new and emerging training and assessment needs in the VET landscape.

The programs listed in this catalogue are a small sample of the Professional Development options available with MRWED Training and Assessment. Whilst these are written as stand-alone programs, they could be combined to create a truly unique development program for you and your training and assessment staff. This way, you could mix and match from the catalogue to suit the specific needs of your organisation.

Additionally, we could create new, customised workshops to support the specific needs of your trainers and assessors or we could work with you to combine relevant professional development workshops with your existing training events. If the program that you are looking for is not listed here, give our dedicated Client Engagement Team a call to discuss your requirements.

MRWED Client Engagement are here to support you every step of the way. Our team will be able to provide you with a formal proposal, co-ordinate the enrolment process, work with your key stakeholders to understand the needs of your team and coordinate the design and customisation of the program (where required).

We know that learner engagement is critical to success and we look forward to working with you to create relevant and meaningful professional development options for your organisation.

If you would like more information on how MRWED can help you, contact Michelle or Micaela on free call 1800 287 246 or email us at contactus@mrwed.edu.au
This is your opportunity to tell us what you thought of our training and trainers. We appreciate your assistance, as your feedback helps us to maintain and improve standards. Thanks for your time 😊

QUALIFICATION: Certificate IV in Training and Assessment

CLUSTER:

LOCATION: ADE  BNE  MEL  SYD (other: ____________)

DATE: / / 20___

Learning Leader/s: _______________________

Indicate how you felt the presenter performed:

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<th>Please tick ✓</th>
<th>Excellent</th>
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1. Nominate your favourite parts of the program:
   __________________________________________
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2. Nominate your least favourite parts of the program:
   __________________________________________
   __________________________________________

3. What suggestions could you make to improve the program?
   __________________________________________
   __________________________________________

4. Overall, did it meet your expectations?
   Yes ☐  No ☐

5. Further comments?
   __________________________________________
   __________________________________________

Would you like to recommend the course?
If so, list the contact details of the person or persons in the next box and we will send them an information pack. Thanks!