

2023

Professional Development Catalogue



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Overview

This catalogue represents a comprehensive list of MRWED professional development opportunities for the Vocational Education and Training (VET) sector. It covers the major roles and functions of VET professionals and seeks to provide targeted sessions that inform, extend or advance their practice.

These sessions could be undertaken in a variety of ways, including:

- as a standard 60-minute webinar
- as an extended 90-minute webinar (where participants can explore some concepts in greater depth)
- as a conference session (either in-person or online)
- or combined to create half-day or full-day workshops.

Best of all, clients can select any of these sessions to create a bespoke training solution for their organisation to meet the unique professional development needs of their diverse workforce.

Session overviews are divided into the following categories:

- Learning Design
- Delivery and Facilitation
- Virtual Training
- Assessment
- Creative Training Techniques
- RTO Compliance
- Managing People.

To discuss how we can support your professional development goals, or to book an online or on-site session, call **1800 287 246** or email contactus@mrwed.edu.au.

When training matters and results count, choose MRWED.



Learning Design

Building better learning – instructional design fundamentals

Instructional design underpins the success of any training and assessment program. It involves deliberate choices about what, when, where and how to deliver training to support students in the acquisition of learning. This session examines the basics of instructional design, including common design models and methodologies, key principles for designing outcomes-driven and engaging learning, and the specific processes needed to ensure the quality of instruction. It will also provide practical tips to help participants get started and setup for success.

Key Outcomes:

- Define instructional design
- Identify common instructional design models and methodologies
- Describe key principles and processes that underpin effective instructional design
- Outline how instructional design principles and processes impact the quality of instruction
- Apply practical tips aimed at commencing the instructional design journey.

Brain strain to brain gain

In this dynamic and interactive webinar, the presenter will examine current brain science about learning and retention and provide a variety of research-tested activities and techniques for practitioners to improve the learning and retention of their participants. The session will also highlight anchoring techniques and examine the use of props as a means to reinforce a message and enhance the recall of content.

Key Outcomes:

- Reflect on brain facts and how these may influence our learners
- Identify key research to support the application of brain science in learning and teaching
- Examine 5 ways to help make the learning stick
- Discuss how to use props as an anchor for learning.



Clustering and co-delivery

Clustering and co-delivery refers to the process of grouping competencies into combinations which have meaning, and purpose related to the relevant work functions and needs of industry or enterprise. To meet clients' needs and maximise outcomes, RTOs need to develop products and processes that focus on the quality of the learning and assessment experience.

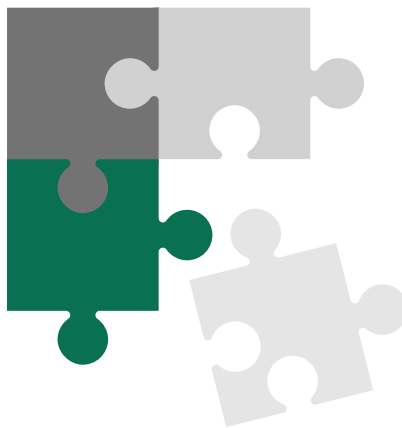
As such, clustering and co-delivery of units of competency can help RTOs to produce strategies that reflect the requirements of the workplace, produce more authentic and intuitive learning experiences, and enhance opportunities for holistic evidence gathering by assessors.

During training, learners can make deeper connections to content through experiencing the inter-relatedness of the subject matter. Moreover, a well-developed, clustered assessment can yield better evidence of a student's competence, as it will often transfer to a real-life setting more readily.

This session will examine the benefits and pitfalls of clustering and co-delivery and will provide a road map for implementation, including how to justify the strategy.

Key Outcomes:

- Explain how to visualise the required competency
- Describe how units can be clustered for both delivery and assessment purposes
- Identify the benefits and pitfalls of clustering and co-delivery
- Outline a framework for clustering and co-delivery.



Creating storyboards to enhance your training design

A storyboard is a graphic organiser that provides instructional designers with a powerful way to visually present the direction and flow of a training program. It helps to explain the connectedness between the selected learning resources, learning activities and course content, with the specified outcomes of the program. Storyboards are particularly useful in developing and communicating the structure of e-learning programs. This session examines the role of storyboards within instructional design and provides advice on when to use them. It will highlight a range of storyboard types and demonstrate how these can be used effectively. Finally, participants will be provided with practical tips for commencing and managing their own storyboard development.

Key Outcomes:

- Identify the role of a storyboard
- Describe how a storyboard could be used in an instructional design context
- Select appropriate storyboard types
- Identify the benefits of using storyboards to communicate the direction and flow of training
- Explain how to put storyboarding into practice.

Creating learning that sticks!

We are competing so much for the attention of our audiences. The "rinse and repeat" exercises of old just don't cut it anymore, if you're looking for learning to have any long-term impact on behaviour and performance. Getting your head around the basics of learning psychology will help you to create learning programs that centre on brain-friendly learning experiences that genuinely help people retain information and develop their knowledge and skills in a way that sticks.

This webinar provides nine ways to create more meaningful or "sticky" learning that will influence the effective design, development and review of learning programs. It will also provide an example of how to structure this learning program to meet an identified need for a group of learners.

Learning Outcomes:

- Define "learning stickiness"
- Identify nine ways to create learning that sticks
- Develop program content that promotes engagement and transfer
- Explain how to structure a learning program to meet the identified needs of learners.

Creating PowerPoints that are more powerful!

Delivering an effective and powerful presentation is critical in supporting learning messages and maintaining the attention of the audience. To avoid death by PowerPoint, presenters need to evaluate how to get the most from their slides and create the best impact from their slide presentations. This webinar will provide eleven tips/techniques that can be used to create more powerful PowerPoint presentations and deliver a better learning experience for participants overall.

Key Outcomes:

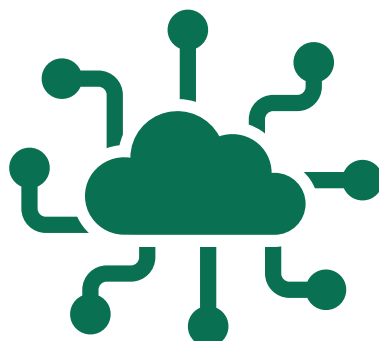
- Identify challenges with current slide presentations
- Outline the characteristics of slide design that lead to more effective messages
- Demonstrate six (6) key techniques to improve the development of PowerPoint slides
- Describe five (5) tips for creating more powerful PowerPoint presentations.

Digital Resources that give your training the WOW factor!

Whether you are looking to create more dynamic presentations or improve the look and feel of your courseware, digital resources play an important role in organising content, capturing attention, and supporting your message. This webinar will explore where to source and how to use a variety of digital resources including icons, images, fonts, stock video and music. It will also curate online options to edit these resources to create exciting and engaging training options.

Key Outcomes:

- Identify where to source digital resources to support training and facilitation
- Explain how to use digital resources to enhance delivery and courseware
- Examine online editing options used to manipulate digital resources to suit individual projects and purposes
- Identify the benefits of using these digital resources.



Embedding adult learning theory into learning design

What motivates an adult to learn: curiosity or a simple need to know? Educational researchers have come up with an array of answers to that question over the years. The truth is that adults are complex individuals so there's no one-size-fits-all answer. Adult learning theories provide a foundation to define and "marry" a learning need to its most appropriate solution. This webinar will highlight some of the current perspectives on learning and teaching in an adult learning context and will focus on the strategies used to put them into practice. It will specially look at how PLAY (Purposeful Learning Accentuating Yourself) can be embedded to develop dynamic and engaging learning experiences.

Key Outcomes:

- Identify key perspectives that influence the success of adult learning
- Explore the benefits of a learner-centred approaches
- Discuss how adult learning can be embedded into learning design
- Extend adult learning practice through the use of P.L.A.Y.

Extending your PowerPoint practice

In a follow-up to "Creating PowerPoints that are more powerful", this webinar provides some advanced Power Point tips that will help you to create truly dynamic presentations. Delivering an effective and powerful presentation is critical in supporting learning messages and maintaining the attention of the audience. To avoid death by PowerPoint, presenters need to evaluate how to get the most from their slides and create the best impact from their slide presentations. All in all, this webinar will provide six key techniques that will enhance your presentation, with dozens of examples and variations.

Key Outcomes:

- Identify characteristics of slide design that leads to more effective messages
- Identify 6 key techniques to improve the development of Power Point slides
- Evaluate existing slides for improvement ideas.

Getting more out of your Microsoft Office Suite: 14 tips to power up your use of PowerPoint, Excel and Word

The Microsoft Office suite has become a ubiquitous tool for workplace communications and productivity - but are you getting the most out of this software? This session will help you to work smarter and more dynamically with 14 targeted tips to improve your use of PowerPoint, Excel and Word within a Vocational Education and Training setting. This includes creative ways of embedding media, tips on generating stunning visual effects, techniques to help you make your data pop, guidance on how to make best use of the developer tool and advice on how to use accessibility features more effectively.

Key Outcomes:

- Identify creative ways of embedding audio, video, images and 3D models into presentations or documents
- Explore how to use a morph transition to create a parallax effect and a sliding dial effect
- Describe time saving “developer” tab features that add greater functionality to forms
- Explain how to generate conditional formatting and sparklines to help make the data pop
- Identify how to use speech to text and text to speech features, including live captioning and translations.



How to design, develop and implement LLND assessments

Language, Literacy, Numeracy and Digital (LLND) skills are now recognised as fundamental to improved workforce participation, productivity, and social inclusion. Every workplace task involves reading, writing, speaking, listening, mathematical skills and some form of digital capacity. Learners who have limitations in one or more of these core LLND skill areas, will have difficulty participating in training programs and in achieving necessary workplace skills.

The development of relevant LLND skills at the appropriate level should therefore be seen as an integral component of a trainer's practice, as they need to ensure that LLND skill development occurs, to maximise all learners' chances of a successful outcome against the training specification requirements. As such, it is important that LLND assessments are designed, developed, and implemented effectively.

This webinar explores the steps involved in creating new LLND assessments (both generic and contextualised) and deploying them as a tool for identifying learner needs and supporting growth in the development of required LLND skills.

Key Outcomes:

- Identify the key steps involved in designing new LLND assessments
- Review an ideal structure for the creation of LLND assessments
- Use the Australian Core Skills Framework and Digital Literacy Skills Framework to underpin the development of LLND assessments at different levels
- Identify how to have new LLND assessments validated
- Describe how to implement the LLND assessment process.

Integrating Foundation Skills into the design of training and assessment

Foundation skills are essential for successful participation in work, education and community life. The term '*foundation skills*' has been adopted at a national level to describe the generic skills that underpin the development and application of more specific skills named in units of competency. This webinar provides a 6-step process to identifying and integrating foundation skills into the design of training and assessment activities, which seek to enhance the skills needed by learners to work, live and learn.

Key Outcomes:

- Explain the importance of foundation skills
- Identify the benefits of examining the foundation skills found in a unit of competency
- State the compliance implications for not covering foundation skills
- Describe the 6-step process to identifying and integrating foundation skills into training and assessment activities.

Maximising learner success through the development of effective learning resources.

There are a range of print-based learning resources used within the Vocational Education and Training space. These resources could take the form of reference documents, learner guides, task sheets, activity descriptions, subject overviews, amongst many others. Regardless of the type, research into the resource requirements are necessary prior to development to ensure the best fitness for purpose. This will involve obtaining information about:

- the target audience – who the intended resource-user is
- the learning needs – what the resource is there to support
- the learning environment – where this resource will be used.

Learning resources should be focused more on ‘universal design’, than a ‘one-size-fits-all’ approach and this webinar explores the key considerations for designing and developing resources that maximise the learning process. This will include an overview of the research function, an identification of common design methodologies that could be used, as well as tips for reviewing the resource prior to implementation. Attendees will also be provided with a comprehensive kit of templates to support their development of learning resources back on the job.

Key Outcomes:

- Understand how to research the resource requirements
- Select appropriate instructional design models to support the development of the learning resources
- Identify how to develop the learning content
- Explain how to review the resource prior to implementation.



Delivery and Facilitation

7 ways to get your audience back on time

One of the most common challenges for trainers is getting the group to refocus and return to their seats after an activity. This is particularly true if it is a noisy activity or one which ends in much laughter. Similarly, a lot of time can be lost to the trainer when their group does not return in a timely fashion after a break. Unless the trainer is keen on going hoarse by repeatedly calling them back, they need some other weapons in the armory to facilitate success. This session provides seven simple strategies for getting participants back on time and helping the trainer to use that time saved for more meaningful learning!

Key Outcomes:

- Identify effective ways to get participants back on time
- Discuss 7 ways to get the audience back on time
- Select strategies for getting students back from breaks in a timely fashion, and
- Discuss the best options for their own training context.

10 ways to boost your facilitation skills

Good facilitation should aim to maximise learner engagement and involvement. But this doesn't come without its challenges. Even the most experienced trainers can be thrown off balance in difficult moments. As a facilitator, you can avoid "deer in headlights" moments by developing the capacity to stay cool and think on your feet. This webinar explores 10 ways to boost your facilitation skills that will directly influence learner engagement and retention during training, whilst also offering strategies for managing difficult situations with poise and calmness.

Key Outcomes:

- Explain the role of facilitation
- Examine factors that impact effective facilitation practice
- Identify 10 ways to boost facilitation skills
- Describe strategies for overcoming difficult situations when facilitating training.

13 winning activities that support learning transfer

In most situations, a carefully selected game or activity will support the trainer in attracting and maintaining interest in their session. If they are not playing, they are straying, so it is important to find the 'ying and yang' relationship between the content and supporting activities. Remember, games are not the antithesis of content. Moreover, they help to challenge, reinforce, persuade, refocus and reassure participants. This session provides thirteen (13) fun and engaging activities that can be used to support learning transfer.

Key Outcomes:

- Develop an awareness of how to use training games to build enthusiasm and reinforce learning
- Build a toolkit of practical activities that can be used to engage participants
- Identify specific activities that can be used to support learning transfer
- Enable greater control of sessions, through holding participant attention.

Art of the Introduction

First impressions are everything and a good introduction can both set the scene and set your training up for success. One of the best ways to improve the training experience is to encourage participants to interact with each other, with the content, and with you. It all begins with the introduction. This session will explore a variety of ways to engage an audience with powerful introductions and will provide specific tips on having the participants introduce themselves.

Key Outcomes:

- Explore at least ten (10) different introduction methods to engage and motivate an audience
- Examine best-practice approaches to selecting appropriate introduction activities
- Identify the key steps involved in leading an effective introduction
- Develop a model for creating new introduction activities.



Creating a soundtrack for learning

Music carries with it more than just feelings, it can be a powerful vehicle for information. Research has proven that music affects the body in positive ways: it massages organs, reduces stress and increases learning.



This session explores how to harness music in the best way to support learning. It will explain how to use music to evoke emotion, improve timing and lay the platform to build reinforcement. It will also identify how to break pre-occupation by using non-commercial music as well as demonstrate how to simply create your own music using inexpensive software applications.

Key Outcomes:

- Discuss at least six (6) ways in which music can be used to enhance learning
- Identify how to use music effectively within their own learning environment
- Explore how different music and musical styles can be used to influence behaviour
- Identify where to obtain (or create) music which is suitable for a training context.
- Discuss the pros and cons of using production music versus popular music.

Creating PowerPoints that are more powerful!

Delivering an effective and powerful presentation is critical in supporting learning messages and maintaining the attention of the audience. To avoid death by PowerPoint, presenters need to evaluate how to get the most from their slides and create the best impact from their slide presentations. This webinar will provide eleven tips/techniques that can be used to create more powerful PowerPoint presentations and deliver a better learning experience for participants overall.

Key Outcomes:

- Identify challenges with current slide presentations
- Outline the characteristics of slide design that lead to more effective messages
- Demonstrate six (6) key techniques to improve the development of PowerPoint slides
- Describe five (5) tips for creating more powerful PowerPoint presentations.

Enhancing learning in the workplace

There is often a mismatch between how individuals acquire new knowledge and skills and what organisations focus on and value. Modern workplace learning therefore requires an approach that aims to bridge this gap and necessitates a new learning mindset that views learning at work very differently than in the past. Workplace learning can improve employee performance by giving them the means to grow with the company and contribute to a culture built around performance and can also provide a very powerful way for individuals to learn what they want to and need to, to be effective in their job. However, this learning still needs to be structured and personalised to reflect both the learners' needs and workplace context.

This webinar examines how to create balance when planning, organising, and facilitating learning for individuals in a workplace, and shows how using real work activities as the basis for learning can create more authentic outcomes. Furthermore, it will specifically explain how to establish, develop, and maintain appropriate facilitation relationships as well as explore ways to close and evaluate the journey.

Key Outcomes:

- Identify how to establish an effective work environment for learning
- Determine options to develop a work-based learning pathway
- Identify challenges when implementing the work-based learning pathway
- Explain how to establish, develop and maintain an appropriate learning-facilitation relationship
- Explore ways to close and evaluate the learning-facilitation relationship.

Games with frontiers – Learn how to use a series of 60 second energisers

Sometimes learners need some respite from the content and a well-placed energiser can help to boost their connection to the training, refocus their attention or simply refresh them so they are ready for the next topic. This webinar reveals the five secrets of effective interactive training, that is faster, cheaper, and better. During the session, attendees will rapidly explore and participate in more than a dozen 60 second energisers, that will help them to get the most out of the energy of their groups. These activities will be suitable for delivering training in both a face-to-face setting, as well as within an online learning space.

Key Outcomes:

- Identify suitable energizers for training
- Demonstrate how to build energy using energisers
- Examine the five secrets of effective interactive training
- Explore and participate in at least twelve (12) different energising activities
- Explain how these activities can add energy and focus.

Gamification crash course

Gamification is the concept of applying game mechanics and game design techniques to engage and motivate people. This session will provide participants with a “crash-course” in the basics of gamification and will share the 7 steps for creating a dynamic gamification solution to suit any content. Best of all, participants will have the opportunity to put these steps into practice during the session and will walk away with a draft plan to support their own training.

Key Outcomes:

- Define gamification
- Determine benefits of gamification
- Identify the 7 steps to creating a dynamic gamification solution.

Leading more effective group discussions

One of the key skills for a trainer is the ability to effectively lead group discussions. Discussions help learners to explore content in their own words, reflect upon other people’s viewpoints and strengthen ideas, as well as enabling them to receive a ‘best from the rest’ perspective about the subject matter. However, validating everyone’s comments while keeping the discussion relevant and productive can be challenging. This webinar provides 10 strategies for leading more effective group discussions and will provide specific advice on how to keep discussions meaningful and timely.

Key Outcomes:

- Examine the benefits and pitfalls of group discussions
- Identify key challenges to leading effective group discussions and how to reduce them
- Highlight 10 strategies for leading more effective group discussions
- Help participants to manage group dynamics
- Describe methods for keeping discussions meaningful and timely.



Managing training across different generations

Managing an increasingly diverse learning group is one of the major issues facing trainers and assessors today. The way people learn has changed a lot in the last 50 years and in this interactive session, participants will obtain some fresh insights into how other generations learn and what can be done to enhance the learning experience for people of all ages.

This webinar will provide specific guidance on the approaches, strategies and techniques that are best suited to each generation and will also explore practical ways that work for everyone.

Key outcomes:

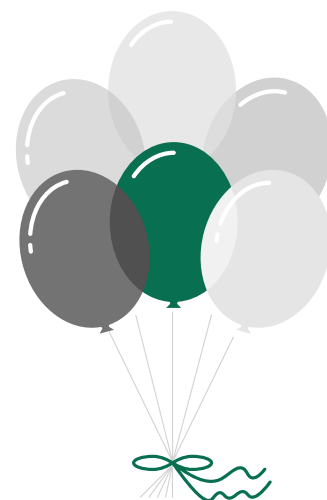
- Outline the different generations found in the classroom
- Identify strategies and techniques that support training across different generations
- Plan training and assessment activities that best suit each generation
- Explore practical things that work for everyone.

Permission to P.L.A.Y.

As children we embraced the joy of exploration, the wonder of discovery and the excitement of creativity. But as adults, we often lose our way, which is why we need to give our learners and ourselves permission to play. This session will explore why it is important to that our adult learners play, how we can influence play around us and finally set a plan to introduce the concept of P.L.A.Y. into our regular training practice.

Key Outcomes:

- Identify what “play” looks like in an adult context
- Describe the importance of play to learning
- Outline roadblocks to integrating play into a training program
- Identify key activities that promote play
- Explain how the P.L.A.Y. framework can be applied.



S.T.O.P in the name of learning

This practitioner-driven session will focus on helping presenters to attract and maintain the attention of their audiences, so their participants will be ready for the important messages that come from training. It will highlight the importance of taking time to pause and reflect during training and offers tips, tricks and techniques backed by the S.T.O.P. formula of **S**tory Telling, **O**bject lessons and **P**rops.

During the session, the presenter will explain how to select, construct and frame stories that enable greater impact of a message; demonstrate how to run an object lesson that speaks to content; and will model how props can be used to support reinforcement both in and out of the classroom.

Key Outcomes:

- Identify methods for attracting and maintaining the attention of audiences
- Highlight seven (7) ways to frame storytelling to create engagement
- Explain how object lessons can be used to enhance learning
- Use props to strengthen content and reinforce learning
- Identify the benefits of the S.T.O.P formula.

The FUNology of learning

There is a misconception that we are not serious about learning if we are having fun. On the contrary, we can be very serious about our profession, the art of our instruction, the well-being of our participants and even the importance of our subject matter and still create a sense of fun and wonder in our training. In fact, bringing levity to our delivery can often help to relax our students, reduce their anxiety, and create more memorable learning experiences.

This session examines the relationship between fun and learning engagement. It will provide specific examples, templates and techniques that can be used immediately by participants to enhance engagement and retention. Further to this, it will highlight research and statistics that support the use of fun within a participant-centred framework and will model simple activities aimed at building fun into any learning environment.

Key Outcomes:

- Define the concept of FUNology
- Explain how fun can be used to create more memorable learning experiences
- Identify key research which advocates the benefits of fun and 'play'
- Demonstrate how to integrate simple activities aimed at building fun into any learning environment.

The trainer's cookbook: Recipes for learning engagement success

Have you been overcooking the content and under-cooking the experience? Are you looking for the right ingredients to build ongoing learner engagement in your training? This workshop may be the answer for you. In this highly interactive session, you will be provided with at least 12 dynamic techniques that will make you the master chef of the training room! These techniques can be easily integrated into any learning environment and are targeted at helping the presenter to attract and maintain interest and increase participation. Techniques include activities for individuals, small groups as well as the whole group. There will also be variations provided for those working in an online environment.



Key Outcomes:

- Experience twelve (12) learning engagement techniques that can be applied to any training setting
- Understand when to use certain activities for maximum engagement
- Identify learning engagement tools suitable for individuals, small groups and large groups
- Participate in debriefing the engagement techniques and modifying them for personal training situations.

The trainer's play book

Looking to hit a home run with engaging activities? Sick of missing the shot to create impactful learning? Hoping to score goals with your participants? Using sports metaphors and sports-themed activities, this session focuses on the important roles that preparation, warm-up, warm-down, and peak performance play in sports and relates these lessons to the learning context.

Key Outcomes:

- Consider the important role preparation plays in a successful training event
- Identify simple ways to increase learner engagement and 'buy in' within training
- Highlight how to use the energy of the group to maximise learning outcomes
- Examine techniques that promote peak performance in learners
- Reflect on how themes could be used to strengthen a training message.

Virtual Training

15 online tools to support trainers

There is a plethora of online tools available to trainers that help to extend the learning experience. From explainer videos to quizzing platforms and polling tools, this webinar will explore fifteen (15) simple and easy tools that can be used to enhance teaching both in the classroom and online.

Key Outcomes:

- Identify appropriate online tools to support training and assessment activities
- Select simple tools to enhance classroom teaching
- Apply more engaging technologies to training and facilitation.

Designing more effective e-learning courses

Organisations are embracing shorter and more abbreviated learning, within an online environment, in a move geared at creating greater efficiency. Not only are shorter eLearning courses less time consuming, but what organisations are finding is that they're also more effective. However, regardless of their duration, if the sessions are not designed effectively, they will ultimately miss the mark with learners.

Today's learner has less time and a shorter attention span, making it unrealistic to assume that they can sit for long periods to complete an e-learning course without interruption. This is what has driven the shift toward just-in-time, bite-sized learning.

The thought is that it's better to engage a learner for 45 minutes of truly productive learning time where information is absorbed and retained, as opposed to presenting them with a full day online course that has no impact.

This webinar explores six key considerations when looking to design more effective e-learning courses and provides a range of examples for how to integrate these into your own online programs.

Key Outcomes:

- Discuss how e-learning can be broken into meaningful bite-sized chunks
- Outline six (6) considerations when designing e-learning
- Identify how to apply key design principles to create more effective e-learning programs.

Developing more effective webinars

When done effectively, webinar training can rival live in-person courses in learner engagement, content retention and learning application. Webinar training has the added benefit of reaching large audiences in diverse locations at the same time. However, these programs need to be planned and delivered differently from face-to-face courses to have maximum impact. This webinar is focused on helping participants to create dynamic, engaging, and effective webinars aimed at improving the transfer of learning and thus organisational results.

Key Outcomes:

- Identify Instructional design principles that make webinars just as effective as classroom training
- Examine Technical Do's and Don'ts for how to make the webinar run smoothly
- Develop ways to keep the audience involved and energised during the webinar
- Implement ideas for keeping the learners motivated after the webinar.

Facilitating effective e-Learning sessions

When it comes to a convenient, time-efficient way to get a message or concept across to a large audience, live e-learning events such as webinars and web conferencing are hard to beat. Clearly, they are quickly becoming an indispensable part of the e-learning world as well as the wider business community. Live e-learning events cut down on the travel and administrative time needed to coordinate in-person meetings and allow you to reach a broader audience than ever before. However, there is still some work to be done in making these sessions as effective as they could be, before they completely edge out the traditional, face-to-face experience.

While setting up an online e-learning event is relatively easy to do, it does require more than simply sitting in front of a camera and talking. Tiny tweaks can make or break the experience and can ensure that you attract and maintain the attention of the audience and keep them engaged, so that they retain the knowledge and skills you are trying to impart. This webinar will explore how to best utilise web conferencing interactivity tools, demonstrate how to repurpose traditional classroom exercises for the online setting and share dozens of ideas for how to engage the learner within the e-learning context. Further to this, it will share specific tips on how to encourage regular participation.

Key Outcomes:

- Deliver effective online training sessions using web conferencing interactivity tools
- Identify how to re-purpose traditional classroom exercises for collaborative online learning
- Outline how to engage learner attention and participation within e-learning programs
- Identify practice ideas for facilitating live, online learning events.

How to avoid creating “Zoombies” when facilitating online training

The shift towards virtual meetings together with an increased participation in live online training, is turning some people into Zoombies! Break the boredom and look to create more interactive and stimulating online events. This webinar looks at how to facilitate meaningful content using online webinar platforms such as Zoom, whilst ensuring that learners stay engaged, energised and ready to apply what they have learned.

Key Outcomes:

- Identify facilitation features that support engagement and interaction
- Examine strategies to help attendees feel responsible for their own learning
- Demonstrate simple techniques that raise energy and enthusiasm during online training
- Describe five key things to avoid when facilitating online training.

Making virtual training memorable!

When not presenting face-to-face, your presence is reduced to a thumbnail on a screen, which means you have to work a little harder to attract and maintain the interest of your audience. Further to this, when delivering training virtually, you are competing with a highly distracting on-screen environment, so it is more difficult to keep your audience’s focus on your key content. To cut through the noise, your virtual presentation needs to hook your audience from the start, keep them engaged throughout and deliver a highly memorable message to drive lasting retention. This session explores how to attract and sustain the audience’s attention by combining dynamic storytelling, high-impact imagery, meaningful interaction, and a host of relevant learning activities. Overall, the session will provide 15+ ideas for how to make your next virtual training session memorable.

Key Outcomes:

- Outline how to use storytelling to attract and sustain attention
- Identify how to incorporate high-impact imagery to prime learners’ brains and spike their attention
- Describe how to create meaningful interaction within virtual training
- Identify at least fifteen (15) ways to make virtual training more memorable.



Online trainer's tool kit

This webinar is packed full of tested tips for online facilitators. In face-to-face training, a carefully selected game or activity will support the trainer in attracting and maintaining interest in their session. However, in many cases this involvement and interaction is removed when converted to an e-learning pathway. As such, death by webinar is rapidly replacing death by PowerPoint! This session aims to help you to make your webinars and other e-learning resources more effective and engaging! It 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 instantly increase the impact of their online training.

Key Outcomes:

- Identify six steps to improving online facilitation
- Describe the benefits of giving participants a T.A.S.T.E.R.
- Understand the importance of using C.O.R.E. online
- Introduce additional technology to enhance the learning
- Develop activities that engage and enliven online training.

Providing effective feedback for e-learners

Feedback is critical in supporting candidate progress and improvement. However, it is often provided to learners in ways that are geared towards compliance, rather than meaningful performance improvement. Feedback enables online learners to monitor their performance, build confidence and ensure that they are on track for success.

This session outlines 12 ways to provide better feedback to support candidates in an online environment. This will include identifying key technology that can be used to support the feedback process as well as techniques aimed at improving performance by using feedback more effectively.

Key Outcomes:

- Identify 12 ways to provide better feedback to online learners.
- Use technology to support the feedback process.
- Improve participant performance by using feedback more effectively.



Putting L.I.F.E. into your e-learning

In this dynamic session, the presenter will share a variety of e-learning principles and practices, aimed at helping you to breathe life back into your e-learning. Centred around the acronym L.I.F.E., the session will:

- Explore methods to engage (L)earning, acknowledging that e-learning is different from classroom learning and requires its own approaches to build learner confidence, create participation and generate fun;
- Highlight key (I)nstructional Design principles and pitfalls to consider when designing an e-learning pathway;
- Discuss how to integrate (F)eedback touch points to create relevant and meaningful exchanges that ultimately create critical opportunities to support, guide and encourage e-learners; and
- Identify useful methods of (E)valuation, to ensure that there are mechanisms in place to truly check how things are going, and to create a conduit for growth and improvement.

Key Outcomes:

- Explore effective methods to engage e-learning
- Identify key instructional design principles to consider when designing e-learning
- Discuss how to integrate regular feedback touch points within e-learning programs
- Identify useful and relevant methods of evaluating e-learning.

Virtual trainer's first aid kit – 11 ways to manage challenging learner behaviours online

Every teacher/trainer encounters difficult behaviours and situations in their career. The behaviour of a few can have an enormous impact on the whole, and as a result can critically injure the success of your programs. These challenges have only amplified with the shift towards more online learning options. But wouldn't it be great to have some sort of trainer's first aid kit of items to get your sessions out of intensive care! This session will discuss 11 proven strategies aimed at minimising difficult behaviours when presenting online and will model winning techniques that will help the virtual trainer to create a positive and exciting program for their learners.

Key Outcomes:

- Identify common "difficult" learner behaviours experienced in virtual training
- Outline four (4) key categories of strategies used to overcome these behaviours
- Develop an awareness of how to minimise the influence of difficult behaviours on the learning of a virtual group
- Identify eleven (11) specific ways to reduce the impact of difficult behaviours in a virtual training setting.

Assessment

Assessment in Action: Applying the Principles of Assessment and Rules of Evidence

Clause 1.8 (b) of *the Standards for Registered Training Organisations (RTOs) 2015* requires an RTO to implement an assessment system that ensures that assessment (including recognition of prior learning) is conducted in accordance with the Principles of Assessment and the Rules of Evidence. In simple terms, the assessment process involves asking the “right” questions and getting proof that the candidates can provide the “right” answers. The Principles of Assessment relate to how assessors should plan, conduct and review candidate assessment and the Rules of Evidence provide the guidance on the collection of evidence from these candidates. This webinar focuses on how to apply the principles of assessment and rules of evidence, and supports practitioners in ensuring that their assessment development and evidence collection meets these guidelines. It will also provide templates and techniques to create compliant assessment systems and practices.

Key Outcomes:

- Define Principles of Assessment and Rules of Evidence
- Describe an RTOs responsibilities with regard to the Principles of Assessment and Rules of Evidence
- Identify key challenges faced when applying these principles and rules
- Explain how to put the Principles of Assessment and Rules of Evidence into action.

Collecting meaningful evidence

‘Evidence’ is what protects our assessment decisions. However, what constitutes ‘meaningful evidence’? This session looks at the purpose of evidence within an assessment system and provides advice on how to focus on the best fit for both the training package requirements and the learners. This will include looking at AQF Level indicators to ensure that the evidence collected is at an appropriate level and will support attendees in determining how best to collect evidence that is relevant, meaningful and easy to link back to unit requirements.

Key Outcomes:

- Explain the role of evidence in assessment
- Identify challenges faced when collecting evidence
- Describe characteristics of meaningful evidence
- Understand relationship between AQF descriptors and evidence collection
- Apply formula for success.

Great question – Enhancing evidence of knowledge by designing clever assessment questions

Assessment has many purposes. Namely, it can be used to generate inferences about the learning and development of students, employed to determine a candidate's readiness to progress in the program, utilised to confirm whether learners possess sufficient knowledge or skill, or implemented as a means of capturing evidence to support competency decisions. However, if the questions are not designed effectively, they may not yield accurate results. Whether you've been tasked to write questions for diagnostic testing, formative, or summative assessments or even competency conversations as part of a recognition pathway, the quality of the questions used will ultimately determine the success of the assessment process. This session provides specific guidance on how to design more effective assessment questions for a variety of common questioning styles used within training, (including multiple choice, short answer, essay, and branching questions), that are framed to elicit sufficient evidence of knowledge and pitched at an appropriate AQF level.

Key Outcomes:

- Identify common questioning types
- Choose the right types for the right assessment purposes
- Examine the role language plays in framing questions
- Describe critical question design considerations
- Identify key tips for success.

Developing effective recognition strategies

Recognition is a process that assesses the competencies acquired by an individual through formal, non-formal and informal learning in relation to the established criteria and requirements for a given training product (e.g., unit of competency, skill set or qualification). A recognition strategy is therefore the roadmap developed by an organisation to support the acknowledgement of current competencies against workplace or industry criteria, or recognition of prior learning (RPL) leading to the completion of units of competency or qualifications. In this webinar, participants will learn how to analyse units of competency requirements with the aim of creating a robust recognition package that is both audit and candidate friendly. It will also provide ideas for monitoring and evaluating the recognition package, so that it remains relevant and meaningful to candidate needs and intuitive to navigate.

Key Outcomes:

- Define "recognition strategy"
- Identify the characteristics of an effective recognition strategy
- Explain how to analyse units of competency for the purpose of developing a recognition strategy
- Identify the features of a robust recognition package
- Discuss techniques for monitoring and evaluating recognition strategies.

Developing best practice marking guides

Marking guides are a critical part of an assessment tool as they assist assessors in making consistent assessment decisions about competence. A well-designed marking guide arms assessors with advice aimed at minimising variations in judgements and ensures that the same evidence presented by different students or to different assessors results in the same decision.

This webinar will outline the elements of a best practice marking guide, including how to develop evidence criteria to judge the quality of performance, how to frame model answers for the evaluation of knowledge and how to use descriptions of observations needed to assess skills and/or the application of knowledge in a practical activity. It will also identify other useful information (such as guidance on contextualisation and reasonable adjustments) to support assessors in understanding the full intent of the unit of competency forming the basis of the assessment.

Key Outcomes:

- Discuss common marking guide challenges
- Describe the elements of a best practice marking guide
- Outline how to develop evidence criteria to judge the quality of performance
- Identify how to structure key advice for assessors
- Explain how marking guides contribute to compliance.

Creating user-friendly RPL

Recognition of Prior Learning (RPL) is the formal acknowledgment of a person's current skills and knowledge, no matter how, when or where the learning occurred. However, the challenge for many RTO's is how to best capture and measure this proof of current competency. RPL forms a critical part of the VET system. However, it is something that often creates confusion and stress for both candidates and assessors alike.

In this session, participants will learn how to best read a unit of competency and identify ways to collect evidence to support the claim of competency that is both audit and candidate friendly!

Key Outcomes:

- Identify six (6) general principles to follow Identify to create an effective RPL tool
- Explain how to develop user-friendly RPL processes
- Describe key audit-friendly features of an RPL tool
- Understand how best to read a unit of competency, with RPL in mind.

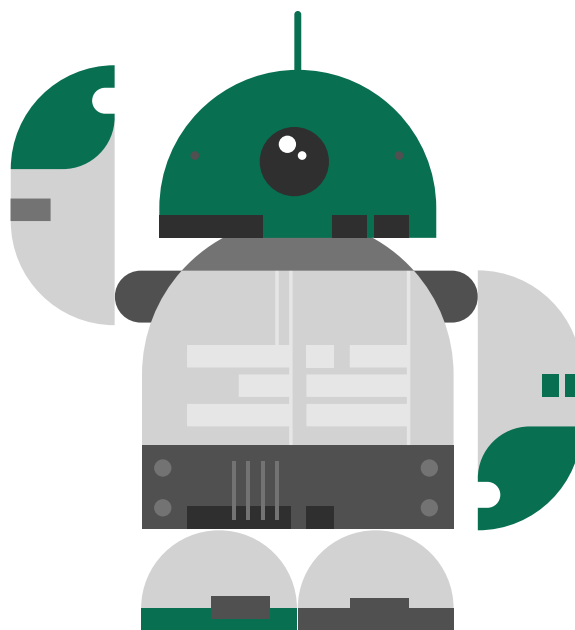
How to use virtual assessment platforms

With the continued shift towards cloud-based, online solutions within training and assessment, there is an ever-growing range of options to consider, when putting your programs together and identifying how best to prove that learners have met the requirements.

This webinar seeks to shed some light on common and emerging platforms (both free and fee-based) relating to assessing learners in virtual settings and will provide suggestions on how these could be used within the training environment. This includes looking at options for managing student submissions and providing feedback; identifying mechanisms for conducting verification and authenticity checks; exploring platforms for assessing and recording live student performance; highlighting how smart devices could be used to capture evidence; and reviewing how virtual reality tools, voice recognition and artificial intelligence algorithms could be integrated into the assessment process. These options will also be grounded within an RTO compliance context.

Key Outcomes:

- Describe common and emerging options to integrate into practice
- Identify benefits and pitfalls of using virtual assessment platforms
- Discuss how different virtual assessment platforms could be used to strengthen assessment practice
- Identify virtual assessment platforms that could complement RTO assessment systems.



Creative Training Techniques

Amplifying learning using C.O.R.E.

Involvement and interaction are at the heart of effective training. When the learning is participant-centred, students retain more and are more likely to enjoy their learning experience. This session focuses on how to integrate participant-centred learning using C.O.R.E. (Closers, Openers, Revisitors, Energisers). It will demonstrate how to add impact to your training with applicable openers and closers, support the revisiting of content in new and fresh ways and will outline how to engage your participants with fast, yet effective energisers. A range of additional support materials will also be provided to assist in putting C.O.R.E. into practice.

Key Outcomes:

- Outline the benefits of participant-centred training
- Explain the importance of C.O.R.E.
- Identify which C.O.R.E to use and when
- Select appropriate Closers, Openers, Revisitors and Energisers to put into practice.

Creatively managing difficult behaviours in training

Every trainer encounters difficult behaviours and situations in their career. The behaviour of a few can have an enormous impact on the wider group and as a result can critically injure the success of your programs. But wouldn't it be great to have some sort of trainer's first aid kit of items to get your sessions out of intensive care! This session will discuss 11 proven strategies aimed at minimising difficult behaviours experienced during face-to-face training, using creative training techniques and will highlight winning strategies that will help a classroom trainer to create a positive and exciting program for their learners.

Key Outcomes:

- Identify common "difficult" learner behaviours experienced in face-to-face training
- Outline six (6) key categories of strategies that can be used to overcome these behaviours
- Develop an awareness of how to minimise the effect of difficult behaviours using creative training techniques
- Identify eleven (11) specific ways to reduce the impact of difficult behaviours on other learners in classroom setting.

Introduction to Creative Training Techniques

Would you like to free the prisoners of boring training and learn how to teach twice as much in half the time? This webinar explores the origins of Creative Training Techniques© using the Instructor-led, participant-centred approach pioneered by the Bob Pike Group, for which MRWED is the exclusive Australian Licensee. It will explain how to set your training up for success using three critical learning models and will highlight the key building blocks needed to develop your own creative training.

Key Outcomes:

- Identify the benefits of using Creative Training Techniques
- Explain how the instructor-led, participant centred approach differs from other training approaches
- Describe how to use the learning models of CIO, CPR and EAT to underpin training
- Discuss the key building blocks for developing creative training.

Mastering edutainment

Edutainment is an act of learning through a medium that both educates and entertains. This workshop highlights how to creatively fuse education and entertainment together to create more engaging and impactful presentations. It aims to share training techniques and approaches that are supported by evidence-based research and is delivered in a dynamic and engaging way to model the methods that work. All in all, this workshop will share and model more than a dozen tips, techniques, games and activities to support any trainer in building engagement, promoting retention and enhancing the transfer of knowledge back to the job.

Key Outcomes:

- Define edutainment
- Identify the formula for creating edutainment
- Apply at least twelve (12) training techniques to build engagement and promote retention
- Describe the benefits of edutainment.



Putting it all together - Creative Training Techniques in practice!

In this final webinar in the Creative Training Techniques series, we will look at the implementation phase. This will involve the provision of handy tips on how to set your learning space up for success, to help you to get the most out of the techniques you have planned for. It will also include ideas for managing timing, encouraging collaboration, building networking opportunities, and debriefing learning activities. Finally, it will provide some quick, yet effective evaluation methods that can be used to round out your session.

Key Outcomes:

- Identify five (5) ways to set up your learning space for success
- Explain three (3) key techniques for managing timing
- Discuss methods for encouraging collaboration and building networking which maximise learner involvement
- Identify key considerations when debriefing learning activities
- Explore quick, yet effective evaluation methods.

Training FUNdamentals

When you make training fun, the learning process feels practically effortless—which means your learners stop clock-watching and focus more on the content of your presentation. Further to this, levelling up the fun will increase the participants' interest levels and engagement which will also add to their overall retention of the material. This webinar explores the five (5) FUNdamental principles of participant-centred learning and provides more than a dozen strategies for audience engagement. Further to this, it will share evidence-based research that supports the FUNdamentals discussed.

Key Outcomes:

- Identify the five (5) FUNdamentals of participant-centred learning
- Explain how to apply the FUNdamentals in your own training
- Discuss more than twelve (12) strategies to promote audience engagement
- Describe key learning research that supports the use of the training FUNdamentals.



RTO Compliance

Developing effective and compliant Training and Assessment Strategies

A Training and Assessment Strategy (TAS) identifies the structure for the way in which a training product is delivered to learners and the way assessment will occur. This is not just something that is provided to the auditor, or to trainers so they know what they are delivering. It is a purposeful record that informs a range of administrative functions and supports consistency in training and assessment practice.

This webinar unpacks the purpose of a TAS and provides specific guidance on how to design and develop one successfully. It will also shine a light on common non-compliances and offers advice on how to review the strategy, so it remains functional and up-to-date.

Key Outcomes:

- Discuss the key purpose of a Training and Assessment Strategy (TAS)
- Outline the parameters of a TAS
- Explore the framework and structure of a TAS and recognise the minimum components
- Identify common non-compliances within TAS documents
- Suggest appropriate methods for reviewing the strategy.



Developing meaningful evaluation of training programs

Training evaluation is the process of finding out whether all the money, time and effort put into designing and delivering training courses or other learning experiences was worth it. According to the Standards for RTOs 2015, an RTO's training and assessment strategies and practices, including the amount of training they provide, must be consistent with the requirements of training packages and VET accredited courses and enable learners to meet the requirements for each unit of competency or module with which they are enrolled. Therefore, evaluation provides a mechanism to confirm that this consistently occurs.

High-quality training and assessment means students are well equipped for employment or further study; their qualification is seen as credible when they enter the job market; and they are judged by employers as holding the skills and competencies specified in their qualification. As such, it is critical that meaningful evaluation takes place to ensure that the RTO lives up to both its promises and potential.

This webinar explores how to evaluate a training program, by measuring the effectiveness of the training in meeting workforce performance needs, capability requirements and learner expectations, together with the training product specifications. It will also provide examples of how to plan and prepare for the evaluation, collect and collate the data, analyse the findings and report the conclusions/recommendations.

Key Outcomes:

- Discuss the importance of evaluation
- Outline the steps involved in planning and preparing for the evaluation
- Identify methods of collecting and collating the data
- Explore the analysis process
- Identify formats for reporting conclusions and recommendations.



How to manage Volume of Learning requirements

According to the Standards for RTOs 2015 (clauses 1.1-1.4), RTOs are required to provide an outline of the amount of training that will be provided for each program. This means that RTOs are required to demonstrate that the amount of training provided for each training program is sufficient to ensure participants will gain the necessary skills and knowledge needed to meet the AQF level, with a relationship to the volume of learning, and training product specifications.

This webinar will assist attendees in identifying their volume of learning responsibilities, help them to determine the amount of training required for a particular program, using the AQF volume of learning indicators as a benchmark, provide advice on how to justify alternate study periods based on the learner cohort and outline where in a Training and Assessment Strategy this could be reported.

Key Outcomes:

- Identify Volume of Learning requirements for RTOs
- Apply the principles of Volume of Learning in their RTO
- Justify how their programs meet the requirements
- Explain how shorter timeframes could be appropriate.

Internal auditing – tips, techniques and schedules

Internal auditing is an important strategy that RTOs use to mitigate risk and ensure that they are aware of potential non-compliances so they can take the necessary steps to improve systems, resources and practices as required. This webinar explores tips and techniques that could be used to support self-assessment against the relevant VET Quality standards and will provide a schedule of activities to get you started.

Key Outcomes:

- Explain the purpose of an internal audit
- Examine benefits and pitfalls associated with internal audits
- Identify the steps in completing an effective internal audit
- Identify resources available to support the implementation of an internal audit
- Take action on any non-compliances more effectively.

Maintaining industry engagement

To provide training relevant to employers and to maximise learners' opportunities for employment, advancement or further education, RTOs must engage with relevant industry stakeholders. This will enable them to establish appropriate contexts, methods, resources and ensure that they have suitably qualified trainers and assessors to deliver training and to conduct assessment. This webinar will explore a step-by-step blueprint for success for how to get industry engagement right and make it sustainable for the RTO.

Key Outcomes:

- Define "Industry Engagement"
- List key benefits of Industry Engagement
- Identify Industry Engagement responsibilities within an RTO environment
- Identify appropriate industry representatives
- Review the engagement practices of other RTOs
- Build a sustainable approach to industry engagement.

Managing RTO governance requirements

According to the Standards for Registered Training Organisations, RTOs are required to have effective governance and administration arrangements in place. This will enhance business viability which will be critical to the ongoing sustainability of an RTO and the investment it makes in its services. If RTOs are not viable, then this negatively impacts on the quality of their training and assessment outcomes and on learners.

In this webinar, attendees will be provided with a range of innovative techniques to manage the RTO effectively within a compliance-driven environment. This includes a review of processes, systems and technologies that can be used to aid in governance and administration. Finally, participants will be provided with some practical tips to integrate into their RTO settings and advice on how to build more productive and profitable organisations.

Key Outcomes:

- Identify key governance requirements for RTOs
- Manage governance better using a range of innovative techniques
- Name at five (5) practical tips to integrate into their RTO settings.



Managing trainer currency

Maintaining trainer currency and vocational competency are requirements for all trainers in the VET sector. In fact, under the Standards for Registered Training Organisations, it states that training and assessment must only be delivered only by trainers and assessors who can demonstrate current industry skills, directly relevant to the training and assessment being provided. However, this is often something that proves problematic for practitioners, either in terms of recording their proficiency or in actually keeping current. This webinar provides an overview for how to manage trainer currency and provides a variety of techniques and templates to support the journey towards compliance.

Key Outcomes:

- Identify currency requirements under the Standards for RTOs 2015
- Explain how to maintain currency and vocational competency
- Explore strategies for recording evidence of industry currency
- Identify resources available to support the management of trainer currency.

Leading assessment validation activities

Validation is an important responsibility for RTOs. However, it represents some of the highest non-compliances at audit. Leading regular assessment validation activities is therefore critical in confirming that an RTO's assessment system consistently produces valid assessment judgements and ensures that candidates are assessed against all tasks identified in a unit of competency, and the evidence outlined in the associated assessment requirements.

This session will provide specific advice for developing more successful assessment validations. This includes working effectively with colleagues to systematically monitor assessment practice, undertaking risk assessment and analysis to determine the purpose, focus and context of validation activities, as well as supporting others through the validation process. In the end it will offer guidance on how to finalise documentation in keeping with required validation schedules.

Key Outcomes:

- Identify assessment validation responsibilities of an RTO
- Describe key considerations when leading a validation team within an RTO environment
- Explain how to systematically monitor assessment practice
- Explain the importance of risk assessment in the scheduling of validation activities
- Outline how to support others during the validation process.

Managing People

Closing in on the GAP

To say we're living through challenging times sounds like both a cliché and an understatement. The events of the last few years have triggered tremendous anxiety and fatigue for both staff and students alike.

However, when people look back on their lives, it is usually the most difficult challenges that gave them a new perspective or resulted in the greatest growth. Of course, in the midst of a crisis, it doesn't feel that way. But there are steps that can be taken to cope during difficult times, using techniques from the field of positive psychology. This session looks at how we can close in on the G.A.P. by focusing on Gratitude, Attitude, and avoiding false Platitudes. It provides specific advice on techniques to shape our perspectives and behaviour to become more productive, effective, and happier.

Key Outcomes:

- Identify four (4) ways to apply gratitude to daily life
- Outline seven (7) methods for boosting a positive attitude
- Identify how to overcome the platitude vs attitude trap
- Explain how to proactively close in on the G.A.P.

Communicating with people from different backgrounds

Training brings people together from a range of backgrounds and beliefs. In this webinar, participants will learn about the six fundamental patterns of cultural difference which will enable trainers and assessors to better understand and communicate more effectively with learners from different ethnic backgrounds. Further to this, a variety of learning activities will be highlighted with the aim of supporting success in cross-cultural communication.

Key Outcomes:

- Identify the six fundamental patterns of cultural difference
- Explain how to communicate more effectively with people from different ethnic backgrounds
- Identify appropriate learning activities to support cross-cultural communication.



Motivating trainers and assessors to be their best

Motivating and engaging employees to increase performance and meet organisational goals is critical for any business. In the high-stakes, compliance-driven environment of RTOs, it is particularly important that those at the frontline of the learner experience are committed to their craft, motivated to be their best and equipped to deliver great results.

This webinar examines how to unlock the talent and potential of trainers and assessors in an RTO setting and motivate them to be consistently S.T.A.R. performers. It will highlight methods aimed at supporting outstanding-ness and will outline strategies and techniques to encourage them to be dynamic ambassadors of their industry and the RTO brand.

Key Outcomes:

- Create S.T.A.R. performers of your trainers and assessors
- Move trainers and assessors from good to great and then from great to outstanding
- Identify strategies and techniques to motivate trainers and assessors to be the best.

Essential interpersonal skills for trainers

Interpersonal skills are essential for trainers in developing relationships and helping to communicate key messages to students and colleagues. Having an awareness of your own interpersonal skills, as well as those used by others, will ultimately assist in the development of more productive partnerships in the learning environment. It will also assist in being able to effectively manage the tasks trainers are responsible for. This webinar will highlight the importance of interpersonal skills for trainers and will examine 7 critical interpersonal skills needed to be effective and successful in the role.

Key Outcomes:

- Identify the importance of interpersonal skills for trainers
- Build an awareness of how they use interpersonal skills
- Describe 7 critical interpersonal skills needed to be an effective trainer.



Exploring the five key facets of impact

This session explores five key facets of impact, which overlap every role within in Registered Training Organisation (RTO). On average, an adult makes about 35,000 remotely conscious decisions each day. Like the ‘butterfly effect’ theory, where small actions in one place can have huge ramifications in seemingly unrelated locations, the same is true in business. Even though we can be great distances apart, the pledges we make and the choices we take daily, can have a profound impact on others.

This session aims to highlight how we can improve the impact that we have on our students, staff, and the industries/communities we serve. Further to this, it will examine the influence that cognitive bias, emotional contagion, and mutual reciprocity have on success. Whilst these can seem like heavy concepts, understanding them better, will help us to create simple solutions, that reap large rewards.

Key Outcomes:

- Identify the ABCs of attitude
- Describe the five facets of impact
- Define the terms “emotional contagion”, “mutual reciprocity” and “cognitive bias”
- Explain how to improve our impact on students, staff and the industries and/or communities we serve.

Getting staff back on the compliance bus

Whilst the outcomes of a self-assessment will trigger a compliance ‘rush’ - compliance shouldn’t be the object of our function. Rather it should be the result of implementing robust systems and great learning and assessment experiences. However, RTO managers regularly struggle with ensuring that staff understand the importance of consistency in these areas and report that their teams are not always enthusiastic about doing what is necessary to maintain quality. But how do you get the staff on board the Compliance Bus and to that quality destination?

This webinar focuses on how to build buy-in and will share strategies and techniques that can be used to support a culture of quality. Further to this, it will provide advice on how to embed compliance as part of ongoing practice and troubleshoot how to manage the behaviours of those who miss the bus!

Key Outcomes:

- Reflect upon the role of compliance within an RTO setting
- Identify methods for building ‘buy in’ for compliance
- Explain how to build a culture of quality
- Identify ways to manage the behaviours of those who miss the compliance bus!

SuperCHARGE your RTO success!

There are about 4000 registered training organisations (RTOs) in Australia charged with the responsibility of upskilling and reskilling the workforce. However, are they committed to taking CHARGE of their own organisations to propel them to the next level?

- Culture
- Hiring for attitude
- Asking more questions
- Relationships
- Grow
- Evolve

This session explores the importance of building an RTOs culture, examines the impact of institutional silence and identifies the positive domino effect that comes from fostering great relationships with your team through asking more questions and driving your vision for the future.

Key Outcomes:

- Explore the core values that will help to transform your RTO culture
- Identify the benefits of hiring for attitude
- Define 'institutional silence' and why it is important to ask more questions
- Outline how to develop more productive relationships
- Identify the factors that contribute to RTO growth.